

Beal City Public Schools

High School Course Description Guide

2011-12

Educational Teamwork Today

for

Educational Excellence Tomorrow!

MISSION STATEMENT:

Beal City Schools, in harmony with the home and community, will educate our children in a positive learning environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

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Nondiscrimination Statement:

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, and the Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Beal City Public Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, age, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to the Superintendent's office at 989-644-3901

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A Letter to Parents

Dear Parent/Guardian, The mission of Beal City Public School District, in partnership with families and community, is to create the best school system that will ensure the highest quality of teaching and learning to enable all students to become knowledgeable, ethical, and successful citizens. In other words, this organization is committed to students graduating as fully-functioning adults, ready to participate in a global economy and ready to take on the challenges that will confront them.

Our high school is organized around some guiding principles of a Professional Learning Community (PLC) where student achievement is our main goal. We want to improve student learning, and more specifically, your child's academic success. I hope that you will be engaged in the process as well, by involving yourself in your student's learning and overall academic program.

The partnership process begins now as you select courses for next year. Beal City Public Schools offers excellent high quality programs for its students. It is imperative that you and your student take the time to discuss and plan the education experiences and opportunities in which they will participate. The course selection process is critical if your student is to become a successful and productive individual in a rapidly changing world.

The dedicated staff of teachers, counselor, and administrators is available for consultation in making choices or answering questions. Future career choices have basic requirements that must be met. The time you and your student spend now planning and selecting challenging programs will reap benefits later on the path leading to success.

Sincerely,

Jeffrey M. Jackson
Principal
Beal City M.S./H.S.

SELECTING YOUR COURSE OF STUDY

Beal City Public Schools provides a variety of courses to meet the needs, interests, abilities, and career goals of each student. The district believes that student needs are the guiding force in offering meaningful high school courses and programs.

High school students must plan their four year program with graduation requirements and career planning in mind. A four-year planning guide is included on page ten of this course book for student use. Please utilize the Career Pathways information included in the booklet for additional planning assistance. In addition to graduation requirements, several other factors will affect a student's selection of courses:

- What courses will help me develop my career or occupational interests?
- What courses will prepare me for the college, technical, or vocational training program of my interest?
- What courses are of special interest to me?
- What courses will be good for me at this time of my life?

Developing a program of study is a combined effort on the part of the student, parent, teacher, counselor, and school administrator. The major responsibility for developing a good four-year program belongs to the student and his/her parents. Each student should review his/her plan with parents so that educational and career goals may be reached by the time of graduation. The counselor is also available to provide guidance in making course selections and career decisions. We are dedicated to helping all students take advantage of a wide range of opportunities and acquire the best preparation for their future.

While developing a four-year plan, understand that the majority of our courses are Full-Year. Students earn a half credit for each semester course or a total of one credit for the full year course. Success in high school depends on many things; there is no substitute for consistent and diligent study, just as there is no substitute for good preparation and good study habits.

GRADUATION REQUIREMENTS

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at graduation ceremonies. The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

Special education students who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P.C. may participate in graduation activities and may be awarded a District-endorsed diploma or certificate of completion. Reasonable accommodation shall be made for students with disabilities under Section 504 to assist them in taking the Michigan Merit Exam (MME) and other required tests.

Beal City Public Schools has established guidelines for any high school student who wishes to test-out of a course in which s/he is not enrolled. Students, successfully testing out of a class, shall receive credit counting toward the required number of credits needed for graduation.

Commencement ceremonies will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation; however, when personal conduct so warrants.

Graduation requirements are determined by the legislation that defines the Michigan Merit Curriculum and by those courses approved by the Board consistent with these legislative statutes.

Graduation Requirements

COMMUNITY SERVICE: To graduate from Beal City High School a student must complete 40 hours of community service. The hours of community service may be performed anytime between the first day after the student graduates from 8th grade and April 30th of the student's graduation year. Definitions of Community Service: Volunteer=A person who renders aid, performs a service, or assumes an obligation voluntarily; Service=An act of assistance or benefit to another or others; Voluntary Community Service=Activities that students perform to benefit at least one other unrelated person and for which they do not receive monetary compensation. Forms may be picked up in the high school office they need to be signed by the person volunteering service, person receiving service, and a parent/guardian.

To graduate from Beal City High School a student must complete one of the following pathways. In addition, Beal City High School requires 11th grade students to participate and give a "Good Faith" effort as determined by the test administrators and/or proctors on "mandated state testing such as; MEAP, Michigan Merit Exam" to receive a diploma. The class of 2012 and beyond has different requirements as listed below.

HIGH SCHOOL GRADUATION REQUIREMENTS Class of 2012 and Beyond - University Pathway- 26 Credits

Summary of requirements recommended for the University Pathway / Requirements - 22 Credits

English Language Arts: 4.5 Credits

- 1 English Language Arts 9
- 1 English Language Arts 10
- 1 English Language Arts 11
- 1 English Language Arts 12
- .5 Communications

Mathematics: 4 Credits

- 1 Algebra 1
- 1 Geometry
- 1 Algebra II or Algebra II A
- 1 Pre-Calculus or Algebra II B

Science: 4.5 Credits

- 1 Biology
- 1 Physical Science
- 1 Chemistry or Physics
- 1 Science Elective
- .5 Agri-Science

Social Studies: 4 Credits

- 1 World History & Geography
- 1 United States History & Geography
- .5 Government
- .5 Economics
- 1 World History Seminar

Physical Education & Health: 1 Credit

In addition to aforementioned courses: Psychology, Astronomy, Voc-Education Classes, H.S. Art, Agri-Science, Anatomy, Natural Resources, English Enrichment, The Novel, Research Writing, Concert Band, Jazz Band, Music Exploration, Drama, Chemistry, Physics or H.S. P.E.

Visual, Performing & Applied Arts: 1 Credit

(From selection below)

- 1 H.S. Art
- 1 Concert Band
- 1 Jazz Band
- .5 Drama
- .5 Music Appreciation

BST/on-line experience: 1 Credit

Foreign Language: 2 Credits

Spanish I & II

Electives: 4 Credits

Class of 2012 and Beyond - Vocational Pathway- 24 Credits Two-year vocational education students will follow the vocational pathway.

Requirements – 19.5 Credits

English Language Arts: 4 Credits

1 English Language Arts 9

1 English Language Arts 10

1 English Language Arts 11

1 English Language Arts 12

Visual, Performing & Applied Arts: 1 Credit

(From selection below)

1 H.S. Art

1 Concert Band

1 Jazz Band

.5 Drama

Mathematics: 4 Credits

1 Algebra 1

1 Geometry

1 Algebra II or Algebra II A

1 Pre-Calculus or Algebra II B

.5 Music Appreciation

Bus. Serv. & Tech./On-line Experience.: 1 Credit

Physical Education & Health: 1 Credit

MPATC: 4 credits

Electives: .5 Credits

Science: 3.5 Credits

1 Biology

1 Physical Science

1 Chemistry or Physics

.5 Agri-Science

Foreign Language: 2 Credits

Spanish I & II

Social Studies: 3 Credits

1 World History & Geography

1 United States History & Geography

.5 Government & .5 Economics

See Mt. Pleasant Technical Education Center for course offerings. There is a one-year commitment when choosing to attend the Mt. Pleasant Technical Education Center (with the exception of Health Occupations/ CENA course).

CAREER PATHWAYS

Q: WHAT IS A CAREER PATHWAY?

A: Michigan Career Pathways are broad groupings of careers that share similar characteristics. Employment characteristics within each of the six pathways revolve around many common interests, strengths and competencies. Michigan Career Pathways provide a useful framework to aid students, parents and educators in making meaningful connections to the world of work. The six Michigan Career Pathways identify employment opportunities regardless of educational requirements. The desired outcomes of Career Pathway preparation are student achievement and ultimately success in a career.

Q: WHY DO I NEED TO UNDERSTAND CAREER PATHWAYS?

A: Career Pathways can assist you in finding your way among the thousands of different occupations available to you. Following a career pathway makes it easier for you to identify career choices. Career pathways can help you develop a plan on how to prepare for your chosen career interest area.

Q: WHEN CAN I START LEARNING ABOUT CAREER PATHWAYS?

A: It's never too early to learn and become aware of career pathways. You can start at any time! Start Now!

Q: WHAT ARE MICHIGAN'S CAREER PATHWAYS?

A: Michigan's six career pathways include Arts and Communications; Business Management, Marketing and Technology; Engineering/Manufacturing and Industrial Technology; Health Sciences; Human Sciences; and Natural Resources and Agriscience

Q: HOW DO I DECIDE WHAT CAREER PATHWAYS ARE BEST FOR ME?

A: Align your personal interests, abilities, and skills to the different career pathways to see what fits best.

Q: WHERE CAN I LEARN ABOUT MY INTEREST, ABILITIES AND SKILLS?

A: Career Cruising is on your school's network. Ask your teacher, counselor, or media specialist to help you learn to use this tool to find out about you.



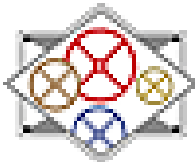
ARTS AND COMMUNICATIONS

Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations. Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos or writing stories? This may be the career path for you!



BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY

Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer information systems, finance, accounting, personnel, economics, and management. Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? 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? This may be your career path!



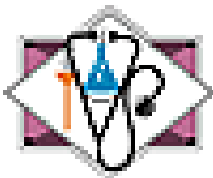
ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies. Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career path for you!



NATURAL RESOURCES AND AGRISCIENCE

Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife. Are you a nature lover? Are you practical, curious about the physical work, 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!



HEALTH SCIENCES

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies. Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? This may be your career path!



HUMAN SERVICES

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services. 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 life better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career path!

EDUCATIONAL DEVELOPMENT PLAN

Use the following space below to create your four-year plan. Check your Career Pathway and program plans at least once each semester with your counselor.

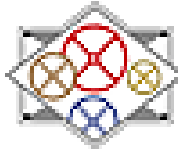
FRESHMAN (NINTH GRADE) CAREER PATHWAY...



Arts and Communications



Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits

Total Fall Semester _____

Total Spring Semester _____

Sophomore (TENTH GRADE) CAREER PATHWAY...



Arts and Communications



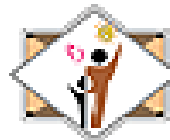
Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits

Total Fall Semester _____

Total Spring Semester _____

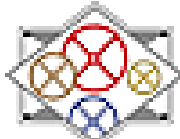
Junior (ELEVENTH GRADE) CAREER PATHWAY...



Arts and Communications



Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits

Total Fall Semester _____

Total Spring Semester _____

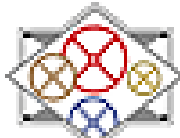
Senior (TWELFTH GRADE) CAREER PATHWAY...



Arts and Communications



Business, Management, Marketing and Technology



Engineering, Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience

Fall Semester	Credits	Spring Semester	Credits

Total Fall Semester _____

Total Spring Semester _____

COURSE SELECTION LIST

ENGLISH LANGUAGE ARTS:

English 9
English 10
English 11
English 12
Communications
The Novel
Research Writing

MATHEMATICS :

Algebra 1
Geometry
Algebra 2A
Algebra 2B
Algebra 2
Pre-Calculus

SCIENCE:

Biology
Physical Science
Physics
Chemistry
Anatomy
Agri-Sciences
Natural Resources
Zoology
Astronomy

SOCIAL STUDIES:

World History
U.S. History
Government
Economics
Psychology
World History Seminar

VISUAL, PERFORMING, AND APPLIED ARTS (VPA):

Jazz Band
Concert Band
Drama
Music Appreciation
Advanced Art
Basic Design

ON-LINE LEARNING EXPERIENCE:

High School BST

PHYSICAL EDUCATION:

P.E. 9

H.S. P.E.

Health

WORLD LANGUAGES:

Spanish 1

Spanish 2

SPECIAL EDUCATION PROGRAMS:

Resource Room

MPATC COURSES:

Contact H.S. Counselor

ENGLISH LANGUAGE ARTS

English 9— 1 credit

Prerequisite: None

The goal for English Language Arts Grade 9 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts Grade 9, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies. Through the lens of Inter-Relationships and Self-Reliance, they will consider how they build relationships, how their relationships impact others, and their responsibility to society.

English 10— 1 credit

Prerequisite: English Language Arts 9

The goal for English Language Arts 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 10, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Tenth graders will connect with and respond to texts through critical response and stance, focusing on World Literature. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

English 11— 1 credit

Prerequisite: English Language Arts 10

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on American literature and ACT success. Eleventh graders will connect with and respond to texts. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

English 12 — 1 credit

Prerequisite: English Language Arts 11

The goal for English Language Arts 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9 through 11. Using the lens of leadership skills, English Language Arts 12 students will develop a world perspective by analyzing classic and contemporary texts in a variety of genres, focusing on British Literature. Emphasis will be placed on historical background, cultural context, and literary analysis. Twelfth graders will synthesize information, ideas, and themes to understand the past, the present, and to think innovatively about the future. Writing well about literature is a key component of the class. A research paper incorporating both primary and secondary sources is required.

Communications— 0.5 credit

Prerequisite: None

This course is designed to enhance your communication skills in several areas: intrapersonal, interpersonal, small group and public. You will spend time getting to know yourself better, learning how to communicate one on one, in small groups, and in front of a larger audience. Much focus will be put on building, maintaining, and improving relationships and on conflict management.

English Enrichment— 1 credit

Prerequisite: None

In English Enrichment, students explore a variety of creative writing styles and use technology to publish their work. Other course requirements include: reporting, interviewing, checking facts, taking photos, deciding on photos/design, analyzing data, validating good sources, determining source to use, representing different sides of the story, and advertising. The students practice continual revision, and analyze and review their work during the creative process. One of the final products is a published yearbook.

Research Writing— 0.5 credit

Prerequisite: None

Research writing is a study of various researching techniques. Several writing styles will be discussed, but the emphasis will be placed on the Modern Language Association (MLA) format. Goals of the course will be to: increase your ability to write an effective research paper, increase your understanding of the writing process, increase your analytical writing skills, expand upon your research skills, and enhance your knowledge of different writing formats for research.

The Novel— 0.5 credit

Prerequisite: None

The Novel is a study of various novels published during the 19th and 20th Century, as well as an analysis of these works in their historical, cultural, and social contexts. The majority of the selected books were chosen from Petersons Reading List for College-Bound Students, which contains the reading lists of approximately 120 colleges and universities. The main objectives of the course are to increase:

- 1) Knowledge and appreciation of literature;
- 2) Understanding of how society can affect the literature of the time
- 3) The ability to discuss literature in a group setting.

READING PROFICIENT STUDENTS....

1. **Read closely to determine what the text says explicitly and to make logical inferences from it.**
2. **Determine central ideas or themes of a text and analyze their development.**
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
4. **Interpret words and phrases as they are used in a text.**
5. **Analyze the structure of the text.**
6. **Assess how point of view or purpose shapes the content and style of a text.**
7. **Integrate and evaluate content presented in diverse media and formats.**
8. **Delineate and evaluate the argument and specific claims in a text.**
9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.**
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Taken from the Common Core State Standards. Source: <http://www.corestandards.org>

WRITING PROFICIENT STUDENTS.....

- 1. Write arguments to support claims in an analysis of substantive topics or texts.**
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- 3. Write narratives to develop real or imagined experiences or events using an effective technique, well-chosen details, and well-structured event sequences.**
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to build and present knowledge.**
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
- 8. Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

Taken from the Common Core State Standards. Source: <http://www.corestandards.org>

MATHEMATICS

Algebra I—1 credit

Prerequisite: None

The goal of Algebra I is to build upon the concepts taught in the middle grades and develop them even further. Students will review and extend topics on linear, quadratic, and exponential equations and functions. They will learn to relate graphic, numeric, symbolic, and verbal representations of these patterns. Students will also be introduced to polynomial and power patterns.

Geometry— 1 credit

Prerequisite: Algebra I

The main objective of this course is to develop logical reasoning skills through the study of formal logic and proof. Extensive study of theorems and postulates will develop relationships between the building blocks of geometry: points, lines, and planes. These properties will then allow students to study relationships among other geometric figures such as parallel lines, congruent and similar triangles, quadrilaterals, and circles. Students will develop spatial reasoning through the study of 2 and 3-dimensional figures, including area and volume. Students will also be introduced to trigonometry.

Algebra II—1 credit

Prerequisite: Geometry

The goal of Algebra II is to build upon the concepts taught in Algebra I and Geometry and develop them even further. Students will review and extend topics on functions taught in Algebra I such as linear, quadratic, polynomial, and exponential. Algebra II will introduce new functions such as logarithmic, rational, and trigonometric. In addition to the study of functions, students will learn about sequences, iteration, conic sections, statistics, and probability. Upon completion of this course, students will have the knowledge base to be successful on the ACT and MME math tests

Algebra II A and Algebra II B—2 credits

Prerequisite: Geometry and teacher/parent recommendation

These two classes together will cover all of the material in the Algebra II course. The material will be learned over the course of two years, instead of one. This will allow the class to move at a slower pace. Each course will be assigned one credit. Algebra II A will cover the Algebra II Pre-MME content expectations as determined by the state to provide adequate preparation for the ACT and MME math tests.

Precalculus—1 credit

Prerequisite: Algebra II

Precalculus is the preparation for calculus. The study of the topics and concepts in precalculus will deepen students' understanding of algebra and extend their ability to apply algebra at higher conceptual levels. Functions and trigonometry will be covered in depth, as well as an introduction to vectors, matrices, and polar coordinates.

MATHEMATICALLY PROFICIENT STUDENTS....

- 1. Make sense of problems and persevere in solving them. Students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They make conjectures and plan for a solution rather than jumping into an attempted solution.**
- 2. Reason abstractly and quantitatively. Students make sense of the quantities and their relationships in problem situations.**
- 3. Construct viable arguments and critique the reasoning of others. Students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to compare two plausible arguments, distinguished correct logic and reasoning from flawed logic and reasoning.**
- 4. Model with Mathematics. Students can apply the mathematics they know to solve problems arising in everyday life. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, tables, graphs, flowcharts and formulas.**
- 5. Use appropriate tools strategically. Students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, or other software.**
- 6. Attend to precision. Students try to communicate precisely with others. They try to use clear definitions in discussion with others.**
- 7. Look for and make use of structure. Students look closely to discern a pattern or structure.**
- 8. Look for and express regularity in repeated reasoning. Students notice if calculations are repeated and look both for general methods and for shortcuts. They continually evaluate the reasonableness of their intermediate results.**

Taken from the Common Core State Standards. Source: <http://www.corestandards.org>

SCIENCE

Biology– 1 Credit

Prerequisite: None

This course will cover the following topics: the science of biology, the chemistry of life, the biosphere, ecosystems and communities, populations, cell structure and function, photosynthesis, cellular respiration, cell growth and division, genetics, DNA, RNA, the human genome, the history of life, and classification. Students will discuss the everyday uses of biology as well as the scientific and agricultural importance of Biology. Students will explore the career opportunities available in the biological industry. Students will be working in both outside and inside labs.

Anatomy— 1 credit

Prerequisite: Biology

This course is preparatory for students exploring careers in the allied health fields, and in some cases, for students wishing to pursue careers in physical education, art, psychology, or anthropology. Students are introduced to the structure and function of the human body, which requires a basic understanding of general biology. The primary goals of this course are as follows: Identify, define and relate the various elements of human anatomy, discuss and diagram the inner-relationship of bodily parts and functions, explain, describe and evaluate the relationship of body systems, create diagrams and build models that display or illustrate fundamentals of human anatomy and physiology, and analyze the reproductive system and discuss the cycle of life.

Chemistry– 1 Credit

Prerequisite: Physical Science

This course is designed to enhance students understanding of matter and the changes matter undergoes, including the structure of the atom, how atoms are bonded together, how energy plays a role in the making and breaking of bonds, types of chemical reactions, ways of naming chemicals and the mathematical concepts for accounting for matter as it undergoes change.

Physics– 1 Credit

Prerequisite: Physical Science

This course is designed to teach the basics of energy and the transfer of energy. It will include the study of types of energy, how energy interacts and is related to matter, why energy is important, how to describe energy, the mathematical concepts that are used to calculate changes in energy, and calculating energy transformation in its various forms.

Agribusiness - 0.5 Credit

Prerequisite: None

This course is designed to introduce students to the agribusiness aspects of agriculture and natural resources. Agribusiness will cover size and importance of agribusiness, types of agribusiness, personal financial management, agribusiness record keeping and accounting, public agribusiness services, private agribusiness services, the agribusiness input sector, the agribusiness output marketing sector, commodity (futures) marketing, agri-marketing channels, agricultural economics and the American economy, economic activity and analysis, international agriculture marketing, emerging agribusiness and technologies, and planning and organizing an agribusiness.

Ag. Topics– 0.5 Credit

Prerequisite: None

This course is designed to introduce students to important topics in the agricultural industry, including farm safety, aquaculture, hydroponics, greenhouse management, biotechnology, vet science, animal judging, leadership, and current events. Students will also be involved in raising rabbits and Cornish hens for the FFA Poultry Project.

Botany– 0.5 Credit

Prerequisite: None

This course will introduce students to the industry of agriculture and its scope and importance to each of us. Included will be an introduction to the FFA as a component of the Agriscience program. In this class students will learn about plants, including the horticulture industry and its importance to our economy. Students will explore horticulture, plant propagation, greenhouse management, integrated pest management, landscaping, lawn and turf grass, vegetables, fruits, crops, plant ID and floral design. The greenhouse will be used for projects in germination, nutrition, and light experiments. Students will also be learning about the FFA.

Zoology– 0.5 Credit

Prerequisite: None

This course will introduce students to the industry of agriculture and its scope and importance to each of us. Included will be an introduction to the FFA as a component of the Agriscience program. In this class students will learn about the animal industry through genetics, breeding, reproduction, nutrition and record keeping. Along with an in-depth study of animals such as beef, swine, sheep, goats, dairy, poultry, fish, horses and rabbits. Students will be involved in raising rabbits and Cornish hens for the FFA poultry project.

Natural Resources– 1 Credit

Prerequisite: None

Students will begin with a general discussion of natural resources and its relationship and importance to man. In addition students will explore career opportunities available to them in natural resources. Labs will be conducted inside and outside of the classroom. Students will also be learning about the FFA.

Astronomy– 0.5 Credit

This class is an elective, inquiry-based science which will focus on the fundamental study of the universe. It will primarily explore the nature of weather patterns, moon phases, seasons, stars and galaxies. Students will explore these phenomena through a sequence of lab activities where they will make observations, analyze data, do research and problem solve in order to develop an understanding of how these forces of nature affect Earth.

SCIENCE PROFICIENT STUDENTS.....

Have useful and connected knowledge of science in four key practices of science literacy:

1. Identifying Science Principles.

Successful students can:

- a. describe, measure, or classify observations.
- b. state or recognize correct science principles.
- c. demonstrate relationships among science principles.

2. Using Science Principles.

Successful students can:

- a. explain, predict, and suggest examples of observations of phenomena.
- b. propose, analyze, and evaluate alternative explanations.

3. Scientific Inquiry.

Successful students can:

- a. design and conduct a systematic scientific investigation that tests a hypothesis.
- b. draw conclusions from data presented in charts or tables.

4. Scientific Reflection and Social Implications.

Successful students can:

- a. critique arguments about personal or societal issues based on scientific evidence.
- b. evaluate the scientific accuracy and significance of information.
- c. use technology to apply science principles or scientific data.

Taken from the Common Core State Standards. Source: <http://www.corestandards.org>

SOCIAL STUDIES

US History — 1 credit

Prerequisite: None

This course is designed to introduce relevant concepts of American History. Content will focus on the evolution of American History and the economic, social and political impact this has had on our country and internationally. The American History class will begin with the growth of industrial urbanization and follow historical chronology through the twentieth century until the present. Upon thorough examination students will have a better understanding of themselves and their society and help them make decisions about their future.

World History and Geography – 1 Credit

Prerequisite: None

This course will take a global and comparative approach to studying the world and its past to develop a greater understanding of today's worldwide events, processes, and interactions among people, cultures, societies, and environment. This class begins with ancient times and chronologically covers World history ending with the Cold War and its aftermath.

World History Seminar – 1 Credit

The purpose of this course is to comprehensively study selected international, national and local problems. Researching the problem by examining the facts and evaluating the alternatives will lead the student to objectively consider possible solutions. Weekly resource materials used are Newsweek magazine and the local or state newspaper.

Government— 0.5 credit

Prerequisite: None

Government is a half-credit Social Studies class. This course is designed to introduce the origins of American Constitutional Government and the foundations and principles of American Government. The Government class will examine the structure of our Federal and State Government, foreign policy and the United States' role in international institutions and affairs. Students will understand the rights and responsibilities of citizenship including leadership, authority, self-interest and the greater good.

Economics— 0.5 credit

Prerequisite: None

Economics is a half-credit Social Studies class. This course is designed to introduce basic concepts of Economics of the market economy including individual and household choices, personal finance, business and entrepreneurial decision, and public policy. The Economics class will also study macroeconomics including inflation, unemployment and the role of money nationally and internationally.

Psychology— 1 credit

Psychology is the scientific study of behavior and mental processes. When applied to humans, psychology covers everything that people think, feel, and do. The use of a systematic method of asking and answering questions about why people think, act, and feel as they do reduces the chances of coming to false conclusions. Many different approaches are used to understand the complex richness of human behavior.

SOCIAL STUDIES PROFICIENT STUDENTS....

Should be able to:

- Listen, read, write and speak with comprehension and clarity
- Define and apply conceptual vocabulary
- Arrange events in chronological sequence
- Differentiate fact from opinion
- Determine an author's purpose
- Determine and analyze similarities and differences
- Analyze cause and effect relationships
- Explore complex patterns, interactions and relationships
- Differentiate between and among various options
- Develop an ability to use and apply abstract principles
- Explore and/or observe, identify and analyze how individuals and/or institutions relate to one another
- Locate, analyze, critique, and use appropriate resources and data
- Evaluate sources for validity and credibility and to detect bias, propaganda and censorship
- Use a wide variety of media to access, analyze, evaluate, and create messages and reports
- Investigate, interpret and analyze multiple historical and contemporary sources and viewpoints
- Articulate and construct reasoned arguments from diverse perspectives and frames of reference
- Present solutions to problems by analyzing conflicts and evaluating persistent issues.
- Utilize technology skills and resources to manage and communicate information
- State relationships between categories
- Determine whether or not sources are valid and credible
- Propose a new plan of operation, system, or scheme based on available data

Taken from the Common Core State Standards. Source: <http://www.corestandards.org>

On-line Learning Experience

HS BST- 1 credit

Prerequisite: None

In HS BST, or Business Services and Technology, students will learn advanced word processing skills with Microsoft Word, as well as other computer skills and applications such as Excel, PowerPoint, and internet applications and safety. This course will also involve the Career Forward program which allows students to explore various career paths through self-inventories and the formation of an Individualized Development Plan. HS BST fulfills the online experience graduation requirement set forth by the Michigan Department of Education.

VISUAL, PERFORMING AND APPLIED ARTS

High School Art– 1 Credit

Prerequisite: Basic Design or permission of instructor

This course is designed to expand on concepts introduced in Basic Design. Students will gain practice in using the principles of design; repetition, balance, emphasis and contrast. Students will use their creative, expressive, and problem solving skills in a variety of two dimensional media, including pencil, color pencil, watercolor and tempera paints, and pen and ink. Printmaking projects will provide students with the opportunity to experience the effects of color, repetition, and balance in a work of art. This course is designed to introduce high school students to the basic elements and principles of design and to apply these principles to their own artwork. Students will use art materials and tools with skill to communicate ideas and incorporate elements of design in the creative process. Students will be introduced to shading techniques, positive and negative space, balance, color, papier mache, watercolor, opaque tempera, acrylics, pottery, glazes, and sculpture.

Concert Band – 1 Credit

Prerequisite: Middle School Band or permission of instructor

The centerpiece of the Beal City Band Program, this ensemble performs high quality ability-level appropriate literature appealing to students and audiences alike, while maintaining focus on National and State Arts Standards. Fundamentals of music (rhythm, pitch, tone, meter) are explored in addition to higher levels of music history, music theory and music of other cultures. MSBOA and other festival performances, in addition to special interdisciplinary presentations, are highlights of the school year in addition to performances at concert and athletic events. All performances are considered a natural outgrowth of the school day activity.

Jazz Band – 1 Credit

Prerequisite: Concert Band or permission of instructor

Jazz Band is available to all interested band members of 10th grade and beyond who play an instrument traditionally found in the Big Band orchestration: saxophone, trumpet, trombone, guitar, piano, bass and drum set. Fundamentals of music (rhythm, pitch, tone, meter) are addressed as well as aspects of music history, music theory and music of other cultures as they apply to the jazz medium. Performances include concerts, athletic events and other community events. All performances are considered a natural outgrowth of the school day activity. Occasional waivers can be made for participation by students younger than grade 10. However, enrollment in another band class is mandatory.

Music Appreciation — 0.5 credit

Prerequisite: None

Not a performance class, the curriculum will approach the building blocks of traditional Western music, the history and development thereof as well as music of other cultures and their influences on Western music. Topics will include rhythm, pitch, counterpoint, harmony, form, analysis, history, style, music literacy, musical theater and popular music. Enrollment is open for any student attending Beal City High School with interest in more complete understanding of music

Drama — 0.5 credit

Prerequisite: None

In this course students will experience several different aspects of drama - both on and off stage. They will be working on performance techniques, set, costume, and make up designing, script writing, and will be a part of a class production. Drama is designed to increase students' knowledge of what goes into a theater production and to give first hand opportunities to perform, design, tech, and create drama. Emphasis will be mainly on developing creative skills in drama; however, students will also be enhancing reading, writing, speaking, and listening skills, as well as their abilities to work with partners and in larger groups.

PHYSICAL/HEALTH EDUCATION

Physical Education 9– 0.5 Credit

Prerequisite: None

This course is designed for all 9th grade students. In addition to a daily fitness program, students will be involved in a variety of activities. Activities will range from participation in individual and team sports to a number of different strength and conditioning workouts.

High School Physical Education– 1 Credit

Prerequisite: None

This course is designed to enhance students' knowledge and abilities in the physical, mental and social outcomes derived from participation in team sports and individual sports. A daily fitness program is also part of this class.

Health 9— 0.5 credit

Prerequisite: None

This course is designed to provide information needed to make important decisions about health, wellness, and individual lifestyle. Topics related to health, including decision making, nutrition, physical activity, eating disorders, body systems, substance abuse, and STD's/HIV/AIDS will be discussed. Emphasis will be placed on the student's acquiring knowledge and assuming responsibility for one's own health.

Special EDUCATION

Special Education

Individualized instruction and credit is given in academic areas of math, English, social studies, and science. Students must qualify for Special Education as defined in the state guidelines.

WORLD LANGUAGES

Spanish I– 1 Credit

Prerequisite: None

This introductory course is designed to empower students with the tools of language learning. They will learn basic vocabulary, grammar, pronunciation, and culture throughout the year using a variety of techniques. Students will begin to develop their second language by working on interpersonal, interpretive, and presentational communication skills through writing, reading, listening and speaking. Throughout this course, a focus on the cultural diversity of the Spanish speaking world will be explored in order to engage cultural comparisons and appreciation.

Spanish II– 1 Credit

Prerequisite: Spanish I

This course is designed to expand upon the foundation created in Spanish I in order to increase students' ability to communicate effectively. Students will be able to use these skills to facilitate the descriptions of present, past, and future events. Upon completion of this course, students will demonstrate proficiency by communicating in predictable situations about themselves, their families, communities, school, home, and country. The acquisition of a second language will empower students with the linguistic and cultural tools to effectively compare and contrast the traditions, languages, and perspectives of themselves and others.

MYTH I can get a good paying job out of high school. FACT probably not. Or if you do, don't count on it lasting. This is the main reason for Michigan's new graduation requirements. The fastest growing jobs require education beyond high school. Learn more at <http://www.EduGuide.org/h7>

Vocational Courses -1 credit per semester (permission of counselor)

Course descriptions for classes offered at the Mt. Pleasant Area Technical Center are available from the counselor.

DUAL ENROLLMENT OPPORTUNITIES

Beal City Public Schools strongly encourages eligible students to take advantage of early college opportunities that are available across the district. Dual enrollment students who score at or above minimum scores on the standardized ACT test (administered to all 11th grade students in the spring of their junior year). Dual enrollment enables a student to simultaneously earn high school and college credit. These college credits may be transferred depending on the college/university the student will be attending. Students can take classes either on campus, or, becoming more popular each year, in an "on-line" format. Please see your counselor for more information.

Teachers, counselors and administrators are often asked, "Where can I get additional help if I get behind in school?" Many sources of tutoring are available. Your counselor may have ideas about local programs. If you can't find a tutor you can afford, consider what you could trade for tutoring such as babysitting or running errands.

- 1. Teachers are always ready to provide extra academic help...if you ask. And who better to know exactly what help you need. If he/she is busy, ask him /her if they know an older or more advanced student who could help. Many Honor Society students are willing to meet and assist you.**
- 2. Libraries may have free drop-in tutoring either on-site or on-line.**
- 3. Family and friends can also be good tutors, if they understand the material and both parties have the patience to make it work. Check around, you may be very surprised who can help you.**
- 4. Churches, community and volunteer centers may have programs to help you. Though some may only provide mentoring, ask if they have anyone who can also tutor a student who is struggling with a certain subject. They're available to help.**
- 5. Colleges sometimes have students who are studying to become future teachers and are willing to work with struggling students. They may charge a small fee, but it may be worth checking into.**
- 6. Private tutors specialize in assisting students. You can ask your counselor or check on-line for a service. Costs range a lot: from \$10-\$70 per hour. Do your research before making an appointment.**
- 7. Search for tutors on-line. You will find some free homework help sites and a number of companies that provide tutoring on a pay as you go or subscription basis.**
- 8. Private Tutoring centers specialize in a systematic approach to bringing students up to speed. Tutoring styles and costs vary.**

Check around. Available help is there for you. Learn more at <http://www.EduGuide.org/h7>