



ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities

Agenda

Regular Meeting
Monday, July 24, 2023
6:00 p.m.

A. Call to Order

1. Pledge of Allegiance
2. Approval of Agenda
3. Mission Statement
4. Good News Reports
5. Communications
 - a. Resignation of Julia Serop, Head Start
 - b. Resignation of Elise Shulters, Food Service
 - c. Resignation of Angela Slovak, Head Start

B. Recommended Action

1. Consent Agenda
 - a. Approval of June 26, 2023, Closed Session Minutes (handout)
 - b. Approval of June 26, 2023, Regular Minutes
 - c. Treasurer's Report ending June 30, 2023, approved by Finance Committee
 - d. New Hires
 - i. Dori Eisenmann, Lincoln Media Center
 - ii. Lindsey Wingfield, Teacher
 - iii. Lindsey Luce, Head Start

Business Requiring Board Action

- a. Approval of course book at Adrian Community High, Adrian High School, Springbrook Middle School, and four elementary buildings
- b. Approval of NWEA renewal
- c. Acceptance of Donations

2. Business Requiring Future Board Action

- a. First reading to review quotes for stadium seating for the baseball/softball project

C. Reports from Superintendent and Staff

- a. Hiring Update

D. Future Meetings and Business

1. Board Committee Reports
2. Board Member Comments
3. Meeting Dates and Upcoming Events

E. Public Comment ('Request to Participate Form' must be filled out and given to Angie Schaffer before Section D (Future Meetings and Business) on the agenda

F. Closed Session

1. AESPA Negotiations

G. Adjournment

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Julia Serop.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Julia has submitted her resignation from Adrian Head Start.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Julia Serop effective June 9, 2023.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Elise Shulters.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Elise has submitted her resignation from Adrian Public Schools.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Elise Shulters effective May 31, 2023.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Nate Parker

PURPOSE:

The resignation of Angela Slovak.

EXPLANATION:

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Angela has submitted her resignation from Adrian Head Start.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Adrian Board of Education acknowledge the resignation of Angela Slovak effective July 14, 2023.

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF EDUCATION, JUNE 26, 2023, ADRIAN HIGH SCHOOL, B100

MEETING CALLED TO ORDER

President Ferguson called the Adrian Board of Education meeting to order at 6:01 p.m.

The Pledge of Allegiance was recited.

PLEDGE RECITED

PRESENT: Trustees: Ballard, Baucher, Buku, Henagan, and President Ferguson

ABSENT: Marks and Solis-Gautz

Moved by Trustee Ballard, supported by Trustee Henagan, that the Adrian Board of Education approve the agenda.

AGENDA APPROVED

Motion carried by a 5-0 vote.

Trustee Henagan recited the District's mission statement as a reminder of the purpose and direction of the District.

MISSION STATEMENT

Superintendent Parker shared a list of grants the District has received since May 2022. He thanked Mr. Richards for applying for and overseeing a number of these funds. Mr. Parker also expressed his gratitude to the Business Office for the time it takes to ensure that the funds are spent appropriately and promptly.

COMMUNICATIONS

The District recognized the resignations of Melina Gilliam, Chris Gilliam, and Felicia Wright.

Moved by Trustee Ballard, supported by Trustee Buku, that the Adrian Board of Education approve the consent agenda.

CONSENT AGENDA

The consent agenda included the following items:

- a. Approval of Minutes from June 12, 2023, Regular Meeting
- b. Approval of Minutes from June 12, 2023, Special Meeting
- c. Approval of Minutes from June 12, 2023, Closed Session (hand out)
- d. Treasurer's Report ending May 31, 2023, with a balance of \$1,203,578.07
- e. New Hires- Graduation Coaches

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Ballard, that the Adrian Board of Education approve the purchase of laptops and desktop computers for Adrian High School and the Board of Education offices. The District is planning to buy a total of 160 devices. The purchases will be funded through the Capital Projects and Technology Fund.

LAPTOPS AND DESKTOPS

Motion carried by a 5-0 vote.

Moved by Trustee Ballard, supported by Trustee Buku, that the Adrian Board of Education approve the installation of weapons detection technology. The project will be paid out of the District's Section 97 Safety Funds. The system will enable the District to identify someone carrying a weapon in the parking lot or outside the building before attempting to enter.

ZERO EYES

Motion carried by a 5-0 vote.

Moved by Trustee Ballard, supported by Trustee Buku, that the Adrian Board of Education approve the purchase of ExacqVision servers and licenses.

EXACQVISION

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Buku, that the Adrian Board of Education approve the request to transfer \$150,000 to the Capital Projects and Technology fund before June 30, 2023.

TRANSFER FUNDS

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Henagan, that the Adrian Board of Education approve the amended budget and adopt the resolutions. The revenue decreases were offset by expenditure decreases. The change in revenues over expenditures from the amended budget to the proposed amendment is an increase of \$166,798 due to increased ISD funding, savings from building renovations, and learning loss being funded through federal money.

**2022-23
BUDGET
AMENDMENTS**

Motion carried by a 5-0 vote.

Moved by Trustee Ballard, supported by Vice President Baucher, that the Adrian Board of Education approve the 2023-24 budget. During the presentation, Dan Pena reminded the board that the District is waiting for the final number from the state for the per-pupil funding. Trustee Henagan thanked Mr. Pena for his presentation. "It ran smoothly, and you were confident."

**2023-24
BUDGET**

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Ballard, that the Adrian Board of Education approve the updated individual contract list for non-union administrators, supervisors, and support personnel to include graduation coaches for the 2023-24 school year.

**INDIVIDUAL
CONTRACTS**

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Buku, that the Adrian Board of Education approve the purchase of a minivan for the Families in Transition program.

MINIVAN

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Buku, that the Adrian Board of Education approve the District's Michigan High School Athletic Association membership for the 2023-24 school year.

MHSAA

Motion carried by a 5-0 vote.

Moved by Trustee Buku, supported by Trustee Ballard, that the Adrian Board of Education approve the District's Michigan Association of School Boards membership for the 2023-24 school year.

MASB

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Buku, that the Adrian Board of Education approve the Graduating Class of 2023. Vice President Baucher commented, "It was nice to see the column regarding post-graduation plans." Trustee Henagan pointed out that roughly 2/3 of our students specified a college they would attend. "This shows we are excellently preparing students for post-high school academics. I am proud that higher-level education institutions accept our students," said Henagan.

GRADUATING CLASS

Motion carried by a 5-0 vote.

Moved by Vice President Baucher, supported by Trustee Buku, that the Adrian Board of Education accept donations from Bryan and Kristen Howard, Kathleen and Roger Wilson, Roy and Esther Grisham, Josephine Weeden, Chand and Shannan Henline, and an anonymous donor. Trustee Ballard commented, "We have a very generous community, and I am proud to be part of it."

DONATIONS

Motion carried by a 5-0 vote.

The board reviewed the course offerings at Alexander, Lincoln, Michener, Prairie Elementary, Springbrook Middle School, Adrian High School, and Adrian Community High School. The local auditor suggests that our courses be approved by the board annually. Mr. Richards told the board that when the high school accreditation team was here five years ago, they were impressed by the number of course offerings for the District's size. Trustee Ballard stated that the Curriculum Committee had reviewed these documents. "The curriculum department's attention to detail and thoughtfulness is awesome," said Ballard.

COURSE OFFERINGS

The board reviewed the proposal to renew with NWEA to provide the MAP Growth K-12 Assessments. The District has been using this tool since 2010.

NWEA

The monthly Head Start report was included in the board packet for review.

Superintendent Parker reviewed the many Safety Grant updates occurring within the District. Some updates include computer monitors in all the main offices, critical building mapping, a safety assessment, continued ALICE training, a community safety prevention team, a window safety film, and weapons detection surveillance software.

REPORTS FROM THE SUPERINTENDENT AND STAFF

Chad O'Brien, Athletic Director, gave a Spring Sports update. He highlighted the accomplishments of each sport. There were 235 high school athletes, 232 Springbrook athletes, and 230 Rec. Department athletes involved in Spring sports. Over the summer, the Rec. Department offers 14 sports camps to students in grades 1-8. There are approximately 297 students signed up. The Strength and Conditioning department has averaged 175 students in the weight room daily.

Trustee Buku shared that the Personnel Committee had met and discussed staffing updates, the hiring of graduation coaches, and items that would be discussed in closed session.

PERSONNEL COMMITTEE

Vice President Baucher told the board that the Finance Committee had met and discussed the budget amendments, next year's budget, and items that would be discussed in closed session.

FINANCE COMMITTEE

Trustee Ballard expressed concerns with the regulations for Head Start regarding enrollment. "We have seen numerous times during the Head Start monthly report that they have been under-enrolled. The issue that Head Start is facing concerns funding,

BOARD MEMBER COMMENTS

not the number of children that would like to attend Head Start. The Office of Head Start regulations says that only 10% of the enrollment can be children over income level eligibility. We have filled the spots for those who meet the income eligibility, and spots are still available. This is something that needs to be fixed. Mary Bruggenwirth and I are having discussions with the Office of Head Start about how and why this problem needs to be fixed," stated Ballard.

Vice President Baucher commented, "It is great to see the number of grants the District receives yearly, which continues to rise. Many of those grants are federally funded. In the extensive list of people that gave, I don't want us to miss the local organizations that also gave. The ASEF awarded \$91,245 to our students, staff, and teachers this year."

Moved by Trustee Buku, supported by Trustee Ballard, that the Adrian Board of Education convene to a closed session at 7:03 p.m. under the Open Meetings Act 8(1)(c) for collective bargaining.

CLOSED SESSION

ROLL CALL VOTE:

Yeas: Ballard, Baucher, Buku, Henagan, and Ferguson

Nays: none

Motion carried by a 5-0 vote

President Ferguson declared the meeting back in open session at 7:10 p.m.

OPEN SESSION

Moved by Vice President Baucher, supported by Trustee Ballard, that the Adrian Board of Education approve the agreement with AFSCME. Head Start groups have been working with U of M to implement a program for pregnant and postpartum moms. A stipend is given to the employees completing the training and implementing the program.

AFSCME

Motion carried by a 5-0 vote.

Moved by Trustee Henagan, supported by Trustee Buku, that the Adrian Board of Education approve the letter of agreement with Building Administrative Assistants. Ms. Culley shared that Springbrook Middle School Administrative Assistants would like to reduce their calendar by five working days. The assistants understand that a wage adjustment will occur with their reduction in days. The days are reduced because some responsibilities have been transferred to the middle school counselor. Trustee Henagan said that in the past, this was something that the counselor had been responsible for.

BAA

Motion carried by a 5-0 vote.

There being no further business, moved by Vice President Baucher, supported by Trustee Buku, that the meeting be adjourned.

ADJOURNMENT

Motion carried by a 5-0 vote.

The meeting adjourned at 7:13 pm.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend hiring a Media Paraprofessional for Lincoln Elementary School.

EXPLANATION:

Tiffany Yatzek and her interview team recommend Dorothy Eisenmann as media paraprofessional for Lincoln Elementary School. Dorothy has over five (5) years related experience and a Bachelor's Degree in Communication from Eastern Michigan University.

RECOMMENDATION:

It is the recommendation of the HR Director that Dorothy Eisenmann be hired as the Media Paraprofessional at Lincoln Elementary, effective for the 2023-2024 school year.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a full-time (1.0 FTE) elementary teacher at Prairie Elementary School.

EXPLANATION:

Carl Lewandowski and his interview team recommend Lindsey Wingfield as a full-time elementary teacher at Prairie Elementary School. Lindsey has been a long-term sub in our District for the past three (3) years. She has a Bachelor's Degree in Language Arts Elementary from Adrian College.

RECOMMENDATION:

It is the recommendation of the Human Resources Director to hire Lindsey Wingfield as a full-time elementary school teacher, effective for the 2023-2024 school year.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Nikki Culley

PURPOSE:

To recommend the hiring of a Teacher's Assistant for Drager Early Education Center.

EXPLANATION:

Mary Bruggenwirth and her interview team recommend Lindsey Luce as a Head Start Teacher's Assistant. Lindsey has a background working in customer service and works well as a team member.

RECOMMENDATION:

It is the recommendation of the HR Director that Lindsey Luce be hired as a Teacher's Assistant for Drager Early Education Center, effective August 16, 2023.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Derrick Richards
Nate Parker

PURPOSE:

To approve the course offerings for all District K-12 schools.

EXPLANATION:

The course listings (elementary) and course books (secondary) represent the academic offerings at Alexander Elementary, Lincoln Elementary, Michener, Elementary, Prairie Elementary, Springbrook Middle School, High School, and Adrian Community High School. Having courses approved on an annual basis is suggested by our local auditor as a best practice.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Curriculum and Instruction and the Superintendent that the Adrian Board of Education approve the course offerings.

Adrian Public Schools

Elementary Courses



Tradition of Opportunities

Future of Possibilities

Y5/Kindergarten

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

1st Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

2nd Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

3rd Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

4th Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

5th Grade

Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

Non-Core Classes

- Art
- Music
- Physical Education
- Technology

Interventions

- Reading and Writing
- Mathematics
- English Second Language
- Special Education

ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities



Springbrook Middle School

Program of Studies
2023-2024

Springbrook Middle School Course Descriptions

2023-2024

English Language Arts

Language Arts 6

Students will analyze and reflect upon the various styles, structures, and functions of literature. They will read a variety of short fiction, novels, and nonfiction text. They will critique and compare literary selections and make connections to life experiences. Students will also write in a variety of forms for different purposes and audiences. They will use the writing process to publish personal narratives, a persuasive essay, an analysis of a cause-and-effect relationship, as well as reflective and creative writing pieces. Students will also conduct research for an oral presentation.

Language Arts 7

Students will develop a critical foundation in reading and writing narrative, informational, and argument texts. Through the analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational, and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. Each unit's methods encourage students to be independent, engaged and empowered learners who value close reading, idea generation, drafting, and revision individually as well as collaboratively. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Language Arts 8

Eighth-grade students will develop a critical foundation in reading and writing narrative, informational, and argument texts. Through the analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational, and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. Each unit's methods encourage students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision individually as well as collaboratively. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Encore ELA

In Encore English Language Arts students will receive additional ELA instructions and intervention to support them in being successful as readers and writers. This class will use a reduced student-to-teacher ratio and allow for a more targeted and individualized approach to supporting students who are behind grade level in English Language Arts.

Language Arts Enrichment

This course is a comprehensive reading intervention program designed to address skill gaps students may have as determined by reading test scores (NWEA) or teacher recommendations or both. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Students work at their own reading level and will be assigned skills to be mastered accordingly. The goal of this course is to help each student improve their reading skill and gain confidence in their ability.

Journalism

Journalism is an elective course where students will learn the fundamentals of newspaper production. Journalism students will also be given the opportunity to control, create, and produce the content for the school's newspaper. In addition to learning journalistic writing, AP style, interview techniques, and other best practices, students may also learn the ethics, law, and history of journalism. However, the majority of the coursework for the class will include reporting, interviewing, writing, editing, teamwork, and publication management. There will also be future opportunities for reporters to live-stream sporting events.

ELL

A student identified as speaking a primary or home language other than English is potentially eligible for ELL/ESL/ELD services.

This course introduces students to basic structures and vocabulary of the English language through the skills of listening, speaking, reading, and writing.

Students learn strategies in order to advance their listening, speaking, reading, writing and pronunciation skills.

Science

Science 6

Students will be able to practice scientific reasoning through constructing models, forming questions, and executing and evaluating scientific investigations. Students will be able to describe forces and their interactions, explore energy and its transfer, examine ecosystems and their energy dynamics, and analyze how systems of the Earth function together. Students will build their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Science 7

Students will be able to practice scientific reasoning through constructing models, forming questions, and executing and evaluating scientific investigations. Students will be able to explore waves and their applications in informational transfer, examine the organization of life from cells to organisms, analyze heredity and genetics, as well as describe Earth's place in the universe. Students will deepen their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Science 8

Students will be able to practice scientific reasoning through constructing models, inquiry, and multiple trials and evaluations of scientific investigations. Students will be able to describe the properties of matter and their interactions, analyze the results of interactions between the hydrosphere and atmosphere, explore human

impact on Earth's environment, and examine biological unity and diversity. Students will augment and enrich their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Accelerated Science 8

Students in this course will experience Science 8 curriculum through a challenging and rigorous approach, due to its faster pace, deeper content exploration, and student-directed learning opportunities. Students will compete in the Tri-County STEM Fair and other extra-curricular science learning opportunities. Students will be able to practice scientific reasoning through constructing models, inquiry, and multiple trials and evaluations of scientific investigations. Students will be able to describe the properties of matter and their interactions, analyze the results of interactions between the hydrosphere and atmosphere, explore human impact on Earth's environment, and examine biological unity and diversity. Students will augment and enrich their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

Mathematics

6th grade Math

Students will begin the course by building and reinforcing operations using decimals. Students will continue their understanding of fractions by modeling the division of fractions. Students will calculate rates and ratios using real-world situations. Students will apply their knowledge of rational numbers using number lines. Students will then begin to explore basic algebraic and geometry concepts including expressions, equations, inequalities, area of polygons, and volume/surface area of rectangular prisms. Students will end the year with an overview of statistics by learning to describe and summarize numerical data sets. 6th-grade math will enhance a student's understanding of number sense and visual representations of their mathematical practices.

7th Grade Math

Students will explore rational numbers and calculate all four operations with integers. Expressions will be translated between algebraic expressions and words. Students will solve one and two-step equations and inequalities. Rates and proportions will be investigated and applied to solve mathematical problems that appear in real-life situations. Geometric concepts of angle measurements, surface area, and volume will be examined and applied to real-life situations. Students will learn to collect and analyze data with various graphs and statistics.

8th Grade Math

Students will explore and identify number systems and apply operations within those systems. Write, solve, interpret and graph linear equations and systems of equations. Real life scenarios are modeled with equations and systems of equations. Write, solve, interpret, graph, and compare functions. Real-life scenarios are modeled with functions. Students will investigate bivariate data and make calculations and predictions based on the data. Geometric concepts of congruence and similarity, volume, and Pythagorean Theorem are examined. Scientific notation and exponents will be used for calculations.

Advanced 7/8 Math

Students will explore concepts of Math 7 and Math 8 within one year of study. Students will have weekly Khan Academy lessons to assist in the pacing of the concepts. This course has a rigorous pace and topic depth.

Students will explore various number systems and calculate all four operations within them. Algebraic expressions, Equations, and inequalities will be translated, solved, and graphed. Students will solve 1, 2 and multi-step equations. Real-world scenarios are represented with functions. Rates and proportions will be

investigated and applied to solve mathematical problems that appear in real-life situations. Geometric concepts of circles, angle measurements, surface area, and volume will be examined and applied to real-life situations. Pythagorean Theorem will be explored and applied to real-world scenarios. Students will learn to collect and analyze data with various graphs and statistics. Theoretical probability and compound probability are compared with various experimental probability tasks.

Algebra I

Students will work with multi-step equations in various forms. Linear and exponential functions will be described in words and other data forms and then written in an algebraic form which will be solved by a variety of established mathematical methods. The student will be able to use tables and graphs as tools to interpret expressions, equations, and inequalities and solve algebraic equations and inequalities. Students will calculate addition, subtraction and multiplication with polynomials. Quadratic equations will be modeled and solved.

Geometry

Students will be able to translate between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two, and three dimensions.

Encore Math

Encore Math is designed to address skill gaps students may have. Assignments are determined by test scores (NWEA, APS) and/or teacher recommendations. The program addresses the needs and operating level of each student and assigns skills to be mastered accordingly. The course is designed as an intervention that complements the classroom instruction, core curriculum, and state standards. The goal of this course is to help each student improve their math skills and gain confidence in their ability.

MS Personal Finance & Career Preparation

Students will explore and gain knowledge in topics such as balancing bank accounts, budgeting, investing, basic financial tracking, how to fill out applications, build resumes, interview for jobs, and career exploration.

Math Academic Center

Math Academic Center is a course for students who struggle to pass their math class. During this class, they will receive additional math support in the current year's standards and benchmarks and also work on mastering mathematical concepts from previous years.

Social Studies

6th Grade Social Studies

Students will learn about the fundamental tools of geography while focusing primarily on the Western Hemisphere. Students will demonstrate geographical knowledge of the United States & Canada and Latin American world regions as well as ancient civilizations of Mesoamerica. Students will also be exposed to introductory concepts of civics and economics.

7th Grade Social Studies

Students will explore major historical events and belief systems from the migrations of early man to 300 B.C.E. They will also encounter the world, both physical and human, as they explore the Five Themes of Geography. From here, they will move on to see how Civics and Economics play a role in their lives.

8th Grade U.S. History

Students will be able to cite key US events from the Road to the Revolution (1763-1776) to Growth in the West (1860 to 1900s) and relate these events to historical developments in other parts of the world. Students will demonstrate knowledge of people, events, ideas, institutions, and movements which contributed to the development of the United States. Students will be able to recognize and identify cultural traditions which are common to the American people and those which complement its diversity.

7th Grade Encore Social Studies

This course offers the students who have an advanced interest in Social Studies to better understand the development and inner workings of the United States Government and Electoral Process. Students will also be exposed to a better understanding of the United States Geography where students will take an in-depth look, not only at the basic knowledge of where States and Regions are, but the history of these areas, and how all of these areas combined contribute to the country as a whole. Students will also be working on early North American History before The Revolution to better understand how their country came to be so they are prepared for their 8th-grade year.

Foreign Language

6th grade Spanish

6th grade Spanish is an introduction to the Spanish language and culture. Students will be able to carry a basic conversation and read, and write basic language skills. Students will be able to identify Spanish-speaking countries around the world and identify the similarities and differences between the culture and traditions in Spanish-speaking countries.

7th Grade Spanish

Students will continue their introduction to the Spanish language as they work to develop language learning skills through listening, speaking, reading, writing, and discussion about Hispanic culture. Students will learn a general Spanish that will help them with many of the Spanish-speaking countries as they learn through units including everyday life, family, getting around town, school life, and getting to know one another.

8th Grade Spanish

Students become more versed in the structure of the Spanish language as they gain more ability in writing, reading, listening, and speaking. The students continue learning about the culture of the Spanish-speaking people and countries. Students will learn through units covering everyday activities, living environments, free time activities, work around the home, and exploring a town.

MUSIC

6th Grade Band:

In this course, students will begin or continue training on an individually chosen instrument. This performance-based class will help students develop a repertoire of techniques and expose them to a wide variety of music. Throughout this course, students will improve tone, posture, and technique. Students will

also study new music terms, rhythms, meters, and alternate fingerings. Students will perform a minimum of three concerts.

7th Grade Band

In this course, students will continue training on an individual instrument. Students will perform in both small and large ensembles. This performance-based class will help students expand their repertoire of techniques and expose them to diverse genres of music. Students will also expand upon their knowledge of rhythm and music theory. Students in the 7th-grade band may choose to perform at solo and ensemble festivals. This ensemble will perform a minimum of three concerts including a performance at the district band festival.

8th Grade Band

In this course, students will continue training on an individual instrument. Students will perform in both small and large ensembles. This performance-based class will help students expand their repertoire of techniques and expose them to diverse genres of music in order to prepare students for participation in a high school ensemble. Students will also expand upon their knowledge of rhythm and music theory. Students in the 8th-grade band may choose to perform at solo and ensemble festivals. This ensemble will perform a minimum of three concerts, including a performance at the district band festival.

6th GRADE ORCHESTRA

This performance-based class allows 6th-grade students the opportunity to explore music using stringed instruments--violin, viola, cello, and bass. As they begin their orchestral adventure, students will learn the skills necessary to perform on their chosen instrument (intonation, rhythm, tone, technique, interpretation) as well as experience a wide variety of repertoire, performances, and creative events. Students will perform at least 3 times outside of the "regular" school day.

7th GRADE ORCHESTRA

The 7th-grade orchestra is a course that provides instruction designed to improve and increase playing skills on the violin, viola, cello or bass in a performance-based setting. Students will participate in the Orchestra festival in the spring as well as other large group playing events outside of the regular school day. Students may participate in spring solo & ensemble festival but it is not required. The basics of music theory and history are covered in relation to the music performed in class. This course also provides an entry point for students to start violin, viola, cello, or bass who were not able to begin in 6th grade, with permission from the Orchestra director.

8th GRADE ORCHESTRA

The 8th-grade orchestra is a course that provides continued instruction on the student's individual stringed instruments and challenges them with skills needed to be learned in preparation for the High School orchestra. Skills such as vibrato, shifting, different finger patterns, and key signatures will be covered. Students will participate in the Orchestra festival, as well as 3-4 concert/clinic opportunities outside of the regular school day. Students may continue to participate in spring solo & ensemble, but it is not required. Students may start playing the violin, viola, cello, or bass if they were not able to in 6th or 7th grade with the permission of the Orchestra director.

Choir

In this course, students will begin or continue vocal training. Students will study a wide variety of repertoire throughout the year, with emphasis on 2 and 3-part harmony. Students will also focus on the fundamentals of proper vocal techniques, sight-singing, applied music theory, and several styles of music. All students are coached on the art of stage presence and essential criteria in successfully performing a piece of music. Students will participate in the MSVMA festival in March. Students will perform concerts in December, March, and May. Students will prepare for high school choir as they build sight singing skills, knowledge of theory concepts, and work with more challenging vocal repertoire.

PHYSICAL EDUCATION & HEALTH

Physical Education

Students will be involved in many sports and activities both indoors and outdoors. They will be doing cardiovascular and aerobic activities each day in class. Skills and rules to games such as, but not limited to, football, soccer, basketball, volleyball, bowling, tennis, floor hockey, team handball, and softball will be taught. Students will participate in fitness testing at least twice a year by doing the Fitnessgram Pacer Test and or The Presidential Fitness Test.

Health

In 6th-grade health class students will cover Alcohol, Tobacco, and Drug awareness and avoidance; Emotional and Social Health; Physical Activity and Nutrition; Automobile, Internet, and school safety; and the district adopted Growth and Development curriculum.

*The 7th and 8th-grade health units are covered in a student's 12-week technology course. During the course, students will examine the structure and function of the male and female reproductive anatomy. They will learn the behaviors that put one at risk for HIV and other sexually transmitted infections as well as the methods of prevention. Students will understand the importance of communication and decision-making skills when developing healthy relationships. This course is an abstinence-based curriculum. Parents may review the curriculum and also choose to opt their child out by contacting the Springbrook Office.

Encore Physical Education

Students will have the opportunity to create an individualized fitness program suited to their needs. This will allow them to design, follow and monitor a fitness program suited to their individual needs. Students will also be focusing on some lifetime activities as a class. We will be doing cardiovascular and workout circuits ensuring the students know how to do those activities as they age.

MS Advanced Physical Education

The MS Advanced Physical Education Program focuses on basic principles & fundamentals of total athletic development. Weight training, speed & agility, flexibility, and injury prevention will be taught from a beginner level. A Maple Spirit of teamwork will be fostered while athletes work toward achieving personal goals.

ART

6th Grade Art

In 6th grade, students focus on further developing skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons include painting, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

7th Grade Art

In 7th grade, students focus on further developing skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons include painting, drawing. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

8th Grade Art

In 8th grade, students continue to develop technique and creative problem-solving skills, as we continue to focus on the elements and principles of art. Two-dimensional lessons include painting, drawing, and mixed

media. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

Art Exploration

This course will allow students to further explore their interest in the visual arts. Both 2-D and 3-D art will be completed using a variety of art media. Students will have the opportunity to work on both individual and group projects during this class.

ELECTIVES

Automation and Robotics

Allows sixth-grade students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as drag race cars, spinning signs, and rotating bridges.

Introduction to Computer Science

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cyber security. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

PLTW

Gateway Course Description: Students will be infused with engineering and testing projects in this classroom. They will use computer simulations to advance their knowledge in aerospace and civil engineering. This class will engage students to design and create a project a week. We will test and build different types of rockets throughout the trimester.

Engineering Essentials course Description: Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens.

2024/25 will be Science of Technology (like this year) with the following course description. In Science of Technology (ST) students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, discovering the properties of nanomaterials, and building roller coasters.

Technology

This course is designed to help students become digitally literate to better meet the demands of the 21st century. It will prepare students to use computer technology in a safe, effective, and creative manner. Students will expand their knowledge of word processing, spreadsheets, online collaboration tools, presentations, web-based applications, and digital media software. Students will establish what it means to be a good, digital citizen. They will learn and apply skills in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities.

Academic Center / Study Skills

This course is for students who need extra academic support. The focus of the course is developing positive study habits, test-taking skills, and preparation and completion of work assigned in other courses.

6th Grade Seminar

The 6th-grade seminar is a first-quarter course required of all incoming 6th-grade students. Learning includes; how to demonstrate our Maple P.R.I.D.E. characteristics, strategies for being a successful and productive student, what respectful and positive relationships look like between students and also between students and adults, goal setting, and awareness of why school is important for long-term plans, and how students can contribute to ensuring an excellent learning environment at Springbrook Middle School.

Music Exploration

This course will have students examine the direct relationship music has with performance arts such as plays, musicals, movies, and other works. Students will learn how music is leveraged to make an impact on the overall performance of the work of art. Selected plays and musicals will include Hamilton, works by Shakespeare, and other selected performances.

SPRINGBROOK MIDDLE SCHOOL 6TH GRADE 9-WEEK ELECTIVE

COURSE DESCRIPTIONS

Book Club

Love to read? Book Club is the perfect place to do that, and meet other 'bibliophiles.' Students will read together and share the experiences of novels together in a positive environment. Book Club will insight students on both old and new texts and will engage them in fun, literacy-related activities. Students who take this elective should have a reading desire, and be willing to discuss books and try ones from new genres.

Genius Makers

This will be a combination of Genius Hour and “MakerSpaces.” Students will be encouraged to Creative explore their individual passions to inspire creativity in the classroom. This will be a space where students can engage in transdisciplinary learning while working together to create and collaborate on their ideas.

Holocaust

This academic elective will give students a basic knowledge of the Holocaust in Europe during World War II. Using the United States Holocaust Memorial Museum website and other resources, students will learn about the rise of fascism through Hitler, the power of institutional discrimination and propaganda, the isolation of targeted populations in the ghettos and in concentration camps, and the stories of survivors.

Write Design

Students will explore the meaning of the book as an art form. They will develop connections between creative writing and different art forms such as paper making, illustrating, clay tablets, and/or technology. Although students will be immersed in a variety of genres including poetry, original works produced will be based on student interests and available materials. Due to time constraints, there is an expectation of writing completed outside of the classroom.

Creative Writing

Students will explore their creative style and structure preferences by building a portfolio of original work. This work will cover a variety of genres, purposes, and audiences using the writing process and will be shared among peers. Students will also present an original piece of writing at the end of the marking period to their peers and complete final reflective writing.

6th Grade Statistics

Students will investigate real-world probability and statistics through observing, collecting, and analyzing data. Students will learn how to find mean, median, and mode to summarize their interpretations. Students will be able to explore a deep understanding of statistics by creating their own statistical questions and by collecting the data to support their research and displaying their results through various forms of visual representations including histograms, dot plots, box and whisker plots.

21st Century Skills

21st century skills are tools that can be universally applied to enhance ways of thinking, learning, working and living in the world. The skills include critical thinking/reasoning, creativity/creative thinking, problem solving, collaboration, communication, technology awareness and coding. Students will explore the world of coding with Sphero, a robotic ball that can be programmed with the use of a smart device. Students will complete a series of labs and activities to learn the basics of coding and programming. Other activities may include Micro Bits, Hour of Code, designing an Interactive Story using Google Slides, discussing texting and email etiquette, and other student prompted topics.

Personal Fitness

Students will be involved in cardiovascular and aerobic activities, circuit training, group games, and sports activities. Health education involves instruction in nutrition and personal safety.

Alternative Games

Students will be introduced and learn about non-traditional games, activities, and sports. While less common in the United States, they are more common and popular around the world.

Advanced PE

Students will participate in a variety of team and individual sports/activities. Cardiovascular activities and stretching will be part of the daily routine. Students will learn and be assessed on the rules of all sports learned.

History of Sports

Students will learn the history of various sports throughout the world. Students will learn about the founders of the game and how the games were played in the early years of various sports and how the game has evolved over the years.

Introduction to Theater

In this elective, students will be introduced to theater/musical theater. They will learn about how performance comes together on the stage, wings, technical involvement (set building/lights/sound/ recording), costumes, choreography, singing, staging, and many other facets. Professionals in each area may come in to share with the class and a field trip to the Crosswell and/or other theaters will be part of this class. Behavioral attitudes will determine out-of-school involvement. Students will be required to be part of several small performances in class and a final performance each marking period. They may use short plays where they memorize lines or Reader's Theater where they read the script as they perform. Students may be responsible for creating small

sets, using costumes, and even student directing. The outcome will be to have a knowledge of the theater and use this knowledge to be involved in some of the many facets of theater.

Movie Maker/ Digital Storytelling

Students will learn about filmmaking and digital storytelling, as well as create an engaging video project. The purpose of this course is to educate youth in media arts & emerging technologies for use in self-expression, communication, and social change.

Students will team up to form a film crew and perform all of the different roles involved in making an animated short film. They will write a story and explore different styles of animation to create their characters and sets and bring an original tale to life.

Film as Literature

Film as Literature will develop students' skills in reading, thinking, writing, listening, and speaking through in-depth study of films in a variety of genres. Students will be taught to analyze film in the same way that they study a literary text, by viewing and discussing classic movies.

VIRTUAL COURSES

Note: For a Description of these courses, please refer to the corresponding description above for the face to face course of the same title. All 21f courses will be Michigan Virtual courses.

VR Algebra

VR Geometry

VR Language Arts 6

VR Language Arts 7

VR Language Arts 8

VR Math 6

VR Math 7

VR Math 8

VR Science 6

VR Science 7

VR Science 8

VR Social Studies 6

VR Social Studies 7

VR Social Studies 8

VISION STATEMENT

Adrian Public Schools will provide dynamic, relevant, and rigorous global curriculum in a safe environment that fosters imagination, problem-solving, teamwork, and innovation to create a collaborative and deliberate learning pathway for each student.

MISSION STATEMENT

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

Motivation
Achievement
Pride
Leadership
Enthusiasm
Scholarship



615 Springbrook Ave.
Adrian, MI 49221

Phone: (517) 263-0543
Español: (517) 417-6277
Fax: (517) 265-5984

ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities



Adrian High School

Program of Studies

International Baccalaureate Diploma Program



TO THE PARENTS

Parental involvement is an integral part of the scheduling process to ensure that the choices are sound and that they will help your student move towards their chosen career pathway. Careful consideration must be given to both required course selections as well as elective class choices. The requirements are listed on the "Graduation Requirements By Year Of Graduation" chart. If your student is planning on attending college, special attention should be given to the college entrance requirements. Your student's counselor can assist you with this information.

In addition to student choices, **course placements will be determined by test scores, teacher recommendation and recruitment, and class performance.** Be thoughtful in your course selections as there will be limited opportunity for schedule changes.

Special education students with IEP's (Individual Education Plans) will review their course selections during their annual meeting.

STUDENT SCHEDULING PROCESS

The information in this Program of Studies will assist you in making your course selections.

- Read all General Information
- Review the High School Graduation Requirements
- Give careful consideration to your Career Pathway when making elective choices
- **Submit your COURSE SELECTION FORM on time.** A delay in receiving this information may interfere with your chances to get your top elective course choices.
- Be sure to attend your assigned appointment with your counselor to finalize your schedule.

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class space. Any changes in a student's schedule should be handled through the counselor. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students are expected to follow their schedules.

COURSE DESCRIPTIONS

This Program of Studies contains short descriptions of courses. The description is summarized as student outcomes and student activities. The outcomes and activities listed are ones intended to help the student make a selection. The outcomes and activities listed are NOT intended to be complete or all inclusive. They are stated only to help you and your student know the essence and direction of the course.

You need to pay special attention to requirements and pre-requisites for each course. Counselors can help guide your selections. You may also consult the Career Pathways Chart on pages 8-9 , as well as your Educational Development Plan (EDP).

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GRADUATION REQUIREMENTS BY YEAR OF GRADUATION (1 course per trimester = .5 credits)

	CURRICULUM	REQUIRED COURSES
5.5	ENGLISH	English 9, English 10, English 11, English 12
5.5	MATH	Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS
4	SCIENCE	Biology, Chemistry or Physics, plus one additional science credits
3	SOCIAL STUDIES	Civics, Economics, US History and Geography and World History and Geography
.5	PHYSICAL EDUCATION	Physical Education
.5	HEALTH	Health
1	PERFORMING, APPLIED, OR VISUAL ART	Includes Art, Music, and Tech courses
2	WORLD LANGUAGE	Spanish or approved online language
0.5	SENIOR SEMINAR	Students that attend the Tech Center for 2 years could request a waiver from this class
11.5	ELECTIVES	Electives
Total 34 credits	ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • A requirement to graduate is attendance as a full-time student for all four years. • Students must take all components of the Michigan Merit Exam. • Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal) • Students must complete an Online Learning Experience by updating their EDP annually. • Students must complete an application to a post-secondary institution. 	

PARENT NOTIFICATION: Parents are notified of their student's progress regularly through report cards, progress reports and Infinite Campus. Parents will be notified of students potentially short of graduation credit prior to the senior year or early in their senior year.

COURSE REQUIREMENTS: Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

GRADUATION: Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

VALEDICTORIAN/ SALUTATORIAN/ HONOR GRADUATE RECOGNITION: Adrian High School will recognize our Valedictorian(s) as the graduate(s) with the highest grade point average in the senior class. The Salutatorian(s) will be defined as the graduate(s) with the second-highest grade point average. Academically qualified students will be recognized with the following three honor designations; Summa Cum Laude (4.0+ GPA), Magna Cum Laude (3.8 – 3.99 GPA), and Cum Laude (3.5 – 3.79 GPA). Subject to change per Board Policy.

GRADING SCALE FOR DETERMINING CUMULATIVE GPA:

- 1) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 2) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 3) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery Classes will be graded on a Pass/Fail basis.
- 4) All Dual Enrollment classes will be computed on a 5 point scale, see Board Policy 5413.

REQUIREMENTS FOR GRADE ADVANCEMENT

		Grade advancement *Credit recovery will be required for graduation	Minimum credits needed at the start of each trimester in order to be on track to graduate
Class of 2020/21/22/23	Tri		34 Credits to Graduate
<u>Senior Year</u>	3rd		31
	2nd		28
	1st	24*	25
<u>Junior Year</u>	3rd		22
	2nd		19
	1st	16*	16
<u>Sophomore Year</u>	3rd		13
	2nd		10
	1st	8*	8

**Grade advancement is determined by total number of classes successfully completed by the end of each year. Students who fail one or more classes may be required to take after-school credit recovery &/or summer school to makeup the lost credit. Those who do not meet the minimum credit requirements will not progress to the next grade level. Grade classification will occur prior to the start of the school year. To be reclassified, students must be on track to graduate by the end of the first trimester. Questions or concerns can be addressed with your student's counselor.*

PASS/FAIL REQUIREMENTS

A student who is carrying six classes in a given term may elect to be graded on a pass/fail basis in one class under the following conditions: (1) Passing is defined as a grade of 78% or better (teachers shall maintain normal grade records). (2) Course must be preapproved by the Principal and Counselor. (3) The student must declare, in writing to the teacher, on the first day of attendance that the class is being taken on a pass/fail basis. The purpose of this policy is to encourage students to explore a greater diversity of rigorous subjects without the pressure of grades.

AHS STUDENTS AND CREDIT RECOVERY

A student may enroll in credit recovery classes upon receiving written approval of his/her Counselor and Principal.

TESTING OUT

Any high school student who wishes to test out of a course in which s/he is not enrolled may do so by taking the final examination for the course and achieving at least a 78% or by demonstrating other appropriate measurements of competency. No grade may be earned by testing out of a course; the notation "TO" (Tested Out) - Pass will apply to the transcript of the student who attains a passing grade. An "S" will be entered as a grade for the course. There will be no indicator applied to the transcript of a student who does not attain a passing grade. Credit earned through this process will be counted as part of the credits necessary for Graduation. Credit earned through "testing out" will not be calculated in the GPA calculation. Once credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area. Applications for "testing out" are due the first full week of June, October and/or February. See your counselor for additional information.

PERSONAL CURRICULUM

The Board of the Adrian Public School District recognizes that not all students will have career goals which require the same curricular experiences, or may have begun their high school career in a different state or a private school. Similarly, some students with disabilities, or unique circumstances may have differing educational needs and abilities, yet still be able, with appropriate accommodations and supports, to complete the requirements for a high school diploma. In recognizing these differences, the Board will permit students, with administrative approval, to modify the above graduation requirements to meet their particular career goals and learning needs by way of a Personal Curriculum (PC), as permitted by State law. The PC may be requested by a parent, legal guardian, student personnel, or the pupil him/herself if emancipated or of the age of majority. The PC must incorporate as much of the Michigan Merit Curriculum and the Adrian Public Schools Graduation Requirements as is practicable for the pupil, must establish measurable goals and a method for evaluation of whether the pupil is achieving those goals, and must be consistent with the pupil's EDP and, in the case of a student with a disability, must be consistent with the student's IEP. The Superintendent or designee shall establish guidelines for those requesting, devising and granting of PCs, consistent with state law.

EDUCATIONAL DEVELOPMENT PLAN

WHAT IS AN EDP?

An Educational Development Plan is a plan of action in which students identify and record career goals and pathway to achieve personal achievements, work experiences, and much more. The Michigan Curriculum requires an online experience and the EDP fulfills this requirement.

WHAT IS THE PURPOSE OF THE EDP?

The purpose of the EDP is to assist students in developing an ongoing record of career planning that will guide them in taking effective steps to enter or to advance career choices. It is instrumental in their planning of courses for high school and beyond. It provides many resources regarding careers and post-secondary education and training.

WHO SHOULD HAVE AN EDP?

EDP's are required for students in grades 7 through 12.

HOW OFTEN ARE EDP'S UPDATED?

The EDP should be accessed and updated each year. It is designed to be a progression of planning activities as students advance from one grade to the next. When the student graduates, the EDP is still stored in the database and can be accessed by a student at any time.

WHAT IS THE ROLE OF THE PARENT?

Parents/Guardians can help their children discover jobs that relate to their interests and hobbies. They can also create an atmosphere of career awareness in the home and explore training/college preparation needs for various careers. Helping children to understand what they can be is the first piece to the puzzle.

USING CAREER PATHWAYS

"Failure to prepare, is preparing to fail" John Wooden

A pathway is a route taken to a destination. Sometimes pathways are well defined and direct, while other times they can wander and change course. In either case, the more time you spend planning your route, the less likely you will fail. Changing your mind about your future is okay. Pathways should not be viewed as separated tracks that never join. Instead, they are more like the highways on a map, with each one connecting to every other, directly or indirectly, creating many opportunities for you to choose your own route to explore to explore your personal interests and strengths.

The purpose of this booklet is to help students and parents make better decisions when planning for the future. It contains information about classes that a student might take at Adrian High School to better prepare him/her for post-secondary opportunities. This information is for any student whether he/she is thinking about entering the workforce immediately after graduation, attending a technical school or community college, or pursuing a four-year or graduate degree. We encourage each student and parent to review the information in this booklet and use it as a guide to select the best pathway to the future.

Career Pathways & Career Options



Arts & Communications Careers in arts and communications relate to the humanities and to the performing, visual, literary, and media arts.



Business, Management, Marketing & Technology Careers in business, management, marketing, and technology require attention to detail, calculating, coordinating, implementing, and evaluating.



Engineering/Manufacturing & Industrial Technology Careers related to technologies necessary to design, develop, install, or maintain physical systems.



Health Sciences Careers in health sciences are for people who are interested in promoting good health, treating injuries, health conditions, or controlling diseases.



Human Services Careers in human services focus on helping people learn, protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities.



Natural Resources & Agri Science Careers in natural resources and Agri Science are for people who are interested in the environment, how things grow and develop, and the outdoors.

Sample Freshman Schedules

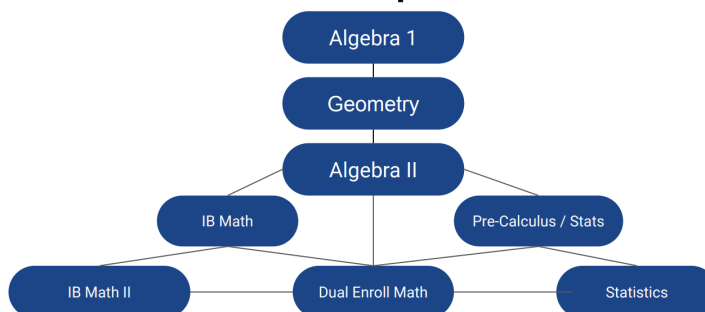
Freshman Year — Honors/IB/Dual Enrollment		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors English 9	Honors English 9	Honors English 9
Freshman Seminar	Health	Elective
Honors Biology/Biology	Honors Biology/Biology	Honors Biology/Biology
US History	US History	Elective
Spanish	Spanish	Elective

Freshman Year — Music/Art		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors/English 9	Honors/English 9	Honors/English 9
Freshman Seminar	Spanish	Spanish
Physical Science or Biology	Physical Science or Biology	Physical Science or Biology
Band/Choir/Art & Design	Band/Choir/Art Elective	Band/Choir/Art Elective
US History	US History	Health

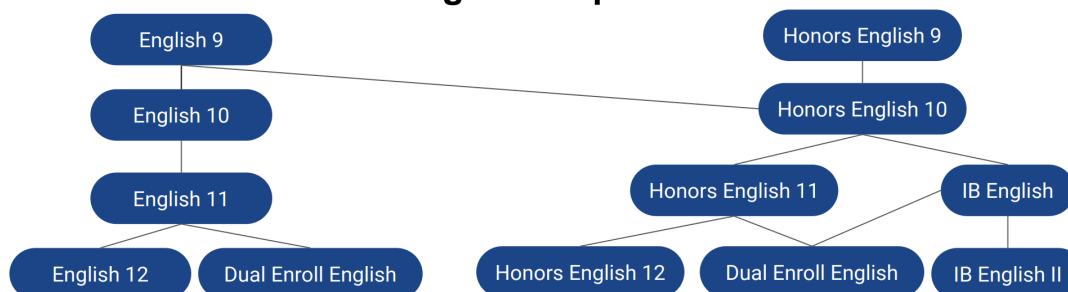
Freshman Year — Athletics		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors/English 9	Honors/English 9	Honors/English 9
US History	US History	Health
Physical Science or Biology	Physical Science or Biology	Physical Science or Biology
Freshman Seminar	Advanced Strength & Cond.	Advanced Strength & Cond.
Spanish	Spanish	Elective

Core Class Sequencing

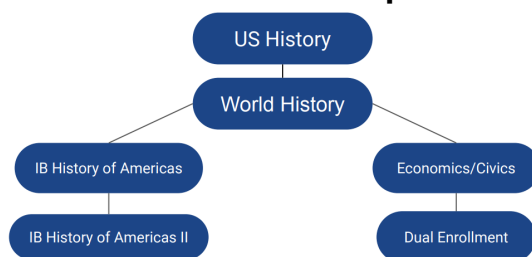
Math Sequence



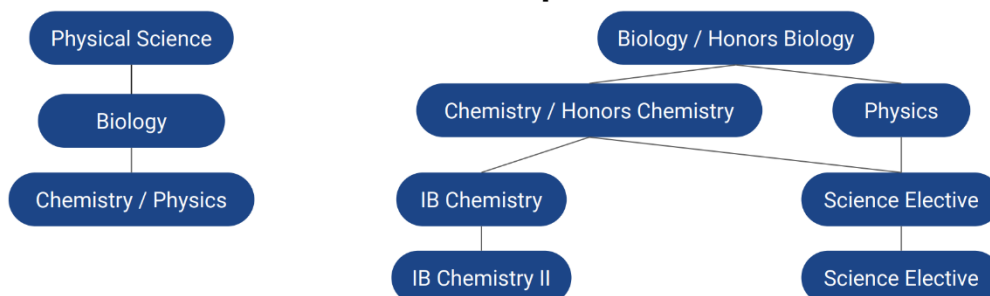
English Sequence



Social Studies Sequence



Science Sequence



VISUAL ART

ART 015 PAINTING (1 Trimester)

Prerequisite: Art and Design

Students will explore a variety of paint mediums from watercolor, acrylic and tempera to create two-dimensional works of art.

ART 017 CERAMICS A (1 Trimester)

Prerequisite: Art and Design

A student will be able to demonstrate a mastery of basic skills using clay and develop an appreciation of clay as an art medium. A student will be introduced to basic clay techniques including surfacing, glazing, and painting. The course will also include some basic sculpture techniques.

ART 018 CERAMICS B (1 Trimester) Prerequisite: Ceramics A

Students will demonstrate a more difficult and demanding skill set using clay- building on the basic skills learned in Ceramics 1. A student will continue to develop ceramic, advanced construction, fire and surfacing techniques. More advanced sculpture techniques will be included.

ART 020 CERAMICS C (1 Trimester) Prerequisite: Ceramics B

Students will further explore ceramic techniques with hand building or throwing on the wheel. They will need to be self-motivated due to less teacher instruction and more personal investigation and discovery. Students will be encouraged to develop more construction, fire and surfacing techniques.

ART 027 2-D Design A (1 Trimester)

Prerequisite: Art and Design

Students will participate in exercises which will strengthen their drawing abilities. Students will create two-dimensional projects with an emphasis on form, value, shape, and texture using a variety of drawing, painting, and mixed media techniques.

ART 028 2-D Design B (1 Trimester) Prerequisite: 2-D Design A

Students will create two-dimensional objects using advanced drawing, printing, and painting techniques. Student's projects will be teacher driven.

ART 029 2-D Design C (1 Trimester) Prerequisite: 2-D Design B

Students will frequently work independently on two-dimensional projects. The use of materials and mediums will rely on student interest and availability.

ART 031 ART and DESIGN (1 Trimester)

Students will be exposed to a variety of mediums in art and its history. They will be introduced to the principles of design: balance, emphasis, scale, proportion, repetition and the visual elements: line, shape, form, texture, value, color, and space. Students will investigate through hands on studio activities to generate creativity and a general knowledge of materials and techniques such as: drawing, painting, printmaking, sculpture, photography, architecture and graphic design.



VISUAL ART

ART 051 SCULPTURE A

(1 Trimester) Prerequisite: Art and Design

Students will explore three-dimensional art using a variety of mediums such as wire, plaster, cardboard, and found objects. They will investigate sculptural techniques which include additive, subtractive, assemblage and fabrication. Projects will be created around knowledge of art history, the elements of art and the principles of design. They will learn sculptural concepts of freestanding, relief and sculptures in the round. While in class students will practice safe and responsible use of art media, equipment and studio space.

ART 055 SCULPTURE B

(1 Trimester) Prerequisite: Sculpture A

Students will create sculpture through exploration of materials and found objects. They will select and analyze the expressive potential of sculptural media, techniques and processes. Students will find meaning by analyzing, criticizing and evaluating sculpture. Examine the functions of sculpture, interpret sculptures and learn about careers related to sculpture.

ART 056 SCULPTURE C

(1 Trimester) Prerequisite: Sculpture B

Students will create sculpture independently that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content through sculptural size and jewelry size projects. Students will need to be self-motivated as this class is more student driven than teacher lead. They will select and analyze personal expressive potential of sculptural media, techniques and processes. Students will discover meaning by analyzing, criticizing, and evaluating themselves and others work.

ART 073 JEWELRY

(1 Trimester) Prerequisite: Sculpture A

Students will create jewelry using a variety of mediums. This course teaches students about the design and creation of original jewelry. Basic design skills are taught.

ART 081 STUDIO ART

(Ceramics, Sculpture, 2-D, and Digital Art/Media)

(1 Trimester)

Prerequisite: permission from instructor

This course is for the serious art student who will work independently with minimum guidance from the teacher.

This course is designed for students to further explore in their medium of choice.

Students taking this class should be extremely self-motivated and have an interest in creating a large body of work for college portfolio reviews.

ART 103 PHOTOGRAPHY

(1 Trimester)

This course introduces students to the process of creating photography while gaining a greater understanding of the technology available in today's digital world. Students will learn about the importance of shot composition, digital photo editing techniques, online gallery creating, photo critiquing techniques, and digital printing. Students will create a digital portfolio to highlight their work and learn how to take their photography skills to the next level.

SEE PAGE 31 FOR IB VISUAL ART OFFERINGS

SEE YOUR COUNSELOR FOR VISUAL ART DUAL ENROLLMENT OPTIONS

DESIGN (BUSINESS & TECHNOLOGY)

BUS 129/130 MANAGING YOUR FINANCES A/B **(2 Trimesters)**

Prerequisite: Algebra 1

Students will explore topics such as budgeting, personal banking, tax returns, investing, planning for retirement, using credit, and making major purchases, such as a home or car.

BUS 137/138 ACCOUNTING A/B **(2 Trimesters)**

Students will learn the basics of accounting by completing the accounting cycle for a small business. Students will learn about debits and credits, journals, ledgers and financial statements along with many additional accounting skills.

BUS 141 MARKETING **(1 Trimester)**

Students will learn the four P's of the marketing world: price, product, place and promotion. Students will learn the psychology of creating "needs" from "wants" and how to target your market. Students will need a solid math foundation to build marketing plans for profitable product.

BUS 175 GRAPHICS & COMPUTER DESIGN **(1 Trimester)**

In this course, students will have an opportunity to use the features of Adobe Photoshop and Flash animation software. They will create a portfolio of projects that include such things as a four-color magazine advertisement, an art print using several different images, effects, layers, a book cover that incorporates type layers and converts type into shapes, a restaurant menu that incorporates photographs and involves image correction, a catalog cover that consists of complex images and involves composition skills, advertising samples, converting line art to color "paintings", creating a photo gallery and at least three different types of animated graphics from original and provided artwork. In order to be successful in this class, students need to be experienced users of Windows software and must have basic keyboarding skills.

BUS 201 INNOVATIVE ENTREPRENEURSHIP

(1 Trimester) Entrepreneurship emphasizes entrepreneurial skills and issues in business creation, innovation, and design. Focus will include the entrepreneur's challenge of building People, Process, and Product capabilities within a start-up or existing organization. Discussion will include small and global organizational models. Students will work with community members and business owners to help develop a complete business plan and learn what it takes to operate a successful business. This course is ideal for both the students who have never had a business course, but want to learn what it's all about, and for the student who has taken other business related classes.

BUS 203 MEDIA PRODUCTIONS **(1 Trimester)**

This course is designed for the entry-level film editing student. Student will also focus on writing news stories, developing digital content, and also performing the broadcast in front of a camera. Students will also be introduced to the world of digital photography. They will have a great understanding of the technology available including shot composition, digital editing techniques, and printing.

BUS 211 DIGITAL SOLUTIONS **(1 Trimester)**

Interested in learning to solve real world problems using digital solutions? Through hands-on activities, students will consider the best ways to find, create, and share information, learn to maximize information and communication technologies, and explore digital content creation, from emails and blogs to social media (simulated), videos, podcasts, and websites.

BUS 221 HUMAN RESOURCE MNGT. **(1 Trimester)**

Course will focus on the functions and evolution of human resource management. With the changing business climate and leadership management, students must have an awareness of how employer-employee relations can create a productive work atmosphere.

SEE PAGE 31 FOR IB DESIGN (BUSINESS & TECHNOLOGY) OFFERINGS.

LANGUAGE AND LITERATURE (ENGLISH)

ENGL 111/112/113 ENGLISH 9 (3 Trimesters)

Students will be able to respond to the structure and function of a variety of literature. They will critique and compare literary selections and make connections to life experiences. Students will also use written language as a tool in all curricular areas for communicating clearly and effectively in a variety of forms for different purposes and audiences. Students will read a variety of short fiction, novels, poetry, and non-fiction text. They will use the writing process to write creative, analytical, comparative, persuasive, and reflective pieces. Students will also conduct research for an oral or written presentation. Students will be expected to create a digital portfolio to use in all future ELA classes.

ENGL 115 ENGLISH FOUNDATIONS (1 Trimester)

Students will build and reinforce the core principles of reading and writing while also learning the soft skills and study skills needed for success inside and outside the classroom. Students will build on foundational reading, writing, and basic academic skills needed for success in high school. Through carefully paced, guided instruction and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills will help students develop their composition skills in a variety of formats. Also, students will further develop their “soft skills” and “study skills” necessary for lifelong learning success. Skills areas include test taking, time management, organization, speaking and listening, goal setting and more.

ENGL 116 ENGLISH ESSENTIALS

Students will learn essential skills in literature, writing, and communication. Students will respond to, critique, and compare diverse texts, making personal connections. They will utilize written language for effective communication across subjects. Readings will include various genres, and writing covers creativity, analysis, comparison, persuasion, and reflection. Students will conduct presentations. Students enrolled in the course must have previously attempted one trimester of English 9.

ENGL 121/122/123 ENGLISH 9 HONORS (3 Trimesters)

Students will study various genres of text and writing at an appropriate rapid pace. Students will learn to study the literature with a more concentrated and meaningful analysis in an assortment of reading and writing genres such as short stories, informational texts/novels/poetry. Students will also practice proficient comprehension and develop self-guided literary skills to apply in future courses through literary analysis, standardized, oral, media and written assessment as well as discussing in literature circles, individual and group presentations, Socratic seminars and as discussion leaders. Students will be expected to create a digital portfolio to use in all future ELA classes.

ENGL 211/212/213 ENGLISH 10 (3 Trimesters)

Students will be able to respond to the structure and function of a variety of literary genre. Students will critique and compare literary selections and make connections to life experiences. They will see the documents, stories, and poems of the past that still color the way we view ourselves and the world today. Students will study literature through multiple perspectives and try them out in multi-genre compositions. Students will also engage in reading and writing workshop activities. Students will be expected to make additions and improvements to their digital portfolio.

ENGL 221/222/223 ENGLISH 10 HONORS (3 Trimesters)

The course is designed to familiarize college-bound students with the historical aspects of literature and culture. Students will improve skills in reading and interpreting a wide variety of literature. Students will study historical documents, literary periods and literary genres. Students will develop critical writing skills in a wide range of genres. Students will be expected to make additions and improvements to their digital portfolio.



LANGUAGE AND LITERATURE (ENGLISH)

ENGL 311/312/313 ENGLISH 11 (3 Trimesters)

Students will read contemporary and historical literature as well as informational text in a wide variety of genres. Students will review grammar, punctuation and mechanics for both formal and informational writing. They will apply the writing process by integrating standard English forms. An emphasis is placed on formal essay writing. Students will be expected to make additions and improvements to their digital portfolio.

ENGL 321/322/323 ENGLISH 11 HONORS (3 Trimesters)

Students will read a broad variety of contemporary and classical literature with deeper understanding and analytical focus. Students will experience a range of writing opportunities and create an extensive writing portfolio. They will conduct research for both written and oral presentations. Students will be expected to make additions and improvements to their digital portfolio.

ENGL 411/412 ENGLISH 12 (2 Trimesters)

Students will critically read and analyze both classic and contemporary world literature. Students will refine skills in writing, speaking, and expressing as well as in the effective use of language and the understanding of language variety. The literary genre focus will be on narrative text, literary nonfiction, information/expository text and media. The writing focus will be on writing process strategies, research and inquiry activities, and authentic writing. Listening, viewing, writing, comprehending, and speaking strategies will be developed to meet specific real world and work place needs. Students will engage in goal setting and self-evaluation to assume ownership of academic literary progress. Using a framework of leadership skills, students will apply and extend knowledge and synthesize information and ideas based on the context of a global world. Students will be expected to make additions and improvements to their digital portfolio.



LANGUAGE AND LITERATURE ELECTIVE (ENGLISH)

ENG 253 DEBATE **(1 Trimester)**

Students will be able to actively participate in the listening process by attending to the sender's verbal and non-verbal messages. Students will be able to communicate verbally and non-verbally a clear, appropriate message through logical and ethical means after selecting a purpose, analyzing the audience and choosing appropriate delivery strategies. Students will use the debate topic and develop cases and arguments supported by research. Students will also prepare oral presentations using a wide variety of speaking styles. They may be involved in local, district and state competition.

ENG 259 DRAMA **(1 Trimester)**

Students will learn to use a variety of texts, including folk tales, poetry and scripted scenes for performance. Research, independent reading, outlining and the writing process will be used to locate and prepare texts for performances. After-school rehearsals and performances will be required. Theatre games, improvisation, oral interpretation, and mime will be incorporated into the course.

ENG 264 LITERATURE THROUGH FILM **(1 Trimester)**

Students will explore a variety of contemporary and classical themes in literature through a series of carefully selected films. An emphasis is placed on written comparisons and analytical perspectives. Students will interpret cinematic elements and analyze the way in which film conveys theme, characterization, plot, central image and other aspects of the development of a story. Students will also write and discuss the ways in which visual expression differs from other aspects of interpretation of stories and ideas. Students will be required to read pieces of literature to analyze and discuss.

ENG 269 INDEPENDENT READING **(1 Trimester)**

Students will self-select books in a variety of genres for personal reading. During class, students will read, discuss and journal about the books they have selected. Book projects using multi-media, artistic representation or computer-generated presentations will be required.

ENG 300 MYTHOLOGY **(1 Trimester)**

Students will be introduced to deities and mortals from a wide variety of world cultures. Students will explore holiday traditions, customs and beliefs of the peoples of the Earth- from creation myths to myths of the world's end.

ENG 304 GLOBAL COMMUNICATION **(1 Trimester)**

This course introduces electronic media and technologies in terms of communication. Students will examine how people communicate and how to improve communication skills. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Students will be responsible for communicating with the school and community via a monthly newsletter and social media. Upon completion, students should be able to demonstrate interpersonal communication skills and have experience with real-world communications that they will use in the future.

SEE PAGE 31 FOR IB LANGUAGE AND LITERATURE(ENGLISH) AND IB LANGUAGE AND LITERATURE ELECTIVE (ENGLISH) OFFERINGS.

SEE YOUR COUNSELOR FOR LANGUAGE AND LITERATURE (ENGLISH) AND LANGUAGE AND LITERATURE ELECTIVE (ENGLISH) DUAL ENROLLMENT OFFERINGS.

MATHEMATICS

MATH 111/112/113 ALGEBRA 1 **(3 Trimesters)**

Students will be able to translate problems described in words and other data into sentences written in algebraic form which will be solved by a variety of established mathematical methods. The student will be able to use tables and graphs as tools to interpret expressions, equations, inequalities and solve algebraic equations and inequalities.

MATH 116/117/118 ALGEBRA ESSENTIALS **(1 Trimester)**

Students will learn all essential foundational skills in Algebra I such as translating problems described in words and other data into sentences written in algebraic which will be solved by various established mathematical methods. Students enrolled in the course must have previously attempted one trimester of Algebra I.

MATH 115 ALGEBRA FOUNDATIONS **(1 Trimester)**

Students will build and reinforce the foundational math skills typically necessary for success in Algebra 1. They will progress through carefully paced, guided instruction and engaging interactive practice that will mirror the work being done in their Algebra 1 class. Formative assessments will be used to identify areas of weakness and prescribe lessons to improve performance. Summative assessments will track progress and skill development. Also, students will strengthen their “soft skills” and “study skills” necessary for life-long learning success. These focus areas include test taking, time management, organization, speaking and listening, goal setting and more.

MATH 211/212/213 GEOMETRY **(3 Trimesters)**

Students will be able to translate between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two and three dimensions.

MATH 214/215/216 GEOMETRY ESSENTIALS **(1 Trimester)**

Students will learn all essential foundational skills in Geometry such as translation between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two, and three dimensions. Students enrolled in the course must have previously attempted one trimester of Geometry.

MTH 311/312/313 ALGEBRA II **(3 Trimesters)**

Prerequisite: Successful completion of Algebra 1

Students will be able to translate at a higher level of proficiency problems described with words into sentences written in algebraic form which will be solved by a variety of established mathematical methods.

Students will be able to operate on expressions and matrices. They will also be able to solve equations and inequalities. Students will represent and analyze relationships using tables, rules and graphs. They will construct, read and interpret circle graphs, line plots and stem-and-leaf plots along with box plots.

MATHEMATICS

MTH 411/412/413 PRE-CALCULUS (3 Trimester)

Prerequisite: Successful completion of Algebra 2

Students are prepared for two central themes of Calculus: instantaneous rate of change and continuous accumulation. This will be done by viewing these topics in numerical, analytical and graphical approach. These three methods will help students develop a deeper understanding of parent functions, analytical and applications of trigonometry and discrete mathematics. Further, students will be able to use graphing technology to interpret functions, trigonometry, discrete mathematics and the basic introductions of Calculus.

MTH 421/422 SENIOR MATH A and B (2 Trimesters)

Prerequisite: Algebra 2 or permission from instructor

This course is for students who do not feel ready for Pre-Calculus and want to review Algebra, Geometry, and Trigonometry concepts previously taught. In addition to covering topics previously taught students will study Probability, Statistics, and Graph Theory and Consumer Math. Emphasis will be placed on using mathematics in applied situations.

MTH 547/548 STATISTICS (2 Trimesters)

Prerequisite: 12th Grade Students or 11th grade with Administration Approval

Students will review the basics of statistics. Students will use handheld technology to assist their understanding and ability to work and interpret data and data distributions. Statistics acquaints students with the major concepts and tools for collecting, analyzing and drawing conclusions for data. Students will frequently work on projects involving gathering and analyzing real world data. Ideas and computations presented in this course have connections to actual events.

PERFORMING ARTS (MUSIC)

ALL HIGH SCHOOL PERFORMANCE GROUPS ARE BY AUDITION AND DIRECTOR APPROVAL. DAILY PARTICIPATION AND CONCERT PREPARATION ARE SIGNIFICANT FACTORS IN DETERMINING CREDIT AND/OR CONTINUANCE IN THE PERFORMANCE GROUP. ALL STUDENTS ARE EXPECTED TO ATTEND PREARRANGED PERFORMANCES AND ESSENTIAL REHEARSALS. STUDENTS ARE GIVEN ADVANCE NOTICE OF CONCERTS AND REHEARSALS.

MUS 041 MARCHING WINDS and BRASS (1st Trimester)

The marching winds and brass section consist of all AHS students who perform on a flute, piccolo, clarinet, saxophone, trumpet, French horn, trombone, baritone/euphonium, or tuba. Students in this course perform as the marching winds section of the band. Marching rehearsal labs on Mondays and Wednesdays are part of the established tradition at AHS and are required as part of the class, including scheduled performances. Band Camp and August pre-season are encouraged for immediate inclusion into the band and qualifies the student to travel with the ensemble. Non-performing students still rehearse daily and will have supplemental projects and activities which take the place of performing until the student shows comprehensive knowledge in their assigned music. Students must plan for one after school sectional per week.

MUS 043 MARCHING PERCUSSION (1st Trimester)

The marching percussion section consists of all students who audition and perform on a snare drum, multi-tenor drums, bass drums, cymbals, and mallet percussion instruments such as keyboards and auxiliary percussion. The placement audition takes place in June before the end of school. Three rehearsals before band camp, and August pre-season rehearsals and performances are encouraged to perform in the battery. Marching rehearsal labs on Mondays and Wednesdays are part of the established tradition at AHS and are required as a part of the class. Students should plan for one after-school sectional per week.

MUS 052/053 CONCERT BAND (Trimester 2 and 3)

This band is designed to give students another chance to play a band instrument. This course allows music majors a chance to play a different instrument of their choice, if available through the school or by individual purchase. The band will participate in concerts pending the musical progress of the group. There is no limit to instrumentation. This class is offered for two trimesters to allow students who want a chance to play music year-round without having after school responsibilities. Solo and Ensemble is available. Completion of two trimesters may be required for a beginning player to participate in marching band for the next season.

MUS 056/057 SYMPHONY BAND (Trimesters 2 and 3) Prerequisite: permission from instructor

This band is the core of the AHS Bands. Students who want an enjoyable musical experience by being in an environment for building musical skills and techniques for future Wind Ensemble placement will be in this course. District Band Festival is required along with Solo and Ensemble is strongly encouraged. Auditions will be held at the end of the 3rd trimester of the previous school year. Marching Band participation is required.

MUS 099 GUITAR (1 Trimester)

This course will provide students with instruction on how to play the acoustic guitar, as well as educate them in music theory and the history of American music as it has evolved over the past 100 years through the medium of the guitar. This course will also include a songwriting/ composition unit with a culminating performance.

MUS 075/076/077 CONCERT CHOIR (3 Trimesters)

Prerequisite: permission from instructor Students will be able to perform as a team in a musical setting, understand details of music theory, recognize and produce good singing, recognize various musical and theatrical styles, illustrate musical ability through solo performance, interpret emotions, words and music into a complete performance.

MUS 080/081/082 LADY BLUES CHOIR (3 Trimesters)

Prerequisite: permission from instructor

Students will be able to perform as a team in a musical setting, understand details of music theory, recognize and produce good singing, recognize various musical and theatrical styles, illustrate musical ability through solo performance, interpret emotions, words, and music into a complete performance and perform a cappella. Students will practice daily to prepare for various performances throughout the year.

PERFORMING ARTS (MUSIC)

MUS 083/084/085 BEL CANTO **(3 Trimesters)**

Prerequisite: permission from instructor Students will perform intermediate choral literature in SSA voicing. This course is designed to continue to develop and improve students in the fundamentals of performance with an emphasis on proper vocal technique and music reading. Students will perform at all high school choral events as well as MSVMA District Choral Festival. This ensemble will continue to develop and hone their musicianship as they explore choral music from a variety of different cultures.

MUS 087/088/098 TONES **(3 Trimesters) Prerequisite: Permission from instructor**

The Tones is an ensemble for students with tenor and bass voices. The goal of this course is to provide students the chance to learn to read music, develop their voices and experience many styles of vocal music. The following vocal/musical skills for ensemble singing will be stressed: proper posture and breathing, proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of the vocal range, a cappella and accompanied singing, and dynamic nuances through singing 2 – 4 part music. Various languages may be incorporated in the repertoire, designed to challenge and improve the musicianship of every member. The Tones is a group which performs as a stand-alone ensemble as well as part of the Adrian High School mixed (SATB) ensemble: the Concert Choir. Participation in at public performances each trimester, including district and state MSVMA festivals, as well as other public performances is a requirement of this class. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. At home practice is encouraged. Vocal part files will be made available online.

MUS 061/062/063 CONCERT ORCHESTRA **(3 Trimesters)**

The AHS Concert Orchestra is a course mainly for 9th and 10th grade students that provides instruction designed to increase and refine playing skills on stringed instruments in a performance-based setting. Opportunity for learning in large and small ensembles as well as the basics of music theory, history and composition are provided. This course also provides an entry place for students wishing to learn to play the violin, viola, cello or string bass at the high school level.

MUS 065/066/067 SYMPHONY ORCHESTRA **(3 Trimesters)**

Prerequisite: permission from instructor

The AHS Symphony Orchestra group provides continued instruction on the students' individual stringed instrument as well as challenging large ensemble literature. The areas of teamwork, cooperation and balance will be emphasized. Music theory and history will be covered in relation to the music being performed. This performance-based ensemble will be joined by selected band members throughout the year to perform a wide variety of music repertoire that is available for full orchestra. Students that are members of the Symphony Orchestra may also be part of the AHS ensemble orchestra. This is a student-lead small ensemble that plays at different venues during the year.

MUS 094 KEYBOARDING/PIANO **(1-3 Trimesters)**

Basic Piano (1, 2, and 3 trimesters) is designed to provide the learner a wide variety of exposure to beginning music making, piano technique, music theory, beginning composition, and music recording. By the end of the 12 weeks, the learner will: 1) Be able to play I, IV, and V chords in the Natural Keys; 2) Play all Natural Scales, and 3) play simple folk songs while accompanying themselves.

This class can be taken each trimester and the student can progress as far as they wish to go. For advanced players, this class may be used to fulfill solo and ensemble requirements and testing out of piano placement into college or university piano programs. The overarching goal is to build piano players to accompany soloists, choirs, pit orchestras, and any other musical need in the Adrian Public Schools Music Program.



SEE YOUR COUNSELOR FOR PERFORMING ARTS (MUSIC) DUAL ENROLLMENT OFFERINGS.

PHYSICAL & HEALTH EDUCATION

PHY 611 FOUNDATIONS OF PHYSICAL EDUCATION (1 Trimester)

Foundations of Physical Education emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity, fitness for enjoyment, challenge, self-expression, and social interaction. This program includes skill development and the application of rules and strategies in (1) Health-Related Fitness Activities, (2) Team Sports (3) Aquatics and (4) Recreational Games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

PHY 660 HEALTH & FITNESS (1 Trimester)

This course provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes these major content areas: (1) Growth and Development, (2) Mental and Emotional Health, (3) Community and Environmental Health, (4) nutrition, (5) Family Life, (6) Personal Health, (7) Alcohol, Tobacco, and other drugs, (8) Intentional and unintentional injury, (9) Health Promotion and Disease Prevention, and (10) CPR training. Students explore the effect of health behaviors on the quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students will also focus on basic fitness principles to maintain a healthy lifestyle. This class fulfills the Health requirement for graduation.

PHY 612 INTRODUCTION TO STRENGTH AND CONDITIONING (1-3 Trimesters)

Prerequisite: Foundations of Physical Education

The Introduction to Strength and Conditioning (ISC) Program focuses on basic principles & fundamentals of total athletic development. Weight training, speed & agility, flexibility and injury prevention will be taught from a beginner level. A Maple Spirit of teamwork will be fostered while athletes work toward achieving personal goals.

PHY 671/672/673 ADVANCED TO STRENGTH AND CONDITIONING (3 Trimesters)

Prerequisite: Introduction to Strength and Conditioning

This Advanced Strength and Conditioning course is designed for students participating in competitive sports. It features instruction in the techniques of weight training and conditioning as they pertain to athletic competition. This course involves a physically demanding program of weight training and fitness activities designed to enhance speed, agility, flexibility, jumping, coordination, injury prevention as well as nutrition and fitness terminology. Students undergo periodic strength and fitness tests and student performance goals are developed each trimester. A cloud-based S&C program is incorporated to track weekly progress.

PHY 631/632/633 TEAM SPORTS (3 Trimesters)

Prerequisite: Foundations of Physical Education

Students will play a variety of competitive team sports including basketball, volleyball, soccer, modified rugby and football, kickball, ultimate frisbee, team handball, floor hockey and others. Cardiovascular activities and stretching are included daily. Students will have to research and present rules for at least one sport and will have a written exam on the rules of all sports learned. After successfully passing the course students may choose to take it again.

PHY 618 LIFETIME ACTIVITIES (1 Trimester)

This course is designed to encourage and motivate students to maintain a lifestyle that promotes healthy and beneficial activity. The course is designed to instruct you in activities that will provide a foundation for a healthy, physically active lifestyle. Activities may include: aerobics, jogging, Zumba, yoga, Pilates, aqua aerobics, and other low impact exercises.

PHYSICAL & HEALTH EDUCATION

PHY 608 DANCE I **(1 Trimester)**

This course is designed for all students, including those with no prior dance experience and those with differing degrees of formal dance training. Students begin by exploring how dance communicates meaning and connects to health and well-being. They begin to understand themselves as dancers through learning the sequence of events in a typical dance class. This includes: proper etiquette, the importance of stretch and strengthening, basic skills associated with various dance styles, learning and performing choreography, and effectively communicating their thoughts and feelings through dance.

PHY 671 LIFEGUARD CERTIFICATION **(1 Trimester) Prerequisite: Foundations of Physical Education**

This course is offered to those with an interest in lifeguarding or for those who are around the water and want to learn basic rescues. Course content will include health-related fitness activities, CPR for the professional and first aid, swimming skill development, swimming rescues, and injury prevention. Upon completion of the course and Red Cross Lifeguard Training Certification, participants will be eligible for a lifeguard position.

Physical Prerequisites:

- Must be at least 15 years old
- Must have advanced swimming skills to pass a 300-yard swim test without stopping, using front crawl, breaststroke and sidestroke

PHY 609 YOUTH COACHING AND OFFICIATING **(1 Trimester) Prerequisite: Foundations of Physical Education**

The Youth Coaching and Officiating Course covers a wide range of important topics to help you become the best coach you can be for your young athletes. Whether you are new to coaching or have years of experience, you'll gain valuable knowledge on a variety of aspects related to the challenging task of coaching children and helping each youngster have a rewarding experience. Some of the topics addressed include: What it means to be a coach, Youth sports violence, Conducting practices, Game day, Injury Prevention, Nutrition and Hydration. The officiating portion of this course will review all rules and regulations of each major youth sport.

PHY 619 BASIC LIFE SUPPORT AND FIRST AID **(1 Trimester)**

The BLS course and training commences with a brief introduction of what basic life support entails. It also provides insight on the legal protections in place for each state in regards to rescuers who provide medical assistance to unknown parties.

Per the Good Samaritan Law, for example, health experts who administer medical techniques, such as CPR or AED to save lives are usually protected against negative legal proceedings when no compensation is expected. This is a clear example of the value of studying a standard BLS course, even if you're not required to. The course provides profound instruction for medical workers that often use the field in the real world.

Basic First Aid will also be taught. Certification is available for each lifesaving component.

SCIENCE

SCI 111/112/113 PYHSICAL SCIENCE **(3 Trimesters)**

Students will be able to practice scientific reasoning through the design, execution and evaluation of chemical investigations. Students will describe physical and chemical properties and changes according to kinetic molecular theory. Each trimester will cover one specific course topic: Earth Science, Chemical Science and Physical.

SCI 211/212/213 BIOLOGY **(3 Trimesters)**

Students will learn to classify different types of cells and their parts and explain how cells carry out life functions. They will learn to describe how genetic material is passed from parent to offspring and how new traits arise in a population. Students will read extensively, take notes, solve problems, conduct laboratory investigations, do projects and apply knowledge to real world situations.

SCI 221/222/223 HONORS BIOLOGY **(3 Trimesters)**

Prerequisite: 8th Grade Honors Science Students will enhance their learning of basic Biological principles through the use of Inquiry Learning, analysis of current Biological breakthroughs/research, training in proper laboratory usage/procedures, and experience in specimen dissection techniques. Student assignments will require problem-solving and independent thinking, and an emphasis will be on connecting current Biological possibilities with their lives and futures.

SCI 311/312 CHEMISTRY A/B **(2 Trimesters)**

Students will listen to lecture, take notes and conduct laboratory investigations. They may also do projects and do some research. The emphasis will be on problem-solving and the use of laboratory techniques as a tool to discover and/or verify principles. Topics covered include atomic structure, periodic table, balancing equations, acid-base reactions and equilibrium.

SCI 321/322 HONORS CHEM A/B **(2 Trimesters)**

Prerequisite: Biology; C average in Geometry Students will listen to lecture, take notes and develop independent thinking in the process of problem-solving and in the use of the laboratory as a tool of discovery. The student will be expected to read, solve problems and analyze data independently outside of the classroom.

SCI 331/332 PHYSICS A/B **(1 or 2 Trimesters) Prerequisite: C or better in Algebra 1**

A more conceptual form of physics that includes the study of forces, motion, Newton's Laws, projectiles, work, momentum, simple machines and equilibrium through the use of hands-on activities, computer simulations and class projects. The second trimester is a continuation of the concepts from Physics A that includes the study of waves, fluids, light, sound optics, electricity, magnetism and circuits through the use of hands-on activities, computer simulations and class projects.

SCI 702 ENVIRONMENTAL SCIENCE **(1 Trimester)**

This course will allow students to analyze the state of the environment and the impact of natural and manmade processes on the Earth. It will address the human impact on the environment and the changes being made to preserve our planet and the life on it.

SCI 800 ZOOLOGY **(1 Trimester)**

Students will be provided the opportunity to work to learn the various phyla in the Animal Kingdom, focusing on anatomy, physiology, habitats and ecological interactions. Anything from flatworms to mammals, students will discuss how each phyla participate in the Biological component of the world. Students will learn how to improve their research skills while collaborating with others and also work independently.

SCIENCE

SCI 709 ASTRONOMY (1 Trimester)

Students will learn to describe the motions of the earth, moon, sun, stars and galaxies. They will compare our sun to other stars and star systems. Students will also learn the difference between natural and artificial satellites and the importance of each group. They will conduct investigations, read, take notes, solve problems, do projects, observe stars and basic constellations and apply knowledge to real world situations.

SCI 711 CURRENT TOPICS IN SCIENCE (1 Trimester)

Students will analyze contemporary events with respect to science, while making reasoned decisions about matters of public concern. Students will be involved in group discussions, read and evaluate current scientific information in printed materials and the internet, develop and give oral presentations and do research about scientific topics.

SCI 751 CHEM TECH (1 Trimester)

Students will participate in the job fit system and be able to demonstrate interview skills. In addition, students will conduct laboratory investigations, reading, note-taking, solving problems, various projects and applying knowledge to real world situations.

SCI 771 HUMAN ANATOMY & PHYSIOLOGY A (1 Trimester) Prerequisite: Biology

Students will be able to define and analyze the functions of main organs of the human body, including the following systems: Integumentary, Skeletal, Muscular, Circulatory and Respiratory. Students will study in detail five of the ten systems of the human body. Students will conduct laboratory investigations including dissection, use audiovisuals, write/read/discuss essays describing the human body.

SCI 747/748 INTRODUCTION TO ROBOTICS (2 Trimesters)

This STEM course will advance students' prior knowledge in the areas of engineering, mechanics, design, and computer programming. Throughout the course, students will participate in a team-based structure to build robots that will compete in a game experience. While building the robots, the engineering design process will be emphasized due to new challenges that will occur throughout the game season requiring teams to redesign their robot.

SCI 781/782/783 INTRODUCTION TO ENGINEERING DESIGN (1-3 Trimesters)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

SCI 787/788/789 INTRODUCTION TO COMPUTER SCIENCE (3 Trimesters)

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

SOC 211/212 US HISTORY **(2 Trimesters)**

Students will be able to cite key US events from the Industrial Period to the present and relate these events to historical developments in other parts of the world. Students will demonstrate a knowledge of people, events, ideas, institutions and movements which contributed to the development of the U.S. Students will be able to recognize and identify cultural traditions which are common in the American people and those which complement its diversity.

SOC 231/232/233 AP US HISTORY **(3 Trimesters)**

This course will encompass the study of US History from 1877 times to the present. Students will be expected to engage in examining primary source documents as well as completing several essays and projects. Students will interpret, analyze, compare and contrast different historical events while making an application to current events. This course is designed to be equivalent to a college level introductory course and will prepare students for IB Diploma Programme Social Studies.

SOC 807 CIVICS **(1 Trimester)**

A student will be able to describe how citizens organize their governments. Students will demonstrate knowledge of the meaning and origins of democratic values and explain how the political system provides for the exercise of power.

SOC 809 ECONOMICS **(1 Trimester)**

Students will explore the impact of economic choices of individuals, businesses and governments. They will study different economic systems, the role of government in the national and international economy, and the effect of globalization in the world market. Students will participate in small and large group activities and create an interactive notebook.

SOC 811 WORLD HISTORY A **(1 Trimester)**

Students will survey major historical events, beliefs, institutions and the arts from the Renaissance through the Enlightenment and relate basic principles to the modern world. The students will identify important events, personalities and philosophers through the Age of Napoleon.

SOC 812 WORLD HISTORY B **(1 Trimester)**

Students will examine the impact of the Industrial Revolution, Darwin's ideas, Capitalism and Communism on the modern world. Students will identify important events, personalities and concepts which affect us to this day.

SOC 835 HISTORY OF WAR & CONFLICT **(1 Trimester)**

Students will learn about the nature of human conflict and warfare. The course focuses on the following aspects of human conflict: the causes and outcomes of conflict/warfare, the nature and role of leadership in conflict/warfare, along with the strategies of conflict/warfare. Students will utilize a variety of historical documents and mediums.

SOC 836 LAW AND SOCIETY **(1 Trimester)**

Students will learn about the aspects of law that might be encountered during life. Individual rights and how they work in today's society will also be covered. It is more geared towards real world situations than Civics, but also reinforces many Civics concepts.

INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

SOC 810 HISTORY OF SPORTS IN AMERICA (1 Trimester)

This course will explore the development and movements found within the area of sports since 1865 in the United States. Units of study include: a chronological history of sport in America, sport sociology, economics of sport, ethics in sport, adolescent and youth sports. Students will participate in a wide range of activities with a culminating presentation at the end of the trimester.

SOC 853 SOCIOLOGY (1 Trimester)

A student will investigate social interaction between individuals and groups in society. Students will be able to discuss culture, status, adolescence, deviance and gender differences. The class will include small and large group activities, an interactive notebook and two formal papers.

SOC 857 PSYCHOLOGY (1 Trimester)

A student will be able to identify four basic concepts to psychology and apply these concepts to everyday situations and behaviors. Students will develop awareness of the theories of personality and apply these theories on their own behavior. Students will participate in group activities and group discussions. Two formal papers are required.

SOC 859 CURRENT EVENTS (1 Trimester)

As a result of their learning, students will be able to analyze contemporary events with respect to historical background, make reasoned decisions about matters of public concern, compare and contrast current events over a period of time and analyze current events in the United States. Students will be involved in group discussions, read and evaluate current magazines and newspapers, develop and give oral presentations, watch news programs and do library research.

INTERNATIONAL STUDENT STUDIES

IENG 502/503/504 ENGLISH I (3 Trimesters)

This course will provide students the opportunity to improve and develop skills in all areas of English communication: writing, speaking, listening, reading and viewing. The course will also focus on improving pronunciation and increasing vocabulary.

LANGUAGE ACQUISITION (WORLD LANGUAGE)

FLG 337/338 SPANISH 1 (2 Trimesters)

A student will carry on conversations and complete communication tasks using simple spoken and written Spanish. In addition, they develop listening and reading skills. Through projects students learn about daily life and history of the Spanish people. They also celebrate Spanish and Hispanic cultures. Students are expected to communicate in Spanish during class.

FLG 341/342 SPANISH 2 (2 Trimesters)

Prerequisite: Successful Completion of Spanish 1

A student will expand his/her ability to communicate in Spanish. Oral communication is stressed along with more demands in writing, listening and reading skills. Students will increase their knowledge and appreciation of Spanish-speaking cultures through a variety of projects. Students will be introduced to literary, historical and contemporary materials. Students use only Spanish to communicate in class. Use of English is limited.

FLG 345/346/349/350 Advanced Spanish (4 Trimesters)

Prerequisite: Successful Completion of Spanish 2

A student will strengthen his/her communication skills and develop the writing process to include essays leading to high levels of proficiency in oral and written work in the Spanish language. Reading and cultural activities include a variety of authentic literary, historical, and contemporary materials. Projects and films further develop student interest in Spanish-speaking cultures and the language. The student will study historical periods, literature, Spanish-speaking world cultures and current events. Students use only Spanish to communicate in class. Use of English is limited.

**SEE PAGE 31 FOR IB LANGUAGE ACQUISITION (WORLD LANGUAGE) OFFERINGS.
SEE YOUR COUNSELOR FOR LANGUAGE ACQUISITION (WORLD LANGUAGE) DUAL ENROLLMENT
OFFERINGS.**

SPECIAL PROGRAMS

SNR 012 SENIOR SEMINAR (1 Trimester)

Students will work towards transitioning from high school to post-secondary life. During this course, students will complete post-secondary applications, work on a capstone project of their career pathway and improve individual communication skills. In addition, students will learn strategies to help them be successful in post-secondary studies such as reading, note taking, memorization techniques and learning theories.

ALD 091 BEGINNING LEADERSHIP (3rd Trimester) Prerequisite: permission from instructor

Students will study and develop essential leadership skills such as time management, goal setting and team building. Students will be exposed to guest speakers, readings and activities designed to develop these skills.

ALD 093/094 ADVANCED LEADERSHIP (2 Trimesters) Prerequisite: permission from instructor

Students will put learned leadership into practice by planning and coordinating school activities such as: Homecoming, Picture Day and the Fall Blood Drive. Activity planning will focus on community service, school spirit and social opportunities. Students must go through an application process in the previous school year.

ACT 010 SAT TEST PREP (1 Trimester) Prerequisite: 11th Grade

Most juniors will be expected to take this course designed to improve student performance on the SAT and other standardized tests. Based on previous standardized test scores some juniors will be placed in this course.

SPECIAL EDUCATION

Each qualifying student with an IEP will have an annual meeting to determine a course of study to meet their educational goals. Support will be available in each academic area of need.

ENG 089/090/091 ELL (3 Trimesters)

Students will be introduced to the American sound system and quickly expand their working oral vocabulary. This course will equip students to perform vital language-based functions in school and the community.

MATH 011/012/013 MATH 180 (3 Trimesters)

See counselor for eligibility requirements. The Math Concepts course is designed to address skill gaps students may have. Assignments are determined by test scores (NWEA, APS) or teacher recommendations or both. The program addresses the needs and operating level of each student and assigns skills to be mastered accordingly. The course is designed as an intervention that complements the classroom instruction, core curriculum, and the state standards. The goal of this course is to help each student improve their math skills and gain confidence in their ability.

ALD 098 YEARBOOK (1 Trimester)

Prerequisite: permission from instructor

As a result of their learning, students will be able to evaluate content of photos, design original layouts, apply computer skills for page layout design, apply typesetting measurements and type values, and distinguish between objective and subjective writing. Students will develop editing skills, business management skills and journalism skills. The class is responsible for the production of the yearbook. Yearbook emphasizes photo journalism. It is the combination of photographs and print so that the history of one school year is recorded.

FRX 090 FRESHMAN SEMINAR (1 Trimester)

Freshman seminar is a first trimester course required for all incoming freshmen at Adrian High School. Overall concepts include: what it means to be an Adrian Maple and how to prepare as a high school student. Identity development, personal accountability, civic engagement, academic skills, careers, and these seven habits of highly effective teens. The course seeks to assist students toward understanding who they are, their role as students and community members, and their purpose at AHS.

ONLINE COURSES

See counselor for eligibility requirements and available courses.

COLLEGE COURSE/ DUAL ENROLLMENT

Dual enrollment is a program where a student has an opportunity to take college courses during their high school career while attending Adrian High School. Adrian Public Schools will pay for the cost of tuition, technology fee and student service fee. However, if the student fails, withdraws or does not attend their dual enrollment class, they will be responsible for the entire cost charged/paid by APS. The cost of all other fees are the responsibility of the student/parents, including books and supplies (unless otherwise indicated). The following are guidelines for dual enrollment, students must have:

Eligibility:

1. 3.0 G.P.A or higher
2. Obtained qualifying composite score on one of the following assessments:
EXPLORE - 16, ACT – 21, PLAN – 18, PSAT 11(CR+M) – 970, PSAT 10, SAT (CR+M) – 1010
3. Good attendance/passing all AHS classes

Course Selection:

1. Students should check course catalog on-line:
 - Adrian College: See your counselor for updated course catalog
 - Siena Heights: https://mysiena.sienaheights.edu/ics/Course_Availability.jnz
- Course selected cannot be of religion or a hobby course
- Course must be a minimum of 2 credits
- Watch for pre-requisites (ex. must have ENGI01 before taking CRJ105)
- Choose 100 level classes (unless you completed 100 level previously)
- Do not select a class that includes a lab

Dual Enrollment FYI:

- ⇒ Seniors are permitted to take a dual enrollment English or Math class in lieu of English 12 or math related class for graduation requirement. Juniors may dual enroll in English with administrator approval, but will also be required to take English 11 at AHS at the same time.
- ⇒ If your dual enrollment class conflicts with a scheduled class at AHS (you must make arrangements with your AHS teacher regarding assignments/time missed)
- ⇒ Check on Michigan Transfer Agreement website to view if/how course will transfer to the college you are interested in attending in the state of Michigan
 - <https://www.mitransfer.org/michigan-transfer-agreement>. Also verify with the college you are going to be attending about transfer option if class is taken for high school credit.
- ⇒ If a college class (ex Sociology) is offered at AHS you must have taken the class at AHS first.
- ⇒ You will only receive 0.5 credit per college class. Consider number of credits you have currently earned –you need 34 credits to graduate
- ⇒ All dual enrollment classes taken for high school credit will be on a 5.0 GPA scale with letter grade given.(upon receiving a passing grade)
- ⇒ Siena Heights University, Adrian College, & Jackson College maybe in session during high school breaks (so plan accordingly)

Suggested Courses:

Adrian College: General Psychology, Intro to Sociology, Music Theory I

Siena Heights: Reading and Writing I, Reading and Writing II, Intro to Communications, Intro to Criminal Justice, College Algebra, Music Theory, Intro to Psychology, Intro to Theatre, Intro to Social Work, Intro to Business

Jackson College: Writing Experience 1, Intro to Psychology, Intro to Criminal Justice, College Algebra, Statistics

CAREER DEVELOPMENT

In order to enter the Tech-Center, a student **MUST SUBMIT AN APPLICATION TO BE APPROVED BY AHS and THE TECH-CENTER.** The student will spend two periods at the Tech-Center in one of two sessions offered in the morning or afternoon. AHS provides transportation to and from the Tech-Center for each session. Special driving permits may be requested for students with extenuating circumstances.

Art & Communication:

- Graphic Imaging Technology**
- Video & Audio Production**

Business, Management, Marketing & Technology:

- Accounting**
- Computer Information Services**
- Computer Programming**
- Culinary Arts**
- Marketing & Entrepreneurship**

Engineering/ Manufacturing & Industrial Technology:

- Automotive Collision Repair & Refinish**
- Automotive Services Technology**
- Building Trades & Construction Careers**
- Engineering, Design & CAD**
- Engineering, Robotics & Emerging Technologies**
- Machining & Computer Aided Manufacturing (CAM)**
- Residential Construction**
- Welding Technology**

Health Science:

- Certified Nurse Aide (CNA)**
- Dental Aide**
- Emergency Medical Technician (EMT)**
- Health Care Careers**
- Nursing Preparation**

Human Services:

- Education Careers**
- Work Experience**
- Public Safety**

Natural Resources & Agriscience:

- Agri-Tech**
- Biochemical Technology**
- Horticulture**
- Sustainable Agriculture & Environmental Science**

Hudson Mechatronics

Addison Firefighter Program

LISD Supported CTE Programs

CTE programs have been established in Lenawee County through collaborative planning among educational leaders and local business and industry partners. These programs are designed to meet the needs of students as well as job forecast demands, with the opportunity to partake in a capstone experience at the LISD TECH Center. As Lenawee County continues to align educational opportunities for students to the ever-growing demands of business and industry, these programs are available to all students countywide will play a role in the goal of meeting the demand for talent in today's workforce.

The Southern Michigan Center for Science and Industry - Located at the Hudson SMCSI building and the Tecumseh Public Schools, the SMCSI provides students the advanced, multi-disciplinary field of engineering that is critical to the modern manufacturing industry. It includes a combination of mechanical and electrical engineering, including hydraulics, pneumatics and robots. Students will have the opportunity to network with industry leaders through a variety of experiences ranging from site tours to apprenticeships.

PLTW Biomedical Science - Located in the Madison School District, the Project Lead the Way Biomedical Science program immerses students in the areas such as human body systems, medical interventions and biomedical innovation. PLTW Biomedical Science empowers students to build knowledge and skills in biomedical science, as well as in-demand, transportable skills like problem solving, critical thinking, communication and collaboration.

Agricultural Sciences - Located at the Sand Creek Community Schools, Agricultural Science courses ranging from Environmental Science, Zoology, Botany, and Leadership offer students the opportunity to partake in a diverse range of agricultural topics and experiences. Through these programs, students have the opportunity to participate in hands-on activities within the classroom and with local leaders in the field of agriculture. These experiences, along with the opportunity to be a member of FFA provide students skills for a capstone experience at the TECH Center or in post-secondary.

WHAT IS INTERNATIONAL BACCALAUREATE (IB)?

DIPLOMA PROGRAMME (DP)

In March of 2010, Adrian High School was authorized as an International Baccalaureate Diploma Programme World School by the International Baccalaureate governing body in Geneva, Switzerland. DP is designed as an academically challenging and balance programme of education with final examinations that prepares students, during the junior and senior year, for success at university and life beyond.

DP students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from 6, or the students may choose another subject from groups 1 to 5. In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Students may enroll for the entire Diploma Program or they may choose to sit for individual IB courses for a certificate. Certificate students will fulfill all of the requirements of the internal IB assessments and sit for the final IB exam in May.

Please see page 30 for DP course descriptions. Contact the Adrian High School DP coordinator for more information.

***For more information about the International Baccalaureate Organization and its programs, visit: www.ibo.org.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

DP core requirements also include:

Creativity, Action and Service (CAS)

One hundred and fifty hours in experiential education is required for the International Baccalaureate Diploma. Students begin work in CAS in the junior year and complete the hours as seniors. Participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic area

Extended Essay (EE)

Diploma candidate students are required to write a 4,000 word research-based essay which they will begin the junior year. Working with a teacher mentor/guide they will formulate a research model, draft the essay extensively revise, and prepare a finished paper. The extended essay, with a prescribed limit of 4,000 words, offers students the opportunity to investigate a topic of individual interest and acquaints them with the independent research and writing skills expected at a post-secondary level.

IB Online Courses with Pamoja Education

Certain online DP courses will be offered through Pamoja Education. These courses fulfill DP requirements and begin in the junior year regardless of whether the course is a High Level or Standard Level course. All aspects of DP assessment must be taken as a part of the online course. Courses taken in this way must be approved by the DP Coordinator. Online course selections need to be made at the end of the sophomore year. Please see the DP Coordinator.

Online IB Courses

Group 2

Mandarin *ab initio*
Spanish *ab initio*
French *ab initio*

Group 3

Psychology SL
Business and Management SL/HL
Economics SL/HL
ITGS SL
Philosophy SL

Group 5

Mathematics HL

Group 6

Film SL



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

EXPERIMENTAL SCIENCES- BIOLOGY SL

IBSCI 740/741/742 IB BIOLOGY I A/B/C- 11TH

Biology SL students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Biology SL will cover six core topics and involve the student in one optional area of study, and independent research experiment and a Group 4 project. This class will be taught over 3 trimesters/150 hours.

EXPERIMENTAL SCIENCES- CHEM HL/SL **IBSCI 743/744/745 IB CHEM I A/B/C- 11TH IBSCI 847/848/849 IB CHEM II A/B/C- 12TH**

This course will encompass the foundations of chemistry including studies of atomic structure, periodicity, chemical and physical changes, writing and interpreting equations, acid-based chemistry, oxidation-reduction, equilibrium, kinetics, energetics, organic chemistry, along with designing, performing and analyzing common laboratory experiments.

MATHEMATICS- MATH STUDIES SL

IBMTH 750 IB MATH STUDIES I A- 11TH IBMTH 850/851/852 IB MATH STUDIES II A/B/C- 12TH

This course concentrates on mathematical applications to real-world occurrences and includes project work and investigative learning. Topics studied include: basic and applied Algebra, Sets, Logic, and Probability to name a few. Students should have knowledge of basic processes in Algebra, Statistics, and Geometry

MATHEMATICS- MATHEMATICS SL

IBMTH 755 IB MATHEMATICS I A- 11TH IBMTH 855/856/857 IB MATHEMATICS II A/B/C- 12TH

This course concentrates on mathematical applications to real-world occurrences and includes project works and investigative learning. Students entering this course need fundamental skills and knowledge of the basic processes in Algebra, Geometry, Algebra 2 and 1 trimester of Pre-Calculus.

ARTS- VISUAL ARTS SL/HL

IBAC 960/961/962 IB VISUAL ARTS- A/B/C

Students will develop their own body of work which represents individual research and development of artistic expression. Course work and guidance will be provided by the instructor. Students will create works in various media inspired by their own personal research and investigation. The structure of the course is designed to provide students with the opportunities to develop an aesthetic sense, imagination and creativity. Students will work with a variety of visual media limited only by resources available to the individual. An investigative journal is required to be kept by each student for research assignments and individual areas of inquiry. Students who select Visual Arts HL are committing to a two year course.

LANGUAGE A1- ENGLISH HL

IBENGL 710/711/7112 IB ENGLISH I A/B/C- 11th
IBENGL 810/811/812 IB ENGLISH II A/B/C- 12th

The literature course will foster the deep reading of literature based on the craft and art of works that promote an international awareness and a deeper understanding of one's own language. The study of works in translation, as well as those written in a student's mother tongue, allows for the rich exploration and comparison of ideas and concepts that illustrate the global perspectives of literature. Students will develop a broader understanding of the importance of literature as a creative and reflective voice of culture.

LANGUAGE B- SPANISH SL

IBFLG 720 IB SPANISH I A - 11TH IBFLG 820/821/822 IB SPANISH II A/B/C- 12th

Within the scope of all of the IB disciplines, Language B, Spanish Standard Level is the course that represents the linguistic appeal of internationalism. Students receive four trimesters of instruction focused on developing students' language proficiency and cultural awareness.

Students may not begin the cycle unless they are in their fourth year of studying the language or can demonstrate proficiency equal to students at that level.

INDIVIDUALS AND SOCIETIES- HISTORY OF THE AMERICAS/ 20TH CENTURY WORLD HISTORY HL

IBSOC 730/731 IB HISTORY OF THE AMERICAS I A/B- 11TH
IBSOC 830/831/832 IB HISTORY OF THE AMERICAS II A/B/C- 12TH

History of the Americas/20th Century World History is a class completed over the time period of the Junior and Senior years. The junior year of the course will cover one trimester and the primary focus will be on the Americas including not only the United States, but the entire Western Hemisphere from the War of 1812 to the present. The three trimesters of the senior year will focus on 20th Century World History with special emphasis on World War II, The Cold War, The Great Depression and the Arab/Israeli conflict. This course will be taught at the level equivalent to that of the freshman/sophomore years in college.

VIRTUAL OR CREDIT RECOVERY CLASSES

**VR ALGEBRA I VR GEOMETRY VR ALGEBRA II
VR PRE-CALCULUS VR SENIOR MATH
VR ADVANCED CALCULUS
VR ENGLISH 9
VR ENGLISH 10
VR ENGLISH 11
VR ENGLISH 12
VR ACADEMIC SUCCESS
VR AFRICAN AMERICAN STUDIES
VR ART HISTORY AND APPRECIATION VR BIOLOGY
VR CAREER EXPLORATIONS
VR CHEMISTRY
VR CIVICS
VR CONSUMER MATHEMATICS VR AB INITIO
VR EARTH AND SPACE SCIENCE
VR ECONOMICS
VR HEALTH
VR INTRODUCTION TO SOCIAL MEDIA
VR MUSIC APPRECIATION
VR NATIVE AMERICAN STUDIES: CONTEMPORARY PERSPECTIVES
VR NUTRITION AND WELLNESS
VR PERSONAL FINANCE VR PHYSICAL EDUCATION
VR PHYSICAL SCIENCE
VR PSYCHOLOGY VR SOCIAL ISSUES VR SOCIOLOGY
VR GOVERNMENT
VR US HISTORY
VR WORLD GEOGRAPHY
VR WORLD HISTORY
VR SPANISH 1
VR SPANISH 2**

NCAA FRESHMAN ELIGIBILITY STANDARDS

Core Courses

NCAA Division I requires 16 core courses. This rule applies to any student first entering any Division I college or university. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II requires 16 core courses. See the breakdown of core-course requirements below.

Test Scores

- **Division I and Division II** you must earn the SAT score matching your core-course GPA on the corresponding Division sliding scale. .
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

All SAT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are core course minimum of 2.300.
- **The Division II** grade-point-average requirement is a minimum of 2.200.

DIVISION I
16 Core-Course Rule
16 Core Courses: 4 years of English. 3 years of mathematics (Algebra I 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 nondoctrinal religion/philosophy).

DIVISION II
16 Core-Course Rule
16 Core Courses: 3 years of English. 2 years of mathematics (Algebra I 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 nondoctrinal religion/philosophy).

OTHER IMPORTANT INFORMATION

- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT scores will be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org.

NCAA DIVISION I FULL QUALIFIER SLIDING SCALE CORE GRDE-POINT AVERAGE/ TEST-SCORE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	430	39
3.475	440	40
3.450	460	41
3.425	470	41
3.400	490	42
3.375	500	42
3.350	520	43
3.325	530	44
3.300	550	44
3.275	560	45
3.250	580	46
3.225	590	46
3.200	600	47
3.175	620	47
3.150	630	48
3.125	650	49
3.100	660	49
3.075	680	50
3.050	690	50
3.025	710	51
3.000	720	52
2.975	730	52
2.950	740	53
2.925	750	53
2.900	750	54
2.875	760	55
2.850	770	56
2.825	780	56
2.800	790	57
2.775	800	58
2.750	810	59
2.725	820	60
2.700	830	61
2.675	840	61
2.650	850	62
2.625	860	63
2.600	860	64
2.575	870	65
2.550	880	66
2.525	890	67
2.500	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
2.299	990	76
2.275	990	76
2.250	1000	77
2.225	1010	78
2.200	1020	79
2.175	1030	80
2.150	1040	81
2.125	1050	82
2.100	1060	83
2.075	1070	84
2.050	1080	85
2.025	1090	86
2.000	1100	86



Who is eligible to participate in virtual course offerings provided under Section 21f of the State School Aid Act?

Pupils enrolled in any grade 9-12 in a public local district or public school academy may enroll in a virtual course. This could include pupils who enroll through a district on a part-time basis, such as those participating in a shared time program, as long as all applicable membership requirements are met. Consent of the parent or legal guardian is not required if the pupil is at least age 18 or is an emancipated minor.

NOTES

VISION STATEMENT

Adrian Public Schools will provide dynamic, relevant, and rigorous global curriculum in a safe environment that fosters imagination, problem-solving, teamwork, and innovation to create a collaborative and deliberate learning pathway for each student.

MISSION STATEMENT

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

Motivation
Achievement
Pride
Leadership
Enthusiasm
Scholarship



Administrative Offices:
785 Riverside Ave., Suite 1
Adrian, MI 49221

Phone: (517) 263-2115
Español: (517) 417-6277
Fax: (517) 265-5381

Adrian Community High School



PROGRAM OF STUDIES

2023-2024

COURSE DESCRIPTIONS

This Program of Studies contains short descriptions of courses. The description is summarized as student outcomes and student activities. The outcomes and activities listed are ones intended to help the student choose their courses. The outcomes and activities listed are NOT intended to be complete or all inclusive. They are stated only to help you and your student know the essence and direction of the course.

You need to pay special attention to requirements for each course.

TO THE PARENTS

Parental involvement is an integral part of the scheduling process to ensure that the choices are sound and that they will help your student move towards graduation. Careful consideration must be given to both required course selections as well as elective class choices. The requirements are listed on the “Graduation Requirements” chart.

STUDENT SCHEDULING PROCESS

The information in this Program of Studies will assist you in making your course selections. • Read all General Information • Review the Adrian Virtual Graduation Requirements.

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student’s needs. Any changes in a student’s schedule should be handled through the graduation coach or school director. Students may be denied course enrollment due to the need to pass prerequisites. Students are expected to complete their schedules.

GRADUATION REQUIREMENTS
(1 course per semester = .5 credits)

CREDITS	CURRICULUM	REQUIRED COURSES
4	ENGLISH	English 9, English 10, English 11, English 12
4	MATH	Algebra, Geometry, Algebra 2, Senior Math
3	SCIENCE	Biology, Chemistry or Physics, plus one credit of additional science credit
3	SOCIAL STUDIES	Civics, Economics, US History and World History
1	PHYSICAL EDUCATION & HEALTH	Health and Physical Education
1	PERFORMING, APPLIED, OR VISUAL ART	Includes Art, Music, and Tech courses
2	WORLD LANGUAGE	Spanish
Total 18+ credits	ADDITIONAL REQUIREMENTS <ul style="list-style-type: none"> • Students must take all components of the Michigan Merit Exam. 	

PARENT NOTIFICATION: Parents are notified of their student's progress regularly through report cards, progress reports, and Edmentum online login access.

COURSE REQUIREMENTS: Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

GRADUATION: Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

EDUCATIONAL DEVELOPMENT PLAN

WHAT IS AN EDP?

An Educational Development Plan is a plan of action in which students identify and record career goals and pathway to achieve personal achievements, work experiences, and much more.

WHAT IS THE PURPOSE OF THE EDP?

The purpose of the EDP is to assist students in developing an ongoing record of career planning that will guide them in taking effective steps to enter or to advance career choices. It is instrumental in their planning of courses for high school and beyond. It provides many resources regarding careers and post-secondary education and training.

WHO SHOULD HAVE AN EDP?

EDP's are required for students in grade 7 through 12.

HOW OFTEN ARE EDP'S UPDATED?

The EDP should be updated each year. It is designed to be a progression of planning activities as students advance from one grade to the next.

WHAT IS THE ROLE OF THE PARENT?

Parents/Guardians can help their children discover jobs that relate to their interests and hobbies. They can also create an atmosphere of career awareness in the home and explore training/college preparation needs for various careers. Helping children to understand what they can be is the first piece to the puzzle.

HOW CAN I LOOK AT MY CHILD'S EDP?

Please contact the school counselor for this information.

USING CAREER PATHWAYS

"Failure to prepare, is preparing to fail." John Wooden

A pathway is a route taken to a destination. Sometimes pathways are well defined and direct, while other times they can wander and change course. In either case, the more time you spend planning your route, the less likely you will fail. Changing your mind about your future is okay. Pathways should not be viewed as separated tracks that never join. Instead, they are more like the highways on a map, with each one connecting to every other, directly or indirectly, creating many opportunities for you to choose your own route to explore your personal interests and strengths.

The purpose of this booklet is to help students and parents make better decisions when planning for the future. It contains information about classes that a student might take at Adrian High School to better prepare him/her for post-secondary opportunities. This information is for any student whether he/she is thinking about entering the workforce immediately after graduation, attending a technical school or community college, or pursuing a four-year or graduate degree. We encourage each student and parent to review the information in this booklet and use it as a guide to select the best pathway to the future.

Career Pathways & Career Options



Arts & Communications Careers

in arts and communications relate to the humanities and to the performing, visual, literary, and media arts.



Health Sciences Careers

in health sciences are for people who are interested in promoting good health, treating injuries, health conditions, or controlling diseases.



Business, Management, Marketing & Technology Careers

in business, management, marketing, and technology require attention to detail, calculating, coordinating, implementing, and evaluating.



Human Services Careers

in human services focus on helping people learn, protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities.



Engineering/Manufacturing & Industrial Technology Careers

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



Natural Resources & Agriscience Careers

in natural resources and agriscience are for people who are interested in the environment, how things grow and develop, and the outdoors.

ENGLISH



ENGLISH 9

English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

ENGLISH 10

This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English I are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

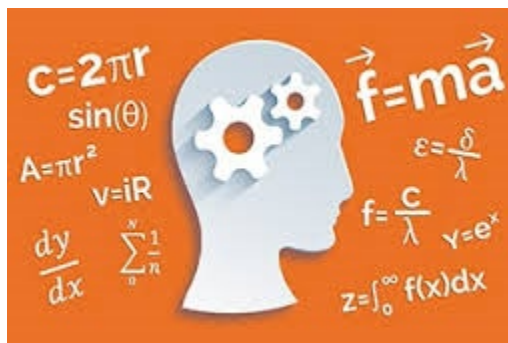
ENGLISH 11

English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era, and presents learners with relevant cultural and political history. Readings are scaffold with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

ENGLISH 12

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exempted pretests allow students to focus on content that they have yet to master.

MATHEMATICS



ALGEBRA 1

A comprehensive study of all of the concepts of Algebra I required to meet state and Common Core standards. With multiple opportunities for practice and review, students easily master skills including variables, linear equations, quadratic equations, function notation, and exponential functions.

ALGEBRA 2

Algebra 2 expands on the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms. The course units are competency-based. Learners experience new situations which they practice in a real-world environment and match to previous learning.

GEOMETRY

A comprehensive examination of geometric concepts, each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences.

SENIOR MATH

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real-World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

PRECALCULUS

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

PROBABILITY AND STATISTICS

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

INTEGRATED MATH 1

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

INTEGRATED MATH 2

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

INTEGRATED MATH 3

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

SCIENCE



BIOLOGY

Students develop a clear understanding of the sometimes-complex concepts at the root of life science. Course units cover genetics and evolution, cell structure, multiple units on the diversity of life and on plant structure and function. For example, the unit on cell structure and specialization drills down into mitosis, meiosis, and cancer and carcinogens.

CHEMISTRY

The course surveys chemical theory, descriptive chemistry, and changes in matter and its properties. Students learn how to classify different states of matter as well as how atoms and compounds are structured. Additional areas of discussion include chemical energetics, measurements, bonding, stoichiometry, ionization, hydrocarbons, oxidation and reduction. A variety of simple lab experiments are included.

EARTH AND SPACE SCIENCE

This course takes an in-depth look at the materials and processes that continuously shape the Earth and the Universe. It explores the effects that a growing human population has on Earth's natural resources and how scientific inquiry, technology, and environmental awareness can help to sustain our planet.

INTEGRATED PHYSICS AND CHEMISTRY

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.

LIFE SCIENCE

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school life science. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

PHYSICAL SCIENCE

This course is all about matter and energy. It discusses the atomic and molecular structure of substances and how chemical reactions lead to changes in properties of substances. The course also models how forces affect the motion of objects, including fields of force such as gravity, electricity, and magnetism. Students will see practical applications of forces and energy as they investigate simple machines, motors, generators, and electromagnets. They will also experience how sound, light, and heat interact with different forms of matter.

PHYSICS

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

SOCIAL STUDIES



CIVICS

Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information. Every unit features both factual and conceptual study questions. Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.

ECONOMICS

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

U.S. HISTORY

This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History.

WORLD HISTORY

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

U.S. GOVERNMENT

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

WORLD GEOGRAPHY

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

PHYSICAL EDUCATION AND HEALTH



HEALTH

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

PERSONAL FITNESS

What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have—yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.

PHYSICAL EDUCATION

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

HEALTH AND PERSONAL WELLNESS

This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

PERSONAL HEALTH AND FITNESS

This combined health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and

physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

PERFORMING, APPLIED, OR VISUAL ART



ART HISTORY AND APPRECIATION

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

MUSIC APPRECIATION

In a time of an increasing emphasis on STEM courses and skills, it remains essential to provide your students with opportunities to explore the arts from both an informational and career-oriented perspective. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations, and the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

WORLD LANGUAGE



FRENCH 1

These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.

FRENCH 2

Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

GERMAN 1

As with all Edmentum world language courses, German 1 A and B address two primary issues: providing a meaningful context that encourages learners to think in the target language as much as possible; and introducing grammatical concepts without over reliance on grammatical analysis. German 1A focuses on communicating basic and practical greetings and personal information. German 1B consists of five units over about 14 weeks, with an emphasis on a variety of practice types throughout the course.

GERMAN 2

According to *The Economist* and the Census Bureau, German-American is America's largest single ethnic group, with over 46 million Americans claiming German Ancestry. German 2 A and B tap into learners' latent interest in their cultural past, present, and future. These courses employ direct-instruction approaches, including application of the target language through

activities. Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific topics in German.

SPANISH 1

Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.

SPANISH 2

Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

SPANISH 3

Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.

ELECTIVES



ACADEMIC SUCCESS

As in other areas of life, success in academics results from learning and practicing positive habits. This one-semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

ACCOUNTING

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

CAREER EXPLORATIONS

The 21 lessons and additional activities in this one-semester course are fundamental to ensuring career readiness on the part of your students. Covering such essentials as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that your students need as they prepare to embark on their chosen careers.

CAREER SKILLS

This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

CREATIVE WRITING

This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as also the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in creative writing fields.

ENVIRONMENTAL SCIENCE

This course is designed to introduce students to the history of environmental science in the United States, ecological interactions and succession, environmental change, adaptation, and biogeochemical cycles. Students will learn about the importance of environmental science as an interdisciplinary field. They will describe the importance of biodiversity to the survival of organisms, and learn about ecological pyramids. They will discuss the effects of climate change and explore different types of adaptation. They will describe the steps of the water cycle, and discuss how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment.

HEALTH SCIENCE 1

The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the health science industry. Semester A is designed to enable all students at the high-school level to understand the basic structure and function of the human body and it will help the students identify and analyze the diseases and medical procedures related to each body system. Semester B will help the students develop an understanding of biomolecules such as proteins, carbohydrates, and lipids; biological and chemical processes; and various diseases that affect the body.

HEALTH SCIENCE 2

This course is designed to enable all students at the high-school level to learn the basics of health science. The course will help the students develop an understanding of the academic qualifications, personal skills, training, and use of healthcare tools required to work in the healthcare industry. The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the healthcare industry.

NUTRITION AND WELLNESS

This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards to help students prepare for entry into a wide range of careers and/or into postsecondary education.

PERSONAL FINANCE

Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance

is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance.

SPEECH Public Speaking 1a: Introduction

Does the thought of speaking in front of people makes you break out in hives? Maybe you want tips on how to make that first great impression? In both cases, Public Speaking 1a: Introduction may be just what you need. In this course, you will learn from famous orators, like Aristotle and Cicero, understand the influence of rhetoric, and discover how to recognize bias, prejudice, and propaganda. You will also learn how to plan a speech, build an argument, and communicate effectively, while collaborating with others. Grab your notes and get ready to conquer public speaking!

SPEECH Public Speaking 1b: Finding Your Voice

If you've learned the basics and are ready to expand your public speaking skills, Public Speaking 1b: Finding Your Voice is for you. In this course, you'll master the fundamentals of public speaking through practice and eventually learn to speak confidently in front of large groups. Explore the use inductive and deductive reasoning, learn how to prepare a speech outline, and discover how to write your own speech using correct and emotive language. This course will also help you to develop self-efficacy and self-esteem, reduce your fear of public speaking, and teach you how to use body language effectively. You'll also learn how to stand back and critically examine your own work in order to identify areas for improvement.

Motivation **A**chievement **P**ride **L**eadership **E**nthusiasm **S**cholarship



Factory Quotation

Valid for 60 Days

DATE: Monday, June 19, 2023

TO: Nate Parker
Adrian Public Schools
785 Riverside Avenue, Suite 1
Adrian, MI 49221

REFERENCE: Adrian High School Baseball & Softball Stadium Seating

We are pleased to offer the following quotation for Irwin Seating Stadium model No. 507•507•202•202:

QTY	DESCRIPTION
193	No. 507 - Non-upholstered blow molded polyethylene back with four slats.
193	No. 507 - Non-upholstered blow molded polyethylene seat with simulated slats.
	No. 202 Stadium cast iron riser mounted center standards.
	No. 202 Stadium two-legged aisle end standards - Closed Panel - Regular Row Plate - Round Logo Plate.
	Integral cast iron armrests.
36	5" round aluminum logo end medallions. Provided blank for silk screening by Adrian Public Schools.
	Beveled row designation letter plates.
	Row letter plates mounted on aisle end panel.
	2 3/4" round seat designation number plates (or blank donor plates engraved by customer).
	Seat number plates (or donor plates) mounted on chair backs.
2	ADA required end of row standards with a flip-up armrest (1 per field).
	Hilti stainless steel anchors.
	E-coat standards for outdoor use.
	Irwin standard powder coat colors.
	Irwin standard plastic colors.
4	Spare No. 507 backrests - as per above (2%).
4	Spare No. 507 seats - as per above (2%).
	Freight
	Installation - OPEN SHOP LABOR.

PRICE: \$224.46 Net per chair, Delivered & Installed

TOTAL PRICE: \$43,320.78 based on 193 chairs as described above.

PRICING BASED ON SHIPMENT IN MARCH 2024.

- This pricing is based upon the use of standard Irwin Seating Company products, manufactured using standard Irwin Seating Company methods.
- This pricing is based upon the use of standard paint and plastic selections. Options or special details are only provided to the extent specifically listed in this quotation. If any of the above specifications change, alternative

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Derrick Richards
Nate Parker

PURPOSE:

To approve the renewal of NWEA MAP Growth K-12 assessments.

EXPLANATION:

This proposal is to renew with NWEA to provide the MAP Growth K-12 Assessment that the District has been using since the 2010-2011 school year to measure academic growth in Mathematics and English Language Arts. The data from this assessment is used to do the following but not limited to:

- Plan Tier I instruction for all students in a classroom.
- Place students in advanced enrichment courses as well as intervention courses.
- Provide a learning plan for students to specific standards to reach academic goals.
- Provide growth data for teacher evaluations.

The total cost for the materials is \$32,387.50 and is budgeted in the 2023-2024 District Curriculum budget.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Curriculum and Instruction and the Superintendent that the Adrian Board of Education approve the purchase of NWEA MAP Growth K-12 Assessments.

EXECUTIVE SUMMARY

DATE: July 24, 2023

CONTACT PERSON: Nate Parker

PURPOSE: To accept donations from Community Members.

EXPLANATION:

The following donations are to the baseball/softball seating project:

Londa Pickles donated \$200
Kelly Judson donated \$200
Cynthia Vancena donated \$200
Elanie Meza donated \$200
Amy Dull donated \$400
Stephanie and David Hayes donated \$200
Brazeway donated \$500
Frank and Marnie Espinoza donated \$200
Michael and Nancy Herr donated \$400
Canales & Associated Inc. donated \$400
Morning Fresh Bakerys Inc donated \$1,500
Marne and David Davies donated \$500
Erin Solis donated \$200
Valerie Robichaud donated \$400
Henry and Stasi Soto donated \$800
Shantay Ernest \$200
Kevin and Cindy Ohrman donated \$400
Andrew Marok donated \$200

K.K.E. donated \$1,000 to Adrian High School PBIS
The Anderson-Marry Funeral Home donated \$250 to the John McDaid Scholarship
Kathleen and Sean Gessendorf donated \$1,000 to the John McDaid Scholarship
Karri Butler donated \$200 to the boy's volleyball program
Tara and Antonis Coumoundouros donated \$625 to the boy's volleyball program
Michael and Sarah Berthold donated \$200 to the girl's golf team

RECOMMENDATION: The Superintendent recommends that the Adrian Board of Education accept these donations and thank the donors for their support.

EXECUTIVE SUMMARY

DATE: July 24, 2023
Parker

CONTACT PERSON: Dan Peña & Nate

PURPOSE:

To review the seating quotes for the baseball and softball stadium renovations.

EXPLANATION:

The District has invited vendors to provide quotes for the baseball and softball stadium seating. Of the five vendors contacted, only three submitted quotes. One company does not do the installation, one failed to meet the timeline for submitting a quote for installation, and the 3rd company, which we are recommending, gave a quote that includes costs for materials and installation of the seats.

RECOMMENDATION:

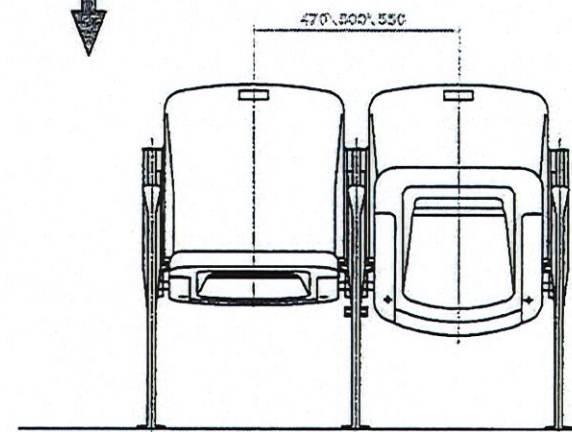
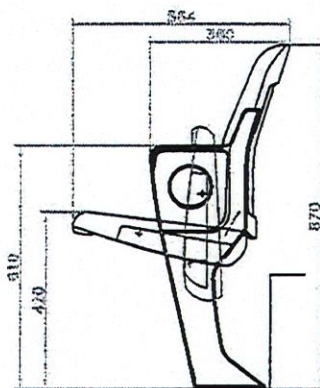
It is the recommendation of the Business Manager and Superintendent that the Adrian Public Schools Board of Education review the seating quotes for the baseball and softball stadium renovations for approval at the next scheduled Board meeting. The Administration is recommending that the quote of \$43,320.78 be accepted from Irwin Seating and be covered using the money collected through fundraising.







YK-2365S (W/armrest)



New generation of YK2365 with gravity balance tip up.

YK2365:SPECIFICATION:

seat made by blow molded HDPE (High Density Polyethylene), wall thickness:3.5mm-4mm.

With UV protection and anti-oxidation agent, the anti-aging performance

leg made by aluminum with electrostatic powder coat finish, by expanding bolts mounted directly onto the floor.

seat pan tip up by patented gravity balance technology, ensure lifetime smooth operation.

armrests for available.

color: selected from our color chips or customized according to the sample received.

UV prohibition treatment available for choice

aluminum seat numbering available

Mechanical performance:

seat static loading:200kgs

backrest static loading:76kgs

durability test:950N*100,000times for the seat, 330N*100,000times for the backrest