

TIGERS



2021-2025 High School Course Guide



Benton Harbor Area Schools

“Setting the Bar, Reaching the Bar, Exceeding the Bar!”



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MISSION AND VISION

The mission of the Benton Harbor Area Schools is to educate, guide, and inspire students by developing their skills and knowledge to be globally competitive. Benton Harbor Area Schools is committed to be the best in academics, athletics, and arts.

**Notice Regarding Non-Discrimination Policy**

It is the policy of the Benton Harbor Area School District not to discriminate on the basis of religion, race, color, nationality, sex, sexual orientation, gender identification, ancestry, age religious beliefs, disability, status as homeless, or actual or potential marital or parental status, including pregnancy in tis employment practice as well as in its educational programs, activities, and services.

The following person has been designated to serve as the District’s Title IX Coordinator and Compliance Officer for matters involving alleged discrimination. Any inquiries reading the School District’s non- discrimination policies should be directed to:

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Graduation Requirements



MICHIGAN MERIT CURRICULUM GRADUATION REQUIREMENTS

The Michigan Merit Curriculum (MMC) is crafted around the philosophical belief that all students will need post-secondary learning opportunities beyond high school. It is not a curriculum in the traditional sense, in that it does not describe instructional materials and approaches. It specifies that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards or guidelines. Districts are responsible for awarding diplomas and are responsible for providing all students the opportunity to learn the content outlined by the standards. The MMC supports the need for personalization, acceleration, and innovation in an atmosphere of high expectations and support for students earning a diploma in Michigan.

BHAS HIGH SCHOOL GRADUATION REQUIREMENTS for BHHS AND CAPE

Students must fulfill the Michigan Merit Curriculum (MMC) requirement of 18 core credits during the course of their educational tenure (K-12). Benton Harbor Area Schools require 22 core credits, starting with the Class of 2028, for graduation. See the chart below to better understand the requirements:

*****The chart below shows the MMC and district requirements to obtain a high school diploma beginning the 2024-2025 school year for the Benton Harbor High School graduating *Class of 2028*.**

22 CREDITS OF CORE COURSES AND ELECTIVES- Begins with the Class of 2028			
ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
4 credits	4 credits	3 credits	3 credits
English 9 English 10 English 11 English 12 or Demonstrated Proficiency	Algebra 1 Geometry Algebra 2 1 additional math or Demonstrated Proficiency	Biology Chemistry or Physics 1 additional science, CTE or Demonstrated Proficiency	Civics (.5) Economics (.5) U.S. History World History or Demonstrated Proficiency
P.E./HEALTH	VISUAL/PERFORMING ARTS	WORLD LANGUAGE	ELECTIVES
1 credit	1 credit	2 credits	4 credits
Health Physical Education or Demonstrated Proficiency	Band Art CTE or Demonstrated Proficiency	Spanish 1 Spanish 2 Swahili 1 CTE or Demonstrated Proficiency	Various

*****The chart below shows the MMC and district requirements to obtain a high school diploma that will continue for the Benton Harbor High School graduating *Class of 2025, 2026, and 2027* and the *graduates of Career and Academic Pathways to Education (all graduating classes)*.**

18 CREDITS OF CORE COURSES AND ELECTIVES			
ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
4 credits	4 credits	3 credits	3 credits
English 9 English 10 English 11 English 12 or Demonstrated Proficiency	Algebra 1 Geometry Algebra 2 1 additional math or Demonstrated Proficiency	Biology Chemistry or Physics 1 additional science, CTE or Demonstrated Proficiency	Civics (.5) Economics (.5) U.S. History World History or Demonstrated Proficiency
P.E./HEALTH	VISUAL/PERFORMING ARTS	WORLD LANGUAGE	Optional: ELECTIVES
1 credit	1 credit	2 credits	4 credits
Health Physical Education or Demonstrated Proficiency	Band Art CTE or Demonstrated Proficiency	Spanish 1 Spanish 2 Swahili 1 CTE or Demonstrated Proficiency	Various

Virtual Learning Experience and Flexible Learning Option

The State of Michigan's Merit Curriculum requires that students must successfully complete at least one online course or learning experience. This may be achieved through an online course, online learning experiences, or online learning incorporated into each of the required credits. or blended course format.

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

- The student's ability to create and maintain a study schedule without face-to-face interaction of a teacher:
 - o Creating Calendars or Schedules
- The student's ability to self-advocate to seek help within a virtual setting:
 - o Asking for Help
 - o Accepting Critical Feedback
 - o Seeking out Resources, Access
- The student possesses the independent study habits needed to complete an entire course online without direct supervision:
 - o Time Management
 - o Study Skills
 - o Self Directed Engagement
 - o Note Taking
- The student possesses the reading, writing, math, and computer literacy skills to succeed in a class that is completely virtual.



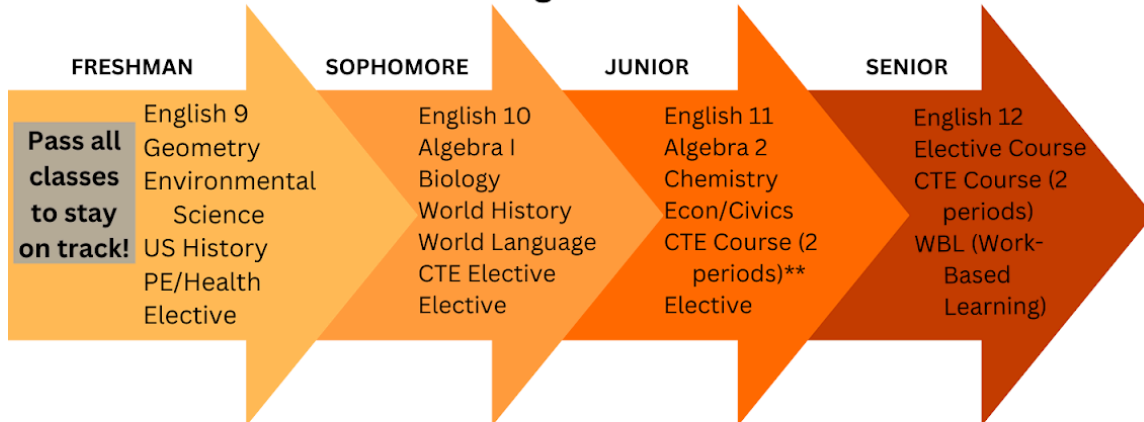
Tiger Nation, Second to None!

Recommended Course Sequence



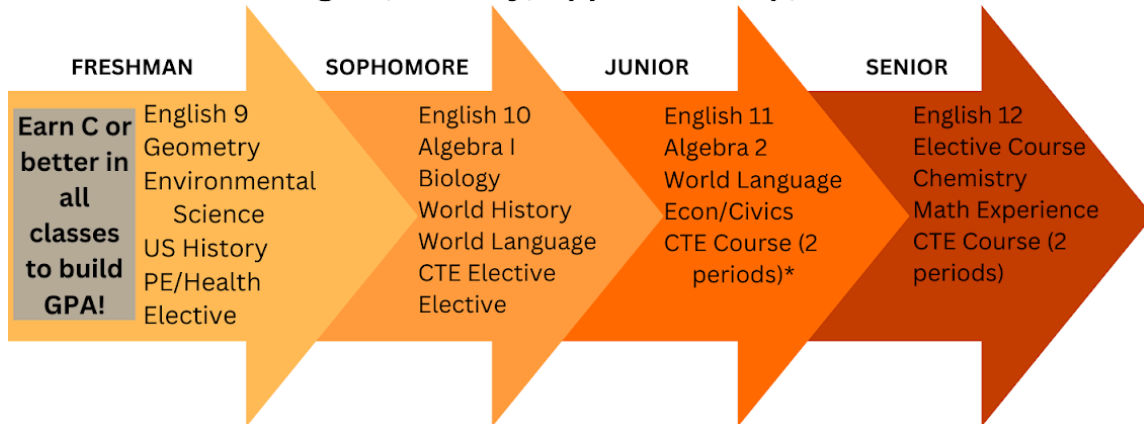
Course Planning based on Education Goals

Straight to Work



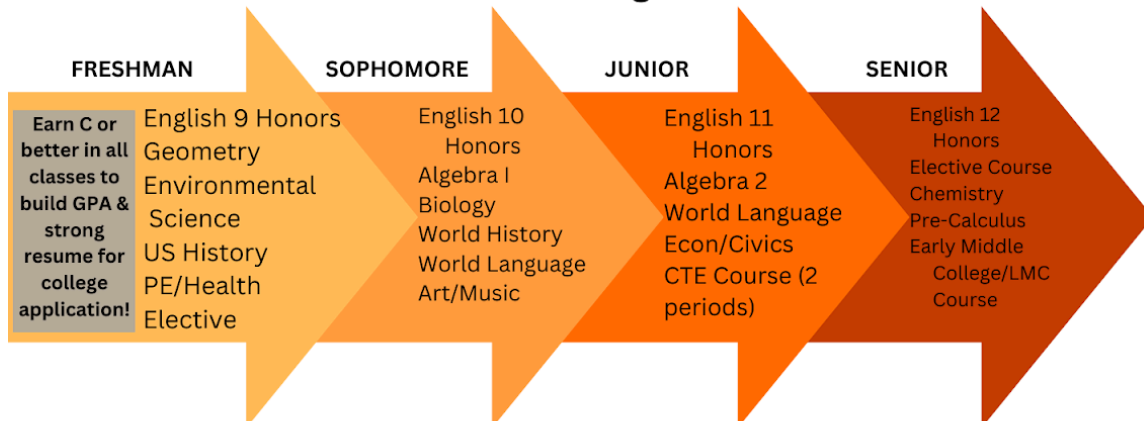
**Earn VPAA, World Language 2nd, 3rd Science and 4th year math WAIVER through CTE Elective with C or better both semesters.

2-Year Degree, Military, Apprenticeship, Trade School



*Earn VPAA and/or 3rd Science WAIVER through CTE Elective with C or better both semesters.

4-Year Degree



Build schedule based on college entrance requirements

Non-Traditional Pathway



NON-TRADITIONAL PATHWAY OVERVIEW

It is important to accommodate all students through their high school career. The traditional pathway to a diploma or certificate of completion may not always be the best pathway for every student. Additional pathways allow for individualized planning and post-secondary success. This section provides additional pathway choices to high school completion that students may consider.

Personal Curriculum

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

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

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

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

The Personal Curriculum is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student’s graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements do not need a personal curriculum.

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

For complete details and the most current information on the MMC, visit the Michigan Department of Education’s website: <https://www.michigan.gov/mde/services/academic-standards/mmc>

Educational Develop Plans (EDPs)

EDPs start in Grade 7. Many schools develop EDPs with students beginning in Grade 8. However, the statute clearly states that students should be provided the opportunity to develop an EDP in Grade 7. Beginning the process a year earlier gives students additional time to think about career and education goals and gives each student time to prepare for the rigor demanded at the high school level.

To be effective, EDPs are dependent upon a larger career development and planning process. Career Awareness occurs during the elementary grades and is designed to familiarize students with various types of careers, including career and technical education and non-traditional careers. In the middle school grades, Career Exploration helps students explore and investigate all 17 career clusters so that they can align them to their career interests. High School students will refine their career and/or educational aspirations through various Career Preparation activities that provide advanced/real-world experiences through educational and hands-on opportunities. Connecting the EDP to a variety of other career development activities is critical to its meaning and success for students. EDPs do not stand by themselves. They are a component of a career development pathway model and representative of an individual's decisions and plans at various intervals in their educational experience.

In Benton Harbor, all students have access to the Xello platform where EDPs are developed and housed. Teachers, Graduation Advisors, and School Counselors work closely with students and their EDPs to help determine career pathways. Students who qualify for a [Personal Curriculum](#) must have a current EDP in place.

XELLO

Xello (Formerly Career Cruising) is an Internet-based career exploration and planning platform and tool used by students to explore career and college options and develop a career plan. Xello can be accessed from school, from home, or wherever a student has access to the Internet. All Benton Harbor High School students have been assigned a Xello account. Teachers and students will use this platform during their On-Track to Success! Seminar. Features of the program include:

- ☑ **ASSESSMENTS:** World-renowned assessment tools to help students identify career interests, skills, abilities, and learning styles
- ☑ **CAREER PROFILES:** Thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs
- ☑ **MULTIMEDIA INTERVIEWS:** Students have the opportunity to interview with real people in each occupation, which add depth and realism to career profiles
- ☑ **COLLEGE AND FINANCIAL AID INFORMATION:** Comprehensive college and financial aid information, with a number of useful search tools to help students find the right college and the right scholarships
- ☑ **EMPLOYMENT GUIDE:** Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes, preparing for interviews, and adjusting to a new job
- ☑ **EDUCATION DEVELOPMENT PLAN (EDP):** An online portfolio where students can develop and reflect on his or her academic, personal, and career exploration activities, and make plans for the future
- ☑ **RESUME BUILDER:** Integrated with the EDP to help students create, format, and print professional-looking resumes quickly and easily
- ☑ **PARENT PORTAL:** Allows parents to view the information their child has stored in his or her EDP, learn more about the careers and schools that their child is interested in, and communicate with their child's career advisor.

To register for the Parent Portal account, go to www.careercruising.com/Parent and enter the activation code. To receive an activation code, please contact the career advisors on campus.

Advanced Pathways



HONORS COURSES OVERVIEW

Honors courses have been developed for motivated students interested in increasing the rigor of the course. Students choosing to enroll in Honors courses must be able to work independently and should expect rigor in the course.

Honors Class Requirements & Criteria

All honors classes have the same requirements and criteria for selection:

- Student has a GPA of 3.5 or better in the particular subject area AND
- Proficiency on assessments (NWEA, M-STEP, PSAT, etc.) OR
- Teacher recommendation

Dual Enrollment

Dual Enrollment is an educational opportunity that provides an option for all students to expand their opportunities in high school by simultaneously enrolling in college. Students may take classes for college credit, high school credit, or both. A student may take either one or two semesters of courses at a qualifying institution if they have administrator approval and they meet readiness assessment scores on either the ACT, SAT or ACCUPLACER.

A student may apply for a dual enrollment class by picking up a Dual Enrollment application from their Guidance Counselor. Students may exchange a three-credit college class for one high school credit.

***Note: Honors courses and Dual Enrollment courses are weighted using a GPA scale of 0 to 5.0**

Direct Credit

Direct Credit is similar to Dual Enrollment. Courses are taken on the high school campus and not at the college/university. Direct Credit provides students with the opportunity to earn college credit through an identified high school course. A student will need teacher approval and to meet readiness assessment scores on either the ACT, SAT or ACCUPLACER.

Early/Middle College Or E/MC

The Berrien County 5th Year Early/Middle College (E/MC) is an exciting and effective way for students to earn up to an Associate's Degree while still in high school. Students will be able to save both time and money as they pursue a college credential. This program is designed to provide all students an opportunity to earn a high school diploma AND a career certificate, a MEMCA certificate or an Associate degree, all of which can assist a student on a Bachelor's degree track or employment. In order to complete the coursework required for this program, students will commit to spending three years in the E/MC, grades 11, 12 and 5th year (students apply for admission to the E/MC in grade 10). More information and details can be found on the berrienresa.org website under the Services for School Age Children (5-18)/Berrien County 5th Year/Early Middle College Program tab.

Early/Middle College and Dual Enrollment Failure and Withdrawal Policy

In the event that a Benton Harbor High School student, who is dually enrolled in the Berrien County 5th year E/MC or Dual Enrollment programs, fails a course, the student shall repay the school district the tuition and fees paid by the Benton Harbor Area Schools. In addition, an intervention meeting will be held to strategize additional methods for the student to be successful in the E/MC program. The student, parent, E/MC consultant and a BHHS representative will be invited to this meeting. If a 2nd failing grade is issued, the student shall also repay the tuition and fees to the school district and a meeting will be held to consider withdrawal from the E/MC program. Withdrawing from a college class is highly discouraged. In the event that a student does withdraw from a college class and it is after the date that full refund would be available, the student will reimburse the school for the cost of the course, books and fees associated with the class.

General Information & Policy



DEMONSTRATING PROFICIENCY OVERVIEW

Students have the opportunity to demonstrate proficiency in any content area. Waivers, testing-out, and/or documentation of proficiency allows students to meet the MMC (Michigan Merit Curriculum) requirements. The flexibility of the MMC allows students to use experiences from outside of the classroom to demonstrate proficiency and earn school credit.

Review the following example:

Student X secures a summer time position with MDOT. During this time, the student is responsible for designing and implementing plans around landscaping and nursery care.

Demonstrating Proficiency: Through a portfolio assessment, it could be determined that the rigor and relevance of the summer work met several standards in both mathematics and environmental science. This student could be eligible to receive high school credit in both areas.

Students will have the opportunity to earn MMC credit if they can successfully demonstrate proficiency of the content standards. Determining proficiency will vary from content area to content area. Students will be required to submit an application. In most cases, students will be assigned a teacher to assist in developing a Student Portfolio Assessment. Benton Harbor High School will convene ad hoc MMC Proficiency Committees to evaluate any student's request for review. Applications for MMC proficiency credit may be secured in the counseling office. Students are highly encouraged to submit applications for review.

Physical Education Waiver

Students may demonstrate proficiency for the Physical Education requirements through organized athletic experiences, marching band, specified CTE courses and/or other experiences involving physical education content. See your counselor for more information.

Testing Out Policy

In accordance with the Michigan Merit Curriculum Law 380.1278(a)(4)(c), Benton Harbor High School will grant credit to students who earn a qualifying score of no less than 77% on a "test-out" assessment developed by the particular curricular department for a Michigan Merit Curriculum course. In accordance with the Michigan Law 380.1279(b), the Benton Harbor Area Schools' School Board will also grant credit to students who are **not** enrolled in a course but who exhibit mastery of the subject matter of the course by attaining a grade of not less than 77% on a final exam or by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, paper, project, or presentation as developed by the particular department for a Michigan Merit Curriculum course. This credit, expressed with "TO" for "tested out for credit," will be recorded on the student's high school transcript and will be counted toward high school credit, however, it will not be counted in the student's grade point average as directed in the law.

When not enrolled in a course that is identified as part of the Michigan Merit Curriculum a student may apply to test out of the course. Credit will be granted if the student attains a grade of not less than C+ on the final exam in the course, or if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project or other established means. Successful completion of a test-out will result in the student earning credit, but not a grade, on his/her transcript.

Administrative Guidelines for Testing Out

- Testing out is a formal procedure and must be requested through the student's counselor.
- In an effort to establish a higher level of rigor, it is to be expected that the assessments used in the test out will also be rigorous in nature. These assessments are expected to measure a student's performance on the High School Course/Credit Content Expectations and Guidelines in a thorough manner equal to that of the course requirements.
- Students will have the opportunity to test out of courses during the first week of school and the week before winter break. Testing out may also occur during summer school.
 - Transfer students may request testing out options upon enrollment
- If a student is taking a class and decides to test out, the school is obligated to allow the student this option. The school reserves the right to determine reasonable rules or time frames for assessments to be administered.
- Students have the right to test out of any of the credit areas required in the MMC.
- Students who pass the assessment will have their results recorded on their transcript and be promoted to the next course in the academic sequence (if applicable). Students should make an appointment to see a counselor to make a schedule change. Students must attain a grade of not less than 77% on the assessment in order to pass the test out. Students will receive credit toward graduation if they pass the test-out, but those credits will not be included in a computation of grade point average for any purpose.



GRADING POLICY OVERVIEW

Benton Harbor Area Schools recognizes the importance of providing high school students with letter grades that accurately reflect student achievement through demonstrating proficiency in all relevant core standards. The following grading system has been adopted using a standardized scale.

GRADING SCALE

GRADE	GRADE POINT	PERCENTAGE	AP/HONORS/DUAL ENROLLMENT
A	4.0	100-94%	5.0
A-	3.667	93-90%	4.667
B+	3.333	89-87%	4.333
B	3.0	86-83%	4.0
B-	2.667	82-80%	3.667
C+	2.333	79-77%	3.333
C	2.0	76-73%	3.0
C-	1.667	72-70%	2.667
D+	1.333	69-67%	2.333
D	1.0	66-63%	2.0
D-	.667	62-60%	1.667
F	0	59-0%	0
CR "Credit"			
NC "No Credit"			

WEIGHTED GRADING CATEGORIES

To ensure consistency across all courses, the following grading policy has been established:
Grade Book Guidelines

CATEGORY	PERCENTAGE	COMMENT
Projects	30%	Project descriptions are determined by departments
Assessments	50%	Quizzes and/or Tests make up this category
Assignments	20%	Classwork and homework make up this category

Quarter Grading Guidelines for 4x4 Block

1st Week 4.5 of Quarter	2nd Week 4.5 of Quarter	Quarter/Final Exam
40%	40%	20%
Year-long Courses (Music, CTE)		
1st/3rd Quarter	2nd/4th Quarter	Semester/Final Exam
40%	40%	20%

Incomplete Grades

Teachers may assign an incomplete grade to a student when unable to complete the assigned work within a given marking period. Students must have a valid reason for not completing the work in a timely manner. Students with excessive unexcused absences are not eligible for incompletes.

Once a student receives an incomplete grade, it is the student's responsibility to make up missing assignments and/or assessments. An incomplete grade may only be granted for the current year. Any incomplete grades not made up will be converted to an "F" or "NC" at the end of the school year.

Exception: A student enrolling and/or re-enrolling after the mid-term of the 4th marking period may be eligible for an Incomplete. In this case, the student would have the opportunity to complete the work during summer session or by the end of the first marking period of the following year. If the course work is not complete by the end of the first marking period of the following school year, the grade is converted to an "F" or NC."

Credit Recovery

It is the goal of the BHAS to ensure every student has the opportunity to succeed in class. An early warning system has been established using the *On-Track to Success!* Framework. This framework is designed to monitor and support students who are at risk of becoming off track for graduation. For a multitude of reasons, students may not be successful in their first attempt in a course. If a student receives an "F" or "No Credit", there may be the need for the student to make up a course for credit. In this case, a student would be eligible for credit recovery. However, credit recovery is not designed to improve a student's GPA. It only serves as an avenue to "recuperate" lost credit.

Students will have the opportunity to participate in credit recovery during the regular school year (needed courses will be a part of their day to day schedule if applicable) and/or over the summer. Imagine Learning has been designated as the virtual learning platform. Credit Recovery is designed for students to work independently, at their own pace. The following guidelines have been put into place to ensure the integrity and success of the credit recovery model:

- Students will have the opportunity to work independently asynchronously with live instructors for interventions and assessments.
- Guidance counselors are the only authorized users to assign credit recovery courses.
- It is recommended that students do not attempt more than 2 courses at a time.
- It is recommended that students do not exceed more than 4 recovery credits per year.
- Students will receive credit "CR" or no credit "NC." No letter grade will be awarded.
- Imagine Learning may not fulfill certain NCAA requirements. See your counselor or athletic director for more information.
- All assessments must be proctored. Students will not receive credit for the course if any assessments are completed without a proctor.
- Finally, any student engaged in cheating, including plagiarism, will automatically be eliminated from the course. Additionally, this type of behavior is in direct violation of the BHAS Code of Conduct and could result in consequences.

Parents are encouraged to contact the school counselor for more information about the credit recovery model and student progress.

Attendance Policy For Grading

Students with excused absences will be allowed to make up missed assignments and assessments. If excused absences are excessive, the student may be eligible for an "Incomplete" (see above). However, students with unexcused absences may not be eligible to make up missed assignments and assessments. Excessive unexcused absences could result in course failure.

Report Cards

Benton Harbor Area Schools provides students with regular progress reports. Students will have access to all progress and final grade reports at the midpoint of the quarter, at the end of the quarter, and at the end of the semester and school year. Additionally, students attending summer school will receive a printed copy of their summer school course work.

Transcripts

Transcripts are records of official credits earned by a student during his/her high school career. Benton Harbor Area Schools awards credits at the end of each semester. Credits earned over summer school are awarded at the end of summer school. Grades and credits will appear on the official transcript along with all other semesters.

Progress Reports, Report Cards, and Official Transcripts

The 4x4 block schedule requires a progress report every 4.5 weeks and a course grade every 9 weeks. These nine weeks will be referred to as “Grading Periods 1,2,3, and 4”.

Progress Report	Report Cards	Transcripts
Mid-1 st Quarter	Grading Period 1 (MP1)	Semester 1
Mid-2 nd Quarter	Grading Period 2 (MP2)	Semester 2
Mid-3 rd Quarter	Grading Period 3 (MP3)	Summer School (Semester 3)
Mid-4 th Quarter	Grading Period 4 (MP4)	
N/A	Transcript Annotated	Transcript Annotated

Powerschool

Benton Harbor Area Schools utilize the [PowerSchool](#) platform for grading and attendance. This online platform allows for parents to login through their personal devices. Parents are encouraged to download the app and set up notifications for attendance, behavior, and academic progress.

All grade notifications will be available via [PowerSchool](#). Printed progress and report cards will be made available at the school site and printed and mailed only upon request. For more information, contact the school counselor or building principal.

Student Academic Recognition



HONOR ROLL

Benton Harbor Area Schools is proud of all students' successes. Student achievement is recognized through the publishing of the Student Honor Roll. The Honor Roll is published at the end of each semester. The Principal's List Honor Roll covers GPAs 4.00 through 3.50. The Honor Roll covers GPAs of 3.49 through 3.00. Student maintaining a 4.00 or higher are identified with an asterisk (*) next to the name.

Please note that any incomplete grades or No Credit (NC) issued will disqualify any student from the Honor Roll list.

SENIOR RECOGNITION

Top Ten seniors are determined in the last semester of the senior year. These students will also receive special recognition during commencement exercises.

CLASS RANKINGS

Benton Harbor High School identifies the Valedictorian and Salutatorian based on the final calculated GPA. These students are recognized for their outstanding achievement during commencement exercises.

Additionally, students are recognized for high honors achievement if their GPA is a 3.75 or above. Students with a GPA of 3.5-3.74 are recognized for the honors achievement. Both groups receive recognition during commencement exercises.

NATIONAL HONORS SOCIETY (NHS)

The National Honor Society is an honorary organization. Benton Harbor Scholars is the official Benton Harbor High School chapter of the National Honor Society. The purpose of the chapter is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Benton Harbor High School.

Outstanding students are selected for entry through an invitation and application process. To be eligible for NHS candidacy, students must be a member of the sophomore, junior, or senior class, and have a cumulative high school grade point average (GPA) of 3.0 or higher. Candidates must also demonstrate the qualities of leadership, service, and character and abide by the district Student Code of Conduct.

Special Education



SPECIAL EDUCATION OVERVIEW

Under the Individuals with Disabilities Education Act (IDEA) all students with a disability are provided a free and appropriate public education, in the least restrictive environment which includes access to general education curriculum and peers to the maximum extent appropriate. Also under IDEA, students will also be provided an appropriate evaluation by qualified professionals and if eligible for special education, an individualized education plan (IEP) that addresses the student's unique needs. The state of Michigan provides special education services and programs from birth to the age of 26. Students who qualify for special education programs and services do so by meeting the criteria outlined in the Michigan Administrative Rules for Special Education (MARSE) With Related IDEA Federal Regulations. Yearly an IEP meeting is held to review progress on a student's goals and objectives directly related to their disability. No later than every 3 years, a team will gather educational data to present to the IEP team to determine if the student continues to meet eligibility requirements.

Benton Harbor High School has a variety of educational placements for students with a disability. The individual needs of the student are what the IEP team takes into consideration when discussing the least restrictive environment that the student will be educated in.

Special Education Programs and Services are available to students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA). The following academic programs are located at Benton Harbor High School.

Secondary Resource Room (RR)

Course Code: Resource

This program is designed to meet the needs of students who qualify for special education as a student with a disability that is able to work with their general education peers, in the general education curriculum, with less invasive interventions and supports. These students have an individualized education plan developed to address their specific needs and are assigned to a case-manager. The (designated?) case-manager will push into and pull out of classes with the students and provide individualized instruction during their resource period.

Mild Cognitively Impaired (MICI)

Course Codes: H700-H703, H710-H73, H750-H753

Students who have significant academic, adaptive, and/or cognitive delays may be placed by the Individualized Education Plan (IEP) team in the MiCI program. Students in this program are working towards a Certificate of Completion and not on coursework that meets requirements for the MMC. Also, as part of the program, students will work toward a seal of employability that will be attached to their certificate designating their level of employment skills. The goal of this program is for students to gain vocational and daily living skills so to be as independent as possible after high school. MICI classrooms are self-contained at Benton Harbor Area Schools.

Emotional Impairment (EI)

This program is designed to meet the unique needs of those eligible in the category of a student with an emotional impairment. This program allows students to complete courses in the Michigan Merit Curriculum and earn a high school diploma. Although many of the core academic subjects will be delivered by the teacher / designated case manager in this program, students are highly encouraged to participate with their general education peers to the maximum amount of time appropriate as determined by the IEP team. Along with the Michigan Merit Curriculum, the teacher / designated case manager will provide support and lessons directly addressing the student's disability. This includes, but is not limited to, social skills and social emotional learning. EI classrooms are self-contained at Benton Harbor Area Schools.

Autism Spectrum Disorder (ASD)

Course Codes: (ELA) H700-H703, (Math) H710-H73, (Daily Living) H750-H753

This program is designed to meet the unique needs of those eligible in the category of a student with autism spectrum disorder. This program allows students to complete courses in the Michigan Merit Curriculum and earn a high school diploma. Although many of the core academic subjects will be delivered by the teacher / designated case manager in this program, students are highly encouraged to participate with their general education peers to the maximum amount of time appropriate as determined by the IEP team. Along with the Michigan Merit Curriculum, the teacher / designated case manager will provide support and lessons directly addressing the student's disability. This includes, but is not limited to, social skills, social emotional learning, and sensory needs. ASD classrooms are self-contained at Benton Harbor Area Schools.

NCAA Academic Eligibility



NCAA Academic Eligibility Overview

*****The chart below shows the requirements for students who are interested in Collegiate Athletics (Division I or II).**

GENERAL REQUIREMENTS	DIVISION I 16 CORE-COURSE RULE (2016 and after)	DIVISION II 16 CORE-COURSE RULE (2013 and after)																														
<p>In order to practice, compete, and/or receive institutional financial aid as a freshman at an NCAA Division I or Division II college, you must satisfy the requirements of NCAA Bylaw 14.3, commonly known as Proposition 48. Bylaw 14.3 requires you to:</p> <p>Graduate from high school, complete the core-course rule, and earn a combined ACT/SAT score that matches your GPA – see chart below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Minimum Required Core GPA</th> <th style="text-align: left;">Minimum Required SAT</th> <th style="text-align: left;">Minimum Required ACT (Sum of Scores)</th> </tr> </thead> <tbody> <tr><td>2.500 & above</td><td>900<</td><td>68</td></tr> <tr><td>2.475</td><td>910</td><td>69</td></tr> <tr><td>2.450</td><td>920</td><td>70</td></tr> <tr><td>2.425</td><td>930</td><td>70</td></tr> <tr><td>2.400</td><td>940</td><td>71</td></tr> <tr><td>2.375</td><td>950</td><td>72</td></tr> <tr><td>2.350</td><td>960</td><td>73</td></tr> <tr><td>2.325</td><td>970</td><td>74</td></tr> <tr><td>2.300</td><td>980</td><td>75</td></tr> </tbody> </table> <p>Above 2.500 see complete chart at NCAA Eligibility Center website.</p> <p>* Standardized test scores (ACT/SAT) must be reported directly to the NCAA Initial – Eligibility Center from the testing center. Use 230273 as the school code. Also use code 9999 to ensure test scores are sent directly to the eligibility center account.</p>	Minimum Required Core GPA	Minimum Required SAT	Minimum Required ACT (Sum of Scores)	2.500 & above	900<	68	2.475	910	69	2.450	920	70	2.425	930	70	2.400	940	71	2.375	950	72	2.350	960	73	2.325	970	74	2.300	980	75	<p>Complete <u>16 Core Courses:</u></p> <ul style="list-style-type: none"> - 10 of the 16 core courses must be completed before the seventh semester (senior year) of high school. - 7 of the 10 core courses must be in English, math or science. <p>These course grades are “locked in” at the start of seventh semester and cannot be repeated for GPA improvement.</p> <p>-Earn a core-course GPA of at least 2.300</p> <p>4 years of English 3 years of mathematics (Algebra 1 or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 1 year of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion or philosophy)</p>	<p>Complete <u>16 Core Courses:</u></p> <p>3 years of English 2 years of mathematics (Algebra 1 or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 3 years of additional English, mathematics or natural/ physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion or philosophy)</p> <p>*Beginning 08/01/18 you must earn at least a 2.20 GPA in NCAA core courses along with corresponding required test scores.</p> <hr style="width: 20%; margin: 20px auto;"/> <p style="text-align: center;">NCAA Eligibility Center website: www.eligibilitycenter.org <i>Students must register with the NCAA Eligibility Center prior to participating in Div. I or Div. II Collegiate Athletics. Registration is recommended at the beginning of junior year.</i></p>
Minimum Required Core GPA	Minimum Required SAT	Minimum Required ACT (Sum of Scores)																														
2.500 & above	900<	68																														
2.475	910	69																														
2.450	920	70																														
2.425	930	70																														
2.400	940	71																														
2.375	950	72																														
2.350	960	73																														
2.325	970	74																														
2.300	980	75																														

English Language Arts



English Language Arts Course Descriptions

ENGLISH 9

Course: #H101

Grade(s): 9

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 1	N/A	Yes

This full year course is designed to improve the student's ability to read critically and communicate effectively, both orally and in writing. The curriculum is divided into four main units: High School Writing; High School Reading; Hero and Culture; and Shakespearean Drama. Students will read a variety of short stories, poetry, non-fiction selections, novels and drama. Selections will vary from classic to contemporary and from authors across the globe. In addition to required class reading, all students will read books of their choice outside of class. Writing skills will include the following: use of concrete imagery, idea and detail development, organizational structures, awareness of word choice, voice and sentence fluency and grammatical skills. Students will write for a variety of purposes and audiences in traditional forms (e.g. personal narrative, essay, literary analysis, personal response, research and poetry among others) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentations, Google Docs).

ENGLISH 9 HONORS

Course: #H101H

Grade(s): 9

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 1	N/A	Yes

This full year course is designed to prepare students for the Michigan Merit Exam "MME" and Scholastic Aptitude Test "SAT", tests that students are required to complete. This full year course is designed to improve the student's ability to read critically and communicate effectively, both orally and in writing. The curriculum is divided into four main units: High School Writing; High School Reading; Hero and Culture; and Shakespearean Drama. Students will read a variety of short stories, poetry, non-fiction selections, novels and drama. Selections will vary from classic to contemporary and from authors across the globe. In addition to required class reading, all students will read books of their choice outside of class. Writing skills will include the following: use of concrete imagery, idea and detail development, organizational structures, awareness of word choice, voice and sentence fluency and grammatical skills. Students will write for a variety of purposes and audiences in traditional forms (e.g. personal narrative, essay, literary analysis, personal response, research and poetry among others) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentations, Google Docs). Ultimately, the English 9 course will prepare students for the testing that measures their abilities to meet the demands of college courses.

ENGLISH 10

Course: #H102

Grade(s): 10

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 2	English 9	Yes

This full year course, with its focus on "Critical Stance and Response," is designed to introduce sophomores to a selection of American Literature to improve their reading/writing/ thinking skills and strategies. Additionally, students will read a variety of global and modern texts (both fiction and nonfiction), some of which will be the students' choice.

Students will write for a variety of purposes and audiences in traditional forms (e.g. literary analysis, personal narrative, essay, argumentation, poetry and writing on demand) as well as in 21st century forms (e.g. digital stories, blogs, podcasts, Google Docs). Students will also practice research writing, with a focus on incorporating outside sources into their writing in meaningful ways. Writing instruction will engage students in the practice of the six traits: idea development, organization, voice, word choice, sentence fluency and the conventions of grammar usage and mechanics.

ENGLISH 10 HONORS

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 2	English 9	Yes

This full year course is designed to prepare students for the Michigan Merit Exam “MME” and Scholastic Aptitude Test “SAT”, tests that students are required to complete. This full year course is designed to improve the student’s ability to read critically and communicate effectively, both orally and in writing. The curriculum is divided into four main units: High School Writing; High School Reading; Hero and Culture; and Shakespearean Drama. Students will read a variety of short stories, poetry, non-fiction selections, novels and drama. Selections will vary from classic to contemporary and from authors across the globe. In addition to required class reading, all students will read books of their choice outside of class. Writing skills will include the following: use of concrete imagery, idea and detail development, organizational structures, awareness of word choice, voice and sentence fluency and grammatical skills. Students will write for a variety of purposes and audiences in traditional forms (e.g. personal narrative, essay, literary analysis, personal response, research and poetry among others) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentations, Google Docs). Ultimately, the English 10 course will prepare students for the testing that measures their abilities to meet the demands of college courses.

ENGLISH 11

Course: #H103

Grade(s): 11

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 3	English 10	Yes

This full year course is designed to prepare students for the Michigan Merit Exam “MME” and Scholastic Aptitude Test “SAT”, tests that students are required to complete. Since these tests can determine future educational and financial opportunities, they are high-consequence tests and deserve preparation. First, students will read historic and contemporary American literature and essays to learn and practice evidenced-based reading and writing skills. Second, students will receive direct instruction in grammar to learn and practice language skills. Third, students will learn and practice argumentative analysis essay writing as required on the SAT essay. Finally, students will learn and practice speaking and listening skills as well as 21st century digital literacy skills. Ultimately, the English 11 course will prepare students for the testing that measures their abilities to meet the demands of college courses.

ENGLISH 11 HONORS

Course: #H103

Grade(s): 11

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 3	English 10	Yes

This full year course is designed to prepare students for the Michigan Merit Exam “MME” and Scholastic Aptitude Test “SAT”, tests that students are required to complete. This full year course is designed to improve the student’s ability to read critically and communicate effectively, both orally and in writing. The curriculum is divided into four main units: High School Writing; High School Reading; Hero and Culture; and Shakespearean Drama. Students will read a variety of short stories, poetry, non-fiction selections, novels and drama. Selections will vary from classic to contemporary and from authors across the globe. In addition to required class reading, all students will read books of their choice outside of class. Writing skills will include the following: use of concrete imagery, idea and detail development, organizational structures, awareness of word choice, voice and sentence fluency and grammatical skills. Students will write for a variety of purposes and audiences in traditional forms (e.g. personal narrative, essay, literary analysis, personal response, research and poetry among others) as well as in 21st century forms (e.g. digital story, blogs, podcasts, PowerPoint presentations, Google Docs). Ultimately, the English 11 course will prepare students for the testing that measures their abilities to meet the demands of college courses.

ENGLISH 12

Course: #H104

Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 4	English 11	Yes

This is a full year course, with a focus on exploring literature (American, British, and world) through a variety of complex text: fiction, literacy, nonfiction, and information. Additionally, students will analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Engagement in literary terminology, application, and analysis skills, along with vocabulary building and development in context will be emphasized.

Students will write for a variety of purposes and audiences in traditional genres and through research (e.g. descriptive, personal narrative, essay, argumentation, poetry, literary analysis and writing on demand), as well as incorporating 21st century forms (e.g. Google Classroom, internet research, PowerPoint, digital stories, and blogs) Writing instruction will focus on the writing process, as well as developing and improving on organization, word choice, sentence fluency, grammar, punctuation, and mechanics.

ENGLISH 12 HONORS

Course: #H104H

Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit Year 4	English 11	Yes

This is an advanced, full year course, with a focus on exploring literature (American, British, and world) through a variety of complex text: fiction, literacy, nonfiction, and information. Additionally, students will analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Engagement in literary terminology, application, and analysis skills, along with vocabulary building and development in context will be emphasized. Students will write for a variety of purposes and audiences in traditional genres and through research (e.g. descriptive, personal narrative, essay, argumentation, poetry, literary analysis and writing on demand), as well as incorporating 21st century forms (e.g. Google Classroom, internet research, PowerPoint, digital stories, and blogs) Writing instruction will focus on the writing process, as well as developing and improving on organization, word choice, sentence fluency, grammar, punctuation, and mechanics. In addition, honors students will be exploring literature with more depth and breadth, along with an independent literacy project for each semester.

JOURNALISM

Course: #H121

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC VPAA Credit	N/A	Yes

This is a workshop class that produces the school yearbook and school digital communications. Staff members work on writing (copy, captions, headlines), design, photography, marketing (advertising and book sale campaigns), management and interpersonal skills.

Yearbook staff members work cooperatively to design the yearbook's theme, which is unique each year. Activities and lessons are designed to help students achieve their common vision of the product. Students learn specific vocabulary for yearbook writing and design, and they apply these skills in programs like Photoshop and InDesign. Students take pictures, which reflect thoughtful attention to technique. To better market their product, staffers conduct interviews and survey the student body, as well as solicit advertising from local businesses. Through the process of creating the yearbook, staffers learn to edit, revise and polish their work to a publishable level.

READING STRATEGIES I

Course: #H111

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Quarter	.25	Elective Credit	Assessment Placement	No

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills to strengthen their skills so they are able to successfully read and write at grade level. Instruction emphasizes writing skills and reading comprehension, fluency, and vocabulary study. Students will learn this through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide-range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

READING STRATEGIES II

Course: #H112

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Quarter	.25	Elective Credit	Assessment Placement	No

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills to strengthen their skills so they are able to successfully read and write at grade level. Instruction emphasizes writing skills and reading comprehension, fluency, and vocabulary study. Students will learn this through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide-range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

READING STRATEGIES III

Course: #H113

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Quarter	.25	Elective Credit	Assessment Placement	No

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills to strengthen their skills so they are able to successfully read and write at grade level. Instruction emphasizes writing skills and reading comprehension,

fluency, and vocabulary study. Students will learn this through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide-range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

READING STRATEGIES IV

Course: #H114 or H113

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Quarter	.25	Elective Credit	Assessment Placement	No

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills to strengthen their skills so they are able to successfully read and write at grade level. Instruction emphasizes writing skills and reading comprehension, fluency, and vocabulary study. Students will learn this through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide-range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

CREATIVE WRITING

Course: #H133

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Elective Credit	N/A	Yes

Creative writing is a one semester course that is offered both semesters. This is a course that deals with various genres of creative writing, where students will have the opportunity to explore poetry, fiction and nonfiction writing utilizing the writing workshop. The art of creative writing will be fostered with in-class writing activities, discussion, presentation, and critique of writing by utilizing the writer's workshop. Students will be exposed to other forms of literature as models for creative writing. Students will learn drafting and editing skills, along with vocabulary building and literary techniques. This will be a portfolio based class, where students will give a final presentation of selected work.

PUBLIC SPEAKING

Course: #H132

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC English Credit	N/A	Yes

Public speaking is a full year elective course where students will demonstrate an understanding of theory and applications of the techniques used in formal public speaking, including the integration of the five communication arenas and how they affect public speaking. Students will learn speech preparation skills, presentation skills, research methods, and listening skills. Activities will include informational, demonstrative, and persuasive speeches, using the extemporaneous style of presentation.

This is a Dual Enrollment course taught at Benton Harbor High School, through Lake Michigan College. Students can have the opportunity to earn 3 college credits.

HIP HOP LITERATURE

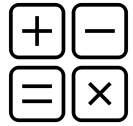
Course: #H134

Grade(s): 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC English Credit	N/A	Yes

Students will engage with American Literature through the lens of Hip Hop culture. "Knowledge of self and community" is a Hip Hop element that will be explored in a variety of writing modes. Regular in depth reading will analyze lyrics and informational texts. Students will be validated for their own expertise on Hip Hop music and culture and will have opportunities to share their knowledge through projects.

Mathematics



Mathematics Course Descriptions

ALGEBRA 1

Course: #H201

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Algebra 1 Credit	N/A	Yes

Algebra 1 is designed for students who have a solid foundation in arithmetic. Students study mathematical patterns and relationships using the language of algebra. The course emphasizes linear functions and equations. Other topics include polynomials, quadratic functions, exponential functions, as well as additional algebraic operations necessary for success in future math classes.

ALGEBRA 2

Course: #H202

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Algebra 2 Credit	Algebra I or Test	Yes

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

ALGEBRA 2 HONORS

Course: #H202H

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Algebra 2 Credit	Algebra I or Test	Yes

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

PERSONAL FINANCE

Course: #H222

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	Personal Finance or MMC 4 th Year Math Elective	Completion of Alg I	No

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Providing timely and highly useful content, this two-semester course is a must-have for any high school student. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

BUSINESS MATH

Course: #H223

Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	Economics or MMC 4 th Year Math Elective	Completion of Alg I	No

This course focuses on mathematical functions using whole numbers, fractions, decimals, and percents that are required to function in today's business world as well as to handle personal finance. The ability to estimate and approximate answers in solving financial problems will be emphasized. Students will work with computer spreadsheets and learn to create and interpret graphic representations of numerical data. Business topics that will be covered include interest rates, job costing, merchandising, payroll, credit, taxes, insurance, and global business. Satisfactory completion of this course satisfies one math credit for graduation.

GEOMETRY

Course: #H203

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Geometry Credit	N/A	Yes

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

PRE-CALCULUS

Course: #H204H

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC 4 th Year Math Option	Algebra I AND Algebra II	Yes

Topics in this course include an in- depth study of functions (circular, trigonometric, polynomial, rational and transcendental), graphing techniques, sequences and series, limits and an introduction to calculus. In addition, exponential and logarithmic techniques, trigonometry and mathematical models are used to solve “real world” application problems. Additional topics include matrices, math induction and analytic geometry concepts.

CALCULUS

Course: #H205H

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC 4 th Year Math Option	Pre-Calculus Honors	Yes

This course studies calculus of a single variable. Topics include: limits, derivative and integral properties of algebraic and transcendental functions, and elementary application for derivatives and integrals.

STATISTICS

Course: #H206

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC 4 th Year Math Option	Algebra II	Yes

This Statistics Course provides students the opportunity to learn the basics of Introductory College Statistics with the emphasis on true understanding through experimentation and simulation. The four main tenets of exploratory data analysis, sampling and experimentation, anticipation and patterns, and hypothesis testing are examined in detail. Besides gaining statistical knowledge, students are expected to complete projects, examine data via calculators and computers, work collaboratively, and improve their technical writing skills. Every chapter test includes multiple choice questions and free response questions. The students are required to provide complete verbal discussions and explain their analysis in every test. At the end of the course, each student should be aware of the need for quality statistical analysis in every field of study. The danger of the misuse and misunderstanding of statistics is also emphasized.



“Be satisfied with nothing but
your best.”

Edmond Rowland Sill

Health & Physical Education



Health & Physical Education Course Descriptions

PHYSICAL EDUCATION Course: #H501 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Physical Education and Health	N/A	No

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

PHYSICAL EDUCATION: Advanced Course: #H502 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Physical Education and Health	Teacher Recommendation	No

This course is a continuation of general physical education with more emphasis on individual fitness and team sport activities that provide the student an opportunity to further develop or maintain physical fitness. Advanced skills and concepts are taught for each sport studied. Refinement of technique, safety and individual improvement are emphasized in the strength, flexibility and cardiovascular endurance areas of class.

HEALTH EDUCATION Course: #H503 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Physical Education and Health	N/A	No

The goal of this classroom course is to learn about the health topics that will impact immediate and future development and motivate students to act on that health-enhancing information. Students learn the steps to healthy decision-making and practice refusal skills for a variety of risk behaviors. Personal safety and stress reduction techniques will also be taught. Building healthy relationships and understanding concepts that build self-esteem are emphasized while taking a comprehensive look at nutrition, reproductive health, fitness, mental health, HIV Prevention, communicable diseases and the dangers of alcohol, drugs & tobacco.

FITNESS/SPORTS/HEALTH Course: #H505 Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Physical Education and Health	N/A	No

May be taken more than one year for credit.

This class is designed for students interested in developing, planning, and implementing individual exercise workout programs with guidance from concepts learned in this course. Emphasis will be placed on improving in the health related fitness areas of muscular strength, muscular endurance, aerobic endurance, flexibility, and body composition. Students will also be introduced to a variety of team and individual sports that will enhance their current and future fitness levels. Classroom instruction will focus on goal setting, principles of training, components of a well-balanced fitness plan, nutrition, body composition, healthy weight management techniques, and consumer health and safety information.

Science



Science Course Descriptions

ANATOMY/PHYSIOLOGY

Course: #305

Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Science Credit	N/A	Yes

This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.), instruction focuses on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry will be integrated throughout anatomy. Whenever possible, careers related to medicine, research, health-care and modern medical technology will be emphasized throughout the curriculum.

ANATOMY/PHYSIOLOGY HONORS

Course: #305H

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Science Credit	N/A	No

This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.), instruction focuses on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry will be integrated throughout anatomy. Whenever possible, careers related to medicine, research, health-care and modern medical technology will be emphasized throughout the curriculum. As an Honors course, case studies concerning diseases, disorders and ailments (i.e. real-life applications) will also be emphasized.

BIOLOGY

Course: #H301

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Science Credit	N/A	Yes

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

This course is designed for the college-bound student who plans to follow the Biology/Chemistry/ Physics progression in high school. This is an academic survey course that presents essential facts and concepts that constitute a comprehensive high school biology course, with the emphasis on cell biology and the chemistry of living organisms. Students will experience laboratory and field work, utilize biological facts and concepts to develop an awareness of the impact of biology on all aspects of life and continue their development of study skills, creativity and critical thinking.

CHEMISTRY

Course: #H302

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Science Credit	Biology	Yes

Chemistry is a college prep course designed for students who do not plan to enter a science related field of study in college. Successful completion of this course, however, will prepare students for a four-year college chemistry course. All the major concepts of chemistry are supported in this course while emphasizing chemistry's impact on society and issues involving science and technology. Societal topics discussed include water and chemical resources, nuclear chemistry, air and climate, health and chemical industry. Class consists of lecture, small group discussion and lab work. There is a reduced emphasis on mathematical calculations, but algebra skills are expected.

FORENSIC SCIENCE

Course: #H307

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Science Credit	N/A	Yes

Forensic Science is a lab-based science course. The purpose of this course is to provide students an understanding of the science involved in crime scene investigation. Students experience science through the eyes of the crime scene investigator. They become well trained observers who are called to the scene of a crime to collect as much evidence as possible. This evidence may include samples of body fluids (simulated in our classroom) and fibers, casts of shoe and tire prints, measurements of crime scenes, collection of insects and hundreds of other procedures. Oftentimes, these same investigators help detectives interpret the evidence they have collected. By stepping into the roles of crime scene investigators, students learn numerous scientific strategies and skills.

ENVIRONMENTAL SCIENCE

Course: #H304

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Science Credit	N/A	Yes

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

PHYSICS HONORS

Course: #H306H

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Science Credit	Biology & Chemistry	Yes

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

Social Studies



Social Studies

CIVICS Course: #H402 Grade(s): 9, 10

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Social Studies Half Credit	N/A	Yes

Civics satisfies the State of Michigan statute requiring the study of Civics in high school. This course covers the form and functions of federal, state and local governments. The United States constitution and the rights and responsibilities of citizens are stressed. Students learn about voting and the American political system. This course teaches students how to function as successful citizens in our democratic society.

CURRENT EVENTS Course: #H410 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	Social Studies Elective	N/A	No

Current Events is a semester class that focuses on World, National, State, and local governments, economies, and social issues. The study of Current Events helps students with skills to acquire relevant information from various media and unpack the information on their own. Students will use journalism, debate and discussion, and other problem solving skills. This course objectives are to make connections with Current Events and History, Geography, and making students well informed citizens, and understanding different viewpoints..

ECONOMICS Course: #H403 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Social Studies Half Credit and/or Personal Finance credit	N/A	Yes

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

US HISTORY Course: #H401 Grade(s): 9

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Social Studies Credit	N/A	Yes

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

WORLD HISTORY Course: #H404 Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC Social Studies Credit	N/A	Yes

The first semester of this course covers the period of history from the earliest civilizations and traces the major developments of humanity leading up to the period of the Industrial Revolution. Topics include early civilizations, advanced civilizations and empires. In addition, students will explore developments related to farming, geography, religion, trade, exploration, war and key inventions. The course attempts to tell the global story of humanity from about 10,000 BC to 1700 AD. The second semester of this course covers the period from the Industrial Revolution, French Revolution and American Revolution up to the modern day. Topics include World War I, World War II and other major events that have shaped the modern world.

PSYCHOLOGY

Course: #H405

Grade(s): 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Social Studies Half Credit	N/A	Yes

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function.

SOCIOLOGY

Course: #H406

Grade(s): 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Social Studies Half Credit	N/A	Yes

This course centers on how Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will examine society, group behavior, and social structures. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined by analyzing the role of individuals in the community and social problems in today's world.



Visual & Performing Arts



Visual and Performing Arts Course Descriptions

ART & DESIGN

Course: #H510

Grade(s): 9, 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC VPAA Credit & Second World Language	N/A	No

The focus of Art & Design will be exploring how the artist uses the elements and principles of design to create balanced compositions and visually intriguing artworks. Through a series of exercises and a variety of materials, students will explore how they and artists in history have influenced how we view and respond to works of art. A variety of materials and tools will be used. Art & Design is intended to prepare students with the essential visual vocabulary to succeed in other 2-D and 3-D course offerings.

BEGINNING BAND

Course: #H520

Grade(s): 9, 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0	MMC VPAA Credit & Second World Language	N/A	No

This class offers the band experience at the beginning level. The instruments taught are flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. No experience is necessary – only the will and desire to play an instrument. Musical topics are introduced such as reading, music notation, analyzing and evaluating music, as well as composing and improvising simple melodies.

CONCERT BAND

Course: #H521

Grade(s): 9, 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 st Year	1.0	MMC VPAA Credit & Second World Language	Instructor Approval	No

Concert Band will concentrate on the development of intermediate music reading and instrumental performance skills such as tone production, intonation, rhythmic interpretation, playing accuracy, technique and musical interpretation. Study material will consist of method books, major/minor/chromatic scale forms, and band literature from various cultures and time periods.

The Marching Band is an instrumental music ensemble dealing with the study of marching band technique and styles at an advanced level. All classroom instruction culminates in performances. Participation in Summer Band Camp, athletic events, marching band festivals, guest appearances at other colleges or high schools, the Blossom Parade and any other scheduled activities are required. **Satisfies the Physical Education requirement.

SYMPHONY BAND

Course: #H524

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0	MMC VPAA Credit & Second World Language	Instructor Approval	No

Symphony Band will concentrate on the development of advanced music reading and instrumental performance skills such as tone balance, blending intonation, complex rhythmic interpretation, extended playing ranges, advanced technique and musical interpretation. Study material will consist of method books, major/minor/chromatic scale forms, arpeggios, and band literature from various cultures and time periods.

The Marching Band is an instrumental music ensemble dealing with the study of marching band technique and styles at an advanced level. All classroom instruction culminates in performances. Participation in Summer Band Camp, athletic events, marching band festivals, guest appearances at other colleges or high schools, the Blossom Parade and any other scheduled activities are required. **Satisfies the Physical Education requirement.

**SYMPHONY BAND
HONORS**

Course: #H525

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0	MMC VPAA Credit & Second World Language	Audition & Approval	No

Symphony Band will concentrate on the development of advanced music reading and instrumental performance skills such as tone balance, blending intonation, complex rhythmic interpretation, extended playing ranges, advanced technique and musical interpretation. Study material will consist of method books, major/minor/chromatic scale forms, arpeggios, and band literature from various cultures and time periods. Students will further develop their musicianship through participation in Solo & Ensemble competition(s) and through leading small/large group mentoring/instruction of their peers.

The Marching Band is an instrumental music ensemble dealing with the study of marching band technique and styles at an advanced level. All classroom instruction culminates in performances. Participation in Summer Band Camp, athletic events, marching band festivals, guest appearances at other colleges or high schools, the Blossom Parade and any other scheduled activities are required. **Satisfies the Physical Education requirement.

JAZZ BAND

Course: #H528

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 year	1.0	MMC VPAA Credit & Second World Language	Instructor Approval	No

Jazz Band will concentrate on the development of advanced music reading and instrumental performance skills such as improvisation, tone balance, blending intonation, complex rhythmic interpretation, extended playing ranges, advanced technique and musical interpretation. Study material will consist of method books, Blues and 12 tone scale forms, lead sheets and band literature from various cultures and time periods.

CHOIR

Course: #H523

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0	MMC VPAA Credit & Second World Language	Instructor Approval	No

This is a choir for all voice parts that will rehearse and perform many styles of classical choral literature. There is an emphasis on building musicianship through a program of vocal technique, sight reading, music theory, ear-training, and conducting skills. The group will present the result of their practice at required concerts and festivals.

INTRO TO DANCE

Course: #H998

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0	MMC VPAA Credit & Second World Language	Instructor Approval	No

Students will be exposed to a variety of materials and experiences within the dance genre of hip hop. Activities during both semesters will include individual and group instruction in performance, repertoire, and skills. Students will experience sequential and systematic learning. They will develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic communication.

INTRODUCTION TO FASHION DESIGN

Exp. Learning Course: #959

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC VPAA Credit	N/A	No

This course is designed to provide students with the foundational understanding of how to become a fashion designer, merchandiser, or stylist. Students will learn the basic elements of fashion design sketches and start to develop their own designs by understanding, analyzing, and drawing their own fashion figure.

World Languages



World Languages Course Descriptions

SWAHILI I Course: #H552 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC World Language Credit	N/A	Yes

The course will provide the student with a general introduction to the Swahili language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. Also involves general knowledge and comprehension of East African culture.

SPANISH I Course: #H550 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC World Language Credit	N/A	Yes

The course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. Also involves general knowledge and comprehension of Hispanic culture.

SPANISH II Course: #H551 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC World Language Credit	Latin or Spanish I	Yes

This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative and speaking proficiency. Acquisition of functional vocabulary and deeper understanding of culture are expected. The course continues to develop the students' ability to understand and speak Spanish.

FRENCH I Course: #H530 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC World Language Credit	N/A	Yes

French I offers the opportunity to study both the language and culture of France and French speaking countries. Students will engage in listening, speaking, reading, writing, viewing, and interpreting activities. By the end of the course students are expected to reach novice low to novice mid proficiency levels based on the ACTFL (American Council on the Teaching of Foreign Languages) guidelines. Upon successful completion of this course students should select French II.

FRENCH II Course: #H531 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	MMC World Language Credit	French 1	Yes

Continued study of the structure of the French language but with a progressively greater emphasis on the acquisition of the four basic skills. By the end of the second year the student should have a basic knowledge of the principal structures of the French language.

Integrated Learning



Integrated Learning Course Descriptions

AMERICAN LITERATURE through HISTORY Course: #H109 Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	2.0	MMC English and Social Studies credit	N/A	Yes

American History and Literature is an integrated course that examines history through literature. Both U.S. History and English content standards are covered in depth to provide students with a rich understanding of modern American culture. Students successfully completing this course will earn credit in both U.S. History and English Language Arts.

AFRICAN AMERICAN LITERATURE through HISTORY Course: #H107 Grade(s): 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	1.0	MMC English and/or Social Studies credit	N/A	Yes

Traditional areas in U.S. history and literature are covered from an African-American perspective. An interdisciplinary approach is used incorporating African-American literature, art, music, and culture throughout the curriculum. This course utilizes a variety of materials and class activities including lectures, discussions, use of primary materials and projects.

AFRICAN AMERICAN HISTORY through LITERATURE Course: #H407 Grade(s): 10, 11, 12

<u>Duration</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	2.0	MMC English and Social Studies credit	N/A	Yes

Traditional areas in U.S. history and literature are covered from an African-American perspective. An interdisciplinary approach is used incorporating African-American literature, art, music, and culture throughout the curriculum. This course utilizes a variety of materials and class activities including lectures, discussions, use of primary materials and projects.

Career & Technical Education



CTE COURSES

Computer Systems Networking and Telecommunications

RADIO & TV BROADCASTING I

Course: #H610

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	2.0	VPAA, World Language II, 3rd Science, and/or 4th year math WAIVER with C or better both semesters	N/A	No

The purpose of this program is to prepare students for initial employment in the Television Production field. The course will give students a background in studio jobs like television broadcast technicians, camera operators, all other professional/ paraprofessional technicians, video recording engineers, audio recording engineers. The main focus of the course will be field production with an emphasis on creating from start to finish a completed video piece. The program will also give the tools and experience needed to pass the Adobe Certification Premiere Pro CC 2015 Exam. (Certified Associate in Adobe Premiere Pro)

RADIO & TV BROADCASTING II

Course: #H611

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	2.0	VPAA, World Language II, 3rd Science, and/or 4th year math WAIVER with C or better both semesters	Media Communications I	No

The purpose of this program is to prepare students for initial employment in the Television Production field. The course will give students a background in studio jobs like television broadcast technicians, camera operators, all other professional/ paraprofessional technicians, video recording engineers, audio recording engineers. The main focus of the course will be field production with an emphasis on creating from start to finish a completed video piece. The program will also give the tools and experience needed to pass the Adobe Certification Premiere Pro CC 2015 Exam. (Certified Associate in Adobe Premiere Pro)

Computer Gaming and Design

Course: #H695

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0 credit	VPAA, World Language II, 3rd Science, and/or 4th year math WAIVER with C or better both semesters	n/a	No

Computer Gaming and Design courses prepare students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies. Advanced course topics include, but are not limited to, level design, environment and 3D modeling, scene and set design, motion capture, and texture mapping.

Computer Systems Networking and Telecommunications I

Course: #H631

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	2.0 credits	VPAA, World Language II, 3rd Science, and/or 4th year math WAIVER with C or better both semesters	Algebra I	No

This course is designed to introduce students to the concepts of servicing and maintaining modern personal computers, peripherals, and portable devices, as well as basic wired and wireless networking, IT security, and virtualization concepts. Students will build a computer from start to finish, while becoming more familiar with each hardware component and their specifications and options. In addition, basic installation and configuration of Windows operating systems will be covered. Students will also learn and apply the troubleshooting process and methodology used by IT professionals. This course emphasizes practical application of theories covered. Hands-on activities, lecture, and student reading/homework provide the platform for learning.

Computer Systems Networking and Telecommunications II

Course: #H632

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	2.0 credits	VPAA, World Language II, 3rd Science, and/or 4th year math WAIVER with C or better both semesters	B or better in Computer Systems Networking & Telecommunication I	No

This course is designed to prepare students to service and maintain modern computers, peripherals, and portable devices, as well as basic wired and wireless networks. Students will become adept at troubleshooting and diagnosing problems, as well as performing routine maintenance on PCs. Students will learn to install and replace the major hardware components of the system, maintain and repair those components, as well as build a complete system. Various peripherals will be examined. Students will also install, configure and troubleshoot a variety of operating systems, including Windows desktop, and Linux desktop operating systems. Mobile operating systems, Windows network operating systems, and Mac OS X will be discussed as well. Client side virtualization and IT security are also covered. This course emphasizes practical application of theories covered. Hands-on activities, lecture, and student reading/homework provide the platform for learning.

Family and Consumer Sciences**CULINARY ARTS AND HOSPITALITY I**

Course: #641

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	2.0	VPAA, World Language II, 3rd Science, and/or 4th year math WAIVER with C or better both semesters	Intro to Hospitality	No

This comprehensive course provides students with knowledge and skills related to commercial and institutional food service establishments. Course topics range widely, but usually include sanitation and safety procedures, nutrition and dietary guidelines, food preparation (and quantity food production), and meal planning and presentation. Restaurant, Food, and Beverage Service courses may include both "back-of-the-house" and "front-of-the-house" experiences, and may therefore also cover reservation systems, customer service, and restaurant/business management. ServSafe Food Handler certification exam available to all students at the conclusion of the course.

CULINARY ARTS AND HOSPITALITY II

Course: #642

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	2.0	VPAA, World Language II, 3rd Science, and/or 4th year math WAIVER with C or better both semesters	Hospitality I or Teacher Recommendation	No

Culinary Arts and Hospitality II provides students with knowledge and skills related to commercial and institutional food service establishments, with an emphasis on management. Course topics therefore include guest service and relationships, planning, resource management, and other topics related to managing and operating restaurants. In addition, this course examines specific topics related to Restaurant, Food, and Beverage Services, such as catering. ServSafe Food Manager certification exam available to all students at the conclusion of the course.

INTRO. TO TRAVEL AND TOURISM

Course: #H856

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0	Elective Credit	N/A	No

This course is designed for the student who is curious about the industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer support service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

Industrial Technology**CONSTRUCTION CAREERS EXPLORATION**

Course: #H696

Grade(s): 9, 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Semester	1.0		N/A	No

VPAA, World Language II, 3rd Science,
Physical Education and/or 4th year math
WAIVER with C or better both semesters

Construction Careers Exploration courses expose students to the opportunities available in the architecture and construction industry, including occupations such as carpenter, electrician, plumber, heating/air conditioning technician, safety supervisor, architect, engineer, and other occupations. Students learn about the processes involved in construction projects and may engage in a variety of small projects. These courses emphasize responsibilities, qualifications, work environment, rewards, and career paths within construction-related fields.

CONSTRUCTION TRADES I

Course: #H660

Grade(s): 10, 11, 12

Duration:	Credit	Meets Graduation Requirements	Prerequisite	Meets NCAA Status
1 Year	2.0	VPAA, World Language II, 3rd Science, Physical Education and/or 4th year math WAIVER with C or better both semesters	N/A	No

Construction—Comprehensive courses provide students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance.

CONSTRUCTION TRADES II

Course: #H661

Grade(s): 10, 11, 12

Duration:	Credit	Meets Graduation Requirements	Prerequisite	Meets NCAA Status
1 Year	2.0	VPAA, World Language II, 3rd Science, Physical Education and/or 4th year math WAIVER with C or better both semesters	Construction Trades I	No

After the successful completion of Construction Trades I, students will continue to examine in more depth skills related to the construction field. The capstone for this course will be the construction of a major project (i.e. house or structure) as an impetus to a larger project supporting community-based, affordable housing in partnership with TED, Berrien County Land Bank to Develop Affordable Housing in the Community. Program is certified through the Carpenter's Union.

Science, Technology, Engineering and Mathematics Mechatronics/Robotics

ROBOTICS

Course: #H692

Grade(s): 9, 10, 11, 12

Duration:	Credit	Meets Graduation Requirements	Prerequisite	Meets NCAA Status
1 Year	1.0	VPAA, World Language II, 3rd Science, Physical Education and/or 4th year math WAIVER with C or better both semesters	N/A	No

Robotics courses help students develop and expand their skills and knowledge of robotics and related scientific and engineering topics. Course topics may include principles of mechanics, electronics, hydraulics, pneumatics, programmable logic controllers. These courses may emphasize the use of engineering principles to design and build robots, construct and connect sensors, and program robots in the programming language.

ENGINEERING TECHNOLOGY I

Course: #H693

Grade(s): 10, 11, 12

Duration:	Credit	Meets Graduation Requirements	Prerequisite	Meets NCAA Status
1 Year	2.0	VPAA, World Language II, 3rd Science, Algebra 2 and/or 4th year math WAIVER with C or better both semesters	N/A	No

Engineering Technology I (Principles of Engineering) courses provide students with an understanding of the engineering/technology field. Students typically explore how engineers use various technology systems and manufacturing processes to solve problems; they may also gain an appreciation of the social and political consequences of technological change.

ENGINEERING TECHNOLOGY II

Course: #H694

Grade(s): 10, 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	2.0	VPAA, World Language II, 3rd Science, Algebra 2 and/or 4th year math WAIVER with C or better both semesters	Engineering Technology I	No

Engineering Technology courses provide students with the opportunity to focus on one or more areas of industrial technology. Students apply technological processes to solve real engineering problems; develop the knowledge and skills to design, modify, use, and apply technology; and may also design and build prototypes and working models. Topics covered in the course include the nature of technology, use of technology, and design processes.

EXPERIENTIAL LEARNING/DUAL ENROLLMENT COURSES**JMG I**

Course: #H560

Grade(s): 9, 10

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	Elective Credit, MMC 4 th Year Math Option	N/A	No

JMG stands for Jobs for Michigan Graduates. It is an introductory program that helps students ensure that they graduate and are better prepared for postsecondary education, a full time job or a career in the military.

JMG II

Course: #H560

Grade(s): 9, 10

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	Elective Credit, MMC 4 th Year Math Option		No

JMG stands for Jobs for Michigan Graduates. It is an introductory program that helps students ensure that they graduate and are better prepared for postsecondary education, a full time job or a career in the military.

JAG I

Course: #H562

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	Elective Credit, MMC 4 th Year Math Option	JMG I and II	No

JAG stands for Jobs for America's Graduates. It is a program that helps students ensure that they graduate and are better prepared for postsecondary education, a full time job or a career in the military.

JAG II

Course: #H562

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	Elective Credit, MMC 4 th Year Math Option	JMG I and II	No

JAG stands for Jobs for America's Graduates. It is a program that helps students ensure that they graduate and are better prepared for postsecondary education, a full time job or a career in the military.

TEACHER CADET

Course: #H992

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Yearly	1.0	Elective Credit	N/A	No

This course is designed for the student who is curious about going into the field of education. This course seeks to provide the student with an insight into many facts of education, including a work-based learning opportunity. The main focus will be teaching, but the course does expand to all aspects of the field of education. Students will do a field work placement in an elementary or middle school classroom in the district.

ALLIED HEALTH I- Lake Michigan College

Course: #H972

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	1.0	Elective Credit- Dual Enrollment	N/A	No

Students explore healthcare careers, learn basic anatomy and physiology, and practice patient care skills. Blood Borne Pathogen, CPR, AED, and first aid certifications, as well as an elective credit and college credit. Related careers include, but are not limited to, athletic trainer, biomedical scientist, certified nursing assistant, medical assistant, physical/occupational therapist, nurse, pharmacist, physician assistant, radiologic technologist, surgical technologist, and ultrasonographer. Students will enroll in Health 101 at Lake Michigan College for the year.

ALLIED HEALTH II- Lake Michigan College

Course: #H973

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	1.0	Elective Credit- Dual Enrollment	N/A	No

Students explore healthcare careers, learn basic anatomy and physiology, and practice patient care skills. Blood Borne Pathogen, CPR, AED, and first aid certifications, as well as an elective credit and college credit. Related careers include, but are not limited to, athletic trainer, biomedical scientist, certified nursing assistant, medical assistant, physical/occupational therapist, nurse, pharmacist, physician assistant, radiologic technologist, surgical technologist, and ultrasonographer. Students will enroll in Health 103 at Lake Michigan College for the year.

ALLIED HEALTH III- Lake Michigan College

Course: #H944

Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	1.0	Elective Credit- Dual Enrollment	HEAL 101 and 103	No

Students explore healthcare careers, learn basic anatomy and physiology, and practice patient care skills. Blood Borne Pathogen, CPR, AED, and first aid certifications, as well as an elective credit and college credit. Related careers include, but are not limited to, athletic trainer, biomedical scientist, certified nursing assistant, medical assistant, physical/occupational therapist, nurse, pharmacist, physician assistant, radiologic technologist, surgical technologist, and ultrasonographer. Students will enroll in Biology 110 at Lake Michigan College.

ENGL 101 - Lake Michigan College

Course: #H922

Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC English Credit- Dual Enrollment	ENG 9, 10, 11, 12	Yes

First course in two-semester English sequence focuses on expository writing and closely related activities of critical reading and thinking. Primary attention given to formal elements of short essays based upon or incorporating documented source material.

ENGL 102 - Lake Michigan College

Course: #H920

Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC English Credit- Dual Enrollment	ENGL 101	Yes

Extension and intensification of elements of expository writing and critical reading and thinking covered in ENGL 101. Particular emphasis given to formal, stylistic and rhetorical considerations and techniques involved in developing longer critical essays that incorporate documented evidence from a broad range of source materials.

NAT. GOVERNMENT 101 - Lake Michigan College

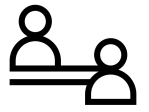
Course: #H933

Grade(s): 11, 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
Semester	0.5	MMC Social Studies Credit- Dual Enrollment	ENGL 101	Yes

Examines the structure and operation of the national government, the meaning and practice of democracy, the various power relationships, civil liberties and civil rights, as well as the American method of conducting elections. The role of citizens and their choices is also examined.

Multi-Tiered Systems of Support



OVERVIEW

The On-Track to Success! Framework is grounded in a multi-tiered systems of support (MTSS) model. The fundamental principles of a multi-tiered approach are to ensure equity and access for all students and to differentiate supports based on the need of the student. Services and support are provided according to each students' unique needs, interests, and aspirations.

COMPONENTS OF THE FRAMEWORK

The On-Track to Success Framework can be conceptualized in three levels with corresponding status designation: (a) Tier I, (b) Tier II/Yellow Status, and (c) Tier III/Red Status. All students receive all support and services in Tier I. Identified students receive Tier II and III intervention and intensive intervention according to individualized needs. Tiers II and III also have a corresponding status designation.

Tier I

All students will receive a graduation coach. Graduation Coach and Counselor will work together to develop case files for each student to be case managed. All students will develop a graduation plan, student portfolio, and a scholarship dossier. All students are scheduled into an advisory period called "On Track to Success!"

Tier II

Yellow Status (Intervention Supports)

Students who are off-track for graduation will work with Graduation Coach to develop an intervention plan which includes strategies for credit accrual and/or recovery, an attendance contract, and a behavior contract, when applicable.

Tier III

Red Status (Intensive Intervention Supports)

Students who have received Tier II support and who continue to struggle with being off track for graduation will be identified for alternative pathways to high school completion. Additional adult mentorship will be identified.

ON-TRACK TO SUCCESS! MULTI TIERED SYSTEMS OF SUPPORT APPROACH

The On-Track to Success! Multi Tiered Systems of Support approach is designed as one of the major components in the OTS Framework. During this advisory, students will develop, refine, and solidify their EDPs or Educational Development Plans. The OTS Advisory is designed to provide students with academic instruction in areas of need based on formative assessments and non-academic instruction in life skills, career exploration, future planning, and life beyond high school. To best support the goal of OTS Advisory in conjunction with MMC requirements, the platform used will be [Xello](#).

The following courses will be a requirement for all Benton Harbor High School students:

ON-TRACK TO SUCCESS: Course: #H571 Grade(s): 9

FRESHMAN TIGER TIME

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	0.5	Elective	N/A	No

This course is designed to prepare freshmen for the non-academic aspect of high school and to provide academic interventions based on formative assessments. Strategies for increasing academic achievement, decision-making, study skills, career choice, post-secondary decisions, human relations, responsible use of technology, and developing a student portfolio will be taught throughout the year giving students a breadth of experiences. XELLO will be used to enhance students' Educational Development Plans (EDPs).

ON-TRACK TO SUCCESS: Course: #H572 Grade(s): 10

SOPHOMORE TIGER TIME

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	0.5	Elective	N/A	No

This course is designed to prepare sophomores for the non-academic aspect of high school and to provide academic interventions based on formative assessments. Strategies for increasing academic achievement, decision-making, study skills, career choice, post-secondary decisions, human relations, responsible use of technology, and developing a student portfolio will be taught throughout the year giving students a breadth of experiences.

ON-TRACK TO SUCCESS: Course: #H573 Grade(s): 11

JUNIOR TIGER TIME

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	0.5	Elective	N/A	No

This course is designed to prepare juniors for the non-academic aspect of high school and to provide academic interventions based on formative assessments. Strategies for increasing academic achievement, decision-making, study skills, career choice, post-secondary decisions, human relations, responsible use of technology, and developing a student portfolio will be taught throughout the year giving students a breadth of experiences.

ON-TRACK TO SUCCESS: Course: #H574 Grade(s): 12

SENIOR TIGER TIME

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	0.5	Elective	N/A	No

This course is designed to prepare seniors for the non-academic aspect of high school and to provide academic interventions based on formative assessments. Strategies for increasing academic achievement, decision-making, study skills, career choice, post-secondary decisions, human relations, responsible use of technology, and developing a student portfolio will be taught throughout the year giving students a breadth of experiences.

SENIOR PROJECT Course: #H575 Grade(s): 12

<u>Duration:</u>	<u>Credit</u>	<u>Meets Graduation Requirements</u>	<u>Prerequisite</u>	<u>Meets NCAA Status</u>
1 Year	1.0	Possible MMC Credit or Elective	Counselor Approval	No

This course is designed as an independent study for seniors who are on track and have fulfilled their graduation requirements. Projects undertaken by seniors must pursue a long-term interest or talent which has been the subject of their college and career pathway. The project will result in a final exhibition (presentation or product) of significant stature that is shared with an audience of students, staff, and/or community. This independent study will count as an elective unless otherwise specified at the onset. Seniors are encouraged to identify a sponsoring staff member.