

**ADRIAN PUBLIC SCHOOLS**

*Tradition of Opportunities*  
Future of Possibilities



# **Adrian High School**

Program of Studies  
2021-2022

International Baccalaureate Diploma Program



## TO THE PARENTS

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

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

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

## STUDENT SCHEDULING PROCESS

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

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

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

## COURSE DESCRIPTIONS

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

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

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

2019/20/21/22	CURRICULUM	REQUIRED COURSES
4+1.5 ELA Elective	<b>ENGLISH</b>	English 9, English 10, English 11, English 12
4+1.5 Math Elective	<b>MATH</b>	Algebra, Geometry, Algebra 2, plus a math or math related course during the senior year.
4	<b>SCIENCE</b>	Biology, Chemistry or Physics, plus one and a half (1.5) additional science credits
3	<b>SOCIAL STUDIES</b>	Civics, Economics, US History and World History
.5	<b>PHYSICAL EDUCATION</b>	Foundations of Physical Education
.5	<b>HEALTH</b>	Health
1	<b>PERFORMING, APPLIED, OR VISUAL ART</b>	Includes Art, Music, and Tech courses
2	<b>WORLD LANGUAGE</b>	Spanish
0.5	<b>CAREER PREP</b>	<b>SENIOR SEMINAR</b>
11.5	<b>ELECTIVES</b>	Electives
<b>Total</b>  <b>34</b> <b>credits</b>	<p style="text-align: center;"><b>ADDITIONAL REQUIREMENTS</b></p> <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.</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 Home Access Center (<http://hac.lisd.us/homeaccess>). 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). See Board Policy IKC on page 37. 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 IKC on page 37.
- 2) All AP class grades will be computed on a 5 point scale, see Board Policy IKC on page 37.
- 3) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery Classes will be graded on a Pass/Fail basis.
- 4) All Dual Enrollment classes will be computed on a 5 point scale, see Board Policy IKC and IKFC on pages 37 and 38.

# REQUIREMENTS FOR GRADE ADVANCEMENT

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

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

## **PASS/FAIL REQUIREMENTS**

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

## **AHS STUDENTS AND CREDIT RECOVERY**

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

## **TESTING OUT**

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

## **PERSONAL CURRICULUM**

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

### **WHAT IS THE ROLE OF THE PARENT?**

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

### **HOW CAN I LOOK AT MY CHILD'S EDP?**

You will need internet access and some username and passwords. Please contact the school counselor for this information. Login to Career Cruising at [www.careercruising.com](http://www.careercruising.com)

Username: adrian

Password: maples

# USING CAREER PATHWAYS

“Failure to prepare, is preparing to fail.” John Wooden

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

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

## Career Pathways & Career Options



### **Arts & Communications** Careers in arts and communications

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



### **Health Sciences** Careers in health sciences are for people

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



### **Business, Management, Marketing & Technology** Careers in business,

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



### **Human Services** Careers in human services focus on helping people learn,

protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities.



### **Engineering/Manufacturing & Industrial Technology** Careers related

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



### **Natural Resources & Agriscience** Careers in natural

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

In addition to required courses, students should select electives depending upon their Career Pathway.

Arts and Communication	Business, Management, Marketing & Technology	Engineering/Manufacturing & Industrial Technology
<p><b>Art</b> Sculpture, Ceramics Art &amp; Design, 2-D Design, Digital Art/Media, Set Design, Studio Art, Jewelry, Product Design, Painting, Drawing/Illustration, Mixed Media &amp; Printmaking</p> <p><b>Business</b> Electronic Communications, Website Design, Accounting, Marketing, Managing Finances, Career Planning, Graphic Technology</p> <p><b>English</b> Drama, Debate, Mythology, Lit Thru Film, Independent Reading, Writing Workshop</p> <p><b>Foreign Language</b> Spanish, French</p> <p><b>Music</b> Symphony Band/Orchestra, Marching Winds/Percussion, Concert Band/Orchestra/Choir, Jazz Band, Music Apprec., Freshmen Choir, Bel Canto, Digital Music, Lady Blues, Guitar, Keyboarding/Piano, Tones</p> <p><b>Science</b> Human Anatomy &amp; Physiology, Current Topics in Science, Astronomy</p> <p><b>Social Sciences</b> History of War &amp; Conflict, Psychology, Sociology, Law and Society</p> <p><b>Electives</b> Begin/Adv. Leadership, Yearbook</p> <p><b>IB</b> IB Music, IB Visual Arts, IB French, IB Spanish, IB Biology, IB TOK</p> <p><b>LISD- Tech Center</b> Graphic Imaging Technology, Video &amp; Audio Production</p> <p><b>Dual Enrollment</b></p>	<p><b>Art</b> Sculpture, Ceramics Art &amp; Design, 2-D Design, Digital Art/Media, Set Design, Studio Art, Jewelry, Product Design, Painting, Drawing/Illustration, Mixed Media &amp; Printmaking</p> <p><b>Business</b> Electronic Communications, Website Design, Marketing, Accounting, Managing Finances, Career Planning, Graphic Technology</p> <p><b>English</b> Drama, Debate, Yearbook, Mythology</p> <p><b>Foreign Language</b> Spanish, French</p> <p><b>Physical Education</b> Team Recreation, Advanced Fitness (BFS), Official Training</p> <p><b>Social Science</b> Current Events, Sociology, Psychology, History or War &amp; Conflict, Law and Society</p> <p><b>Music</b> Digital Music, Music Appreciation</p> <p><b>Science</b> Current Topics in Science</p> <p><b>Electives</b> Begin/Adv. Leadership, Yearbook</p> <p><b>IB</b> IB French, IB Spanish, IB History of the Americas, IB TOK</p> <p><b>LISD- Tech Center</b> Computer Information Services, Computer Programming, Culinary Arts, Marketing &amp; Entrepreneurship</p> <p><b>Dual Enrollment</b></p>	<p><b>Art</b> Ceramics Art &amp; Design, 2 D Design, Digital Art/Media, Sculpture, Set Design, Studio Art, Jewelry, Product Design</p> <p><b>Business</b> Electronic Communications, Website Design, Managing Finances, Accounting, Marketing, Career Planning, Graphic Technology</p> <p><b>English</b> Drama, Debate, Yearbook</p> <p><b>Foreign Language</b> Spanish, French</p> <p><b>Physical Education</b> Team Recreation, Advanced Fitness (BFS)</p> <p><b>Social Science</b> Current Events, Sociology, Psychology</p> <p><b>Science</b> Chem Tech, Physics, Human Anatomy &amp; Physiology, Introduction to Robotics, Introduction to Engineering, Introduction to Computer Science</p> <p><b>Electives</b> Begin/Adv. Leadership</p> <p><b>IB</b> IB French, IB Spanish, IB TOK, IB Physics</p> <p><b>LISD- Tech Center</b> Automotive Collision Repair &amp; Refinish, Automotive Services Technology, Building Trades &amp; Construction Careers, Engineering, Design &amp; CAD, Engineering Robotics &amp; Emerging Technologies, Machining &amp; Computer Aided Manufacturing (CAM), Residential Construction, Welding Technology</p> <p><b>Dual Enrollment</b></p>



In addition to required courses, students should select electives depending upon their Career Pathway.

Health Sciences	Human Services	Natural Resources and Agriscience
<p><b>Art</b> Art &amp; Design, Digital Art/Media, Sculpture</p> <p><b>Business</b> Electronic Communication</p> <p><b>English</b> Drama</p> <p><b>Science</b> Human Anatomy &amp; Physiology A-B, Current Topics</p> <p><b>Foreign Language</b> Spanish, French</p> <p><b>Physical Education</b> Team Rec, Advanced Fitness (BFS), Official Training</p> <p><b>Social Science</b> Current Events, Sociology, Psychology, Law and Society</p> <p><b>Electives</b> Begin/Adv. Leadership</p> <p><b>IB</b> IB Biology, IB Chemistry, IB TOK, IB Physics, IB Sports Science</p> <p><b>LISD- Tech Center</b> Certified Nurse Aide (CNA), Dental Aide, Emergency Medical Technician (EMT), Health Care Careers, Nursing Preparation</p> <p><b>Dual Enrollment</b></p>	<p><b>Art</b> Art &amp; Design, 2 D Design, Digital Art/Media, Set Design, Sculpture, Studio Art, Product Design, Jewelry</p> <p><b>Business</b> Electronic Communications, Website Design, Marketing, Accounting, Managing Finances, Career Planning, Graphic Technology</p> <p><b>English</b> Drama, Debate, Mythology, Lit Thru Film, Ind. Reading,</p> <p><b>Foreign Language</b> Spanish, French</p> <p><b>Physical Education</b> Team Rec. Advanced Fitness (BFS), Official Training</p> <p><b>Music</b> Symphony Band/Orchestra, Marching Winds/Percussion, Concert Band/Orchestra/Choir, Jazz Band, Music Appreciation, Freshmen Choir, Bel Canto, Digital Music, Lady Blues, Guitar, Tones</p> <p><b>Science</b> Current Topics, Chem Tech</p> <p><b>Social Science</b> Current Events, Sociology, Psychology, Law and Society</p> <p><b>Electives</b> Begin/Adv. Leadership, Yearbook</p> <p><b>IB</b> IB French, IB Spanish, History of the Americas, IB Biology, IB TOK, IB Sports Science</p> <p><b>LISD- Tech Center</b> Education Careers</p> <p><b>Dual Enrollment</b></p>	<p><b>Art</b> Art &amp; Design, Sculpture, Set Design, Product Design</p> <p><b>Business</b> Managing Finances Electronic Communication Graphic Technology</p> <p><b>Science</b> Astronomy, Current Topics, Chem Tech, Environmental Science,</p> <p><b>Social Science</b> Current Events, Sociology, Psychology</p> <p><b>English</b> Drama, Debate</p> <p><b>Physical Education</b> Team Rec, Advanced Fitness (BFS)</p> <p><b>Foreign Language</b> Spanish, French</p> <p><b>Electives</b> Begin/Adv. Leadership <b>IB</b> IB Biology, IB Chemistry, IB TOK</p> <p><b>LISD- Tech Center</b> Agri-Tech, Biochemical Technology, Horticulture, Sustainability Agriculture &amp; Environmental Science</p> <p><b>Dual Enrollment</b></p>

# VISUAL ART

## **ART 011      DRAWING/ ILLUSTRATION (1 Trimester)**

### **Prerequisite: Art and Design**

Students will explore Graphite (pencil), charcoal, pastels, oil pastels, pen and ink to develop skills in two-dimensional art.

## **ART 015      PAINTING (1 Trimester)**

### **Prerequisite: Art and Design**

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

## **ART 017      CERAMICS A (1 Trimester)**

### **Prerequisite: Art and Design**

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

## **ART 018      CERAMICS B (1 Trimester)**

### **Prerequisite: Ceramics A**

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

## **ART 020      CERAMICS C (1 Trimester)**

### **Prerequisite: Ceramics B**

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

## **ART 027      2-D Design A (1 Trimester)**

### **Prerequisite: Art and Design**

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

## **ART 028      2-D Design B (1 Trimester)**

### **Prerequisite: 2-D Design A**

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

## **ART 029      2-D Design C (1 Trimester)**

### **Prerequisite: 2-D Design B**

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

## **ART 031      ART and DESIGN (1 Trimester)**

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

## **ART 041      DIGITAL ART/MEDIA (1 Trimester)**

Students will work with the design fundamentals used in the fields of photography, advertising, graphic design and illustration. Skills in designing and combining text and images will be studied along with their impact on the viewer. Possible areas of exploration or design work may include: logo design, CD covers, print and digital advertising, poster and pamphlet design. Computer graphic design techniques will also be studied, which combine computer assisted image making and digital photography.



# 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 free standing, relief and sculptures in the round. While in class students will practice safe and responsible use of art media, equipment and studio space.

## **ART 055 SCULPTURE B (1 Trimester)**

### **Prerequisite: Sculpture A**

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

## **ART 056 SCULPTURE C (1 Trimester)**

### **Prerequisite: Sculpture B**

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

## **ART 073 JEWELRY (1 Trimester)**

### **Prerequisite: Sculpture A**

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

## **ART 075 TECHNICAL STAGECRAFT (1 Trimester)**

Students will design and build sets for school plays and musicals. During set design, students will be using power tools, hand tools, paint and various other materials. Students will also work on projects that are designed to enhance our school and community.

## **ART 081 STUDIO ART (Ceramics, Sculpture, 2-D, and Digital Art/Media) (1 Trimester)**

### **Prerequisite: permission from instructor**

This course is for the serious art student who will work independently with minimum guidance from the teacher. This course is designed for students to further explore in their medium of choice. Students taking this class should be extremely self-motivated and have an interest in creating a large body of work for college portfolio reviews.

## **ART 101 MEDIA PRODUCTIONS/ PHOTOGRAPHY (1 Trimester)**

Digital video media is EVERYWHERE. Movies, television, video commercials surround us every day. They are all products of planning, production, and editing in this media-crazed society. 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.

**SEE PAGE 33 FOR IB VISUAL ART OFFERINGS.**

**SEE YOUR COUNSELOR FOR VISUAL ART DUAL ENROLLMENT OFFERINGS.**

# DESIGN (BUSINESS & TECHNOLOGY)

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

### **Prerequisite: Algebra 1**

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

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

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

## **BUS 141 MARKETING (1 Trimester)**

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

## **BUS 143 WEBSITE DESIGN (1 Trimester)**

Using both Microsoft and Macromedia software, students will learn how to design, create, publish and troubleshoot complete web sites from start to finish. This class will provide an overview of tips for working with clients. It will provide students with the principals of good planning and layout design.

## **BUS 147 CAREER PLANNING (1 Trimester)**

Students will utilize blended learning opportunities to explore career pathways and develop a postsecondary plan. The curriculum will consist of interactive learning experiences, creating a portfolio and analyzing case studies.

## **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 wants to learn what it's all about, and for the student who has taken other business related classes.

## **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 35 FOR IB DESIGN (BUSINESS & TECHNOLOGY) OFFERINGS.**

**SEE YOUR COUNSELOR FOR DESIGN (BUSINESS/TECHNOLOGY) DUAL ENROLLMENT 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 9 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 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.

## **ENGL 421/422 ENGLISH 12 HONORS (2 Trimesters)**

Students will be able compare, contrast, analyze, critique and evaluate a variety of classical and contemporary literature. Students will be able to compare and contrast themes and writing styles as they relate to society changes through written, oral and multimedia presentations and assessment. Students read challenging texts including novels, drama, satire, and essays. They will write literature analysis, creative fiction and a research project. Students will engage in literary analysis, creative writing, and a research project. 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 307 WRITING WORKSHOP (1 Trimester)**

Students will write for publication on topics of their choice, in genres of their choice, for an audience of their choice. Students will write in a number of genres and for a diverse purposes, both academic and personal.

**SEE PAGE 34 FOR IB LANGUAGE AND LITERATURE (ENGLISH) AND IB LANGUAGE AND LITERATURE ELECTIVE (ENGLISH) OFFERINGS.**

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

# MATHEMATICS

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

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

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

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

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

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

## **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.

## **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 511/512/513 AP CALCULUS (3 Trimesters)**

Students will be able to solve real world problems using functions, derivatives, and definite integrals. Students will be encouraged to take the AB version of the AP Exam in the spring. This course is graded on a 5.0 honor point system.

## **MTH 547/548 STATISTICS (2 Trimesters)**

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.

**SEE PAGE 32 FOR IB MATHEMATICS OFFERINGS.**

**SEE YOUR COUNSELOR FOR MATHEMATICS DUAL ENROLLMENT OFFERINGS.**



# 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 consists 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. Matching rehearsal labs on Mondays and Wednesdays are part of the established tradition at AHS and are required as part of the class, including scheduled performances. Band Camp and August pre-season are encouraged for immediate inclusion into the band and qualifies the student to travel with the ensemble. Non-performing students still rehearse daily and will have supplemental projects and activities which take the place of performing until the student shows comprehensive knowledge in their assigned music. Students must plan for one after school sectional per week.

## **MUS 043 MARCHING PERCUSSION (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. Three rehearsals before band camp, and August pre-season rehearsals and performances are encouraged to perform in the battery. Marching rehearsal labs on Mondays and Wednesdays are part of the established tradition at AHS and are required as a part of the class. Students should plan for one after-school sectional per week.

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

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

## **MUS 056/057 SYMPHONY BAND (Trimesters 2 and 3)**

### **Prerequisite: permission from instructor**

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

## **MUS 099 GUITAR (1 Trimester)**

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

# PERFORMING ARTS (MUSIC)

## **MUS 031/032/033 FRESHMAN CHOIR (3 Trimesters)**

Students will perform beginning to intermediate level high school choral literature. They will learn the fundamentals of performance, with an emphasis on proper vocal technique and music reading. Students will perform predominantly accompanied music. Active participation in rehearsal and performances is expected.

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

### **Prerequisite: permission from instructor**

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

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

### **Prerequisite: permission from instructor**

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

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

### **Prerequisite: permission from instructor**

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

## **MUS 087/088/098 TONES (3 Trimesters)**

### **Prerequisite: Permission from instructor**

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

## **MUS 095 MUSIC APPRECIATION (1 Trimester)**

Students will study all types of music without the requirement of playing a musical instrument. Students will listen to a variety of music with the express desire of broadening their passion for music by introducing the use of critical thought to music which in turn will broaden their spectrum of musical understanding.

## **MUS 097 DIGITAL MUSIC (1 Trimester)**

Digital Music is designed to teach students music creating using synthesizers, computers and techniques used in live audio. Students will learn the fundamental elements of music and how to manipulate these elements to influence style and compose their own music. Works will be posted on the internet and performed live. Students will learn: basic piano keyboard skills, digital sequencing with Sony Acid, basic recording techniques using Avid Pro Tools LE, basic live sound engineering and perform their compositions with other musicians.

# PERFORMING ARTS (MUSIC)

## **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 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 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 (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 are also encouraged to assume individual responsibility for becoming competent health consumers. This class fulfills the Health requirement for graduation.

## **PHY 617 PERSONAL FITNESS (1 Trimester)**

This course is designed to give students the opportunity to participate in fitness activities that will help them achieve their individual fitness goals. Students will benefit from activities involving: weight training, cardiovascular endurance, and stretch and strengthening. This course also helps students learn proper nutrition to maximize their overall health and wellness.

## **PHY 612 INTRODUCTION TO STRENGTH AND CONDITIONING (1 Trimester)**

**Prerequisite: Foundations of Physical Education**

The Introduction to Strength and Conditioning (ISC) Program focuses on basic principles & fundamentals of total athletic development.

Weight training, speed & agility, flexibility and injury prevention will be taught from a beginner level. A Maple Spirit of teamwork will be fostered while athletes work toward achieving personal goals.

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

**Prerequisite: Introduction to Strength and Conditioning**

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

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

**Prerequisite: Foundations of Physical Education**

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

## **PHY 618 LIFETIME ACTIVITIES (1 Trimester)**

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

# PHYSICAL & HEALTH EDUCATION

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

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

## **PHY 611 DANCE II (1 Trimester)**

### **Prerequisite: Dance I**

This course offers a more in depth look at each genre of dance. Dancers will have more opportunities to explore creating and learning choreography as well as performing with a more advanced skill level.

## **PHY 615 AQUATICS (1 Trimester)**

This advanced physical education course focuses on students being physically active each day by completing different activities in the pool. Activities include, but are not limited to: Water safety, swimming laps, treading water, diving, water polo, water stations, water games, and water aerobics. There will also be a dry land portion of the course. Students will develop skills and attitudes to promote lifelong fitness.

## **PHY 671 LIFEGUARD CERTIFICATION (1 Trimester)**

### **Prerequisite: Foundations of Physical Education**

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

### **Physical Prerequisites:**

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

- front crawl, breaststroke and sidestroke
- Must submerge to a minimum depth of 7 feet to retrieve a 10-lb. object and return it to the surface
- Must tread water for 2 minutes using legs only

## **PHY 609 YOUTH COACHING AND OFFICIATING (1 Trimester)**

### **Prerequisite: Foundations of Physical Education**

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

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

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

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

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

**SEE PAGE 33 FOR IB PHYSICAL & HEALTH EDUCATION OFFERINGS.**

# SCIENCE

## **SCI 111/112/113 SCIENCE 9** **(Earth, Chemical, Physical)** **(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)**

### **Prerequisite: Science 9**

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

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

### **Prerequisite: 8th Grade Honors Science**

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

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

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

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

### **Prerequisite: Biology; C average in Geometry**

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

## **SCI 331/332 PHYSICS A/B** **(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 341/342 HONORS PHYSICS A/B** **(2 Trimesters)**

Students will learn to describe how energy is conserved during transformations in natural and technological systems. They will also perform measurements and calculations to describe speed and the direction of an object. In addition students will describe electricity as a form of energy and its applications.

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

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

## **SCI 800 ZOOLOGY** **(1 Trimester)**

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

# SCIENCE

## **SCI 709 ASTRONOMY (1 Trimester)**

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

## **SCI 711 CURRENT TOPICS IN SCIENCE (1 Trimester)**

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

## **SCI 751 CHEM TECH (1 Trimester)**

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

## **SCI 771 HUMAN ANATOMY & PHYSIOLOGY A (1 Trimester)**

### **Prerequisite: Biology**

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

## **SCI 772 HUMAN ANATOMY & PHYSIOLOGY B (1 Trimester)**

### **Prerequisite: Biology**

Students will be able to define and analyze the functions of main organs in the human body, including the following systems: Digestive, Nervous, Endocrine, Immune, and Urinary. Students will study five of the ten system of the human body. Activities will include laboratory investigations including dissection, use of audiovisuals, projects and writing activities.

## **SCI 747/748 INTRODUCTION TO ROBOTICS (2 Trimesters)**

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

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

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

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

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

**SEE PAGE 33 FOR IB SCIENCE OFFERINGS.**

**SEE YOUR COUNSELOR FOR SCIENCE DUAL ENROLLMENT OFFERINGS.**

# INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

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

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

## **SOC 231/232/233 HONORS 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 837 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.

## **SOC 861 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 semester.



# INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

## **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.

**SEE PAGE 35 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.

## **IGOV 503 COMPARATIVE GOVERNMENT (1 Trimester)**

An introduction to the diversity of governments and political practices in the world today. The course will compare and contrast the concepts found in the American governmental system to those found throughout the world. The course will serve as an introduction to government and politics for international students.

## **ISEM 501 INTERNATIONAL SEMINAR (1 Trimester)**

In this course, students will learn communication and study skills which will impact academic performance. Students will be guided in developing strategies and concepts to help them become strategic learners while understanding differences in educational systems. Emphasis will be on communicating effectively in written and spoken English.

International exchange students who qualify for senior status and desire a diploma from Adrian High School must earn 9.0 credits distributed as follows:

Math Course (1.0, must be able to show proficiency at least at the Algebra 2 level)  
English Course (1.0)  
Science Course (1.0)  
U.S. History (1.0)  
Comparative Government (0.5)  
Economics (0.5)  
Additional Electives (2.5)  
International Seminar (0.5)  
Arts (0.5)  
Health (0.5)

# LANGUAGE ACQUISITION (WORLD LANGUAGE)

**FOR THE CLASS OF 2017/18/19/20 IT IS REQUIRED THAT STUDENTS HAVE A MINIMUM OF TWO YEARS OF A SINGLE FOREIGN LANGUAGE.**

## **FLG 301/302 FRENCH 1 (2 Trimesters)**

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

## **FLG 305/306 FRENCH 2 (2 Trimesters)**

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

## **FLG 309/310 FRENCH 3 (2 Trimesters)**

A student will strengthen his/her communication skills and develop the writing process to include essays. Reading and cultural activities include authentic literary, historical, and contemporary materials from a variety of sources. Projects and films further develop student interest in French-speaking cultures and the language. Students use only French to communicate in class. Use of English is limited.

## **FLG 313/314 FRENCH 4 (2 Trimesters)**

Students will attain high levels of proficiency in oral and written work in the French language. Using a variety of authentic resources, students will study historical periods, literature, French-speaking world cultures and current events. Students use only French to communicate in class. Use of English is limited.

## **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)**

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 SPANISH 3 (2 Trimesters)**

A student will strengthen his/her communication skills and develop the writing process to include essays. Reading and cultural activities include authentic literary, historical, and contemporary materials from a variety of sources. Projects and films further develop student interest in Spanish-speaking cultures and the language. Students use only Spanish to communicate in class. Use of English is limited.

## **FLG 349/350 SPANISH 4 (2 Trimesters)**

Students will attain high levels of proficiency in oral and written work in the Spanish language. Using a variety of authentic resources, 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 35 FOR IB LANGUAGE ACQUISITION (WORLD LANGUAGE) OFFERINGS.**

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

# SPECIAL PROGRAMS

## **SNR 012 SENIOR SEMINAR (1 Trimester)**

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

## **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.

## **ENG 217/218/219 READ 180 (3 Trimesters)**

### **See counselor for eligibility requirements.**

Students will have the opportunity to improve their reading levels while engaging in high interest reading. This course is designed to provide whole group, small group, computer generated and individual instruction. Each student will work at their reading level and will focus on specific skills. Students will also work on critically writing and understanding fiction and non-fiction texts.

## **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 assign 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 Trimesters)**

### **Prerequisite: permission from instructor**

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

## **FRX 090 FRESHMAN SEMINAR (1 Trimester)**

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

# SPECIAL PROGRAMS

## **ALD 089 PEER TO PEER (1 Trimester)**

The Peer to Peer class will place upperclassmen (mentors) in core freshman classes to assist students (mentees) with their transition into the high school academic environment. Student mentors will learn key leadership and teaching skills while also assisting their fellow students by ensuring success through guidance, encouragement, and knowledge of important resources and information. **(Pending Board Approval).**

## **COLLEGE PREP SKILLS (UPWARD BOUND) (3 Trimesters)**

This course requires acceptance into the Upward Bound program. Students must follow a college bound curriculum. The program emphasizes study skill techniques to help students succeed in college bound classes. Students participate in Career Development, ACT Prep, and Senior Seminar. Students are required to attend the summer program and participate in school year activities.

## **ONLINE COURSES**

**See counselor for eligibility requirements and available courses.**

## **APONL 111/112/113 AP ONLINE (3 Trimesters)**

**See counselor for eligibility requirements and available courses.**

## **MUS 100 BALLADIERS**

**Prerequisite: permission from instructor**

Students will be able to perform as a team in a musical setting, recognize and produce good singing, illustrate various musical and theatrical styles, perform in various settings, illustrate their musical knowledge through solo performance, interpret music/theater/dance, interpret emotions, words, and music into a complete performance. This class meets outside of the traditional school day. Students practice extensively after school and on weekends to prepare for their holiday and spring shows. This is a non credit, non schedule course.

# COLLEGE COURSE/ DUAL ENROLLMENT

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

## Eligibility:

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

## Course Selection:

1. Students should check course catalog on-line:
  - Adrian College: [http://adrian.edu/uploads/files/2016%20Fall%20Schedule%20\(Undergrad\).pdf](http://adrian.edu/uploads/files/2016%20Fall%20Schedule%20(Undergrad).pdf)
  - 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
- 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:

- ⇒ Only seniors are permitted to take a dual enrollment English or Math class in lieu of English 12 or math/math related class for graduation requirement. Non seniors may submit request to the principal for review.
- ⇒ If you take a Math or English college class senior year (to replace English 12 and/or Math related core at AHS) you MUST take the course for high school credit. You also will need to enroll in a winter college class or take an English and/or Math course at AHS to complete 1 credit requirement.
- ⇒ 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 MACRAO website to view if/how course will transfer to the college you are interested in attending - <https://www.macrao.org/mcm.asp?Floor=3>. Also verify with the college you are going to be attending about transfer option if class is taken for high school credit.
- ⇒ If a college class (ex Sociology) is offered at AHS you must have taken the class at AHS first.
- ⇒ You will only receive 0.5 credit per college class. Consider number of credits you have currently earned – you need 34 credits to graduate
- ⇒ All dual enrollment classes taken for high school credit will be on a 5.0 GPA scale with letter grade given. (upon receiving a passing grade)
- ⇒ Courses taken for college credit only will receive NO high school credit for the course and will receive an S grade on your transcript (upon receiving a passing grade)
- ⇒ Siena Heights University and Adrian 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

# 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**

## **Natural Resources & Agriscience:**

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

## **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)

## **EXPERIMENTAL SCIENCES- BIOLOGY SL IBSCI 740/741/742 IB BIOLOGY I A/B/C- 11<sup>TH</sup>**

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

## **EXPERIMENTAL SCIENCES- CHEM HL/SL IBSCI 743/744/745 IB CHEM I A/B/C- 11<sup>TH</sup> IBSCI 847/848/849 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.

## **EXPERIMENTAL SCIENCE- IB PHYSICS HL /SL IBSCI 749/750/755 IB PHYSICS I A/B/C- 11<sup>TH</sup> IBSCI 751/752/753 IB PHYSICS II A/B/C- 12<sup>TH</sup>**

### **Prerequisite: Permission of instructor**

The Physics course is designed for students who are planning to pursue a degree in any area of engineering or science. The course is lecture, laboratory and project based. All students will be expected to take lecture notes, set up, perform and analyze experiments, work in groups, participate in discussions, and bring to the class their own views. SL topics covered during the course include: measurements and error analysis, mechanics, thermal physics, oscillations and waves, electromagnetism, atomic and nuclear physics, and the application of physics to the environment.

HL topics include quantum physics and digital technology. Options may include relativity, astrophysics, or particle physics. A Group IV project, involving students from all the IB sciences, is completed in the first year of the course.

## **EXPERIMENTAL SCIENCE- SPORTS, EXERCISE AND HEALTH SCIENCE SL IBSCI 843/844/845 A/B/C**

### **Prerequisite: Permission of instructor, must be a Junior or Senior with a GPA of 3.0 or higher**

This course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carryout practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. This new, Stand Level (SL) course lies within Group 4 Experimental Sciences. Group 4 students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method. SEHS students will participate in a compulsory group 4 project. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions. The SEHS course follows the group 4 SL curriculum model; a core syllabus and a choice of four options. Students are required to spend 40 hours on practical/ investigative work.

## **MATHEMATICS- MATH STUDIES SL IBMTH 750 IB MATH STUDIES I A- 11<sup>TH</sup> IBMTH 850/851/852 IB MATH STUDIES II A/B/C- 12<sup>TH</sup>**

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

## **MATHEMATICS- MATHEMATICS SL IBMTH 755 IB MATHEMATICS I A- 11<sup>TH</sup> IBMTH 855/856/857 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.

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

## **ARTS– LITERATURE AND PERFORMANCE IBAC 951/952/953 IB A/B/C (3 Trimester)**

The Literature and Performance course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance.

The course is organized into three parts, each focused on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the contexts of production and reception shape meaning.

## **ARTS- VISUAL ARTS SL/HL IBAC 960/961/962 IB VISUAL ARTS- A/B/C**

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

## **THEORY OF KNOWLEDGE (TOK) IBTOK 770/870 IB THEORY OF KNOWLEDGE A/B (Junior Year) (2 Trimesters)**

The Theory of Knowledge course anchors a student's learning in the International Baccalaureate program. The focus of this course will be on the student as a knower, the ways in which we know what we do, and how these ways are manifest in six areas of knowledge. The purpose of Theory of Knowledge is to cultivate within students the ten qualities of an IB learner. Upon completion of this course, students will have a solid grasp on the ways in which we possess knowledge and be principled, inquiring, risk-taking, reflective thinkers and communicators. They will care about their own knowledge and have respect for the knowledge of others. Students will demonstrate knowledge and understanding of course concepts by making a 10 minute presentation, which is the final assessment for the course.

## **THEORY OF KNOWLEDGE (TOK) IBTOK 875 IB THEORY OF KNOWLEDGE C (Senior Year) (1 Trimester)**

The Theory of Knowledge course anchors a student's learning in the International Baccalaureate program. The focus of this course will be on the student as a knower, the ways in which we know what we do, and how these ways are manifest in six areas of knowledge. The purpose of Theory of Knowledge is to cultivate within students the ten qualities of an IB learner. Upon completion of this course, students will have a solid grasp on the ways in which we possess knowledge and be principled, inquiring, risk-taking, reflective thinkers and communicators. They will care about their own knowledge and have respect for the knowledge of others. Students will demonstrate knowledge and understanding of course concepts by preparing the TOK essay based on one of the six titles prescribed by the IB, which is the final assessment of the course. The external assessment will be submitted to the IB for credit.

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

## **LANGUAGE A1- ENGLISH HL**

**IBENGL 710/711/7112 IB ENGLISH I A/B/C-11<sup>TH</sup>**  
**IBENGL 810/811/812 IB ENGLISH II 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.

## **LANGUAGE B- SPANISH SL**

**IBFLG 720 IB SPANISH I A - 11<sup>TH</sup>**  
**IBFLG 820/821/822 IB SPANISH II A/B/C- 12<sup>TH</sup>**

Within the scope of all of the IB disciplines, Language B, Spanish Standard Level is the course that represents the linguistic appeal of internationalism. Students receive four trimesters of instruction focused on developing students' language proficiency and cultural awareness. Students may not begin the cycle unless they are in their fourth year of studying the language or can demonstrate proficiency equal to students at that level.

## **LANGUAGE B- FRENCH SL**

**IBFLG 825/826/827 IB FRENCH A/B/C- 11<sup>TH</sup>/12<sup>TH</sup>**

French B SL is a course for fourth year students, focusing on improving spoken and written language skills through a range of oral, aural, visual, and print experiences. Students reinforce and expand their working abilities in speaking, listening, reading, and writing, along with further developing their awareness of international issues and their sensitivity to and understanding of Francophone cultures. The goal of the course is creation of independent French language learners who actively search to improve their own skills and knowledge base, while recognizing and promoting their role as global citizens.

## **FRENCH ab initio**

**IBFLG 741/742/743 IB FRENCH ab A/B/C- 11<sup>TH</sup>/12<sup>TH</sup>**

The French ab initio course aims to develop the receptive, productive and interactive skills to a high level of communicative competence. This course provides a solid grammar and vocabulary framework and is organized into three themes (individual and society; leisure and work; urban and rural environment) made up of a series of 20 topics.

Through the study of these themes, the students are able to practice grammatical structures and vocabulary and explore the language whilst developing an intercultural understanding. By developing the range of receptive, productive and interactive skills, the students become able to communicate and interact in a range of everyday situations and develop the necessary skills to achieve the assessment objectives of the French ab initio course.

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

**IBSOC 730/731 IB HISTORY OF THE AMERICAS I A/B- 11<sup>TH</sup>**

**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.

# 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 in 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





**ADRIAN PUBLIC SCHOOLS**

**NEPN Code: IKC  
Policies and Regulations**

**Honor Points – Advanced Placement, International Baccalaureate & Dual Enrollment**

1. High school courses designated Advanced Placement, International Baccalaureate, *or College Dual Enrollment* by the High School Principal shall earn honor points on a five (5) point scale as opposed to a four (4) point scale for all other high school courses.
2. The following criteria must be met to allow a course to be designated “Advanced Placement”:
  - A. The course must meet the requirements and follow the content outline of the appropriate “Advanced Placement Syllabus” published by the College Entrance Examination Board, Princeton, New Jersey.
3. The following criteria must be met to allow a course to be designated “International Baccalaureate Diploma Programme”:
  - A. The course must meet the requirements and follow the content outline of the appropriate “International Baccalaureate Diploma Programme” course guide published by the IBO, Bethesda, MD.
4. The following criteria must be met to allow a course to be designated “Dual Enrollment”.
  - A. The course must meet the requirements and follow the content outline of the representative college or university course guide published by the education institute.
5. Credit earned on the five (5) point scale shall apply to determine the class rank, valedictorian and salutatorian.
6. Grade – Honor Point Scale

A	=	5 honor points
B	=	4 honor points
C	=	3 honor points
D	=	2 honor points
E/F	=	0 honor points

Adopted: September 18, 1979  
Amended: February 11, 1985 (Effective July 1, 1985)  
Revised: March 14, 2016  
Revised: September 12, 2016



## ADRIAN PUBLIC SCHOOLS

NEPN Code: IKFC  
Policies and Regulations

### **Requirements for Accepting Credit from a State or Regionally Accredited College toward the High School Diploma**

An Adrian High School student may receive college credit toward the fulfillment of requirements for a high school diploma under the following conditions:

1. Approval of Principal based on written application stating reasons for college enrollment.
2. Enrollment restricted to state or regionally accredited institution of higher learning.
3. Student must be enrolled at any one time for a minimum of four (4) high school courses in addition to the college course/courses. Students may request a waiver with approval of the Superintendent.
4. Pupils must designate whether the course will be for high school or postsecondary credit, or both at the time of enrollment. Pupils must also notify the high school of his/her decision.
5. Credits earned at college may be applied toward high school graduation. Students who are at senior status may take dual enrollment courses in lieu of Adrian High School courses to meet core content graduation requirements. Students who are not seniors may submit a request to the principal for review.
6. Courses taken for college credit only will receive no high school credit for the course and will receive an S grade on the transcript (upon receiving a passing grade).
7. All dual enrollment courses taken for high school credit will receive a letter grade and will be considered in the determination of class ranking or final high school G.P.A.
8. The Adrian Public Schools shall not assume any financial or transportation responsibility for any college matriculation. However, transportation may be provided within existing bus routes.

Adopted: August 16, 1982  
Revised: March 14, 2016  
Revised: September 12, 2016

# 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 ACT/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.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.

**All SAT and ACT 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 or ACT, 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.

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

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

**OTHER IMPORTANT INFORMATION**

- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must 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



**M**otivation

**A**chievement

**P**ride

**L**eadership

**E**nthusiasm

**S**cholarship

## 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**



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