

**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 page 8 , as well as your Educational Development Plan (EDP).

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## GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

### CLASS OF 2025, 2026, 2027(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, French or approved online language
0.5	SENIOR SEMINAR	Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator
11	ELECTIVES	Electives
<b>Total</b>  <b>34</b> <b>credits</b>	<b>ADDITIONAL REQUIREMENTS</b> <ul style="list-style-type: none"> <li>• A requirement to graduate is attendance as a full-time student for all four years.</li> <li>• Students must take all components of the Michigan Merit Exam.</li> <li>• Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal)</li> <li>• Students must complete an Online Learning Experience by updating their EDP annually.</li> <li>• Students must complete an application to a post-secondary institution.</li> </ul>	

**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) Most Dual Enrollment classes will be computed on a 4 point scale, see Board Policy 5413.

## GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

### STARTING WITH CLASS OF 2028 (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, French or approved online language
0.5	SENIOR SEMINAR	<b>Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator</b>
0.5	PERSONAL FINANCE	<b>**Requirement starting with the graduating class of 2028 (can be taken for senior year math or business elective)</b>
11	ELECTIVES	Electives
<b>Total</b>	<b>ADDITIONAL REQUIREMENTS</b> <ul style="list-style-type: none"> <li>• A requirement to graduate is attendance as a full-time student for all four years.</li> <li>• Students must take all components of the Michigan Merit Exam.</li> <li>• Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal)</li> <li>• Students must complete an Online Learning Experience by updating their EDP annually.</li> <li>• Students must complete an application to a post-secondary institution.</li> </ul>	
<b>34 credits</b>		

**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:

- 5) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 6) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 7) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery Classes

Additional information is found in Policy 5409

- will be graded on a Pass/Fail basis.  
8) Most Dual Enrollment classes will be computed on a 4 point scale, see Board Policy 5413.

## GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

### STARTING WITH CLASS OF 2029 (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
3.5	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, French or approved online language
0.5	SENIOR SEMINAR	<b>Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator</b>
0.5	PERSONAL FINANCE	<b>**Requirement starting with the graduating class of 2028 (can be taken for senior year math or business elective)</b>
10.5	ELECTIVES	Electives
<b>Total</b>  <b>34</b> <b>credits</b>	<b>ADDITIONAL REQUIREMENTS</b> <ul style="list-style-type: none"> <li>• A requirement to graduate is attendance as a full-time student for all four years.</li> <li>• Students must take all components of the Michigan Merit Exam.</li> <li>• Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal)</li> <li>• Students must complete an Online Learning Experience by updating their EDP annually.</li> <li>• Students must complete an application to a post-secondary institution.</li> </ul>	

**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:

- 9) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 10) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 11) 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.  
 12) Most Dual Enrollment classes will be computed on a 4 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 make up 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. Credit (no GPA calculation) will be entered on your transcript. 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 of 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

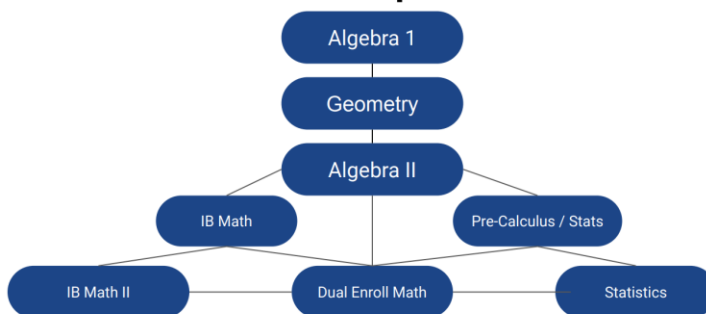
Freshman Year — Honors/IB/Dual Enrollment		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors English 9	Honors English 9	Honors English 9
Elective	Health & Fitness	Elective
Honors Biology/Biology	Honors Biology/Biology	Honors Biology/Biology
US History A	US History B	US History C
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
Health & Fitness	Spanish	Spanish
Biology or Physical Science	Biology or Physical Science	Biology or Physical Science
Band/Choir/Art & Design	Band/Choir/Art Elective	Band/Choir/Art Elective
US History A	US History B	US History C

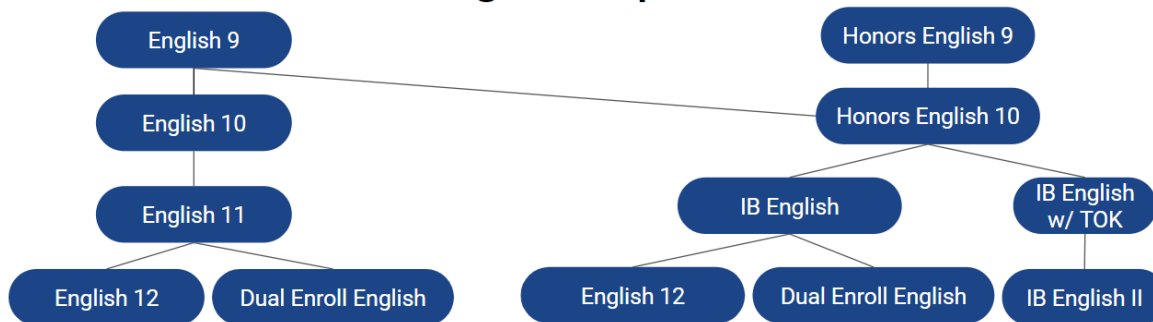
Freshman Year — Athletics		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors/English 9	Honors/English 9	Honors/English 9
US History A	US History B	US History C
Biology or Physical Science	Biology or Physical Science	Biology or Physical Science
Health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

# Core Class Sequencing

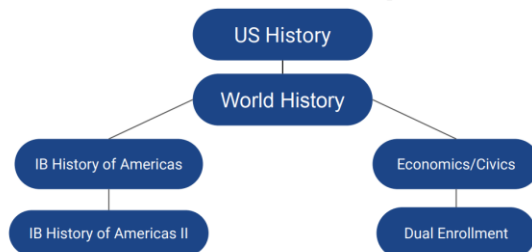
## Math Sequence



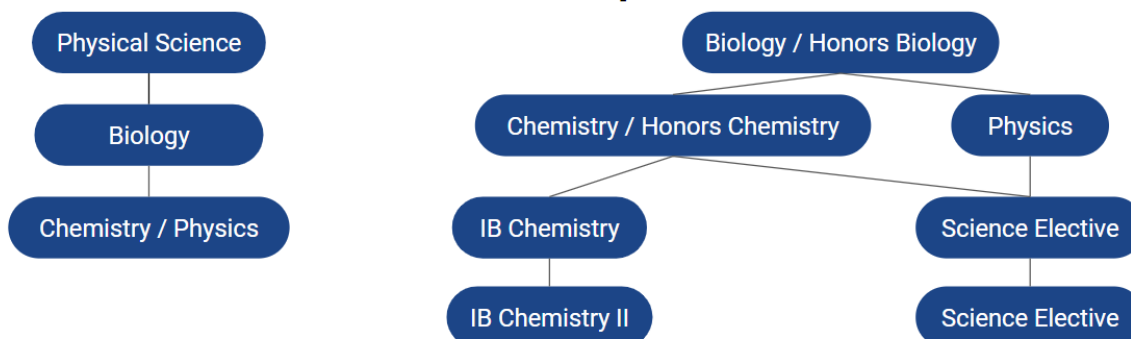
## English Sequence



## Social Studies Sequence



## Science Sequence



# VISUAL ART

## **ART 015 PAINTING**

**(1 Trimester)**

**Prerequisite: Art and Design**

Students will explore a variety of paint mediums to create two-dimensional works of art.

## **ART 017 CERAMICS A**

**(1 Trimester)**

**Prerequisite: Art and Design**

Students will be able to demonstrate a mastery of basic skills using clay and develop an appreciation of clay as an art medium. Students 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 A. Students 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 2-D composition skills. Students will create two-dimensional projects with an emphasis on 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 projects using advanced drawing, printing, and painting techniques.

## **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 elements of Art: 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, and ceramics

## **ART 105 Community Art**

**(1 Trimester)**

Art students will partner with our school community, local artists, local organizations and businesses to create art. The students will create work that is collaborative and individual. Students will create art using a wide variety of materials.



# 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 that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content through projects. 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: Art & Design**

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                    Advanced STUDIO ART (Ceramics, Sculpture, 2-D, and Digital Art/Media) (1 Trimester)**

**Prerequisite: permission from instructor, completed all prior sections of medium of choice**

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) Prerequisite: Art & Design**

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 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 discoursing 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.

## **ENG 315                      Creative Writing/Journalism** **(1 Trimester)**

Learn how to captivate your audience and connect with our shared love of memorable cultural events through telling heartwarming, heart pounding significant stories, and investigative reports. Strengthen writing skills by building plots, journalistic research, and crafting narratives about significant events, and study the differences between writing genres such as mystery, science fiction, investigative reporting, sports reporting, and more.

**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 which will be solved using a variety of established mathematical methods. The student will be able to use tables and graphs as tools to interpret expressions, equations, and inequalities. The student will 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 pace, 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. 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: 12<sup>th</sup> Grade Students or 11<sup>th</sup> 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 (1<sup>st</sup> 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. Practices/Performances outside of the scheduled school day are required for this course.

## **MUS 043 MARCHING PERCUSSION (1<sup>st</sup> 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. Practices/Performances outside of the scheduled school day are required for this course.

## **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 3<sup>rd</sup> trimester of the previous school year. Marching Band participation is required.

## **MUS 091/092 JAZZ BAND (1-2 Trimesters)**

**Prerequisite: permission from instructor**

Students will explore the language, skill, and materials of jazz music through performing a variety of jazz ensemble repertoires. Students will examine cultural and gender aspects of musical expression in the jazz idiom as they relate to composer, artists and history. Members of the jazz ensemble will analyze their art by examining video and audiotapes of their performances along with other performances.

## **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 BLUE NOTES 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. Practices/Performances outside of the scheduled school day are required for this course.

## 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 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)**

The purpose of this course is to equip high school students with the knowledge, skills, and confidence necessary to prevent, recognize, and respond to aquatic emergencies. Through a combination of classroom instruction, hands-on practice, and physical skill development, students will learn lifesaving techniques, CPR/AED usage, first aid, and effective surveillance strategies. This course aims to prepare students for American Red Cross Lifeguard certification and potential employment in aquatic safety while fostering responsibility, teamwork, and leadership in a professional lifeguarding environment.

Students who successfully complete all course requirements, including skill assessments and written exams, will receive an American Red Cross Lifeguard certification, valid for two years

### **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 Adult and Pediatric First Aid/CPR/AED (1 Trimester)**

This elective course equips students with essential first aid, CPR, and AED skills to effectively respond to medical emergencies. Through American Red Cross training, students will learn to assess emergency situations, administer immediate care, and determine when advanced medical assistance is required. Upon successful completion of all course requirements, including written and skills assessments, students will earn a nationally recognized American Red Cross certification, valid for two years.

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. Certifications available for each lifesaving component.

This class does not fulfill the PE Gradation Requirement

# SCIENCE

## **SCI 111/112/113                      PHYSICAL 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 connect cell function to systems to interrelationships between organisms and the environment. 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. 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: Concurrent with Algebra 2 or Teacher Approval**

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.

## **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.

# SCIENCE

## **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 conduct laboratory investigations, reading, note-taking, solving problems, various projects and applying knowledge to real world situations, while learning the chemistry world in Lenawee County. Students will be able to demonstrate interview skills.

## **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 INTRODUCTION TO ROBOTICS** **(1 Trimester)**

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 748 ROBOTICS** **(1 Trimester) Prerequisite: Introduction to Robotics**

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.

## **SCI 775 The Science of Forensics**

Using real-life scenarios, students will learn the science of criminal investigations, including DNA and blood spatter forensics. Students will follow the pathway of someone who is deceased, whether by accidental/homicide/natural causes. Students will learn to read autopsy reports, create autopsy drawings, and to evaluate evidence from crime scenes. Students can practice their artistry with guest speakers and field trips

**SEE PAGE 31 FOR IB SCIENCE OFFERINGS.**  
**SEE YOUR COUNSELOR FOR SCIENCE DUAL ENROLLMENT OFFERINGS.**



# INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

## **SOC 211/212/213      US HISTORY** **(3 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.

## **SOC 880 Local & Michigan History**

**(1 Trimester)**

This course combines an in-depth exploration of Michigan's rich history with a hands-on investigation of Lenawee County and Adrian's local heritage. Students will delve into Michigan statehood, the history and impact of the Native population, and prominent historical figures who shaped the state. The local component focuses on Adrian Schools, Lenawee County, and the Underground Railroad, offering opportunities for hands-on research, data collection, and family tree projects. Engagement activities include visiting historical sites such as Walker Tavern, Croswell Opera House, the Lenawee History Museum, Oak Grove Cemetery, and the Old Stone Schoolhouse. Guest speakers, including professional historians, will provide additional insights, while field trips, volunteerism, and research projects—like yearbook and alumni association studies—bring history to life. This comprehensive course enables students to experience history as active participants, fostering a deeper understanding of Michigan's heritage and its connection to our local community.

## **SOC 875 History through Film**

**(1 Trimester)**

Students will analyze how films interpret, distort, or illuminate history, examining their accuracy, bias, and impact on public understanding. Using sources from both the period depicted and the post-period, students will compare historical evidence with cinematic portrayals to assess authenticity and perspective. Through critical engagement with films and primary and secondary sources, we will discuss historical themes, filmmaking techniques, and the role of media in shaping historical narratives.

**SEE PAGE 31 FOR IB INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE) OFFERINGS.  
SEE YOUR COUNSELOR FOR INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE) DUAL ENROLLMENT OFFERINGS.**

# 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)**

This course is designed to help 12th-grade students successfully transition from high school to their next stage of life—whether that be college, work force, or military. Students will engage with guest speakers from higher education institutions, trade schools, various industries, and military branches. A unit on job search skills assists all seniors by creating a resume and 30-second Elevator Pitch, collecting two letters of recommendation, and practicing interview skills by participating in Mock Interviews. Adulting topics such as personal finance and citizenship are covered as well. An ePortfolio is the final project which aids in job searches, college acceptance, and scholarships applications.

## **ALD 091 BEGINNING LEADERSHIP** **(3<sup>rd</sup> 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.

## **IX 350/351/352 INTRODUCTION TO INDUSTRIAL ARTS** **(3 Trimesters)**

Introduction to Industrial Arts provides students with a foundational understanding of woodworking, focusing on safety, tool use, and material selection. Throughout the course, students will learn to measure, design, and construct various wood projects, using hand tools, power tools, and machines. The course also covers wood joinery, assembly techniques, and applying finishes such as paints and polyurethanes. Through hands-on projects, students will develop skills in precision, craftsmanship, and problem-solving.

**SPE451/452/453      Supported Work Experience  
(3 Trimesters)**

This course is designed for 11th-grade students with Individualized Education Plans (IEPs). The class focuses on developing critical soft skills necessary for success in the workplace and personal growth. Through targeted instruction and hands-on activities, students will gain skills in communication, teamwork, time management, problem-solving, and adaptability. These foundational skills will help students enhance their employability, increase their self-confidence, and prepare for future career opportunities, including internships, part-time jobs, and post-secondary education or training programs such as Project SEARCH and the Michigan Career & Technical Institute.

Throughout the course, students will engage in interactive lessons, role-playing exercises, and work experiences to foster collaboration and strengthen social skills. By the end of the program, students will be well-prepared to participate in LISD Work Support Services, Direct Work Placements, LISD TECH classes and explore career pathways with the skills needed to thrive in continued educational and work experiences.

**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, books 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 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:  
PSAT 8 PSAT 11(CR+M), PSAT 10, SAT (CR+M)
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](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
    - 2 or 3 credit hour classes = 1 period in AHS schedule
    - 4 or greater credit hour classes = 2 periods in AHS schedule
    - \*request for 4 credit hour to take 1 period must follow procedure
- 9-11th Graders:
1. The Assistant Principal or Counselor will call the parent to notify them of the request & process. (Then follow up with an email stating the process and documenting the phone conversation)
  2. We will need a written plan from the student outlining the remainder of high school classes and college classes throughout high school relating them to the student's indicated possible major.
  3. The parent will need to email/write an email to Administrator requesting their student take a 4-credit hour class in 1 class period instead of 2. They understand the extra workload their student is taking on
- 12th Graders:
1. The Assistant Principal or Counselor will call the parent to notify them of the request & process. (Then follow up with an email stating the process and documenting the phone conversation)
  2. If the path is to a future identified Major -
    - The student will need a written plan outlining the remainder of high school classes and college classes throughout the year and how they relate to possible major.
  3. If completing graduation requirements -
    - The parent will need to email/write an email to Mrs. Fisher requesting their student take a 4-credit hour class in 1 class period instead of 2 to complete graduation requirements. They understand the extra workload their student is taking on.
- Fast Track Classes – only 1 per semester will be permitted and count for 1 period in AHS Schedule
  - 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:**

- ⇒ 1st Trimester Freshman are NOT eligible for Dual Enrollment until 2<sup>nd</sup> Trimester
- ⇒ APS will pay up to 10 Dual Enrollment courses per student
- ⇒ 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.
- ⇒ 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 or Pre-Calc) is offered at AHS you must have taken the class at AHS first.
- ⇒ You will only receive 0.75 credit per college semester or Fast Track Class (1 fast track per semester / 2 fast track per year per period)
- ⇒ 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

Jackson College Numeric Grading Scale conversion to APS Letter Grade

4.0	3.5	3.0	2.5	2.0	1.5	1.0	0
A+	A-	B+	B-	C+	C-	D	F

**Approved 5.0 Dual Enrollment Class:**

- Calculus
- Economics (Macro and Micro)
- Physics
- Chemistry
- Thermo Dynamics
- Human Anatomy and Physiology
- Data Structures
- Algorithms Analysis and Design
- C# Programming

The Dual Enrollment 5-point Request Form is available in the AHS Counseling Office.

# College Credit at Adrian High School Through Dual Enrollment

What is Dual Enrollment? The Michigan Department of Education (MDE) defines dual enrollment as a program that allows high school students to take college courses while still in high school. The goal of dual enrollment is to increase the number of students prepared for college and career after graduating from high school. If the necessary requirements are met, Adrian High School will cover the cost of these college courses.

Students will be eligible to take select non-MTA 30 dual enrollment classes after successfully completing **four MTA 30 courses**. This will allow flexibility and open up a broader range of classes designed to align with student interests and their future, specifically those related to their post-secondary pathway.

MTA 30	Courses that must be taken at AHS	
<p>Use the Michigan Transfer Agreement (MTA) to complete at least 30 semester hours of college-level credit, fulfilling a portion of the lower-division general education requirements at participating four-year colleges or universities.</p> <ul style="list-style-type: none"> <li>One course in English Composition</li> <li>A second course in English Composition or one course in Communications</li> <li>One course in Mathematics from one of three pathways: College Algebra, Statistics, or Quantitative Reasoning</li> <li>Two courses in Social Sciences (from two disciplines)</li> <li>Two courses in Humanities and Fine Arts (from two disciplines, excluding studio and performance classes)</li> <li>Two courses in Natural Sciences, including one with laboratory experience (from two disciplines)</li> </ul>	CURRICULUM	REQUIRED COURSES TO BE TAKEN AT AHS
	ENGLISH	English 9, English 10, English 11, English 12*
	MATH	Algebra, Geometry, Algebra 2, Pre-Calculus**
	SCIENCE	Biology, Chemistry or Physics, plus one additional science credit
	SOCIAL STUDIES	Civics, Economics, US History and Geography, and World History and Geography
	PHYSICAL EDUCATION	Physical Education
	HEALTH	Health
	PERFORMING, APPLIED, OR VISUAL ART	Includes Art, Music, and Tech courses
	WORLD LANGUAGE	Spanish or an approved online language
	SENIOR SEMINAR	Students who attend the Tech Center for 2 years could request a waiver from this class
	<p>*Senior Math and English 12 may be completed through Dual Enrollment with approval from the Building Principal.  **Seniors may dual enroll with administrator approval.</p> <p><a href="#">Link to Complete Adrian High School Graduation Requirements</a></p>	

## What Courses are Allowable?

Eligible Course – 388.513(1)(d) o Course offered by an eligible postsecondary institution for postsecondary credit.

- Not offered by the eligible student's high school (or unavailable to the student due to an unavoidable scheduling conflict).
- Academic in nature: Normally applies toward satisfaction of [postsecondary] degree requirements. Not ordinarily taken as an activity course. Not a hobby, craft, or recreational course.
- In a subject area other than physical education, theology, divinity, or religious education

Students are allowed to take up to 10 courses. In certain circumstances, students may exceed 10 courses with administrator approval.



# **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](http://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- CHEM HL IBSCI 743/744/745 IB CHEM II A/B/C- 12<sup>TH</sup>**

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- MATHEMATICS**

**IBMTH 755**

**IB MATHEMATICS II-A/B/C-12<sup>TH</sup>**

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 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.

## **ENGLISH A: LITERATURE HL WITH TOK**

**IBENGL 710/711/7112**

**IB ENGLISH I TOK A/B/C – 11<sup>th</sup>**

**IBENGL 810/811/812**

**IB ENGLISH II TOK A/B/C-12<sup>th</sup>**

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. In this course students will also explore Theory of Knowledge, which encourages students to consider different perspectives, identify areas of knowledge, and explore how they learn. This portion of the class provides the students with the opportunity to develop an awareness of a variety of perspectives.

## **INDIVIDUALS AND SOCIETIES- HISTORY OF THE AMERICAS/ 20<sup>TH</sup> CENTURY WORLD HISTORY HL**

**IBSOC 830/831/832 IB HISTORY OF THE AMERICAS II-A/B/C-12<sup>TH</sup>**

History of the Americas/20<sup>th</sup> 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 20<sup>th</sup> 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.

## **ADVANCED PLACEMENT (AP)**

### **AP Chemistry**

**SCI 400, 401, 402**

**(3 Trimesters)Prerequisite: Chemistry**

This course provides an in-depth exploration of the fundamental principles of chemistry, including atomic and molecular structure, bonding, and the properties of substances and mixtures. Students will analyze chemical reactions, kinetics, thermochemistry, and equilibrium, gaining insight into the forces that govern chemical processes.

The course also covers acids and bases, thermodynamics, and electrochemistry, emphasizing problem-solving, experimentation, and data analysis. Designed to prepare students for the AP Chemistry exam, this course develops a deep understanding of chemical concepts and their real-world applications.

### **AP U.S. History**

**SOC 831, 832, 833**

**(3 Trimesters)Prerequisite: US History**

This course surveys U.S. history from pre-Columbian societies to today, exploring political, social, economic, and cultural developments. Topics include European colonization, the American Revolution, nation-building, expansion, the Civil War, industrialization, global conflicts, civil rights movements, and modern political and technological shifts.

Students will analyze primary and secondary sources, historical debates, and thematic connections across periods.

Emphasizing critical thinking and historical argumentation, this course prepares students for the AP U.S. History exam and a deeper understanding of America's past.

### **AP English Language and Composition**

**ENG 500, 501, 502**

**(3 Trimesters)Prerequisite:**

This course focuses on analyzing and constructing arguments through reading, writing, and rhetorical analysis. Students will examine how writers develop claims, organize evidence, and make stylistic choices to persuade diverse audiences. Emphasizing critical thinking and effective communication, students will evaluate multiple perspectives, consider bias, and craft well-supported arguments. Through close reading and analytical writing, this course prepares students for the AP English Language and Composition exam and strengthens their ability to engage with complex texts and ideas.

### **AP Precalculus**

**MATH 500, 501, 502**

**(3 Trimesters)Prerequisite: Algebra 2**

This course explores advanced mathematical concepts, including polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. Students will analyze functions through modeling, transformations, and rates of change while deepening their understanding of mathematical relationships.

Emphasizing problem-solving and critical thinking, students will also explore functions involving parameters, vectors, and matrices. This course prepares students for higher-level mathematics, including calculus, by developing analytical skills and mathematical reasoning.

### **AP Art and Design**

**ART 500, 501, 502**

**(3-6 Trimesters)Prerequisite: Art & Design**

This course is for students interested in developing their artistic skills and creating a portfolio for submission to the College Board. Students choose from three tracks; 2-D Art and Design, 3-D Art and Design, or Drawing—based on their interests and strengths. Each track emphasizes an inquiry-based process involving practice, experimentation, and revision. In 2-D Art and Design, students work with media such as graphic design, photography, painting, collage, and animation. The 3-D Art and Design track focuses on sculptural and spatial work, including architecture, jewelry, fashion, and interior design. The Drawing track highlights mark-making and visual representation through drawing, painting, printmaking, and related media.

## **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](http://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
<b>16 Core Courses:</b> 4 years of English. <b>3 years of mathematics (Algebra I or higher).</b> 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. <b>4 years of additional courses</b> (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION II
16 Core-Course Rule
<b>16 Core Courses:</b> 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. <b>4 years of additional courses</b> (from any area above, foreign language or nondoctrinal religion/philosophy).

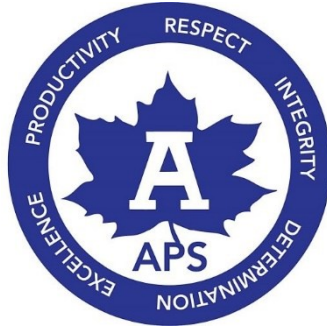
### **OTHER IMPORTANT INFORMATION**

- 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](http://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