Freeland Middle School & Freeland High School

Curriculum Guide
Class of 2019 and Beyond
## TABLE OF CONTENTS

School Administration and Office Staff ................................................................. Page 1  
District Mission Statement ................................................................................. Page 1  
Middle School/High School Counseling and Guidance Department ................ Page 2  
Introductory Letter .............................................................................................. Page 3  
Career Pathways ................................................................................................ Page 4-10  

### Middle School Information

- Academic Information ....................................................................................... Page 12  
- Scheduling and Assignment ........................................................................ Page 12  
- Awards ........................................................................................................... Page 12  
- Grading Policy ................................................................................................ Page 12  
- Promotion, Placement and Retention ............................................................. Page 12  
- Testing .......................................................................................................... Page 12  

### High School Information

- Academic Information ....................................................................................... Page 15  
- Course Selection Procedures ....................................................................... Page 15  
- Dropping/Adding Courses .......................................................................... Page 15  
- Independent Study ....................................................................................... Page 15  
- Testing Out Policy ....................................................................................... Page 16-18  
- Awards ........................................................................................................ Page 19  
- Grading Policy .............................................................................................. Page 19  
- Testing ........................................................................................................ Page 19  

### Personal Curriculum

- Dual Enrollment Policy .................................................................................. Page 20  
- Work-Based Learning (WBL) ....................................................................... Page 21  
- Bay-Arenac ISD Career Center (BAISD) .................................................... Page 22  
- Saginaw Career Complex (SCC) ................................................................ Page 23  
- Midland ESA ................................................................................................. Page 23  
- Greater Michigan Construction Academy (GMCA) ................................... Page 24  
- Saginaw ISD Programs ............................................................................... Page 24  
- Great Lakes Bay Early College (GLBEC) .................................................... Page 24  
- Saginaw Arts and Sciences (SASA) .............................................................. Page 24  
- Transfer Student Information ...................................................................... Page 25  
- Credit Recovery Options .............................................................................. Page 25  
- On-line Courses .......................................................................................... Page 25  
- FHS/Delta College Articulation Agreements ............................................. Page 26  
- FHS/Baker College Direct Credit ................................................................ Page 27  
- NCAA Eligibility Requirements .................................................................. Page 27-31  
- Graduation Requirements .......................................................................... Page 32-33  

### Middle School & High School Course Descriptions

- Language Arts ............................................................................................... Page 35-39  
- Mathematics ................................................................................................. Page 40-45  
- Science ......................................................................................................... Page 46-50  
- Engineering ................................................................................................ Page 51-53  
- Social Studies ............................................................................................... Page 54-58  
- Foreign Language ........................................................................................ Page 59-60  
- Computer Technology ................................................................................ Page 61-64  
- Business ...................................................................................................... Page 65-67  
- Music .......................................................................................................... Page 68-69  
- Physical Education ....................................................................................... Page 70-72  

TABLE OF CONTENTS  

TABLE OF CONTENTS  

TABLE OF CONTENTS  

TABLE OF CONTENTS
The purpose of the Freeland Community School District is to prepare students to be successful adults by providing a challenging curriculum that connects students’ lives to their future in a safe and supportive environment.
Guidance and Counseling is a program of services and information offered to assist students with their educational, career and personal planning. Students can receive help in the following areas:

- Career Counseling, Information and Planning
- College Information and Planning
- Scholarship and Financial Aid Information
- Academic Advising on High School Programs
- Course Selection and Scheduling
- Personal Counseling on Individual Matters and Concerns
- Testing
- School Records Review
- Job Placement Information
- Information on Special Educational and Training Programs

The following Counseling and Guidance appointment procedure is used in the high school:

1. Any student may sign-up for an appointment in the Guidance Office before school, after school or during their lunch hour of any regular school day.

2. If a student wants a counseling appointment, he/she should fill out the counselor appointment request form in the Guidance Office. The student’s counselor will meet with him/her as soon as possible.

3. When the appointment is completed in the counselor’s office, the student will return to class with a pass to give to his/her teacher.

Parents or students who have questions, or who need information from the Guidance Office should feel free to contact the high school at 695-5526.

**Pre-Scheduling Activities**

Counselors will participate in group meetings with current students’ grades 7-11 to:

1. Provide educational assistance for high school
2. Review course and curriculum information
3. Assist them in completing class registration for next school year
4. Review credits earned/lost
5. Assist with education planning as a follow-up to group activities
This Curriculum Guide contains descriptions of all the courses offered for grades 7-12 at Freeland Middle/High School. Decisions on course selection have never been easy. In the past, most students were unaware of their own career interests, abilities and aptitudes. As a result, choice of a curriculum was often made based on student interests rather than a planned sequential program based on career planning and preparation.

Today, students will make choices based on a career development process and the Career Pathways Model. Career activities begin in the seventh grade and will be continued each year thereafter. Students learn how to explore careers, analyze options, self-assess interests and abilities, and to develop an educational plan that will lead to success in career choices throughout their life span. The purpose of the Educational Development Plan (EDP) is to provide all students with a periodically updated and ongoing record of career planning. The EDP will provide students a system with steps to evaluate careers so that their career is by choice, not by chance. All students set goals through an EDP, based on a pathway, making course selection more focused and relevant.

Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. Via the career development process, discussed above, students select a general pathway to follow that is of interest to them. As interests change, so may the pathway. Michigan’s Career Pathways are described below this introduction.

During grades 7-10, the career development process will focus on student career awareness, career exploration, and career assessment. Core requirements in math, science, English and social studies will prepare students for the MME. Which includes the SAT, Work Keys, and MSTEP Tests. During the 11th and 12th grade, students will focus more on Career Pathway related courses. Students will have explored and made choices by this time and can focus on courses that will help them prepare for where they see themselves after high school.

In compliance with the regulations of Title IX of the Education Amendments of 1972, all course offerings and courses of study are open to all students of Freeland High School regardless of gender. Course placement will be made strictly on the basis of competency, abilities and individual career pathway choices.

The parent or legal guardian of a student may request a personal curriculum as part of the student’s educational program. A personal curriculum is a modification of the Michigan Merit Curriculum, not otherwise allowable, that may be necessary due to a student’s disability. Questions about a personal curriculum should be directed to a guidance counselor.
Career Pathways are a set of defined academic programs, career-technical programs, and college or university programs that lead students to a successful and fulfilling career. The Michigan Career Preparation System uses the six categories or pathways shown below. These defined pathways help focus students’ time spent in high school while preparing for their future technical, associates’, bachelors’, masters’, or doctorates degree.

The Michigan Career Pathways are listed below. The following contains information on the traits, characteristics, courses and career possibilities included in each pathway. Career Pathways allow you to actively Plan Your Future!

- **Arts and Communications**
  Programs of study related to humanities and the performing, visual, literary and media arts.

- **Business, Management, Marketing and Technology**
  Programs of study related to all aspects of business including: accounting, business administration, finance, information processing, and marketing.

- **Engineering/Manufacturing and Industrial Technology**
  Programs of study related to technologies necessary to design, develop, install or maintain physical systems.

- **Health Sciences**
  Programs of study related to the promotion of health as well as the treatment of injuries and disease.

- **Human Services**
  Programs of study related to childcare, civil service, education, hospitality and the social services.

- **Natural Resources and Agri-Sciences**
  Programs of study related to natural resources, agriculture and the environment.
**Arts and Communications**

Careers related to humanities and the performing, visual, literacy, and media arts.

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**Personal Characteristics for this Pathway:**
- Demonstrate good writing skills
- Play a musical instrument
- Entertain others through singing or acting
- Seek opportunities for self-expression
- Deliver oral reports or speeches well

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**Pathway Courses Offered:**

<table>
<thead>
<tr>
<th>English</th>
<th>Art</th>
<th>Industrial Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing</td>
<td>Creative Explorations</td>
<td>Woodworking</td>
</tr>
<tr>
<td>Communications</td>
<td>Drawing</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>AP English Lit/Composition</td>
<td>Painting</td>
<td>Technology</td>
</tr>
<tr>
<td>Writing the News</td>
<td>Graphic Arts</td>
<td>Intro to Drafting</td>
</tr>
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<td></td>
<td>Ceramics</td>
<td>Computer Aided</td>
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<td></td>
<td>Intro to Sculpture</td>
<td>Design Software</td>
</tr>
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<td></td>
<td>Yearbook</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
<th>Life Management</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Band</td>
<td>Personal Living/Sewing</td>
<td>Psychology</td>
</tr>
<tr>
<td>Symphony Band</td>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td>Choir</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>Computer Technology</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Computer Applications</td>
<td>Theater</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>Keyboarding</td>
<td></td>
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<tr>
<td></td>
<td>Advanced Microsoft Office</td>
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<tr>
<td></td>
<td>AP Computer Science</td>
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</tbody>
</table>

| Business         |                              |                                   |
|------------------|------------------------------|                                   |
| Fundamentals of Accounting I and II | Principles of Marketing |                                   |
|                  | Introduction to Business    |                                   |

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<table>
<thead>
<tr>
<th>Sample Careers:</th>
<th>Related School Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations Specialist</td>
<td>Student Council</td>
</tr>
<tr>
<td>Composer/Musician</td>
<td>Drama Club</td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Spanish Club</td>
</tr>
<tr>
<td>Journalist</td>
<td>Marching/Symphony Band</td>
</tr>
<tr>
<td>Internet Graphic Artist</td>
<td>Job Shadowing</td>
</tr>
<tr>
<td>Interior Designer</td>
<td>Sports</td>
</tr>
<tr>
<td>Cartoonist</td>
<td>Students Leading Students</td>
</tr>
<tr>
<td>Disc Jockey</td>
<td>National Honor Society</td>
</tr>
<tr>
<td>Landscape Architect</td>
<td>Work-Based Learning (Co-op)</td>
</tr>
<tr>
<td>Art Director</td>
<td>Be The Change Team</td>
</tr>
<tr>
<td>Graphic Designer</td>
<td>Travel Club</td>
</tr>
<tr>
<td>Stage Technician</td>
<td>Robotics Team</td>
</tr>
</tbody>
</table>
**Personal Characteristics for this Pathway:**
- Demonstrate skills in math
- Is comfortable asking others to buy products to help with fundraising
- Enjoy being the leader
- Can easily use computer programs
- Enjoy helping others to plan events for school, church, or neighborhood

### Pathway Courses Offered:

<table>
<thead>
<tr>
<th><strong>Business</strong></th>
<th><strong>Foreign Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Accounting I and II</td>
<td>Spanish</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Art</strong></td>
</tr>
<tr>
<td>Statistics/Discrete</td>
<td>Graphic Arts</td>
</tr>
<tr>
<td>Combined Math</td>
<td>Intro to Sculpture</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>Yearbook</td>
</tr>
<tr>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>Finite Math</td>
<td><strong>Computer Technology</strong></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>AP Computer Science</td>
</tr>
<tr>
<td>AP Lit/Composition</td>
<td>Keyboarding</td>
</tr>
<tr>
<td></td>
<td>Computer Applications</td>
</tr>
<tr>
<td></td>
<td>Advanced MS Office</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Related School Activities:</strong></td>
</tr>
<tr>
<td></td>
<td>Student Council</td>
</tr>
<tr>
<td></td>
<td>Drama Club</td>
</tr>
<tr>
<td></td>
<td>Spanish Club</td>
</tr>
<tr>
<td></td>
<td>Marching/Symphony Band</td>
</tr>
<tr>
<td></td>
<td>Job Shadowing</td>
</tr>
<tr>
<td></td>
<td>Sports</td>
</tr>
<tr>
<td></td>
<td>Students Leading Students</td>
</tr>
<tr>
<td></td>
<td>National Honor Society</td>
</tr>
<tr>
<td></td>
<td>Work-Based Learning (Co-op)</td>
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<tr>
<td></td>
<td>Be The Change Team</td>
</tr>
<tr>
<td></td>
<td>Travel Club</td>
</tr>
<tr>
<td></td>
<td>Robotics Team</td>
</tr>
<tr>
<td></td>
<td>JA Titan Challenge</td>
</tr>
</tbody>
</table>

**Sample Careers:**

- Sales Clerk
- Account Teller
- Store Manager
- Travel Agent
- Restaurant/Food Manager
- Real Estate Agent/Broker
- Accountant
- Software Engineer
- Air Traffic Controller
- Internet Administrator
- Website Sales & Development
- Internet Researcher

**Related School Activities:**
- Student Council
- Drama Club
- Spanish Club
- Marching/Symphony Band
- Job Shadowing
- Sports
- Students Leading Students
- National Honor Society
- Work-Based Learning (Co-op)
- Be The Change Team
- Travel Club
- Robotics Team
- JA Titan Challenge
### Engineering/Manufacturing & Industrial Technology

**Careers related to technologies necessary to design, develop, install or maintain physical manufacturing systems**

<table>
<thead>
<tr>
<th>Pathway Courses Offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industrial Arts</strong></td>
</tr>
<tr>
<td>Woodworking</td>
</tr>
<tr>
<td>Manufacturing Technology</td>
</tr>
<tr>
<td>Intro to Drafting</td>
</tr>
<tr>
<td>Computer Aided Design Software</td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>Calculus</td>
</tr>
<tr>
<td>Statistics/Discrete</td>
</tr>
<tr>
<td>Finite Math</td>
</tr>
<tr>
<td>STEM – Algebra II/Physics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>Advanced Chemistry</td>
</tr>
<tr>
<td>STEM Algebra II/Physics</td>
</tr>
<tr>
<td>Advanced Physics</td>
</tr>
<tr>
<td>Project Lead the Way-Principles of Engineering</td>
</tr>
<tr>
<td>Introduction to Engineering Design</td>
</tr>
<tr>
<td><strong>Art</strong></td>
</tr>
<tr>
<td>Drawing</td>
</tr>
<tr>
<td>Graphic Arts</td>
</tr>
<tr>
<td>Intro to Sculpture</td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Communications</td>
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<tr>
<td><strong>Computer Technology</strong></td>
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<tr>
<td>AP Computer Science</td>
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<tr>
<td>Keyboarding</td>
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<tr>
<td>Computer Applications</td>
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<tr>
<td>Advanced MS Office</td>
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<tr>
<td><strong>Foreign Language</strong></td>
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<tr>
<td>Spanish</td>
</tr>
<tr>
<td>American Sign Language</td>
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</tbody>
</table>

**Personal Characteristics for this Pathway:**
- Use tools and machinery for many activities
- Operate mechanical equipment with little help from others
- Familiar with Geometry, Algebra, and some Physics
- Work diligently on difficult problems to solve
- Expect immediate results from the work performed

**Sample Careers:**
- Aircraft Mechanic
- Carpenter
- Construction Laborer
- Millwright
- Welding Machine Operator
- Drafter
- Laser Technician
- Robotics Technician
- Chemist
- Mechanical Engineer
- Architect
- Computer Hardware Designer

**Related School Activities:**
- Student Council
- Drama Club
- Spanish Club
- Marching/Symphony Band
- Job Shadowing
- Sports
- Students Leading Students
- National Honor Society
- Work-Based Learning (Co-op)
- Robotics Team
# Health Sciences

Careers related to the promotion of health as well as the treatment of injuries, conditions and disease.

## Personal Characteristics for this Pathway:
- Interested in health issues
- Demonstrate ease when working with people
- Interested in learning how the body works
- Care about the well-being of people and animals

## Pathway Courses Offered:

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>Communications</td>
</tr>
<tr>
<td>Advanced Chemistry</td>
<td>AP Literature/Composition</td>
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<tr>
<td>Advanced Physics</td>
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<table>
<thead>
<tr>
<th><strong>Physical Education</strong></th>
<th><strong>Foreign Language</strong></th>
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</thead>
<tbody>
<tr>
<td>Advanced P.E.</td>
<td>Spanish</td>
</tr>
<tr>
<td>Physical Conditioning for Athletes</td>
<td>American Sign Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th><strong>Math</strong></th>
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</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>Sociology</td>
<td>Calculus</td>
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<tr>
<td></td>
<td>Finite Math</td>
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<table>
<thead>
<tr>
<th><strong>Life Management</strong></th>
<th><strong>Computer Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Health</td>
<td>Computer Applications</td>
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<td></td>
<td>Keyboarding</td>
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<td></td>
<td>Advanced Microsoft Office</td>
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<td></td>
<td>AP Computer Science</td>
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</tbody>
</table>

## Sample Careers:
- Dental Assistant
- Medical Records Technician
- Home Health Aide
- Physical Therapy Assistant
- Veterinary Technician
- Surgical Technician
- Psychologist
- Occupational Therapist
- Respiratory Therapist
- Nutritionist
- Registered Nurse
- Anesthesiologist Assistant

## Related School Activities:
- Student Council
- Drama Club
- Spanish Club
- Marching/Symphony Band
- Job Shadowing
- Sports
- Students Leading Students
- National Honor Society
- Work-Based Learning (Co-op)
- Be The Change Team
- Robotics Team
**Human Services**

Careers related to child and family services, civil service, education, hospitality, social services, law enforcement and legal education, and religion.

### Personal Characteristics for this Pathway:
- Enjoy interacting with people
- Demonstrate good skill writing and speaking in front of class or other groups
- Interested in helping people to solve their problems
- Like to help people learn new skills
- Can do several things at the same time
- Prefer working with people

### Pathway Courses Offered:

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Life Management</strong></th>
<th><strong>Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>Foods and Nutrition</td>
<td>Advanced Chemistry</td>
</tr>
<tr>
<td>AP Lit/Composition</td>
<td>Personal Living/Sewing</td>
<td>Advanced Physics</td>
</tr>
<tr>
<td></td>
<td>Essential Health</td>
<td>Anatomy &amp; Physiology</td>
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<td></td>
<td>Preschool Years</td>
<td>Physiology</td>
</tr>
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<td></td>
<td>Parent/Child Develop: Infancy</td>
<td>Criminalistics</td>
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<td>Family Living</td>
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<td>Education Exploration</td>
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<td><strong>Math</strong></td>
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<tr>
<td>Combined Math</td>
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<tr>
<td>Statistics/Discrete</td>
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<tr>
<td><strong>Foreign Language</strong></td>
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<td>Spanish</td>
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<tr>
<td>American Sign Language</td>
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<tr>
<td><strong>Physical Education</strong></td>
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<tr>
<td>Advanced P.E.</td>
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<tr>
<td>Physical Conditioning for Athletes</td>
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</tr>
</tbody>
</table>

### Sample Careers:

- Child Care Worker
- Flight Attendant
- Legal Assistant
- Waiter/Waitress
- Police Officer/Detective
- Substance Abuse Counselor
- Corrections Officer
- Teacher
- Speech/Language Pathologist
- Librarian
- Urban Planner
- Clergy

### Related School Activities:

- Student Council
- Drama Club
- Spanish Club
- Marching/Symphony Band
- Job Shadowing
- Sports
- Students Leading Students
- National Honor Society
- Work-Based Learning (Co-op)
- Be The Change Team
- Law Day Mock Trial
- Travel Club

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**Sample Careers:**

- Child Care Worker
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- Urban Planner
- Clergy

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**Related School Activities:**

- Student Council
- Drama Club
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- Job Shadowing
- Sports
- Students Leading Students
- National Honor Society
- Work-Based Learning (Co-op)
- Be The Change Team
- Law Day Mock Trial
- Travel Club
# Natural Resources & Agriscience

Careers related to natural resources, agriculture and agriscience, and environmental conditions.

<table>
<thead>
<tr>
<th><strong>Pathway Courses Offered:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>AP Lit/Composition</td>
</tr>
<tr>
<td>Communications</td>
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<tr>
<td><strong>Social Studies</strong></td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>AP Government</td>
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<tr>
<td><strong>Math</strong></td>
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<tr>
<td>Pre-Calculus</td>
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<tr>
<td>Calculus</td>
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<tr>
<td>Finite Math</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>Advanced Chemistry</td>
</tr>
<tr>
<td>Advanced Physics</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>Environmental Science</td>
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<tr>
<td>Fisheries &amp; Wildlife</td>
</tr>
<tr>
<td><strong>Computer Technology</strong></td>
</tr>
<tr>
<td>Computer Applications</td>
</tr>
<tr>
<td>Keyboarding</td>
</tr>
<tr>
<td>Advanced Microsoft Office</td>
</tr>
<tr>
<td>AP Computer Science</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Characteristics for this Pathway:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate interest in the care of our environment</td>
</tr>
<tr>
<td>• Enjoy working with animals</td>
</tr>
<tr>
<td>• Prefer to work outdoors</td>
</tr>
<tr>
<td>• Like to do fun things outdoors over being inside</td>
</tr>
<tr>
<td>• Interested in nature and animals</td>
</tr>
<tr>
<td>• Will work and play in various weather conditions</td>
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</tbody>
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<thead>
<tr>
<th><strong>Sample Careers:</strong></th>
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</thead>
<tbody>
<tr>
<td>Animal Caretaker</td>
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<tr>
<td>Pest Controller</td>
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<tr>
<td>Garden Designer</td>
</tr>
<tr>
<td>Sports/Commercial Turf Mgr.</td>
</tr>
<tr>
<td>Hydroponics Technologist</td>
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<tr>
<td>Fish and Game Warden</td>
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<tr>
<td>Weather Observer</td>
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<tr>
<td>Forestry Technician</td>
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<tr>
<td>Landscape Architect</td>
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<tr>
<td>Food Scientist</td>
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<tr>
<td>Botanist</td>
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<tr>
<td>Zoologist</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Related School Activities:</strong></th>
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</thead>
<tbody>
<tr>
<td>Student Council</td>
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<tr>
<td>Drama Club</td>
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<tr>
<td>Spanish Club</td>
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<tr>
<td>Marching/Symphony Band</td>
</tr>
<tr>
<td>Job Shadowing</td>
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<tr>
<td>Sports</td>
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<tr>
<td>Students Leading Students</td>
</tr>
<tr>
<td>National Honor Society</td>
</tr>
<tr>
<td>Work-Based Learning (Co-op)</td>
</tr>
</tbody>
</table>
Freeland Middle School
Scheduling and Assignment
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 principal or 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. Any variation should be approved with a pass or schedule change. Enrollment in middle school band, design and modeling and choir is a year-long commitment. Students will not be able to drop this course once enrolled and assigned.

Awards
Each marking period, students achieving a 3.51 grade point average (or higher) will be named to the Honor Roll. Students achieving a 3.0 to 3.50 will be named to the merit roll.

Grading Policy
The purpose of grades in a school is to inform parents of the relative success of a student in meeting learning objectives within a class. The intent of Freeland Middle School is to have students learn and to ensure that learning is shown in the form of grades. The intent of the grading system is not to punish students but, rather, to show the success and efforts of the student.

Freeland Middle School Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
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<td>62-60</td>
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<tr>
<td>59 or below</td>
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Promotion, Placement, and Retention
The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. Each student shall be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each. Freeland Middle School places, promotes, and retains students in accordance with District Policy 5410.
Testing

**Seventh Grade**
Seventh grade students take the math & science and language arts sections of the M-Step (Michigan Student Test of Educational Progress) test in the spring. All students will take the AIMSWEB test for reading three times a year for progress monitoring purposes at a building level. All students will take a math screener three times a year to progress monitor their math achievements. It may become necessary for students of Freeland Middle School to complete other standard testing by virtue of legislative mandate or school improvement initiatives. In the event this should occur, we will alert parents in a timely fashion.

**Eighth Grade**
Eighth grade students take the language arts, math, and social studies sections of the M-Step (Michigan Student Test of Educational Progress) test in the spring. All students will take the AIMSWEB test for reading three times a year for progress monitoring purposes at a building level. All students will take a math screener three times a year to progress monitor their math achievements. All 8th grade students will take the Fall PSAT to measure their college readiness level. Results from the PSAT will be provided to students and parents. It may become necessary for students of Freeland Middle School to complete other standard testing by virtue of legislative mandate or school improvement initiatives. In the event this should occur, we will alert parents in a timely fashion.
Freeland High School
Course Selection Procedures

1. In general, all course prerequisites must be met prior to enrollment in a class. Any exception to this rule must be approved by the Principal or their designee.

2. All students must select seven (7) classes for each semester. Remember that full year courses will account for 1 class for each semester. All students MUST select 2 or 3 alternate courses that may be used to resolve any scheduling conflicts that may occur.

3. Students and parents should review the suggested Career Pathway curriculums. In addition, a review should be made of the order classes should be taken in each department.

4. Students are expected to remain in all courses for their duration after the semester has begun. Changes will only be made after confirmation of medical or psychological problems or a mistake made in the scheduling process. Students may drop or add courses prior to each semester during the scheduled drop/add period.

5. Courses offered for one semester are listed as 18 week courses or 0.5 credits and full year courses are listed as 36 weeks or 1.0 credit.

6. Some courses may not be offered because of a lack of sufficient student interest. Students, who have selected a class that has been dropped from the offering, will have one of their alternate courses used as a substitute.

After all students have been scheduled, a segment of students will have irresolvable conflicts that result from the selection of two courses that meet during the same class period. Students who have conflicts will be notified to reschedule.

Dropping / Adding Courses

Students will be allowed to drop/add courses, with valid reasons, only during the designated drop/add period as follows:

1. During the two weeks before the start of school in the fall.

2. During December/January, before the start of the second semester.

3. With permission of the Counselor/Principal a student may drop or add a class within 1 week after the start of a semester.

4. Students are required to remain in full year classes for the full year, unless they have the written recommendation/approval of their teacher/parent to drop that class.
Independent Study

Independent study can only be a Board of Education approved course that is also approved, arranged and scheduled through a sponsoring instructor/teacher, and approved by a building administrator. Scheduled to meet the needs of students, independent study should be a learning experience that is academic in nature, and that allows a pupil the opportunity for self-directed learning. Independent Study will be allowed when scheduling conflicts prohibit a student from taking the course when it is offered during the normal school day. The purpose is to broaden curriculum content when the regular school program limits student growth and learning.

Testing Out Policy

The Board of Education of the Freeland Community School District acknowledges that some pupils may have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specified courses. Further, Sections 1279b of the School Code of Michigan have been amended to allow such students to request an opportunity to demonstrate such mastery, either through a written examination, written papers, projects, portfolios, or other comparable forms. It is the intent of the Board to extend to all pupils the opportunity to demonstrate mastery in the range of courses offered at Freeland Community Schools, and to allow for the most efficient use of instructional time.

The following policy statements apply:

1. This policy will apply equally to all students at Freeland High School.
2. Testing out will not apply to the two mandated courses, Civics-Government and Physical Education nor to performance oriented courses which are set up to accommodate multiple level instruction, and/or group practice and performance, such as instrumental music and theater.
3. No grade may be earned by testing out of a course, the notation “credit” will apply.
4. Credits earned through this provision will be counted as credits toward graduation.
5. Testing out is only an option for earning credit prior to taking a course. Testing out is not an option for earning credit after a student has taken the course.

Administrative Operating Procedure

I. Subject: Individual assessment in lieu of course.
II. Applicability: All high school staff and administration.
III. Purpose: To establish consistent procedures through which secondary students may request the opportunity to demonstrate reasonable mastery in a course being offered at Freeland High School.
IV. Responsibility:

A. Principal will:

1. Ensure that all teachers of courses other than those courses excluded by state mandate and Board policy prepare a comprehensive course exam, or other assessment option to be used as a final exam, which will provide a measure of competence in their given courses.
2. Ensure equal access to this process for all students in the high school.
3. Maintain accurate and complete records of all student requests, subsequent assessments, and the results of such assessments.

4. Provide to the superintendent a report that lists all students, affected courses, and the results of such assessments, at the end of each semester in which the policy is employed by a student.

5. Provide an appropriate setting, schedules and supervision for examinations and other assessment forms under this provision.

6. Provide appropriate notification to all students, parents, and guardians regarding the results of the students' performance.

B. Classroom teachers will:

1. Prepare and submit, two weeks prior to the beginning of a semester in which a course will be offered, a written examination or examinations, through which a student may demonstrate reasonable mastery in the course. If a portfolio, research paper, or other form of assessment is required, a detailed description of that form is also required.

2. Indicate performance benchmarks that will demonstrate reasonable mastery of the course content.

3. Review the students' performance on such assessments and report to the principal whether the student has demonstrated mastery by attaining a grade equivalent to C+ (78%), or better, and has earned "credit" for the course.

4. Ensure that the assessment forms and procedures required of students under this provision are comparable and equivalent to those required of students taking the class in the conventional manner.

C. Students will:

1. Submit the required form: "Student Request for Individual Assessment", at least fifteen days prior to the start of the given class. Students may make only one request per semester unless specific permission is granted by the principal.

2. Fulfill the requirements for those individual assessments as scheduled by the counseling office, prior to the start of the class.

V. The Freeland Community School District will identify or design an individualized assessment form for those students who wish to demonstrate mastery of a foreign language not acquired in a public or private school setting. No other specialized assessment forms for the purposes of complying with this law will be developed.

See “Request for Individual Assessment in Lieu of course Form on following page:
Freeland High School Student
Request for Individual Assessment in Lieu of Course Form

Date of Request: _____________________________________________________
Student: ____________________________________________________________
Address: ____________________________________________________________
Parent/Guardian: _____________________________________________________
Phone: _____________________________________________________________

I am requesting to demonstrate mastery of the content in a course at Freeland High School. I understand that this assessment may include not only an examination, but also written reports, research papers, a portfolio or other assessments required within the course. I understand that I can earn credit toward graduation through this assessment, but I can only earn a "pass" notation, that cannot be used in computing my grade point average. I am aware that if I earn a "pass" notation in this course or courses, I cannot subsequently request individual assessment for a prior course in the sequence, or enroll in a lower course sequence in the same subject.

Course for which I am requesting individual assessment in lieu of course:

Course Title: _____________________________________        School Year: ______________________
☐ Semester 1
☐ Semester 2
☐ Full Year

________________________________        ___________________________________
Student Signature                                            Parent/Guardian Signature

Office Use Only

This request is rejected due to the following:
  Student has previously tested out of a higher course in the sequence.
  Student has submitted the request for a non-eligible course.
  Other (specify) _____________________________________________

This request is approved and referred to:
Date: _______________   Instructor:___________________________
Results of Individualized Assessment:   Pass _____   Fail ____
Date: _______________   
Attach copies of critical materials and student performance/ products/portfolios.
I hereby affirm that ____________________ has demonstrated mastery of the content for the course.

Instructor Signature/Date ______________________________________________________

Approved By Counselor/Date ____________________________________________________

Approved By Principal/Date ____________________________________________________

Superintendent Notification/Date__________________________________________________
Awards
Students with high academic standing are eligible for the honor roll. To qualify as an honor student, a student must earn a "B" average (3.00) or better. Names will be posted in local newspapers when space is available. Additionally, students will be recognized at an Honors Assembly in June for achieving a 3.0 cumulative grade point average. Academic letters and medals will be presented.

The honor of being named Valedictorian is reserved for the senior student(s) who have achieved the highest cumulative grade point average in the class, at the end of the seventh semester. The title of Salutatorian is reserved for the senior student(s) who have achieved the second highest cumulative grade point average for the class, at the end of the seventh semester. Additionally, a senior must have been attending Freeland High School for at least four semesters in order to be named either a Valedictorian or Salutatorian of the class. Transfer students attending less than three semesters will be recognized as honor students but will not be awarded the title of Valedictorian or Salutatorian.

Grading Policy

Freeland High School Grading Scale

<table>
<thead>
<tr>
<th>Range</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
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</tr>
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Testing

Ninth and Tenth Grade
Students will take the PSAT test.

Eleventh Grade
Students will take the MME test in the spring, which includes the SAT test, WorkKeys and MSTEP tests. This test is taken over multiple days during the spring semester and covers all core content areas. These tests are a graduation requirement.

Twelfth Grade
There is no required testing for twelfth grade students unless test graduation requirements were not met in eleventh grade.
What is a personal curriculum?
The personal curriculum (PC) is a process to modify specific Michigan Merit Curriculum (MMC) high school credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

Who may request a personal curriculum?
The parent or guardian of a student for whom a personal curriculum is sought, or the student if the student is of the age of majority or an emancipated minor may request a personal curriculum. Other potential requesters include, a teacher who is currently teaching the student (who currently teaches in, or whose expertise in, a subject area proposed to be modified by the PC, or who is determined by the principal to have qualifications otherwise relevant to developing a PC), or a school counselor or school employee qualified to act in a counseling role.

If the request for a PC is made by the student’s parent or legal guardian or, if the student is at least age 18 or is an emancipated minor, by the student, the school district shall develop a PC for the student pursuant to the parameters outlined in the 380.1278b(5).

When may a personal curriculum be requested?
If the student has an Individualized Education Program (IEP), the personal curriculum request may be submitted prior to 9th grade, although any resulting PC may not be implemented until the onset of 9th grade. The earliest submission timeline for all other PC requests is after the student has completed 9th grade.

If the parent/guardian/student is interested in more information on the PC option, or would like to make a request for a PC, please contact the Guidance Office @ 695-5526, or visit the district’s website at www.freelandschools.net/High School/Guidance Office/Curriculum Guide.
Students may enroll in a college course under the Post-Secondary Enrollment Options Act, if the following conditions are met:

1. The student must be enrolled at Freeland High School.

2. The student must have received a qualifying score in the subject area he/she plans to pursue through dual enrollment. PSAT, SAT, and ACT scores will be used to determine eligibility. In content areas for which there is no qualifying score, students must receive special permission from the Principal in order to qualify for dual enrollment. Prior academic performance, attendance and applicability to the student's academic goals, as demonstrated by prior course selection, are some of the considerations which will influence the Principal’s decision on non-core classes.

3. The student must have the approval of the Counselor/Principal and complete the proper application forms.

4. The student must be enrolled at both Freeland Community School District and the post-secondary institution during the local school district’s regular academic year (Fall/Winter semesters). A student can dual enroll during the Spring/Summer semester of the post-secondary institution; however, this will not be paid for by the school district. The student must be enrolled in at least one high school class.

5. The college course must not be offered by the school district. A course offered by an eligible postsecondary institution that is not offered by the school district including Advanced Placement. An exception to this could occur if the Freeland Community School District Board of Education determines that a scheduling conflict exists, which is beyond the student’s control.

6. The college course cannot be a hobby, craft or recreation course, or in the subject area of physical education, and must be offered for postsecondary credit.

7. The college course must be part of the student’s seven-hour school day. The District is not permitted to pay for more than ten (10) total dual enrollment courses for any one student. If a student first dually enrolls in 9th grade, that student may not take more than two (2) dual enrollment courses per year for the students 9th, 10th, and 11th grade years, and not more than four (4) dual enrollment courses in the student’s 12th grade year. If the student first dually enrolls in 10th grade, the student may not take more than two (2) dual enrollment classes in 10th grade, and not more than four (4) dual enrollment courses in 11th and 12th grades. If the student first dually enrolls in grades 11 or 12, the student may not take more than six dual enrollment courses in either 11th or 12th grade.

Information for dual enrollment is available in the Guidance Office. Special programs for underclassmen at colleges must be reviewed and approved through the Counselor or Principal. A college credit course cannot be used to substitute or fulfill a subject requirement of Freeland High School, unless prior approval is granted by the Counselor or Principal. A college course worth 2 credits will count for .25 high school credits. A college course worth 3, 4, credits will count for .50 high school credits. A 5, 6, 7, 8 credit class will count for 1.0 high school credit. A 1 credit course will not be permitted. College credit/grades will not be included on the students’ high school transcript until an official college transcript is received by the Guidance Office. Students will be able to elect to take courses for college credit only, for high school credit only, or for both high school and college credit. The student shall designate the type of credit desired at the time of enrollment. The only option not available is pass/fail. If the student wishes to have the grade from each course entered on his/her transcript and made a part of his/her GPA either for possible scholarships or participation in collegiate athletics, s/he should so notify the principal at the time of enrollment. Freeland Community School District is responsible for the lesser of: a) the tuition, course fees, material fees and registration fees required by the post-secondary institution, or b) the state
portion of the student’s foundation allowance, adjusted to the proportion of the school year they attend post-secondary institution. If a student fails to complete a college course with a passing grade for which the district has paid for, the student will reimburse the district for the full amount of the textbooks purchased and tuition paid for that course.

**OFF SITE OPPORTUNITIES**

Freeland High School partners with several area schools and organizations to provide Career and Technical Education programs and Work Based Learning Experiences to students. Freeland High School does not provide transportation for students to attend these programs.

**Work-Based Learning (WBL) (Formerly Co-Op)**

Work-Based Learning (WBL) allows students to gain knowledge and skills through on-the-job work experiences. Work-Based Learning students spend part of their day in school and part of their day working in an approved training station. Students receive pay for their work and also receive school credit. Work-Based Learning opportunities are available for those who have good employability skills and have an interest in learning more about a particular career area. Students must be enrolled in a related course of study while participating in Work-Based Learning.

* Students must have an EDP which supports the Work-Based Learning training agreement.
* Students must have a minimum of 19 credits entering into senior year.
* Students must have good attendance.
* Students must have a minimum of a 2.0 GPA or special permission from the Work-Based Learning Coordinator.

At the conclusion of the Work-Based Learning experience (36 weeks), students will earn between 1.0 and 3.0 credits depending on the number of hours released from school per day.

**BAY-ARENAC ISD CAREER CENTER (BAISD)**

The Bay-Arenac ISD Career Center (BAISD) offers an array of technical education programs. Students at the BAISD have the opportunity to pursue a wide variety of experiences with specific technical training that will give them an advantage when entering college or the work force. Students can earn both high school and college credit through their career program.

Students at Freeland High School have the opportunity to attend the BAISD during their Junior and/or Senior year. Students attend the BAISD for one-half of their school day and they attend academic classes at Freeland High School for the remainder of the school day. Students will earn 4.0 credits for their year-long BAISD course. The BAISD course will be transcripted by listing the name of the CTE course and credits earned and each academic course and the credit earned for that particular course. Academic credits earned at BAISD will not replace required courses for graduation at Freeland High School except for the following: a BAISD course that offers one credit of math during the student’s senior year at BAISD, may use that credit to fulfill the Senior Math requirement of the Michigan Merit Curriculum.

Students enrolled at the BAISD during their senior year, will be exempt from Electronic Research class at Freeland High School if the following condition is met: Students must join and participate in the student club
associated with their CTE course. Within their club, students will have the opportunity to create career related products and present their work in front of their peers and professionals. If there is not a student club available within a student’s CTE course, the student must enroll in Electronic Research class at Freeland High School.

The following programs are available to students:

- Culinary Arts, Travel & Hospitality Management
- Marketing & Management
- Dental Occupations
- Health Technology/Medical Science
- Physical Therapy, Occupational Therapy & Sports Medicine
- Veterinary Science
- Forensic Science
- Nursing Assistant
- Early Childhood Education
- Cosmetology
- Law Enforcement/Criminal Justice
- Collision Repair & Custom Painting
- Auto Mechanics
- Building Trades I & II
- Electronics/Robotics
- Engineering/Drafting
- Precision Machining
- Graphics & Printing Communications
- Small Engine Repair
- Welding Technology
- Agriculture & Natural Resources
- Computer Programming
- Information & Network Technologies
- Diesel/Heavy Equipment Technology
- Cyber Security

**SAGINAW CAREER COMPLEX (SCC)**

The Saginaw Career Complex offers an array of technical education programs. Students at the Saginaw Career Complex have the opportunity to get a head start on preparing for a high-skill, high-wage career and earn high school and college credit through their career program.

Students at Freeland High School have the opportunity to attend the Saginaw Career Complex during their Junior and/or Senior year. Students attend the Saginaw Career Complex for one-half of their school day and they attend academic classes at Freeland High School for the remainder of the school day. Students will earn 4.0 credits for their year-long SCC course. The SCC course will be transcripted by listing the name of the CTE course and credits earned and each academic course and the credit earned for that particular course. Academic credits earned at SCC will not replace required courses for graduation at Freeland High School except for the following: a SCC course that offers one credit of math during the student’s senior year at SCC, may use that credit to fulfill the Senior Math requirement of the Michigan Merit Curriculum, and a student who attends SCC for two years and successfully completes the Senior English course during that time at SCC, may be exempt from the Senior English requirement at Freeland High School.

Students enrolled at SCC during their senior year, will be exempt from Electronic Research class at Freeland High School if the following condition is met: Students must successfully complete the Senior Project requirements set forth by SCC within their CTE course. If a CTE course at SCC does not complete a Senior Project, students must enroll in Electronic Research class at Freeland High School.

The following programs are available to students:

- Graphic Arts
- Computer Technology and Networking
- Game, Database and Web Design
- Culinary & Hospitality Management-Pro-Start
Students are eligible to apply beginning in the spring of their sophomore year.

**MIDLAND ESA**

The Freeland Community School District partners with the Midland County Educational Service Agency (Midland ESA) to provide a career and technical educational program.

**Building Trades at Bullock Creek High School:** This program is for 10th-12th graders and is located at Bullock Creek High School. Students will build a house from the ground up and are involved in all aspects of the residential construction industry. Skills in carpentry, masonry, drywall, and wiring are covered. Students will earn 3.0 credits for this year long class. This course will be transcripted by listing the name of the CTE course and credits earned. In addition, seniors who are enrolled in this program during their senior year will fulfill the Senior Math requirement of the Michigan Merit Curriculum.

Students are eligible to apply for the Building Trades program in the spring of their freshman year.

**GREATER MICHIGAN CONSTRUCTION ACADEMY**

**Greater Michigan Construction Academy (GMCA)** – The Freeland Community School District partners with the Greater Michigan Construction Academy (GMCA) to provide additional career and technical educational programs to students including: Carpentry and Electrical, Welding and HVAC. The programs are at various sites throughout Midland and Saginaw counties, and students are eligible to attend their Junior and/or Senior year. Students may choose from two time slots and will earn 3.0 credits for this year long course. The course will be transcripted listing the name of the CTE course and credits earned. Students are eligible to apply beginning in the spring of their sophomore year.
The Saginaw ISD offers a variety of Career and Technical programs along with Work Based Learning opportunities to students in Saginaw County. Students at Freeland have the opportunity to enroll in a program that offers high school credit as well as industry certifications. The course will be transcripted listing the name of the course and credits earned.

**EMT/Paramedics (Seniors in their 2nd Semester)**
This program is a partnership with Mobile Medical Response (MMR) to offer EMT training into Paramedic Training and employment opportunities. A scholarship is available to pay for the full training cost and is available to any student in the program (with the exception of books which run approximately $200-$300.) Preference will be given to students who aspire to obtain their paramedic license. Classes take place in the evenings at MMR in Saginaw and are not in lieu of classes at Freeland High School. Students must apply by December 1 of their senior year. Students will earn 1.5 credits, but will earn a CR for credit and will not receive a letter grade.

**Insurance Leadership Academy (Juniors and Seniors)**
This program is a partnership with Frankenmuth Insurance, the Tuscola Technology Center, and the Saginaw ISD, in conjunction with Northwood University. This program is a direct credit opportunity with Northwood of up to 12 credits, along with the ability to take the AINS insurance designation exam, as well as work based learning, internships and field trip opportunities. Students will get to explore five different career paths within this industry. Classes are held at Frankenmuth Insurance in Frankenmuth. Students are eligible to apply in the spring of their sophomore year. Students will earn 3.0 credits for their year-long course.

**Heavy Equipment Operator (Seniors)**
This Work Based Learning opportunity is the result of a partnership with AIS in Bridgeport. Students will work side-by-side with technicians and have the opportunity to earn industry certifications. Articulated credit through Lansing Community College may also be earned (5 credits). Classes are held at AIS in Bridgeport. Students are eligible to apply in the spring of their junior year. Students will earn 4.0 credits for their year-long course.

**Cybersecurity (Juniors and Seniors)**
Within this Career and Technical Education program, students will gain competitive skills required to administer, analyze, and secure applications, networks, and devices. Certifications can be obtained in Microsoft, MTA, Linux+, NET+, CISSP, CCNA, SECURITY+, CEH, and Cisco Cyber Essentials. Classes are held at Swan Valley High School from 7:30-10:30 am. Students are eligible to apply in the spring of their sophomore year. Students will earn 4.0 credits for their year-long course.

**HVAC (Juniors and Seniors)**
A dual enrollment opportunity with Delta College in a planned program of study leading to an Advanced Certificate (upon completion of two years or partial credit earned if only one year is completed.) Classes are held at Delta College. Students are eligible to apply in the spring of their sophomore year. Students will earn 2.0 credits for their year-long course.
The GLBEC is a program partnership between the Saginaw Intermediate School District, Saginaw Valley State University and Delta College aimed at providing high school students the opportunity to earn up to 60 college credits while completing their graduation requirements. While students will no longer be attending class at Freeland, they can still participate in sports and other extra-curricular activities. The program itself is offered free of charge to the students; students are responsible for providing their own transportation as well as the cost of textbook and other course supplies. GLBEC is designed as a three-year program; at the end of the three years, students will receive their high school diploma (issued from their home high school) and will have the opportunity of continuing their college experience at SVSU or applying as a “freshmen with transfer credits” to another college or university. GLBEC students are still able to participate in graduation activities; however they will not be eligible for academic awards from FHS. Students must complete and submit the application packet and corresponding documents directly to the GLBEC program.

SASA offers opportunities in the following areas of concentration: mathematics/science, language arts, global studies, visual arts, theatre, voice/keyboard or dance.

Students interested in applying to SASA must submit a complete application, take a quantitative and verbal reasoning test, and complete a writing exercise. Depending on the applicant’s proposed program, additional testing, an audition, portfolio, interview or writing sample may be required.

Transfer students who have regularly attended a school three weeks prior to enrollment will be scheduled into Freeland High School courses immediately. Students who have not attended a school three weeks prior to their arrival at Freeland, must wait until the beginning of the next semester before they will be registered.

New students or transfer students enrolling in Freeland High School will need to complete the credits and subject requirements for the Freeland High School diploma/graduation. The review and evaluation of a new student’s
transcript will be used to determine what courses/credits count as meeting the Freeland High School requirements for graduation.

Valedictorian and Salutatorian selections will be based on a minimum of two (2) years (four consecutive semesters) at Freeland High School. Transfer students with less than three (3) consecutive semesters at Freeland High School may qualify in the top ten, but not as Valedictorian or Salutatorian.

**CREDIT RECOVERY OPTIONS**

Students may recover credits to count toward regular high school graduation/diploma. Additional credit(s) may be added through approval of the Principal/Counselor. The school is not responsible for any cost associated with enrollment in a credit recovery course. Students may recover credits through approved programs including: APEX, Michigan Virtual High School, American School, and summer school courses offered through various local school districts. Registration for courses must be completed and approved through the Principal/Counselor. Credit for successful completion of a course will only be recorded on the student’s transcript after an official credit report is received by the Guidance Office. All recovery credits will be transcripted as Credit/No Credit.

**ON-LINE COURSES**

On-line courses are available to students in grades 7-12, with priority to those who are interested in taking a course not offered at Freeland High School or who have a conflict in their course schedule. Students must be independent learners, be able to pace themselves to be successful in an online course, and must have consent of their parent/guardian. Students may be enrolled in up to two online courses a semester. Each semester course taken during the scheduled school day will earn one-half (0.5) credit and receive a letter grade. Semester courses taken outside of the scheduled school day will earn 0.5 credits and will receive credit/no credit. Online classes will follow a cumulative grading procedure and athletic eligibility guidelines apply to all online courses.

Enrollment in an online course may be denied to a student if: the course is inconsistent with remaining graduation requirements, the student does not possess prerequisite skills to be successful, the student has previously failed an online course in the same subject, or the online course is of insufficient quality or rigor.

Students who enroll in an Advanced Placement course will be required to pay for and complete the Advanced Placement exam in May, even if the AP course is only taken during the fall semester. Registration for all online courses will require an application form as well as an online readiness survey to be signed by the counselor, student, and parent/guardian. A complete listing of online courses is available in the Guidance Office and on the Guidance Office website.

**FREELAND HIGH SCHOOL/DELTA COLLEGE ARTICULATION AGREEMENTS**

"Articulation" is a process which enables students to make a smooth transition from Freeland High School to Delta College without duplication of courses. Students receive credit for high school to apply toward a certificate or associates degree at Delta College. Successful completion at Freeland High School is validated by: achieving a
pre-determined minimum grade in the course, the Freeland instructor is confident that the student can successfully complete subsequent courses at Delta, and the student must obtain the signature of the Freeland instructor on the articulation application. Once the student is enrolled at Delta, he/she may request to articulate the Freeland course to the Delta transcript. The articulation application is valid for two years from the date it is signed.

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<tr>
<th>Freeland High School Course</th>
<th>Delta Course</th>
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<tr>
<td><strong>Engineering/Manufacturing and Industrial Technology Pathway</strong></td>
<td>CAD-114 or SKCA 114 or ARC 114 Architectural AutoCAD 2D Basics (3 cr.)</td>
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<tr>
<td>Intro to Drafting Computer Aided Design Software I</td>
<td>ARC-105 Arch Drafting I (4 cr.)</td>
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<tr>
<td>Manufacturing Technology I and II</td>
<td>WELD 101 Exploratory Oxy-Fuel Welding and Cutting (1 cr.)</td>
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<td>WELD 102 Exploratory Shielded Metal Arc Welding (1 cr.)</td>
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<td>WELD 108 Exploratory Gas Metal Arc Welding (1 cr.)</td>
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<td>WELD 104 or SKWL 104 Intro to Shielded Metal Arc Weld (3 cr.)</td>
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<td><strong>Health Sciences Pathway</strong></td>
<td>EER 100 Career in Engineering (1 cr.)</td>
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<td>Anatomy &amp; Physiology</td>
<td>BIO-101 Introduction to Anatomy and Physiology (4 cr.)</td>
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<td><strong>Human Services Pathway</strong></td>
<td>CD111 Introduction to Early Childhood Education (3 cr.)</td>
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<td>Education Exploration</td>
<td>CD112 Learning Center Activities (3 cr.)</td>
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<td>Pre-School Years</td>
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<tr>
<td><strong>Business, Management, &amp; Marketing Pathway</strong></td>
<td>ACC III Introductory Accounting (4 cr.)</td>
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<td>Fundamentals of Accounting I and II</td>
<td>MGT 153 Introduction to Business (3 cr.)</td>
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<td>CST 104 Microsoft Word Foundations (3 cr.)</td>
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<td>CST 155 Microsoft Excel (3 cr.)</td>
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<td>CST 204 Microsoft Word: Intermediate (2 cr.)</td>
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**FREELAND HIGH SCHOOL/BAKER COLLEGE DIRECT CREDIT**

“Direct Credit” is a process which enables students to take classes at Freeland High School with a Freeland teacher and earn Baker College credit. Students receive college credits that can be transferred or applied to any college accepting Baker credits.

Freeland Community School District is responsible for the lesser of: a) the tuition, course fees, material fees and registration fees required by the post-secondary institution, or b) the state portion of the student’s foundation allowance, adjusted to the proportion of the school year they attend post-secondary institution. If a student fails to complete a college course with a passing grade for which the district has paid for, the student will reimburse the district for the full amount of the tuition paid for that course. All other dual enrollment policies apply.
Freeland High School Course | Baker Course and Credits
---|---
Fundamentals of Accounting I | ACCT 121 and ACCT 122 (6 credits)
Principles of Marketing | MKT 111B (3 credits)
Introduction to Business | MGT 101 (3 credits)

**NCAA DIVISION I INITIAL-ELIGIBILITY REQUIREMENTS**

- **Core Courses (16)**
  - Initial full-time collegiate enrollment before August 1, 2016:
    - Sixteen (16) core courses are required (see chart below for subject-area requirements).
  - Initial full-time collegiate enrollment on or after August 1, 2016:
    - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
    - These courses/grades are “locked in” at start of the seventh semester (cannot be repeated for grade-point average (GPA) improvement to meet initial-eligibility requirements for competition).
    - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

- **Test Scores: (ACT/SAT)**
  - Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
    - **SAT:** critical reading and math sections.
      - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
    - **ACT:** English, math, reading and science sections.
      - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
  - All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
  - Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

- **Core Grade-Point Average:**
  - Only core courses that appear on the high school’s list of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
  - Initial full-time collegiate enrollment before August 1, 2016:
    - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (Minimum 2.000) on Sliding Scale A (see Page No. 2).
    - Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.
  - Initial full-time collegiate enrollment on or after August 1, 2016:
    - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2)
    - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science, “locked in”) and subject-area requirements.
### Division I

#### Core-Course Requirement (16)
- 4 years of English
- 3 years of Math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

#### Division I – 2016 Qualifier Requirements
*Athletics aid, practice, and Competition*
- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
  - “Locked in” for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (See Page No. 2)
- Graduate from high school.

#### Division I – 2016 Academic Redshirt Requirements
*Athletics aid and practice (no competition)*
- 16 core courses
  - No grades/credits “locked in” (repeated courses after the seventh semester begins may be used for initial eligibility).
  - Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Slide Scale B (see Page No. 2).
- Graduate from high school.

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).
### NCAA Division I Sliding Scale A
Use for Division I prior to August 1, 2016
New Core GPA / Test Score Index

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### NCAA Division I Sliding Scale B
Use for Division I beginning August 1, 2016
New Core GPA / Test Score Index

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<td>1020</td>
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</table>
Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- 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 following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT,** use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. **Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website ([www.elibigilitycenter.org](http://www.elibigilitycenter.org)). Only courses that appear on your school’s approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition **on or after August 1, 2018,** is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier **on or after August 1, 2018,** is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

### DIVISION II
16 Core Courses

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years of English</td>
</tr>
<tr>
<td>2 years of mathematics (Algebra I or higher)</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of</td>
</tr>
<tr>
<td>lab if offered by high school)</td>
</tr>
<tr>
<td>3 years of additional English, mathematics or</td>
</tr>
<tr>
<td>natural/physical science.</td>
</tr>
<tr>
<td>2 years of social science.</td>
</tr>
<tr>
<td>4 years of additional courses (from any area</td>
</tr>
<tr>
<td>above, foreign language or comparative</td>
</tr>
<tr>
<td>religion/philosophy).</td>
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</table>
### Division II Competition Sliding Scale
Use for Division II beginning August 1, 2018

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>SAT Verbal and Math only</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.300 &amp; above</td>
<td>400</td>
<td>37</td>
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<tr>
<td>3.275</td>
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<td>38</td>
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<td>70 &amp; above</td>
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</table>

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org

### Division II Partial Qualifier Sliding Scale
Use for Division II beginning August 1, 2018

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<tr>
<th>Core GPA</th>
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<th>ACT Sum</th>
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<td>68 &amp; above</td>
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### GRADUATION REQUIREMENTS

A motion was made by Member Argyle, supported by Member Youngstrom, the Board approves the graduation requirement changes as presented. The motion carried 7-0.

(2) In addition to the requirements under subsection (1), beginning with pupils entering grade 3 in 2006, the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed during grades K to 12 at least 2 credits that are grade-appropriate in a language other than English or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on...
guidelines developed by the department. For pupils who graduate from high school in 2016, 2017, 2018, 2019, 2020, or 2021 only, a pupil may partially or fully fulfill 1 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the requirements under subsection (1)(a)(iv). The board of a school district or board of directors of a public school academy is strongly encouraged to ensure that all pupils complete at least 1 credit in a language other than English in grades K to 6. For the purposes of this subsection, all of the following apply:
**Planning Your High School Course of Study**

It is expected that the student and parents, with guidance and advice from the school and faculty, will consider his/her future plans and aspirations, and plan a high school program which best reflects the student’s interest, abilities and career goals. **Graduation Requirements for the Class of 2019 and Beyond**

<table>
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<tr>
<th>Subject</th>
<th>Credits</th>
<th>Courses</th>
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<td>Freshman English or Honors (9th) 1.0 Credit</td>
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<td>Sophomore English or Honors (10th) 1.0 Credit</td>
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<td>Junior English or Honors (11th) 1.0 Credit</td>
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<td></td>
<td>Senior English (12th) 1.0 Credit</td>
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<td>Additional Courses: Communications, AP English Lit/Comp</td>
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<td>Mathematics</td>
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<td>Algebra I (9th) 1.0 Credit</td>
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<td>Geometry (10th) 1.0 Credit</td>
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<td>Algebra II (11th) 1.0 Credit</td>
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<td>Additional Math Course (12th) 1.0 Credit</td>
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<td>Science</td>
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<td>Biology or Honors Biology (9th) 1.0 Credit</td>
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<td></td>
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<td>Physics or Honors Physics (10th) 1.0 Credit</td>
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<td></td>
<td>Chemistry (11th) 1.0 Credit</td>
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<td></td>
<td>Additional Courses: Anatomy &amp; Physics, Advanced Chemistry, Environmental Science, Advanced Physics, Fisheries and Wildlife, STEM Algebra II/Physics</td>
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<tr>
<td>Social Studies</td>
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<td>U.S. History/Geography (9th) 1.0 Credit</td>
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<td>World History/Geography (10th) 1.0 Credit</td>
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<td>American Government (11th) 0.5 Credit</td>
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<td>Economics (11th) 0.5 Credit</td>
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<td>Additional Courses: AP U.S. History, Psychology, Sociology, AP Gov’t</td>
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<tr>
<td>Physical Education</td>
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<td>Physical Education (9th) 0.5 Credit</td>
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<td>Health (9th) 0.5 Credit</td>
</tr>
<tr>
<td>Computer Technology</td>
<td>0.5</td>
<td>Electronic Research (12th) 0.5 Credit</td>
</tr>
<tr>
<td>Visual, Performing or Applied Arts</td>
<td>1</td>
<td>Course Offerings: Creative Explorations, Drawing, Painting, Ceramics, Graphic Arts, Intro to Sculpture, Yearbook, Theater, Freshman Band, Symphony Band, Wood Working, Manufacturing Technology, Project Lead the Way-Principles of Engineering or Introduction to Engineering Design. Intro to Drafting, Computer Aided Design Software, and Choir.</td>
</tr>
<tr>
<td>Electives</td>
<td>7.5</td>
<td>Any credits earned in the above courses that are above and beyond the requirements will count as elective credits.</td>
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<tr>
<td>On-Line Learning Experience</td>
<td></td>
<td>Students must take an on-line course or have an on-line learning experience.</td>
</tr>
<tr>
<td>World Languages</td>
<td>2 Credits</td>
<td>Students are required to complete 2 credits of a world language. Students may earn 1 full credit by participating in a visual, performing or applied arts class</td>
</tr>
<tr>
<td>-----------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Total</td>
<td>26 Credits</td>
<td></td>
</tr>
</tbody>
</table>

36
Middle School
And
High School Course Descriptions
Language Arts
Language Arts

7th Grade Language Arts

Course...:  7201-7202
Duration:  36 Weeks
Credit...:  1.0

English offers activities to improve skills in listening, reading, writing, and studying literature. Weekly activities include proofreading sentences, reading workshop, and writing workshop. In literature, the class studies short stories, plays, and various novels.

Prerequisites......: None
Grades Taught..:  7

Speech

Course...:  Exploratory
Duration:  9-12 weeks

Speech is a course designed to develop students’ formal presentation skills, and also allow them to discover the art of communications. Students will be asked to give speeches on informative topics as well as perform small selections of drama. Along with the presentation aspect of the class, students will also study the art of communication and the impact social media has played in the process.

Prerequisites......: None
Grades Taught..:  7

Library Explorations

Course...:  Exploratory
Duration:  9 weeks

Discover the wonderful world of books, researching, and media. In this class, students will get the opportunity to checkout and read books from the library as well as create book-related projects such as book posters.

Prerequisites......: None
Grades Taught..:  7

8th Grade Language Arts

Course...:  8201-8202
Duration:  36 Weeks
Credit...:  1.0

English class discussions and study groups will explore various genre to encourage proficiency and enjoyment. Basic skills will be reinforced through Collins Writing Program as the students complete a variety of creative writing projects.

Prerequisites......: Successful completion of 7th grade English
Grades Taught..:  8

Creative Writing

Course...:  Exploratory
Duration:  9-12 weeks

7th graders, who complete the creative writing course, will not only explore the different genres of writing, but also develop their skills within the writing process. Peer editing will be utilized through this process to enhance grammar usage and vocabulary development.

Prerequisites......: None
Grades Taught..:  7
### Media Literacy

**Course:** 2203 / Exploratory  
**Duration:** 9-12 Weeks

This course takes a broad look at news and current events in a variety of formats and mediums. Students will watch daily news, read news online, and evaluate news from print. Students will become critical consumers of the news, and will use this lens to make decisions about the purposes in news, the reliability of news, and the main ideas found in news. Students will then take these reading skills and will apply them to their writing skills by developing their own news page. The curriculum is designed to increase and enhance knowledge of current news, while incorporating writing skills as well as reading for information.

**Prerequisites:** None  
**Grade Taught:** 8

### Freshman English

**Course:** 0101-0102  
**Duration:** 36 Weeks  
**Credit:** 1.0

This course is designed to promote writing through a literature based program that reinforces the student’s knowledge of grammar, composition, and vocabulary. Included in study will be the short story, non-fiction, drama, the novel, and the epic poem. Projects and group work will be added to many of the assignments.

**Prerequisites:** None  
**Grades Taught:** 9 (required)

### Honors Freshman English

**Course:** 0101H-0102H  
**Duration:** 36 Weeks  
**Credit:** 1.0

This yearlong course is designed for the motivated student who possesses superior English skills and has the capacity to work at an accelerated pace. The goal of this course is to increase the advanced student’s proficiency at writing through a literature based program that reinforces skills in grammar, public speaking, critical analysis, composition, and vocabulary. Included in study will be the short story, non-fiction, drama, the novel, and the epic poem. Summer Reading May Be Required.

**Prerequisites:** Application Process  
**Grades Taught:** 9 (elective) this class will fulfill the requirements for general 9th grade English.

### Sophomore English

**Course:** 0103-0104  
**Duration:** 36 Weeks  
**Credit:** 1.0

This course focuses on American Literature with college writing. Students will focus on meeting state standards in reading and writing, as well as preparation for the ACT. A career research paper will also be required.

**Prerequisites:** Successful completion of Freshman English  
**Grades Taught:** 10 (required)
Honors Sophomore English

Course...: 0103H-0104H
Duration: 36 Weeks
Credit...: 1.0

This course focuses on American Literature with college writing. Students will focus on meeting state standards in reading and writing, as well as preparation for the ACT. A career research paper will also be required. Finally, this course consists of a focus on additional reading, vocabulary, grammar, and literary terms and strategies.

Prerequisites......: Successful completion of Honors Freshman English or Teacher Recommendation and Application Process.

Grades Taught..: 10 (elective) this class will fulfill the requirements for the general 10th grade English.

Honors Junior English

Course...: 0118H-0119H
Duration: 36 Weeks
Credit...: 1.0

Junior English is a survey of British Literature (including Beowulf, The Canterbury Tales, Macbeth, etc.). This course also prepares students for the MME/ACT test taken in the spring. This course also focuses on college-level reading, writing, and grammar. Finally, this course consists of a focus on pre AP literary terms and strategies.

Prerequisites......: Successful completion of Honors Sophomore English or Teacher Recommendation and Application Process.

Grade Taught..: 11 (elective) this course will fulfill the requirements for a general 11th grade English.

Junior English

Course...: 0118-0119
Duration: 36 Weeks
Credit...: 1.0

Junior English is a survey of British Literature (including Beowulf, The Canterbury Tales, MacBeth, etc.) which focuses of the themes of Transformational Thinking and Success. This course also prepares students for the MME/ACT test taken in the spring, with a focus on college level writing and grammar.

Prerequisites......: Successful completion of Sophomore English
Grades Taught..: 11 (required)

Senior English

Course...: 0120-0121
Duration: 36 Weeks
Credit...: 1.0

Senior English is a survey of Literature (including Julius Caesar, Fahrenheit 451, The Great Gatsby, and The Scarlet Letter, and Death of a Salesman) which focuses on the themes of Leadership Qualities and Diverse Perspectives. Emphasis is on college writing, literature, and speech to transition students from high school to post graduate world.

Prerequisites......: Successful completion of Junior English
Grades Taught..: 12 (required)
Theater I & II

Course...: 0106 - 0107  
Duration: 18 Weeks  
Credit...: 0.5 (Arts credit only)

Shakespeare said “All the world’s a stage…” We are all actors in our personal and social lives. Basic acting principles and performance experiences can benefit anyone who interacts with other people. Student involvement in charades, improvisation, pantomimes, acting and directing will be included as students develop and master their understanding and skills in theatre arts. Students will attend several plays during the semester. This course is designed for those students who like to have fun and who would like to know more about the stage. This course is performance oriented; therefore, individual and group performances will be an important part of the course. Students will leave this course with many valuable skills that can be applied to real life. If you crave something different that is exciting and challenging, then this course is for you!

Prerequisites......: None  
Grades Taught..: 9, 10, 11, 12

Creative Writing

Course....: 0108  
Duration: 18 Weeks  
Credit...: 0.5

This class will convince students who enjoy writing that they could be an author! Authorship skills will be emphasized and publishing will be encouraged. Peer revising and sharing will take place. Students will practice writing in the fields of personal narratives (non-fiction) fiction and poetry.

Grades Taught..: 10, 11, 12

AP English Lit/Composition

Course....: 0109-0110  
Duration: 36 Weeks  
Credit....: 1.0

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes. Smaller-scale elements such as the use of figurative language, imagery, symbolism and tone will also be examined. All students must take the AP test near the end of the class for possible college credit. AP test fee will be the responsibility of the parents or student.

NOTE: Grades earned in this course will be based on a 5.0 grading scale. This course may be taken in lieu of Senior English during a student’s senior year.

Prerequisites......: Student must be in 12th grade. Students must meet with the teacher for approval to take this course. Students will also be given a summer reading list.

Grades Taught..: 12

Communications

Course....: 0123  
Duration: 18 Weeks  
Credit....: 0.5

“We cannot not communicate.” We are constantly communicating, so how would you like to have better relationships with your parents, friends, teachers, and coaches? If you would like to improve your communication skills, then this is the course for you! We are constantly communicating either by speaking (verbally) or by our body
language and facial expressions (non verbally). This course is designed to help students master the various types of communication encounters that they handle on a daily basis. This course will include units on relationships, small group dynamics, listening, verbal communication, nonverbal communication and speaking. Students will gain self-confidence to communicate with ease in groups of all sizes. This is a fun course that is designed with the real world in mind. This class includes many fun activities and exercises. If you are looking for a course that will help you to become a better communicator in a fun and relaxing environment, then this is the course for you.

Prerequisites......: None
Grades Taught..: 9, 10, 11, 12

**Yearbook**

Course....: 1407-1408
Duration: 36 Weeks
Credit....: 1.0 (Elective credit only)

In this course, students will learn the principles of producing a 150-200 page full-color book. Students will learn basic film and digital photography and photojournalism skills; improve interviewing, coverage, and writing skills; ethical and legal guidelines for publications; and basic principles of page layout and design. Students will learn aspects of Adobe Photoshop and Adobe InDesign. Each student is also responsible for selling advertisements to community businesses and fundraising to supplement the cost of the book. They will also learn about budgeting and production costs, as well as working together as a team. This class is offered as a teacher recommendation only.
Mathematics
Mathematics

Course 2 Math – 7th Grade

Course#: 7101-7102  
Duration: 36 Weeks

Students who complete this course successfully will develop the ability to use math in the real world both now and in the future. Students will also develop math aptitude and problem solving skills necessary to succeed under the new State of Michigan guidelines.

Prerequisites....: None
Grades Taught...: 7

Course 3 Math – 7th and 8th

Course#: 7103-7104  8101-8102  
Duration: 36 weeks

This course follows the 7th and 8th grade math standards, which are very closely aligned to Algebra 1. The focus of this course is to deepen understanding of Algebra Concepts and to prepare students to be very successful in Algebra 1 as a freshman. In high school, they will be expected to show complete mastery and retention of these topics as well as pass two exams.

Prerequisites....: None
Grades Taught...: 7 and 8

Algebra I – 7th Grade and 8th

Course#: 7105-7106  8103-8104  
Duration: 36 Weeks  
Credit...: 1.0

Successful completion of Seventh Grade Algebra I results in a high school math credit. Though credit is awarded the grade does not figure into the high school grade point average. The material covered is identical to that covered in the high school Algebra I classes.

Prerequisites....: Course 2 Math, assessment scores and teacher recommendation.
Grades Taught...: 7 and 8
Math Student Support Center

Course...: Intervention
Duration: 18 Weeks

Math Support is a flexible course designed to assist students who may be having difficulty with grade level math concepts. Research-based strategies and tools will be used to develop student math skills. While this course is a semester long class, in the event a student is able to develop their math skills and is no longer having difficulty, they will be reassigned to an exploratory option. This class is not designed for accelerated students.

Prerequisites......: Administrative/Team Approval
Grades Taught..: 7, 8

Problem Solving and Statistics

Course...: Exploratory
Duration: 9-12 Weeks

Problem Solving and Statistics introduces statistics as a problem-solving process. In this course, students will build their skills through investigations of different ways to collect and represent data, and describe and analyze variation in data. Through practical examples, students will come to understand some statistical concepts, such as data representation, variation, the mean and median, probability, designing statistical experiments, and population estimations.

Prerequisites: None
Grade Taught....: 8

Geometry – 8th Grade

Course...: 8105-8106
Duration: 36 Weeks
Credit....: 1.0

Geometry should be taken by those students who have successfully completed Algebra I. Topics include: Points, lines, planes, angle relationships, proofs, congruent and similar polygons, basic trigonometry, circles, area and volume.

Prerequisites......: Successful completion of 7th grade Algebra I
Grades Taught..: 8

Algebra I

Course...: 0311-0312
Duration: 36 Weeks
Credit....: 1.0

This course will involve the use of the real number system in solving and graphing linear equations, systems of linear equations and quadratic equations. The basic operations of arithmetic will be applied to the study of polynomials, factoring polynomials and irrational numbers.

Prerequisites......: Teacher Recommendation
Grades Taught..: 9
Geometry

Course...: 0321-0322  
Duration: 36 Weeks  
Credit...: 1.0

Geometry should be taken by those students who have successfully completed Algebra I. Topics include: points, lines, planes, angle relationships, proofs, congruent and similar polygons, basic trigonometry, circles, area and volume.

Prerequisites......: Successful completion of Algebra I  
Grades Taught..: 9, 10

Algebra II A

Course...: 0307-0308  
Duration: 36 Weeks  
Credit...: 1.0

This is the first in a two year course series. In two years, Algebra II A and Algebra II B will cover those topics covered in regular Algebra II. For the first course, Algebra II A, these topics will include advanced study of Algebra I topics and quadratic equations, matrices, conics, logarithms, and complex numbers.

Prerequisites......: Completion of Algebra I, Geometry and Teacher/Counselor recommendation  
Grades Taught..: 10, 11

Algebra II B

Course...: 0309-0310  
Duration: 36 Weeks  
Credit...: 1.0

This is the second in a two year course series. In two years, Algebra II A and Algebra II B will cover those topics covered in regular Algebra II. For the second course, Algebra II B, these topics will include advanced study of Algebra I topics and logarithms, trigonometric functions and progressions.

Prerequisites......: Completion of Algebra II A  
Grades Taught..: 11, 12

Algebra II

Course...: 0315-0316  
Duration: 36 Weeks  
Credit...: 1.0

This course is an advanced study of those topics covered in Algebra I. Additional topics include: quadratic equations, matrices, complex numbers, conics, logarithms, and progressions.

Prerequisites......: Successful completion of Geometry  
Grades Taught..: 10, 11, 12
Statistics/Discrete

Course...: 0301-0302
Duration: 18 or 36 Weeks
Credit...: 0.5 or 1.0

This class is intended to be a third or fourth year mathematics course for students who wish to add an elective math class for enrichment purposes. This is a great class for exercising math skills as tools for real world applications. Topics include: voting methods, fair division, circuits, networks, scheduling, data collection, statistics and probability as well as logic problems. Problem solving skills are emphasized.

Prerequisites......: Successful completion of Geometry
Grades Taught..:  11, 12

Finite Math

Course...: 0305-0306
Duration: 36 Weeks
Credit...: 1.0

This course is designed for students with a firm grasp of math, who want to excel in their coursework. Finite Math is intended for college bound students who have successfully completed Pre-Calculus. Topics will include a review of Algebraic concepts (Linear Equations, Functions, and Graphs), Mathematics of Finance, Matrices, Linear Programming, The Simplex Method, Logic, Sets, Counting Principles, Probability, Markov Chains, Data Description, and Probability Distributions.

Prerequisites......: Successful completion of Algebra II. Grades Taught..:  11, 12

Combined Math (Math for Living)

Course...: 0303-0304
Duration: 36 Weeks
Credit...: 1.0

This course will involve the application of mathematics to real life topics. Topics include: pay computation, checking accounts, credit, budgets, taxes, housing, and insurance’s. Basic math concepts will be emphasized.

Prerequisites......: 11th or 12th grade or Teacher Recommendation
Grades Taught..:  11, 12

Pre-Calculus

Course...: 0317-0318
Duration: 36 Weeks
Credit...: 1.0

A year long course designed for the college bound math/science student. Topics include: functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, systems of equations, and analytic geometry.

Prerequisites......: Successful completion of Algebra II with a C+ or better
Grades Taught..:  10, 11, 12
Calculus

Course: 0319-0320
Duration: 36 Weeks
Credit: 1.0

Calculus is a one-year course designed for college bound math, science and business students. Subject matter will include limits, derivatives applications of derivatives, integrals, and applications of integration. Students will cover material which will prepare them for Calculus I in college. Grades will be based on the normal 4-point scale and there will be no AP test. Students who were successful in Pre-Calculus but found that course to be challenging should take Calculus instead of AP Calculus. Juniors who took Pre-Calculus as Sophomores may take Calculus as Juniors and AP Calculus as Seniors.

Prerequisites: Successful completion of Pre-Calc with a C+ or better
Grades Taught: 11, 12

AP Calculus

Course: 0323-0324
Duration: 36 Weeks
Credit: 1.0

Calculus is a one-year course designed for college bound math, science and business students. Subject matter will include limits, derivatives applications of derivatives, integrals, and applications of integration. Students will cover material which will prepare them for Calculus II in college. Grades will be based on the 5-point scale and students will be required to take the AP test. Chapter tests will emulate the AP test format and will help prepare the students for the actual AP test. AP test fee will be the responsibility of the parents or student. Students who were successful in Pre-Calculus and found that course to be fairly easy should take AP Calculus instead of Calculus.

Prerequisites: Successful completion of Pre-Calc with a C+ or better
Grades Taught: 11, 12

STEM/Algebra II Physics

Course: 0337-0338
Duration: 36 Weeks
Credit: 2.0

This is a year-long course taught in a 2 hour block using a project based learning model. The course is designed to cover standards for both Algebra 2 and Physics and will allow many hands on experiences and student interaction supporting the 21st century learning skills.

Prerequisites: Successful completion of Algebra I.
Grades Taught: 9, 10
Science
### Science

<table>
<thead>
<tr>
<th>Science - 7th &amp; 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course...:</strong> 7301-7302 8301-8302</td>
</tr>
<tr>
<td><strong>Duration:</strong> 36 Weeks</td>
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<td><strong>Credit...:</strong> 1.0</td>
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</table>

Middle School Science is General Science with units covering a variety of scientific areas of study. The material is designed to be age appropriate and is sequential in its presentation. The emphasis in these classes is "hands on science". The scope and sequence of the material was designed by the publishers to closely parallel the areas of testing found on the Michigan Science Assessment Test. Science 7 is founded upon various concepts of physics, such as the laws of motion and the time/space continuum. Science 8 will expose students to the world of earth science. Concepts covered will consist of the geosphere, atmosphere and weather, hydrosphere, and solar system, galaxy and the universe.

**Prerequisites....:** None
**Grades Taught..:** 7, 8

### FUSE

<table>
<thead>
<tr>
<th>Course...: Exploratory</th>
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<tr>
<td><strong>Duration:</strong> 9-12 Weeks</td>
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</table>

FUSE is a 12 week science exploratory that combines hands-on activities with the basic foundations of physics. Through the scientific process, students will study how motion, force, and energy impact their daily lives through lab activities.

**Prerequisites....:** None
**Grades Taught..:** 7

### Fisheries and Wildlife - Introduction

<table>
<thead>
<tr>
<th>Course...: Exploratory</th>
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<tbody>
<tr>
<td><strong>Duration:</strong> 9 Weeks</td>
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</tbody>
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An introductory course to fisheries and wildlife that analyzes fisheries and wildlife systems, the management of such systems, population dynamics and population management. This course will introduce students to habitat degradation and policy/law around natural resources and law enforcement.

**Grades Taught:** 7 and 8
### Biology

Course...: 0401-0402  
Duration: 36 Weeks  
Credit...: 1.0  

This course will consist of the following concepts: organization of living things, plants, animals, ecology, heredity and evolution. This course will incorporate the scientific process and implement technology through the use of labs and internet activities.

**Prerequisites......: None**  
**Grades Taught...: 9 (required)**

### Honors Biology

Course...: 0401H-0402H  
Duration: 36 Weeks  
Credit...: 1.0  

This course will consist of the following concepts: biochemistry/chemistry, cells & cell energetics, DNA/RNA technology and protein synthesis, genetics, human systems, and evolution. This course will incorporate the scientific process and implement technology through the use of labs and Internet activities.

**Prerequisites......: A placement test will be taken in the 8th grade and the score on this test will be combined with the Explore Science score from the 8th grade to determine if the student is ready for this unique, challenging, and demanding biology course.**  

**Grades Taught...: 9 (elective) this class will fulfill the requirements for general 9th grade Biology.**

### Physics

Course...: 0417-0418  
Duration: 36 Weeks  
Credit...: 1.0  

This course will consist of the following concepts: motion, forces, energy, work, light, sound, and electricity. This course will incorporate the scientific process and implement technology through the use of labs and internet activities.

**Prerequisites......: None**  
**Grades Taught...: 10 (required)**

### Honors Physics

Course...: 0417H-0418H  
Duration: 36 Weeks  
Credit...: 1.0  

This course will consist of the following concepts: motion, forces, energy, work, light, sound and electricity. This course will be more rigorous than Physics and require application of higher mathematical reasoning and skills. Students must apply for this course, meet prerequisites and be accepted by a panel of teachers. Applications may be obtained in the guidance office.

**Prerequisites...: Application, B+ or better completion in Biology and Geometry; enrolled in or B+ or better completion of Algebra II.**  

**Grades Taught....: 10 (elective) this class will fulfill the requirements for general 10th grade Physics.**
Advanced Physics

Course...: 0411-0412
Duration: 36 Weeks
Credit...: 1.0

This course is intended for the preparation of advanced science students with interests in the fields of engineering, medicine, and other science fields. The course features a thorough mathematical and laboratory treatment of the principles of both Newtonian and Modern Physics. This course will consist of the following concepts: rotational equilibrium, fluid mechanics, heat, thermodynamics, relativity, electricity (capacitance, Kirchoff Rule, and AC), quantum physics, atomic physics, and nuclear energy. Class can be taken for a math credit.

Prerequisites......: B+ or better completion of Physics and Algebra II, enrollment in or B+ or better completion of Pre-Calculus.
Grades Taught..: 11, 12

Chemistry

Course...: 0415-0416
Duration: 36 Weeks
Credit...: 1.0

This course will consist of the following concepts: atomic structure, periodic table, chemical formulas and reactions. This course will incorporate the scientific process and implement technology through the use of labs and internet activities.

Prerequisites......: None
Grades Taught..: 11 (required)

Criminalistics

Course...: 0403-0404
Duration: 36 Weeks
Credit...: 1.0

This course is designed to introduce students to various aspects of the development and the evolution of the techniques and technology used in forensic criminal investigation, including the 300 year old method of fingerprinting and the computerized analysis of DNA. Other topics may include: handwriting analysis, dental castings, blood typing, bone analysis, fabric analysis, and crime scene analysis including photographing and reporting.

Prerequisites......: Successful completion of Biology and Physics, enrolled in or completion of Geometry, and in 11th or 12th grade
Grades Taught..: 11, 12

Environmental Science

Course...: 0405-0406
Duration: 36 Weeks
Credit...: 1.0

This course will focus on the interactions between the environmental and human activities at the global, national and local level. Concepts taught will be ecosystems, pollution, agricultural effects and an awareness of our natural surroundings. This class is designed for students who have fulfilled their science requirements for graduation, but want to continue their science education.

Grades Taught..: 10, 11, and 12
Advanced Chemistry

Course...: 0407-0408
Duration: 36 Weeks
Credit...: 1.0

This course is designed for the advancing science student. The course features a continuance of the concepts covered in Chemistry. Through demonstrations, laboratory experiments, and lectures the students will learn about periodicity, atomic structure, chemical reactions, the mole, gas laws, acids and bases, oxidation-reduction reactions, electrochemistry and the classes of organic compounds.

Prerequisites......: Successful completion of Biology, Physics & Chemistry with a B- average or better and enrolled in or completion of Algebra II and in the 11th or 12th grade.
Grades Taught.: 11, 12

Anatomy/Physiology

Course...: 0409-0410
Duration: 36 Weeks
Credit....: 1.0

This course is designed for students who are planning a career in nursing, medicine, physical therapy or other biological sciences. This course consists of extensive study of human anatomy and physiology culminating in the required dissection of frogs and cats. Other concepts covered include microbiology and immunology. Students will be asked to write a scientific paper or give a scientific presentation via Power Point.

Prerequisites......: Successful completion of Biology & Physics with a B- average or better and in the 11th or 12th grade.
Grades Taught.: 11, 12

Fisheries and Wildlife

Course...: 0420
Duration: 18 Weeks
Credit....: 0.5

Fisheries and Wildlife is an in-depth analysis of the following: fisheries and wildlife systems, the management of such systems, population dynamics, and population assessment/management of game species, aquatic habitats, habitat degradation, legislation/law and public policy of natural resources, law enforcement. This course will greatly prepare students interested in any college programs/majors related to the following: biology, ecology, zoology, botany, parks/recreation, conservation, natural resources.

Prerequisites: Successful completion of Biology.
Grades Taught: 10, 11, and 12

STEM/Algebra II Physics

Course...: 0437 & 0438
Duration: 36 Weeks
Credit....: 2.0

This is a year-long course taught in a 2 hour block using a project based learning model. The course is designed to cover standards for both Algebra 2 and physics and will allow many hands on experiences and student interaction supporting 21st century learning skills.

Prerequisites: Successful completion of Algebra I.
Grades Taught: 9 and 10
Engineering
Automation and Robotics

Course...: 2207
Duration: 9 Weeks

Students will look at the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will use the VEX Robotics platform to design, build, and program real-world objects.

Prerequisites......: None
Grades Taught....: 8

Design and Modeling

Course...: 2205 & 2206
Duration: 18 Weeks

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Prerequisites......: None
Grades Taught....: 7

Medical Detectives

Course...: 2204
Duration: 9 Weeks

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene”. There are hands-on projects, labs, and investigations on how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Prerequisites......: None
Grades Taught....: 7

Engineering 1: Introduction to Engineering Design

Course...: 0421-0422
Duration: 36 Weeks
Credit....: 1.0

This course will expose students to engineering by using an engineering design process, applied math, science, and engineering standards on hands-on projects. Working both individually and in teams, students will use 3D design software to design solutions to problems and document their work. Learning through activity-based, project-based, and problem-based activities (APPB) students will learn design process, measurement, statistics, applied geometry, solid modeling, consumer product design, graphic design, and much more.

Prerequisites......: Success in all 9th grade courses, or Algebra as an 8th grader.

Grades Taught....: 9, 10, 11, 12
Project Lead the Way –
STEM Principles of
Engineering

Course...: 0423 & 0424
Duration: 36 Weeks
Credit...: 1.0

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, structures and materials, and automation. Students develop skills in problem solving, research and design while practicing 21st century skills.

Note: May count as senior year math credit if successfully completed during senior year.

Prerequisites....: Strong interest in Engineering

Grades Taught...: 10th grade if completed Intro to Eng Design, 11, 12

Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.
Social Studies

World History

Course...: 7401-7402
Duration: 36 Weeks
Credit....: 1.0

This course is titled The Eastern Hemisphere. This class will expose students to the histories, cultures and lifestyles of countries in the Eastern Hemisphere. Students will be participating in cooperative projects along with map work, reports and literature circles. The goal of the class is to provide an in-depth study of the countries which make up the Eastern Hemisphere.

Prerequisites......: None
Grades Taught..: 7

History of the United States

Course...: 8401-8402
Duration: 36 Weeks
Credit....: 1.0

Eighth grade American History covers the period of history from colonization to 1877. Students are exposed to a variety of activities that connect the past with the present.

Prerequisites......: None
Grades Taught..: 8

Junior Economics—8th Grade

Course...: Exploratory
Duration: 9-12 Weeks

This course supplements standard social studies curricula and develop communication skills that are essential to success in the business world. Junior “Econ” will reinforce the value of workforce readiness, entrepreneurship, and financial literacy. Students will be introduced to many economic concepts and useful facts about the working world. Examples of these concepts include: Credit, Debt, Decision-making, Gross income, Insurance, Interest, Needs and wants, Net income, Opportunity cost, Risk, and Self-knowledge. Students will engage and build skills in the following areas: Critical thinking, Decision-making, following directions, Interpreting data, Math calculations, oral and written communication, problem-solving, role-playing, Self-assessment, and working in groups.

Prerequisites......: None
Grades Taught..: 8
U.S. History / Geography

Course...: 0501-0502
Duration: 36 Weeks
Credit....: 1.0

This class focuses primarily with the years spanning from Reconstruction to present. Major areas of interest to be covered include: the social, political and economic influences of the Industrial Revolution; the emergence of the United States as a world power; World War I and II; the effect of the “Cold War”; Vietnam War; current domestic problems within American society.

Prerequisites......: None
Grades Taught..: 9 (required)

AP U.S. History

Course...: 0513-0514
Duration: 36 Weeks
Credit....: 1.0

This AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. This AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Grades will be based on the 5-point scale and students will be required to take the AP test. AP test fee will be the responsibility of the parents or student.

Prerequisites......: Teacher Approval
Grades Taught..: 11, 12

World History/Geography

Course...: 0505-0506
Duration: 36 Weeks
Credit....: 1.0

This course will include World History, World Geography, World Cultures, contemporary world problems and current events.

Prerequisites......: None
Grades Taught..: 10 (required)

Economics

Course...: 0503
Duration: 18 Weeks
Credit....: 0.5

This course covers the development of the United States economic system, the foundation of microeconomics and macroeconomics as well as economic relationships with the rest of the world. Within the course exists the teachings of citizenship education, a relationship between economics and government, the application of social studies to other subjects and to everyday lives.

Prerequisites......: None
Grades Taught..: 11 (required)
Government

Course....: 0504
Duration: 18 Weeks
Credit....: 0.5

This course will cover the foundations and development of the United States political system as well as the structures and functions of local, state and national government. Within the course exists the teachings of citizenship education, a relationship between government and economics, and the application of social studies to other subjects and to everyday lives.

Prerequisites......: None
Grades Taught..: 11 (required)

Sociology

Course....: 0507
Duration: 18 Weeks
Credit....: 0.5

Sociology is the study of human groups and relatives with an emphasis on their causes and consequences. After an introduction to basic ideas such as culture, our own and others, norms-the rules we live by, sanctions-rewards and punishments, and deviance-what happens when you disobey society’s norms. Students will investigate areas of concern in contemporary society like those listed above. The specific topics covered depend in part on student interest. In addition to the regular text, there will be extensive use of outside resources, speakers, individual and group activities, and discussion.

Prerequisites......: None
Grades Taught..: 10, 11, 12

AP Government

Course....: 0509
Duration: 36 Weeks
Credit....: 0.5

Introduces students to key political ideas, institutions, policies, interactions, roles and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students study general concepts to interpret U.S. government and politics and analyze specific topics, including:

- Constitutional Underpinnings;
- Political Beliefs and Behaviors;
- Political Parties, Interest Groups, and Mass Media;
- Institutions of National Government;
- Public Policy/ Civil Rights and Civil Liberties

Grades will be based on the 5-point scale and students will be required to take the AP test. AP test fee will be the responsibility of the parents or student.

Prerequisites......: Government
Grades Taught..: 11-12
Psychology

Course...: 0508
Duration: 18 Weeks
Credit....: 0.5

Ever wonder why people behave the way they do? In an attempt to help you understand human behavior, students in this class will investigate: psychological methods, personality, learning, remembering, forgetting, principles of learning, process of thinking, frustration, conflict, stress, and personality disturbances and their treatment. In addition to the regular text, there will be extensive use of experiments, individual and group activities, discussion and outside speakers. This class is strongly recommended for the college-bound student. This course will be useful to all who want to understand themselves and others better.

Prerequisites......: None
Grades Taught..: 10, 11, 12
Foreign Language
Foreign Language

**ASL Explorations**

*Course*: Exploratory  
*Duration*: 9 Weeks

This course is designed to introduce students to American Sign Language by learning basic finger spelling and the alphabet. In addition to this, students will gain a foundational understanding of the Deaf and Hard of Hearing community.

*Prerequisites*: None  
*Grades Taught*: 7 and 8

**Spanish I**

*Course*: 0601-0602  
*Duration*: 36 Weeks  
*Credit*: 1.0

This course is designed to help students develop active listening skills, to get students speaking in Spanish through a variety of interactive, communicative activities, to help students get a solid foundation in the basics of Spanish grammar and to encourage students to gain an appreciation for Hispanic cultures and civilizations.

*Prerequisites*: C or better in English  
*Grades Taught*: 9, 10, 11, 12

**ASL I**

*Course*: 0609-0610  
*Duration*: 36 Weeks  
*Credit*: 1.0

An introductory course in American Sign Language that focuses on the development of basic ASL communication skills using appropriate vocabulary, fingerspelling, and grammatical structures. Instruction and practice will focus on expressive (signing) and receptive (comprehension) competence. Aspects of Deaf Culture and the Deaf Community are incorporated into classroom instruction.

*Prerequisites*: None  
*Grades Taught*: 9, 10, 11, 12

**Spanish II**

*Course*: 0603-0604  
*Duration*: 36 Weeks  
*Credit*: 1.0

This course is a continuation of Spanish I. The students will concentrate on improving their reading, writing, speaking and listening skills. The study of culture is also an important aspect of this class.

*Prerequisites*: C or better in Spanish I  
*Grades Taught*: 10, 11, 12
ASL II

Course...: 0611-0612
Duration: 36 Weeks
Credit....: 1.0

This is a continuation of basic study of American Sign Language that will focus on the development of ASL communication skills using appropriate vocabulary, fingerspelling, and grammatical structures. Instruction and practice will focus on conversational competence, increasingly complex grammatical aspects unique to the language of ASL, and an opportunity to build upon receptive and expressive sign vocabulary. Aspects of Deaf Culture and the Deaf community are incorporated into classroom instruction. ASL II will be completed in two semesters (fall and spring) with 1/2 credit earned per semester.

Prerequisites.......: Successful completion of ASL I.
Grades Taught..: 10, 11, 12
Computer Technology
## Computer Technology

### Computers – 7th Grade

**Course...**: Exploratory  
**Duration**: 9-12 Weeks

This course is designed to provide an understanding of the use and application of computers. Students will develop basic computer skills and build upon their current abilities. The course combines book work and hands on opportunities for all students.

**Prerequisites.....**: None  
**Grades Taught..**: 7

### Computer Science Discoveries

**Course...**: Exploratory  
**Duration**: 9 Weeks

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving and fun.

**Prerequisites.....**: None  
**Grades Taught..**: 8

### Keyboarding

**Course...**: Exploratory  
**Duration**: 9 Weeks

This course is taught on networked computers and is recommended for all students. It is designed to develop skills needed to type high school and college papers as well as those who enroll in computer classes. The student should be able to key letters, reports, outlines and tables upon completion of the class. The goal is to build a foundation of basic keyboarding skills.

**Prerequisites.....**: None  
**Grades Taught..**: 7, 8

### Electronic Research

**Course...**: 0202  
**Duration**: 18 Weeks  
**Credit...**: 0.5

This class provides students with a realistic college prep experience while completing a senior project. Students have an opportunity to explore a career field in which they are considering future employment. Class work includes internet research, identifying credible websites, citing of sources, and plagiarism concepts. Students are required to complete a research paper, portfolio, and product as well as logging at least five hours with a qualified mentor. The course culminates in a presentation of everything learned in front of professional judges. Time management, goal setting, and independent work are key to success.

**Grades Taught..**: 12 (required)

### Senior Transition

**Course...**: 4203-4204  
**Duration**: 36 Weeks  
**Credit...**: 1.0

This course is designed to meet the electronic research course requirements for graduation from Freeland High School as well as fulfill the transition needs developed for students in special education through their IEP. This course will introduce students to outside agencies such as Michigan Rehabilitation Services (MRS) to assist them with their post-secondary goals as they begin to prepare for employment and
education. Students taking this course will not attend SCC, BAISD, or SISD Transitions Center. As well, it is recommended that this course be taken in combination with combined math if the student’s graduation requirements permit.

*Grades Taught.: 12 (required)*

### Keyboarding

*Course...: 0701*
*Duration: 18 Weeks*
*Credit...: 0.5*

This course is taught on networked computers and is recommended for all students. It is designed to develop skills needed to type high school and college papers as well as those who enroll in computer classes. The student should be able to key letters, reports, outlines and tables upon completion of the class. The goal is to build a foundation of basic keyboarding skills.

*Prerequisites......: None*
*Grades Taught..: 9, 10, 11, 12*

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*

### Computer Applications

*Course...: 0201*
*Duration: 18 Weeks*
*Credit...: 0.5*

This course is designed for the student who would like an introduction to the field of computer technology. The course will provide the student with a basic knowledge of computer terms. Computer applications will be used in a hands-on setting while working with word processing, data base and spread sheet programs. A student does not need to have any prior computer experience for the class. Basic keyboard skills or having had a typing class are an advantage.

*Prerequisites......: None*
*Grades Taught..: 9, 10, 11, 12*

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*

### Advanced Microsoft Office

*Course...: 0702*
*Duration: 18 Weeks*
*Credit...: 0.5*

This course is an extension of Computer Applications. Students will get an intensive course in Microsoft Office, which is the primary integrated program used in business. They will learn to integrate and use MS Word (word processing), Excel (spreadsheet), Access (database), and PowerPoint (presentation). These programs work together and information can be imported into any of the applications. Projects cover business applications such as payroll, invoicing, advertising layouts, mass mailings, graphing, etc. Upon completion, student will be eligible to become certified by Microsoft as proficient or expert user.

*Prerequisites......: None*
*Grades Taught..: 9, 10, 11, 12*

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*
The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative process when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

Grades will be based on the 5 point scale and students will be required to take the AP test. AP test fee will be the responsibility of the parents or student.

Prerequisites.....: None
Grades Taught..: 11 and 12
Business
Business

**Fundamentals of Accounting I - DD**

*Course...: 0705*  
*Duration: 36 Weeks*  
*Credit...: 0.5 through FHS*  
*Direct Credit through Baker College: 3.0*

Introduces students to the concepts of financial accounting, including the completion of the accounting cycle, preparation of worksheets and the financial statements, and detailed coverage of cash, receivables, inventory, fixed assets and liabilities.

*Note: May count as Senior year math credit if successfully completed during senior year.*

*Prerequisites....: 2.0 GPA*  
*Grades Taught....: 10 (with Teacher permission), 11, 12*

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*

**Fundamentals of Accounting II - DD**

*Course....: 0707*  
*Duration: 36 Weeks*  
*Credit....: 0.5 through FHS*  
*Direct Credit through Baker College: 6.0*

Enables the students to prepare, evaluate, and use accounting data as an introduction to the accounting profession. The mechanics of financial accounting and the overall effect of accounting procedures on published financial statements are examined in detail. Alternative accounting procedures and their impacts on the financial statements are also examined. Coverage includes extensive examination of the accounting equation as well as the accounting process as it relates to receivables, inventory, fixed assets, and bonds payable.

*Note: May count as senior year math credit if successfully completed during senior year.*

*Prerequisites........: C or better in Fundamentals of Accounting I.*  
*Grades Taught....: 10 (with Teacher permission), 11, 12*

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*

**Principles of Marketing**

*Course....: 0709*  
*Duration...: 18 Weeks*  
*Credit......: 0.5 through FHS*  
*Direct Credit through Baker College: 3.0*

Examines the essentials of an introductory course than can be either a survey course or a prerequisite to more advanced marketing studies. Study includes product identification, positioning and pricing strategies, consumer need identification and making the connection between consumer needs and product advertising, basic distribution strategies, and some of the decision-making tools at the disposal...
of the marketing manager. This course is recommended as a first course for marketing majors.

**Prerequisites:** None  
**Grades Taught:** 10, 11, 12

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*

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**Introduction to Business**

**Course:** 0710  
**Duration:** 18 Weeks  
**Credit:** 0.5 through FHS  
**Direct Credit through Baker College:** 3.0

Provides a basic understanding of many aspects of business through an overview of the changing business environment, the roles of small businesses, entrepreneurs, and the importance of customer relations, management, and marketing. Financial management, account and banking will also be discussed.

Recommended for all students interested in business management as well as ownership.

**Prerequisites:** None  
**Grades Taught:** 10, 11, 12

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*
<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Grades Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band – 7th &amp; 8th Grade</td>
<td>36 Weeks</td>
<td>1.0</td>
<td>None</td>
<td>7, 8</td>
</tr>
<tr>
<td>Choir – 7th &amp; 8th Grade</td>
<td>36 Weeks</td>
<td>1.0</td>
<td>Display proficiency on an instrument</td>
<td>9</td>
</tr>
<tr>
<td>Symphony Band</td>
<td>36 Weeks</td>
<td>1.0</td>
<td>Display proficiency on an instrument</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Freshman Band</td>
<td>36 Weeks</td>
<td>1.0</td>
<td>Display proficiency on an instrument</td>
<td>9</td>
</tr>
</tbody>
</table>
Choir

Course...: 1307-1308  
Duration: 18 Weeks  
Credit...: 0.5

This course is a continuation of the middle school choir and vocal performance. It will consist of the study of vocal music from a variety of composers and musical trends. Performances will occur during school hours. Auditions may take place for this course.

Grades Taught..: 9-12
Physical Education

P.E./Health – 7th & 8th Grade

Course...: 7501-7502  8501-8502
Duration: 36 Weeks
Credit...: 1.0

Physical Education is a time for physical conditioning and the learning of a variety of activities. Emphasis is on co-ed activities with instruction in learning the rules, skills and good sportsmanship. Personal hygiene is both taught and required. Grades are based on participation, personal hygiene, sportsmanship, and knowledge and skill development.

Health instruction provides a continuum in the study of physical, mental and social well-being. Special emphasis is placed on dependency causing substances and their detrimental effects on personal health. Various common illnesses, viruses and diseases, their causes and treatments will also be topics of discussion. A Human Sexuality Component is included at each grade level. Character education is integrated into both 7th and 8th grade health classes.

Prerequisites......: None
Grades Taught...: 7, 8

Advanced P.E. – 8th Grade

Course:   Exploratory
Duration: 9-12 Weeks

This Advanced Physical Education course provides the opportunity to improve and enhance the physical education learning experience. Students will use phase training to see growth and advancement throughout the class. Emphasis will be on cardio respiratory efficiency, muscular strength and muscular endurance.

It is designed to enhance flexibility by using 3 dimensional training, help students understand body composition; develop positive attitudes and responsible habits. Fitness activities may include, but are not limited to: body pump, biking, aerobics, P90X, yoga, weight training, racquet sports, cooperative challenges/activities, Zumba, and low organized games. It will also focus on making proper nutrition choices.

Prerequisites:  None
Grade Taught....: 8

Advanced P.E.

Course...: 1107-1108
Duration: 18 or 36 Weeks
Credit..: 0.5 or 1.0 (Elective credit only)

This class allows students to become more physically fit through strength/weight training, agility drills, cardiovascular exercise and team sports.

Prerequisites......: Successful completion of P.E. with a B or better
Grades Taught..: 10, 11, 12
Physical Education

Course...: 1101
Duration: 18 Weeks
Credit...: 0.5

This course is designed for the 9th grade student. Emphasis is placed on leisure time and team sports activities. Team work, skill coordination, and development and learning of basic rules of these activities will be the major areas of concentration. Grades are also based on dress and participation.

Activities: Soccer, Flag Football, Floor Hockey, Basketball, Volleyball, Yoga, Table Tennis, Flickerball, Badminton, Softball, Pre and Post Fitness Testing, daily stretching and a weekly run for cardiovascular endurance.

Prerequisites......: None
Grades Taught..: 9 (required)

Physical Conditioning for Athletes

Course...: 1103-1104
Duration: 18 or 36 weeks
Credit...: 0.5 or 1.0 (Elective credit only)

This course is designed for the athlete. Students will focus on specific training both in season and out of season which will enhance their performance in their sport. The course will focus on three specific areas to include weight training, plyometrics and conditioning. The instructor will coordinate specific training routines in conjunction with the coaches from our athletic department.

Prerequisites......: Must be an athlete
Grades Taught..: 10, 11, 12

Health

Course...: 1102
Duration: 18 Weeks
Credit...: 0.5

Through health education, students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health. All students will show competence in the following health education content areas: Nutrition and Physical Activity; Alcohol, Tobacco, and Other Drugs; Safety; Social and Emotional Health; Personal Health and Wellness; HIV Prevention; Sexuality Education.

Prerequisites......: None
Grades Taught..: 9 (required)
Life Management Education
Life Management

Careers

Course: Exploratory
Duration: 9-12 Weeks

Careers is designed to provide information about a wide spectrum of jobs and the world of work. Students will learn about preparation and requirements for landing a particular job, how to complete job applications, how to write a letter of application and resume and where to get information about jobs and job openings. Students will have the opportunity to complete an interest survey and to see the results as to what fields they may have shown the greatest aptitude. Many resource people from various lines of work will make presentations to students in this program.

Prerequisites: None
Grade Taught: 7

Life Skills

Course: Exploratory
Duration: 9-12 Weeks

Life Skills is a course designed to help students learn more about their own values, attitudes and beliefs as well as those of their peers and being able to identify prejudice and discrimination. Students will be able to develop responsible decision-making skills with a focus on accountability to others, integrity, character education, manners & etiquette skills.

Personal safety; strategies for keeping safe from accidents, identifying and dealing with bullying, and peer pressure situations will also be a focus, as will teaching each student stress management skills and organizational skills used everyday. Finally, communication skills; conflict resolution, effective communication, negotiating skills, and assertive communications will be discussed in connection with appropriate Internet and technology etiquette and use.

Prerequisites: None
Grade Taught: 7

Bake Shop

Course: Exploratory
Duration: 9-12 Weeks

The focus of this class is for students to learn how to be confident in the kitchen. This class will be centered on baking basics, with a healthy twist. Students will work in group settings to apply the principles of food preparation. This is a very active, lab setting class in which students are given the opportunity to perform, as well as study the importance of good nutrition as it relates to success and lifelong health. This class will allow students to become proficient in the areas of baking, food preparation, kitchen tools, measurements, terminology, foodborne illness, safety, and healthy eating.

Grades Taught: 7, 8
Foods and Nutrition

Course...: 0901
Duration: 18 Weeks
Credit...: 0.5

A semester of Foods & Nutrition will allow the students to practice a variety of learning experiences in order to understand the many aspects of life skills. These skills are necessary to function independently as a successful adult. The students will study all basic areas of food and nutrition education. Students will work in group settings to apply the principles of food preparation. This is a very active lab setting class in which students are given the opportunity to experience the world of culinary, as well as study the importance of good nutrition as it relates to success and lifelong health. This class will allow students to become proficient in the areas of nutrition, food selection, food preparation, safety, and time management.

Prerequisites......: None
Grades Taught..: 9, 10, 11, 12

Personal Living/ Sewing

Course...: 0902
Duration: 18 Weeks
Credit...: 0.5

The first half of this course places emphasis on the individual, their growth and development, and the result of relationships with others. The goal of this course is to provide students with the tools necessary to grow, and accept responsibility for their own success and happiness. Course emphasis will include setting goals and values, stress management, developing confidence, communication skills, and shaping one’s destiny.

The second half of this course is a beginners sewing component. Students will learn the basic sewing terminology, proper safety, and operations of the sewing machine. Students will also hand sew and machine sew completing various projects!

Upon completion of this course students will be able to: a) Understand one’s personal self concept and demonstrate positive growth toward adult maturity b) Demonstrate positive methods to manage stress in life c) Develop and demonstrate judgment in selection, use and personal care of clothing d) Demonstrate safe and proper use of sewing equipment e) Demonstrate an ability to do basic construction and repair of clothing

Prerequisites......: None
Grades Taught..: 9, 10, 11, 12
**Family Living**

*Course...: 0903*

*Duration: 18 Weeks*

*Credit...: 0.5*

Family living is a semester class designed to allow students the opportunity to learn about contemporary family structure and the issues which influence family life today. The class provides information about fundamental issues teens need to understand and learn to cope with in order to succeed in their adult roles and relationships. Students will learn how to function in important relationships such as family, friendships, with a marriage partner, and as parents. The focus of this semester course will be to help students pursue successful, meaningful, and positive relationships now and into the future.

Upon completion of this course students will be able to: a) Understand factors affecting marital success within our contemporary society b) Understand marriage laws and customs c) Demonstrate knowledge and skill in planning a wedding d) Demonstrate his/her importance as a well rounded functioning person in successful relationship within society and e) Understand the cycle of aging, death and the elderly within society.

*Prerequisites......: None*

*Grades Taught..:  11, 12*

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**Parent/Child Development: Infancy**

*Course...: 0910*

*Duration: 18 Weeks*

*Credit...: 0.5*

This course will present a wide variety of information and experiences related to the world of parenting and Infants. Information on the decision to become a parent will be presented which will include the realities of the physical, social, personal, financial and career adjustments required for parenthood. The semester course will include topics of parenting styles, human reproduction, the stages of pregnancy and the developing infant. Education for parenting includes the study of the conditions that influence the intellectual, social, emotional, and physical development of infants and recognizing their special needs. The course examines personal readiness on becoming a parent and the issues important to raising healthy children with positive parent-child relationships.

Upon completion of this course students will understand: a) The very important role loving and caring parents make in the life of a young child b) Students will gain knowledge and awareness in the areas of human reproduction, contraception, sexually transmitted diseases and teen pregnancy c) Students will develop an awareness of the necessity of quality parent education before deciding to have and raise children d) Students will understand the stages and needs of children from conception to age one e) Students will develop guidelines to direct positive growth of children f). Students will understand and apply the theories of early childhood.

*Prerequisites......: None*

*Grades Taught..:  10, 11, 12*
**Preschool Years**

*Course...: 0911*
*Duration: 18 Weeks*
*Credit...: 0.5*

This course will present a wide variety of information and experiences related to the world of young children. Preschool Years will teach students how to provide the care and guidance that can lead to a child’s healthy development. The semester course will include topics of growth and development of children age 3-5, learning activities, safety of children, learning through play, and characteristics of physical, social, emotional, and intellectual development of toddlers and preschoolers.

During the course students will also be completing fieldwork experience with children from a community preschool. Students will be performing as a member of an early childhood team by developing and implementing lessons to preschooler students. Falcon Nest Preschool is designed for students to get hand-on experience working with children ages 3 to 5. The high school “teachers” are students who are potentially interested in careers related to children. Students prepare daily lesson plans according to objectives, manage classroom learning areas, evaluate/observe preschool children as they participate in a school and social setting, and complete goals and strategies for early childhood programs.

*Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.*

*Prerequisites......: None*
*Grades Taught..: 10, 11, 12*

**Essential Health Skills**

*Course...: 0906*
*Duration: 18 Weeks*
*Credit...: 0.5*

This course will develop proper personal health practices. Emotional and mental health will be examined. Investigations of family health, the effects of substance abuse and disease prevention and control will be carried out. Nutrition will be discussed and consumer health skills will be emphasized. This is an excellent course for every student as it will cover important topics of health.

Upon completion of this course students will be able to: a) Understand and practice proper health practices b) Understand the decision making process c) Understand human reproduction anatomy d) Identify the most common and dangerous sexually transmitted diseases e) Identify resources for further information on reproduction f) Identify and be educated about contraception g) Distinguish between proper and improper use of over-the-counter and prescription drugs h) Formulate and promote healthy alternatives to substance abuse i) Assess personal nutrition as it relates to good health needs and j) Demonstrate proper first aid procedures.

*Prerequisites......: None*
*Grades Taught..: 11, 12*
This Program will provide the high school student with an opportunity to explore the field of education. Students will explore teaching as a career, improve communication and interpersonal skills, and positively serve the Freeland community.

Students will spend the first marking period in a high school class setting. Students will focus on preparing for a field experience placement. The following three marking periods will have days spent at a designated Freeland Community Schools’ educational site, where a Freeland teacher will act as his/her mentor. Students will also return to the high school classroom to observe the roles and responsibilities of a classroom teacher, effective teaching practices, human growth and development, an understanding of school structures, operations and policies, and critical issues in education.

Students enrolled in this program will be exempt from Electronic Research class at Freeland High School if the following condition is met: Students must successfully complete the Senior Project requirements set forth by Freeland High School within their Education Exploration course.

*Class offered every other year.*

Prerequisites: Must complete application process
Grades Taught: 11, 12

Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.
Art
Art

**Course:** Exploratory  
**Duration:** 9-12 Weeks

7th and 8th grade students will create meaningful works of art exploring various media, communicating ideas, and demonstrating an understanding of design while learning how to look at and understand art in its historical and cultural context.

**Prerequisites:** None  
**Grades Taught:** 7, 8

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**Creative Exploration**

**Course:** 1201  
**Duration:** 18 Weeks  
**Credit:** 0.5

This is a great introductory class which provides students an opportunity to explore a variety of materials and techniques. Each project will allow students to develop their own ideas and create final products that require creativity and problem solving skills. Projects include the use of techniques such as collage, decoupage, weaving, printmaking, metal tooling, assemblage, ceramics, painting, and paper mache.

**Prerequisites:** None  
**Grades Taught:** 9, 10, 11, 12

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**Drawing**

**Course:** 1207  
**Duration:** 18 Weeks  
**Credit:** 0.5

This course focuses on the development of drawing skills. Students will learn how to draw through observation using photos, still life objects and their own imagination. Techniques such as sketching, 1 and 2 point perspective, blind contour, and shading, will be introduced. Students will also have the opportunity to explore a variety of materials such as charcoal, pencil, chalk pastel and oil pastel.

**Prerequisites:** None  
**Grades Taught:** 9, 10, 11, 12

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**Painting**

**Course:** 1209  
**Duration:** 18 Weeks  
**Credit:** 0.5

This course provides an introduction to both technical and design issues in painting. Emphasis is placed on understanding techniques and concept development through various subject matter such as still life, landscape, figure, portrait, symbol and allegory. Materials include acrylic, watercolor, tempera and mixed media.

**Prerequisites:** B or better in Drawing  
**Grades Taught:** 9, 10, 11, 12
**Ceramics I**

*Course...: 1211*

*Duration: 18 Weeks*

*Credit...: 0.5*

Students in this course will have an opportunity to develop their skills in working with clay. Studies in texture, hand building, wheel throwing, surface applications and decoration will be included. Projects may include pinch pots, coil pots, vases and candle votives.

*Prerequisites......: None*

*Grades Taught.: 9, 10, 11, 12*

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**Ceramics II**

*Course...: 1212*

*Duration: 18 Weeks*

*Credit...: 0.5*

Students in this course will have an opportunity to continue the development of their ceramic skills in hand building, wheel throwing and slab construction. Studies in texture, various surface applications and decoration will be included. Projects may include dinnerware sets, pottery, sculpture and projects of the students’ choice.

*Prerequisites......: B or better in Ceramics I*

*Grades Taught.: 9, 10, 11, 12*

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**Graphic Arts**

*Course...: 1213*

*Duration: 18 Weeks*

*Credit...: 0.5*

Students in this course will learn how to communicate through art and design. Students will learn how to use a variety of digital media to convey a message. Tools such as Adobe Photoshop, photography, Paint Shop Pro and other computer applications will be used. Students’ creative thinking, inventiveness, design skills and artistic ability turn ideas into designs that meet consumer’s needs. Units of study include logo design, typography, advertising, design elements and principles. Students will use verbal, written, and 2-d presentation skills to communicate their ideas.

*Prerequisites......: None*

*Grades Taught.: 9, 10, 11, 12*

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**Introduction to Sculpture**

*Course...: 1219*

*Duration: 18 Weeks*

*Credit...: 0.5*

This course uses a variety of concepts, materials and processes to create 3-dimensional works of art. Students will gain understanding of the history of sculpture as well as work with wood, plaster, clay, paper, wire, paper mache and found objects.

*Prerequisites......: None*

*Grades Taught.: 9, 10, 11, 12*
Industrial Arts
Industrial Arts

**Applied Technology-8th Grade**

*Course*: Exploratory  
*Duration*: 9-12 Weeks

Students will develop an understanding and appreciation for hand and power tools used in metal and woodworking. Students will produce metal and woodworking projects to improve hands on skills.

*Prerequisites*: None  
*Grades Taught*: 8

**Wood Working I**

*Course*: 0807  
*Duration*: 18 Weeks  
*Credit*: 0.5

Students will design and build woodworking projects and develop skills with hand tools, power tools, and wood working machinery. Course objectives:  
a) To improve problem solving ability of students and promote creative thinking  
b) To develop safe work practices with regard to one’s self and others  
c) To provide a working understanding of wood working tools, both hand and power  
d) To develop an understanding for planning and efficient use of time  
e) To develop recreational and vocational interest in wood working.

Note: May count as senior year math credit if successfully completed during senior year.

*Prerequisites*: None  
*Grades Taught*: 9, 10, 11, 12

**Wood Working II**

*Course*: 0808  
*Duration*: 18 Weeks  
*Credit*: 0.5

Using knowledge gained from the previous course students will complete projects with a strong focus on joinery and the methods used to produce joinery that will enhance both the strength and visual appearance of a project.

Note: May count as senior year math credit if successfully completed during senior year.
Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.

Prerequisites.......: C or better Wood Working I
Grades Taught.: 9, 10, 11, 12

Advanced Wood Working

Course....: 0809-0810
Duration: 18 or 36 Weeks
Credit....: 0.5 or 1.0

NOW THERE IS NOTHING YOU CAN’T BUILD! Using the knowledge gained from the previous courses students will develop and build original projects and furniture of their own design. Students will also be expected to assist beginning students as well as take responsibility for learning how a wood shop is run. There are very few limitations as to what type of projects students may make, however some projects may require students to seek their own supplies.

Note: May count as senior year math credit if successfully completed during senior year.

Prerequisites.......: None
Grades Taught.: 10, 11, 12

Applied Manufacturing Technology I

Course....: 0813
Duration: 18 Weeks
Credit....: 0.5

This course is designed for students who want to learn more about or pursue a career in manufacturing, engineering, metal fabrication, or STEM related industries. Areas of study will be precision machining, welding, and sheet metal with additional areas such as small engines, foundry, forging, and computer numerical control available. Students will develop industry standard safety practices and skill on lathes, vertical mills, welders, and much more as they complete several usable projects. Working primarily with metals students will also gain valuable experiences using other materials such as plastics and glass as well. This course is designed to be a hands on, self-paced learning experience.

Note: May count as senior year math credit if successfully completed during senior year.

Prerequisites: None
Grades Taught: 9, 10, 11, 12

Applied Manufacturing Technology II

Course....: 0814
Duration: 18 Weeks
Credit....: 0.5

Building upon what students have learned in Manufacturing Technology 1, this class brings it all together by adding new skills and abilities. Students will be introduced to new welding techniques, CNC design and manufacturing, plasma cutting, and advanced machining. Students will complete several required projects, but will then be able to test their new skills and abilities by manufacturing projects that they have designed.

Note: May count as senior year math credit if successfully completed during senior year.
Prerequisites: Satisfied all requirement of Manufacturing Technology 1, and teacher permission
Grades Taught: 9, 10, 11, 12

Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.

Advanced Manufacturing Technology

Course...: 0817-0818
Duration: 18 or 36 Weeks
Credit...: 0.5 or 1.0

“I CAN BUILD THAT!” Students will be able to say this with confidence after completing Advanced Manufacturing. Students’ creative genius can drive their work because they now have the skills, confidence, and experience to design and build anything they can imagine. Students will research, design, estimate costs, source materials, and (most importantly) manufacture their own designs. It is an incredible feeling to be able to say “I built that coffee table,” or “I built that log splitter.”

Note: May count as senior year math credit if successfully completed during senior year.

Prerequisites......: None
Grades Taught.: 9, 10, 11, 12

Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.

Introduction to Drafting

Course...: 0819
Duration: 18 Weeks
Credit...: 0.5

This course serves as an introduction into the engineering and architectural worlds. This 18 week course will be split up into two equally divided sections of mechanical and architectural drafting. In mechanical drafting we will work with two-dimensional and three-dimensional objects. Students will gain an appreciation for production and manufacturing through our mechanical drafting principals. In architectural drafting, students will be introduced to construction methods, terminology, and best design practices when designing a set of architectural blueprints.

Note: May count as senior year math credit if successfully completed during senior year.

Prerequisites......: None
Grades Taught.: 9, 10, 11, 12

Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.
Computer Aided Design Software I

Course...: 0820  
Duration: 18 Weeks  
Credit...: 0.5

This course is similar in nature to the introduction to drafting course in that the course will be divided up into equal 9 week units focusing on a specific mechanical and architectural computer aided programs. Using the mechanical drafting software students will learn how to generate three-dimensional models while learning the programs platform. In architecture, students will be able to manipulate the software program to create a full set of architectural plans as well as an understanding on how to generate three-dimensional walkthroughs of the houses they design.

Note: May count as senior year math credit if successfully completed during senior year.

Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.

Prerequisites......: Introduction to Drafting  
Grades Taught..: 9, 10, 11, 12

Computer Aided Design Software II

Course...: 0821-0822  
Duration: 36 Weeks  
Credit...: 1.0

In this course students will choose between the engineering and architectural pathway. Within their chosen pathway students will be encouraged to design and create projects of their choosing. Students will gain a deeper understanding for the software through their project selection. Mechanical students will be asked to use principles of reverse engineering to understand the how and why something is manufactured the way it is. Architectural students will gain a richer appreciation for the field through producing ¼ scale architectural model of a structure they have designed.

Note: May count as senior year math credit if successfully completed during senior year.

Through an articulation agreement with Delta College, students can earn college credit for course work successfully completed at Freeland High School. See page 26.

Prerequisites......: Introduction to Drafting & Computer Aided Design Software I and Teacher permission.  
Grades Taught..: 10, 11, 12
Advanced Computer Aided Design Software

Course...: 0823-0824
Duration: 18 or 36 Weeks
Credit....: 0.5 or 1.0

NOW THERE IS NOTHING YOU CAN’T DESIGN! This course will challenge students to fine tune their AutoCAD skills into one of two areas; mechanical or architecture. This course will offer several exercises that will allow students to increase their AutoCAD knowledge. Mechanical students will focus on designing three-dimensional models which we will print using our three-dimensional printer. Architecture students will design a set of floor plans and be required to complete an open-frame model of their house.

Note: May count as senior year math credit if successfully completed during senior year.

Prerequisites......: Introduction to Drafting and Computer Aided Design Software I and II
Grades Taught...: 10, 11, 12 and Teacher permission.

89
& Academic Support
## Academic Support

### Study Skills – 7th Grade

**Course:** Exploratory  
**Duration:** 36 Weeks

Students enrolled in Study Skills will receive focused, targeted assistance with homework, organization, concentration techniques, and specialized instruction.

**Prerequisites:** None  
**Grades Taught:** 7

### Study Skills – 8th Grade

**Course:** Exploratory  
**Duration:** 36 Weeks

In this course students will be taught strategies to assist with studying, note taking, and test taking. Students will apply the strategies they learn to their current school work.

**Prerequisites:** None  
**Grades Taught:** 8

### Academic Guidance

**Course:** RTI – Tier 2  
**Duration:** 18 weeks

Academic Guidance is a course designed to assist students who have difficulty with motivation, organization, and study skills. The course will focus on character education, goal setting and the importance of education, organization skills, time management lessons, and study skills to assist with success in school. This course is not designed for homework completion; however small increments of time will be allowed for assistance. While this course is a semester long class, in the event a student is able to develop their skills and is no longer having difficulty, they will be reassigned to an exploratory option.

**Prerequisites:** Administrative/Team Approval  
**Grades Taught:** 7, 8
FOCUS

Duration: 18 or 36 Weeks
Credit...: 0.5 or 1.0

Focus is a class designed to teach skills and strategies that enable students to be more successful in school. Emphasis will be on the development and reinforcement of study skills and organizational skills as well as the promotion of student responsibility and personal life skills.

Course Objectives:
- Successfully complete current year math and English requirements
- Establish a connection with an adult who will assist and support students throughout the current year
- Develop effective study skills, relationship skills, time management skills and other habits of success
- Content remediation as individually needed
- Re-do work with teacher help until it is at least approaching grade-level standards: “C” or better
- Failure is not an option

Prerequisites......: Teacher and Counselor Recommendation.
Grades Taught..: 9, 10, 11, 12

Academic Support

Course...: 4151 - 4152
Duration: 36 Weeks
Credit...: 1.0

Academic Support is a class that is designed to assist students who may need extra support. Additional support may include, but not limited to, reading of tests, extended instruction, a question and answer session, etc. Students may also use this class time to complete unfinished work. The course objective is to allow students equal opportunity to understand and complete tasks from other classes.

Prerequisites......: Teacher and Counselor Recommendation.
Grades Taught..: 9, 10, 11, 12

LINKS

Course...: 4157 - 4158
Duration: 36 Weeks
Credit...: 0.25 or 0.5

This class is a PEER TO PEER support class wherein PEER TO PEER students will receive training that will allow them to facilitate positive outcomes in the school experience of a peer with specific learning needs. PEER TO PEER support is an evidence based practice that has proven effective in positive outcomes in the areas of socialization, communication, organization, independence, and academics. PEER TO PEER students are truly that; a link that connects a student with specific learning needs to a world of opportunity. There are reciprocal benefits as well as PEER TO PEER students learn to relate to individuals with different needs, develop an increased understanding of individual differences, and become leaders in compassion and tolerance in their school community. Students will earn CR/NC for class.

Prerequisites......: Student must submit an application.
Grades Taught..: 9, 10, 11, 12