

BENZIE CENTRAL HIGH SCHOOL



COURSE CATALOG 2023-2024

GUIDING PRINCIPLES FOR BENZIE CENTRAL HIGH SCHOOL

Vision: All learners achieving individual potential.

District Mission Statement: The mission of the Benzie County Central Schools Community is to provide a safe learning environment that motivates all students to reach their highest potential by providing the necessary skills to become lifelong learners and leaders in a changing society.

BCHS Mission Statement: In partnership with our community, We believe the Responsibility of Benzie Central High School is to provide a Well-Rounded Curriculum in a Safe, Positive Learning Environment so that All Students can become Productive, Functioning Members of Society.

GUIDING PRINCIPLES FOR BENZIE CENTRAL HIGH SCHOOL

We believe Benzie Central High School is a learning organization, built upon PRIDE, and to this end:

- P** Positivity (look for the good)
- R** Respect (use good manners and model safety)
- I** Integrity (act with honor)
- D** Dependability (be someone others count on)
- E** Excellence (result of your doing your best)



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High School Plan

The following are minimum credit requirements that must be satisfied in order to graduate from Benzie Central High School. These add up to 19, additional elective credits must be earned to reach a minimum total of 24. The entire graduation policy is located in the student handbook.

| | |
|--|------------|
| English | 4 credits |
| Mathematics: 2 credits of Algebra, 1 credit of Geometry and 1 credit of math in the 4th year | 4 credits |
| Science: 1 credit Earth Science, 1 credit Biology and 1 credit of Chemistry or Physics | 3 credits |
| Social Studies: 1 credit US History, 1 credit World History, .5 credit Economics and .5 credit Civics | 3 credits |
| Physical Education | .5 credit |
| Health | .5 credit |
| Freshman Connect | 1 credit |
| World Language* | 2 credits* |
| Visual, Performing or Applied Arts | 1 credit |

*The World Language requirement must be met in 1 of the following 3 ways:

- A student shall successfully complete 2 credits of the world language. OR
- A student shall successfully complete 1 credit of a world language and successfully complete an accredited Career Tech program. OR
- A student shall successfully complete 1 credit of a world language and successfully an additional VPAA Credit.

HIGH SCHOOL PLAN

| Requirements | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|--------------------------------------|--|---|
| <u>Math</u> (4 credits: Algebra 1, 2, geometry and 4th year) | Algebra 1 Hon. Geometry | Algebra 2 Hon. Alg. 2 Geometry | Geometry Pre-Calculus Algebra 2 | -Geometry -Financial Literacy & Consumer Education -Physics -AP Calculus |
| <u>English</u> (4 credits, 4 years) | English 9 Hon. Eng. 9 | English 10 Hon. Eng. 10 | English 11 Hon. Eng. 11 | English 12 AP Literature |
| <u>Science</u> (3 credits: Earth, Biology, Chemistry) | Earth Science Hon. Biology | Biology Hon. Chemistry | Chemistry AP Biology ADV Biology | AP Chemistry |
| <u>Social Studies</u> (3 credits, 3 years) | US History | World History | Economics (1 semester) / Civics (1 semester) *Recommended in 11th grade but could be taken in 12th grade | |
| <u>World Language</u> (2yrs = I & II) or -2 year vis./ perf. arts -2 year CTC | Spanish I/II | Spanish I/II/III | Spanish I/II/III CTC Dual Enroll | Spanish I/II/III CTC Dual Enroll |
| <u>Additional</u> | Remember 1 credit total of Physical Education (.5) and Health (.5) is required to graduate. This requirement should be met in 9th or 10th grade. Please note the electives available to your grade level on the front of this sheet and in the course description guide located online. | | | |

Example Elective Course Offerings Per Grade. Subject to change.

| 9th Grade | 10 Grade | 11 Grade | 12 Grade |
|----------------------------|-----------------------------|---------------------------------|---------------------------------|
| Core _____ | Core _____ | Core _____ | Core _____ |
| Core _____ | Core _____ | Core _____ | Core _____ |
| Core _____ | Core _____ | Core _____ | Core _____ |
| Core _____ | Core _____ | Core _____ | Core _____ |
| Elect _____ | Elect _____ | Elect _____ | Elect _____ |
| Elect _____ | Elect _____ | Elect _____ | Elect _____ |
| Seminar _____ | Elect _____ | Elect _____ | Elect _____ |
| Freshman Connect | Seminar _____ | Seminar _____ | Seminar _____ |
| Band: Symphonic Band | PE: Body Mechanics, Coed | PE: Body Mechanics, Coed | PE: Body Mechanics, Coed |
| Choir: Chamber and General | PE Band: Symphonic Band, | PE Band: Symphonic Band, | PE Band: Symphonic Band, |
| PE: Body Mechanics, Co-ed | Jazz Band | Jazz Band | Jazz Band |
| PE Art: Crafts, Drawing | Choir: Chamber Choir, | Choir: Chamber Choir, | Choir: Chamber Choir, |
| Honors Biology | Choir Art: Crafts, Drawing, | Choir Art: Crafts, Drawing, | Choir Art: Crafts, Drawing, |
| F. Lang: Spanish I or II | Studio Art Honors Biology | Studio Art Honors Biology | Studio Art Honors Biology |
| Ag Science: Plant Science, | F. Lang: Spanish I or II | F. Lang: Spanish I, II, III, IV | F. Lang: Spanish I, II, III, IV |
| Animal Science | Ind Arts: Plant Science, | Ind Arts: Plant Science, | Ind Arts: Plant Science, |
| | Animal Science | Animal Science | Animal Science |
| | | Nutrition/Current Events | Nutrition/Current Events |
| | | Career Tech Center | Career Tech Center |
| | | MTA | MTA |
| | | Dual Enrollment | Dual Enrollment |

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ENGLISH

English 9

9th Grade

Year Long

1 Credit

This course develops three main skill areas of language arts: reading, writing, and grammar. The class examines a variety of genres including short story, novel, drama, and poetry. Students learn higher level reading skills focused on understanding theme, interpreting meaning, and identifying author's craft. Writing skills focus on organizing ideas and crafting language purposefully. Grammar usage and mechanics are studied throughout the year and are reinforced in subsequent writing assignments. In all areas of study, active reading and critical thinking are promoted, and the study of literature and reading comprehension are geared toward the Scholastic Aptitude Test (SAT). Additionally, students will perform rigorous research and write an essay on a historical event in the last quarter.

Honors English 9

Prerequisites: Teacher Rec., STARS Test 10, Grade Level, Writing Sample, B+ average in English

Recommended for Grades: 9

Year Long

1 Credit

Honors English 9 is designed for the highly-motivated, college-bound freshman. Students should demonstrate the ability to write with a high degree of competence based on an understanding of the writing process and the characteristics of good writing. Students will read and discuss a variety of genres including short story, mythology, drama, novel, and poetry. Grammar usage and mechanics are studied throughout the year and are reinforced in subsequent writing assignments. The study of literature and reading comprehension are geared toward the Scholastic Aptitude Test (SAT). Additionally, students will perform rigorous research and write an essay on a historical event in the last quarter.

English 10

Recommended for Grades: 10

Full Year

1 Credit

Students will engage with literature and nonfiction texts to explore how complex characters develop and develop central ideas. This course promotes close reading skills, strengthens writing through revisions and editing, and refines speaking and listening skills through discussion-based assessment and evidence based collaborative analysis focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students will also engage in an inquiry-based, iterative process for research culminating in a written research-based argument paper. Grammar usage and mechanics are reinforced in subsequent writing assignments with the study of literature and reading comprehension geared toward the Scholastic Aptitude Test (SAT).

Honors English 10

Pre Prerequisite: Recommendation of current Honors English 9 teacher, B average in English

Recommended for Grade: 10

Full Year

1 Credit

Students will engage with literature and nonfiction texts to explore how complex characters develop and develop central ideas. This course promotes close reading skills, strengthens writing through revisions

and editing, and refines speaking and listening skills through discussion-based assessment and evidence-based collaborative analysis focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students will also engage in an inquiry-based, iterative process for research culminating in a written research-based argument paper. Grammar usage and mechanics are reinforced in subsequent writing assignments with the study of literature and reading comprehension geared toward the Scholastic Aptitude Test (SAT). The goal for Honors English 10 is to acquire mastery of knowledge, skills, and strategies of more complex ideas, texts, and tasks in this college prep class.

English 11

Recommended for Grade: 11

Full Year

1 Credit

This class will read and discuss world literature from a variety of cultures. Students will explore different genres that may include novel, short story, essay, drama, poetry, and nonfiction and other visual media. Students will examine the historical and cultural context of the literature as a means to understand it. The course will also focus on preparing students for the Scholastic Aptitude Test (SAT) that is required of all juniors by the State of Michigan. Grammar, reading, and writing skills will be emphasized and tested regularly in preparation for the Spring SAT and the research paper which takes place during the second quarter.

Honors English 11

Prerequisites: Recommendation of current Honors English 10 teacher, B average in English

Recommended for Grade: 11

Full Year

1 Credit

This advanced level class will devote an entire year to the improvement of writing and analytical skills that the student has developed along the Honors English path. We will utilize college level writing material and explore the finer aspects of the "Writing Process" culminating in a substantial research paper. Use of short stories, novels, and scholarly journal articles will provide students an opportunity to learn how to analyze and interpret multiple literary texts. The skills gained and developed in this class will assist and prepare the students for the Scholastic Aptitude Test (SAT) taken in the spring of the junior year.

English 12

Recommended for Grade: 12

Full Year

1 Credit

English 12 is a year-long literature survey course. Students will study a variety of plays, short stories, poems, and novels throughout the course. In addition, Shakespeare's play Macbeth will be studied over the course of one marking period. The course will also include instruction in grammar and composition. In the fourth marking period, students will complete a senior project which involves a research paper, project, and presentation.

AP English Literature and Composition

Full Year

1 Credit

AP Literature is a year-long course that focuses on rhetorical and literary analysis of a variety of poems, short stories, plays, and novels. This class takes an in-depth look at the finer nuances of the writing process, as students will write and revise several papers throughout the course of the year. Students will be expected to do most of their reading and writing outside of the classroom, and should expect a deeper analysis of texts through discussion, writing, and multiple choice questions. The class culminates in the

spring with the College Board's AP Literature and Composition Exam consisting of 55 multiple choice questions and three essays. Students taking this class are required to take the AP exam.

Mythology

Recommended for grades 11-12

Semester

.5 Credit

Mythology is a one semester thematically-based study of the mythology of a variety of cultures. Students will read and compare both ancient and contemporary myths about creation, the hero, death, and the afterlife. The class will discuss the relationship of myth to language, culture, and history.

Resource Room English 9

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

This course is designed to help students develop English, reading, and writing skills needed to be successful on the job and in their lives. Areas covered will include literature, writing, vocabulary, grammar, and reading skills. The class examines a variety of genres including short story, novel, drama and poetry. Students learn higher level reading skills focused on understanding theme, interpreting meaning, and identifying author's craft. Writing skills focus on organizing ideas and crafting language purposefully. Grammar usage and mechanics are studied throughout the year and are reinforced in subsequent writing assignments. In all areas of study, active and independent learning, and logical and critical thinking are promoted.

Resource Room English 10

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

In this class, students follow the general education English 10 curriculum with modified assignments at a more individualized pace. These smaller classes provide more step-by-step instruction in-class reading, development of concrete reading skills, and some independent reading. This course is designed for students who may further their formal education or enter the workforce following high school. The program integrates study of literature, vocabulary and writing skills, in practical, personal and academic realms.

Resource Room English 11

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

Resource Room English 12

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

FINE ARTS

BTA (high school)

Recommended for Grades: 9-12

Full Year

1 Credit

Basic Theatre Arts is a beginning course in theatre that focuses on basic foundations and techniques in acting, improvisation, character analysis, and movement. This class wants each student to master studies in Theatre with broad preparation in liberal arts and humanities. This focuses the students on becoming familiar with basic acting techniques, theatre history, dance, theatrical design, and theatre production. Although this class fosters individuality, it is the climate of teamwork that challenges students to bring his or her best to the class, for the class.

The study of theatre is not just about academics and production. Theatre is the study of human behavior in which imagination plays a vital role. Developing one's imaginative skills occurs when the mind and body work together. I encourage each student to inspire, inquire, and develop skills in the following areas: self-discipline, respect for yourself and others, & effective communication skills. Write original scenes as well as acting skills for in-class performance and video projects. Write original scenes as well as act in established scenes. Develop oral interpretation skills. Study the works of selected major playwrights.

Students in this course are not required to audition for extra-curricular productions; however, it is strongly encouraged, since public performance is a natural extension of the course work.

Concert Choir

Recommended for Grades: 9-12

Full Year

1 Credit

Concert Choir is a SATB choir of 9-12 grade students. This ensemble participates in 3 concert performances, in addition to district and state level festivals, and solo & ensemble. Choral literature spans from sacred, secular, foreign-language, and popular music selections. Students will enhance their music literacy skills as well as learn the basics of music theory, music terms, and sight-reading. Attendance at public performances is mandatory.

Chamber Choir

Recommended for Grades: 9-12

Full Year

1 Credit

Chamber Singers is an auditioned SATB ensemble for 9-12 grade students. Students auditioning for this group must have a year's choral experience, strong music and sight-reading abilities. Auditions for this group take place at the end of the school year. The Chamber Singers participate in 3 concert performances, solo & ensemble, BC's Got Talent, and many extra community performances throughout the year. Attendance at public performances is mandatory. **MEMBERSHIP IS BY AUDITION ONLY.**

Marching/Symphonic Band

Grades: 9-12

Full Year

1 Credit

Experiences for performance will be provided in the following areas:

Symphonic Band: Students will be exposed to more advanced musical literature, with a continued emphasis on 10

developing the fundamentals of good musical performance. Students will be required to perform in

seasonal concerts, District and State Band Festival, as well as, other possible performance experiences.

Marching Band: In the fall, students will be exposed to the fundamentals of marching, which include: corps-style marching techniques, proper instrument carriage for optimal tone production, reading and memorizing marching drill and music, following field commands, and presentation of a complete marching show. Students will be required to perform in parades, half-time shows at home football games, as well as, other possible performance experiences.

Prerequisite: Successful completion of a middle school band program.

Music Performance Showcase

Recommended for Grades: 10-12

Full Year

1 Credit

The purpose of this class is to provide students the opportunity to participate in both Symphonic Band and Chamber Choir, as these classes are offered during the same class period. Students will follow the policies and procedures outlined in the Benzie Central Bands Handbook and the Chamber Choir Syllabus, including the attendance and grading policies listed below. **Requires Approval of Performing Art Department.**

Jazz Band

Recommended for Grades: 10-12

Full Year

1 Credit

Jazz Band is open to instrumental music students with previous musical training either in band or through legitimate private lessons. The instrumentation is standard jazz, Saxophones, Trombones, Trumpets, Guitar, Set Drum, Bass Guitar (or acoustic) and Piano. The class performs three times a year in band concerts. All students work on improvisation, jazz articulations, and rhythms.

Crafts

Recommended for Grades: 9-12

Full Year

1 Credit

In this class the student will learn how to construct a variety of projects following basic steps and processes. They will explore a variety of materials including clay, wood, and reeds. Projects will be constructed to develop individual skills and express personal ideas and feelings. The student will also create and utilize a sketchbook to record project information, develop designs, and keep personal ideas for projects. No previous art experience is required for this course.

Drawing

Recommended for Grades: 9-12

Full Year

1 Credit

In this course, the student will develop an awareness of the basic elements of design, proportions, and the concept of light and shadow. The student will develop skills in a variety of drawing techniques, including line drawing, pointillism, rendering, and geometric perspective. A variety of materials will be used to develop the students' ability to express themselves in two-dimensional works of art: pencils, colored pencils, inks, colored chalks, oil pastels, and felt-tipped markers. No previous art experience is needed.

Ceramics

Recommended for Grades: 10-12

Full Year

1 Credit

This High School Ceramics course provides a comprehensive study in methods of ceramics, including hand-built clay construction and basic wheel throwing techniques. Students will explore three dimensional design while developing both useful and sculptural clay forms. Creativity and quality craftsmanship will be emphasized. Students will be required to have taken another High School Art Class before taking Ceramics, or with teacher approval. Students will be required to bring in or purchase some supplies and tools throughout the school year.

Studio Art

Recommended for Grades: 10-12

Full Year

1 Credit

Students in this class will learn basic artistic skills that will lead students to plan, set goals and objectives, and create works of art in their respective areas of expertise. An appropriate number of projects, goals, and objectives must be stated and met through the creation of projects determined by the student and agreed upon by the instructor. The satisfactory completion of either Drawing or Crafts class is required to enter this course.

HEALTH/LIFE SKILLS/PHYSICAL EDUCATION

Health

Required Grade: 10

Semester

½ Credit

This course explores the development of the individual from a physical, psychological, and emotional perspective. The content will include an overview of types of pathogens, how they spread, and preventive methods used to control the spread of communicable diseases. Discussion will center on the consequences for the use and abuse of tobacco, alcohol, and illegal drugs. Furthermore, a focus on effective, proven prevention strategies will be examined with the developing adolescent in mind. Finally, an introduction to the study of mental health will examine what it is, how to effectively manage stress and identify certain common disorders and their effects on self, family, and society.

Nutrition

Recommended Grade: 11-12

Semester

½ Credit

This course is an introduction to the basic principles of nutrition, wellness, and food preparation. The focus of the course is centered on healthy food and lifestyle choices. The general goal is to enhance student awareness in regards to personal food choices and physical activity. Students will practice safety and sanitation, learn proper measuring and utensil use, while demonstrating basic food preparation techniques.

Resource Room Life Skills

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

RR Life Skills is a course of study that focuses on learning the skills needed to be an independent contributing member of society. These skills include: ability to communicate effectively, ability to advocate for oneself, making informed decisions, solving problems, setting individual and personal goals, resolving conflicts, developing pre-employment and employment skills through simulated and/or through work experiences, and preparing for a focused career. These learning targets will be met in a cooperative partnership with the following community agencies: Disability Network, and Michigan Rehabilitation Services.

Physical Education Coed

Recommended for Grades: 9-12

1 Semester

½ Credit

This course is recommended to students who have participated in physical education at the middle school level and/or are willing to be at a competitive level in a high school coed environment. Emphasis will be on teamwork in a competitive setting in fundamentals sports setting.

Athletic Performance (AP) Body Mechanics

Prerequisite: See Course Description

Recommended for grades: 9-12

Full Year

1 Credit

This course is designed to give its participants the opportunity to maximize training concepts and techniques used for athletic performance development. The specific athletic development pertains to central nervous system activation,

optimal breathing, and measured (recorded-ranked-published) improvement as it relates to straight-ahead speed, change of direction movements, and upper/lower body rate-force development (i.e., velocity-based training).

Healthy Lifestyles (HL)Body Mechanics

Prerequisite: See Course Description

Recommended for grades: 9-12

Full Year

1 Credit

This course is designed to give its participants the opportunity to learn training concepts and techniques used for obtaining and maintaining optimal physical fitness while working to improve flexibility, strength, and general movements. Students will benefit, learn, and apply the fundamentals of weight training, strength training, fitness training/conditioning, and general nutrition.

MATHEMATICS

Algebra I

Recommended for Grades 9-12

Full Year

1 Credit

Algebra I is the study of linear, absolute value, quadratic and exponential functions and inequalities. For each family of functions there will be a study of graphs and equations as well as a connection between the different representations and their connection to real-world situations. The study of linear and exponential functions will also be connected to arithmetic and geometric sequences. The class also looks at systems of all types of these equations.

Algebra II (Statistics)

Prerequisite Algebra I

Recommended for Grades 10-12

Full Year

1 Credit

Algebra II is a continuation of Algebra I. It takes the same family of functions approach by studying graphs, equations, real-world situations and connects different representations. It looks at polynomials, exponentials, logarithms, and rational functions as well as conic sections and a continued look at sequences and series. One marking period of this class will be dedicated to the study of probability and statistics. This will cover all probability and statistics standards for the high school common core.

Honors Algebra II

Prerequisite teacher recommendation open to students who excel in Algebra I & Geometry

Recommended for Grades 10-12

Full Year

1 Credit

Honors Algebra II will build on concepts taught in Algebra I and Geometry while adding new concepts to the student's repertoire of mathematics. Continuing the study of exponential and logarithmic functions and further enlarge the catalog of function families to include rational and trigonometric functions. The primary strands of context expectation include quantitative literacy and logic, algebra and functions, geometry and trigonometry, and statistics and probability.

Geometry

Prerequisite Algebra I

Recommended for Grades: 9-12

Full Year**1 Credit**

This course in basic geometry is designed to give the student a better understanding of a logical mathematical system. The course is developed allowing students to use algebra skills already learned. The primary focus will be towards mastering the Michigan Geometry Content Standards.

Honors Geometry**Prerequisite Algebra I**

Open to students who have excelled in Algebra I with teacher recommendation or those who receive 90% or above on the Geometry Placement Test

Full Year**1 Credit**

This course in Euclidean geometry is designed to give the student a better understanding of a logical mathematical system. Using algebra skills already learned students will be challenged with assignments, projects, and thought producing challenges. In addition to the Michigan Content Standards topics include inductive and deductive thinking, logic, polygons, congruence, similarity, circles, parallelism, and an introduction to right triangle trigonometry.

Pre-Calculus**Prerequisite Algebra I, II & Geometry**

Recommended for Grades: 11-12

Full Year**1 Credit**

This is an advanced course covering coordinate geometry, polynomials, exponents and logarithms, and a comprehensive coverage of trigonometry. Other topics include statistics and probability. This course is designed to prepare the student for college-level mathematics and AP Calculus in particular. A graphing calculator is recommended. Students taking this class are required to take the AP exam.

Advanced Placement Calculus**Prerequisite Algebra I, Algebra II, Geometry, and Pre-Calculus**

Recommended for Grades: 12

Full Year**1 Credit**

AP Calculus AB is the study of limits, derivatives, and integrals. It covers basic computations as well as problem solving and technology use. It includes all College Board required topics and culminates with the AP test given in May of each year. For a complete syllabus, see the AP Calculus teacher.

Consumer Education

Recommended for Grades: 11-12

Full Year**1 Credit**

This class helps students develop skills necessary to becoming a more informed and successful consumer. Consumer rights and responsibilities, influences on and by consumers in the world, provide backdrop as students learn about compound interest, saving, borrowing, credit cards, insurance, and taxes. Throughout the year, students review, practice, strengthen and apply their own math skills learned in previous courses such as Pre-algebra, Algebra 1 and Algebra 2. This practical course offers hands-on activities, computer simulations and video, along with textbook reading/writing and performance tasks, to prepare students for their roles as workers, consumers and family members.

Pre-Algebra

Recommended for students wishing to gain additional algebra skills

Full Year

1 credit

This class is designed to improve the math skills necessary to be successful in an Algebra 1 course. Students will be assessed at the beginning of the semester and areas of improvement will be defined. The class will be designed around these areas, and concepts will be taught with a multiple representation approach. Possible topics will include operations with fractions and decimals, operations with positive and negative integers, setting up graphs, displaying data, and interpreting tabular and graphical information. More topics could be added based on the assessment given in the beginning of the course. There will be a selection process to fill this class.

Resource Room Daily Living Math

Prerequisite: Recommendation by IEP Team for placement

Recommended for students wishing to gain additional algebra skills

Full Year

1 elective credit

RR Daily Living Math is the study of math skills that students will need to live independently within the community. Functional math skills allow students to develop abilities in the following areas; being able to count money, determining total of purchase and change to be received back, know how to balance and understand a checking account, ability to budget for shopping and paying bills, reading a pay stub, reading a bus schedule, understanding of time that relates to a work schedule, as well as being able to follow directions at their place of employment.

Resource Room Pre Algebra

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

Resource Room Algebra 1

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

Algebra I is the study of linear, absolute value, quadratic and exponential functions and inequalities. For each family of functions there will be a study of graphs and equations as well as a connection between the different representations and their connection to real-world situations. The class also looks at systems of all types of these equations. Students will be able to use skills and concepts to evaluate and calculate algebraic functions and graphing methods. This course progresses at a slower pace than the general Algebra 1 course with additional examples and less independent work.

Resource Room Geometry

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year
1 Credit

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Resource Room Algebra 2

Prerequisite: Recommendation by IEP Team for placement

Recommended for grades: 9-12

Full Year

1 Credit

Algebra II is a continuation of Algebra I. Algebra II is the study of linear, absolute value, quadratic and exponential functions and inequalities. It takes the same family of functions approach by studying graphs, equations, real-world situations and connects different representations. It looks at polynomials, exponentials, and rational functions. The class also looks at systems of all types of these equations. Students will be able to use skills and concepts to evaluate and calculate algebraic functions and graphing methods. This course progresses at a slower pace than the general Algebra 2 course with additional examples and less independent work.

AGRICULTURAL SCIENCE | INDUSTRIAL ARTS

Livestock and Animal Science

Recommended for Grades: 9-12

Full Year

1 Credit

A course designed as an introduction to food and fiber production. Emphasis will be divided between commercial agriculture and practical livestock production for individuals and families. This is a hands-on course in which students will be involved in work and tasks related to raising and breeding animals. This includes feeding and watering animals, cleaning animal pens, shoveling manure, handling and moving animals, and performing care tasks such as shearing and hoof/nail trimming. This means you will get DIRTY sometimes. Units of instruction will include introduction to agriculture, poultry production, pest and disease management, animal facilities design, animal nutrition, animal reproduction, large animal management (sheep), small animal management (rabbits), poultry production (broiler chickens), record keeping, animal judging, agribusiness, and aquaculture. Instruction in leadership (FFA) and supervised agricultural experience program development as well as exposure to agricultural career opportunities will be provided.

Food Crops and Plant Science

Recommended for Grades: 9-12

Full Year

1 Credit

A course designed as an introduction to plants and agricultural crops. Emphasis will be divided between commercial agriculture and practical food production for individuals and families. This is a hands-on course in which students will be involved in work and tasks related to growing and managing plants. This includes preparing soil, turning compost, filling pots, planting seeds, weeding, and watering. This means you will get

DIRTY sometimes. Units of instruction will include an introduction to agriculture, plant anatomy and physiology, soils and plant nutrition, fruit crops, plant propagation, composting, greenhouse plant production, maple syrup

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production, agribusiness, and gardening. Instruction in leadership (FFA) and supervised agricultural experience program development, as well as exposure to agricultural career opportunities, will be provided.

Agricultural Equipment Design and Fabrication

Recommended for Grades: 10-12

Full Year

1 Credit

An introductory course designed to give students basic knowledge in ag mechanics (small engines) and equipment design and fabrication. This is a hands-on course where students will be working in the shop most days. You will get dirty and be required to wear proper shop clothing and protective equipment. First semester is the small engines unit where students will learn shop safety, measurement, tool ID, small engine theory (2-stroke and 4-stroke), fuel mixing and basic maintenance, and small engine parts and systems. Each student will be required to bring in a 2-stroke or 4-stroke one-cylinder engine to disassemble and put back together. Second semester is the equipment design and fabrication unit where students will learn fabrication safety, metal cutting and grinding metals and materials, and fabrication practice and projects. Students will get hands-on experience fabricating straight beads and simple joints and will complete 2 fabrication projects. Students may take the course a second year where they will have the opportunity to do advanced projects and assist beginning students.

Agricultural Shop and Construction

Prerequisite: Industrial Arts

Full Year

1 Credit

This course gives students basic knowledge in shop woodworking and ag-related construction. This is a hands-on course where students will be working in the shop most days. You will get dirty and be required to wear proper shop clothing and protective equipment. During the first semester, students will focus on basic woodworking and joinery techniques including shop safety, measurement, woodworking hand tools, power hand tools, power shop tools, wood and lumber, layout and cutting, joinery, and finishing. Students will complete at least one project they will be able to take home. Second semester will focus more on outside construction including platform framing, post and beam framing, farm structures, concrete, and plumbing. All students will participate in larger class construction projects. 2nd semester projects will build on the basic skills learned in the first semester. Students may take the course a second year where they will have the opportunity to do advanced projects and assist beginning students.

Industrial Arts

Full Year

1 Credit

In this course students will learn to safely use tools and machines by making things and doing basic repair work. Student projects will involve woodworking, metalworking, electrical, plumbing and mechanical skills. Students will also learn basic technical drawing skills and have the opportunity to compete in local, regional, and state project fairs. This course will teach students practical, hands-on skills and/or prepare students to enter a program at Benzie's Ind Arts/FFA program or the Career-Tech Center.

SCIENCE

Earth & Space Science

Grade 9

Full Year

1 Credit

This class will provide students with scientific knowledge and experience from the Earth and Space Sciences in real-world contexts. The goal of this interdisciplinary course is for students to develop an understanding of the earth and the solar system as a set of closely coupled systems that can be useful in explaining natural phenomena and making decisions about real-world problems. Students will explore the interrelated nature of our planet's major systems with hands-on experimentation, direct instruction, research, modelling, and critical analysis. Wide-ranging topics in astronomy, geology, and meteorology will be used to help students understand a larger picture, and the concepts from these units will routinely surface again and again throughout the year.

Environmental Science

Recommended for Grades 10-12

Full Year

1 Credit

This Environmental Science course aims to provide students with a coherent perspective of the interrelationships between environmental systems and human societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face in their lifetimes. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives.

This curriculum is extensively performance-based and also involves labs and fieldwork. Instruction will focus on data collection and analysis, career opportunities, and the integration of biological, chemical, mathematical and technical concepts to examine how humans change the world and how the world affects human society in return. While drawing attention to specific techniques used to measure and model environmental phenomena, this teaching approach also strives to challenge students to evaluate the scientific, ethical and socio-political aspects of environmental decision-making at a global, national, and personal level.

Applied Science (new 23-24)

Recommended for Grades 11-12

Full Year

1 Credit

Applied Science is an interdisciplinary science class that explores physical science, biology, chemistry, and earth science topics in a career-context that focuses on sustainability, innovation, society, technology, and the environment. Topics from each discipline are combined into a unified study of career-focused modules that can apply to *all* Benzie Central students and their diverse goals and backgrounds. Modules are presented through a career context with hands-on, *minds-on* projects that seek to emulate real-life jobs, problems, and skills that expose students to the diverse experiences that STEM fields can offer. This class is meant to embody the eight science and engineering practices outlined in the Michigan Science Standards. It is focused less on discrete content topics and more on the process of thinking and solving problems in a real-life context.

Biology

Recommended for Grades: 9-10

Full Year

1 Credit

Biology is the study of life. This Biology course is a survey course, which incorporates new perspectives and understanding across the major sub-disciplines of biology. Genetics, cell biology, development, evolution, classification, animals, and human body systems are some of the areas covered. We will examine the human role in the world of living things in relation to contemporary problems. The course will have a lab-based, hands-on component. Understanding through exploration is one goal of this course. Students will be sensitized to various moral and environmental issues brought about by research in bioengineering and other areas of biological research. They will be provided with tools with which to make educated decisions regarding these new technologies and developments. This class promotes scientific thinking through problem solving, a process that encourages curiosity and careful inquiry.

Honors Biology

Prerequisite Recommendation by 8th grade Science & Algebra I teachers

Recommended for Grades: 9-10

Full Year

1 Credit

Same as Biology with emphasis on preparing students for Advanced Biology and Advanced Placement Biology.

Chemistry

Prerequisite Algebra I

Recommended for Grades: 11-12

Full Year

1 Credit

This is a problem-based learning course covering general chemistry concepts using a variety of real world problems and projects that may include forensic science, food science, engineering of materials, etc. The course is designed to prepare students for entry-level college chemistry courses and provide students with opportunities to engage in labs, critical thinking, and evidence-based argumentation. Topics for this course will include periodic law and bonding, stoichiometry (balancing equations and using a mass/mole concept to figure chemical products), gas laws, solutions, redox reactions, Thermochemistry and acid/base reactions. Pre-required courses include a good understanding and mastery of the concepts taught in Algebra.

Honors Chemistry

Teacher Recommendation

Full Year

1 Credit

This course is similar to General Chemistry with emphasis on preparing students for Advanced Placement Chemistry.

Advanced Placement Chemistry

Prerequisite Algebra I, Algebra II, Chemistry

Recommended for Grades: 12

Full Year

1 Credit

Advanced Placement Chemistry is a fast paced course meant to cover advanced chemistry concepts similar to 1 full year of introductory chemistry coursework at college. This typically involves 2 semester long chemistry lecture courses and 1-2 semester long laboratory courses. A complete AP Chemistry course description can be found online with College Board obtained from the principal or AP Chemistry instructor. Topics covered in AP Chemistry include atomic structure and properties, spectroscopy, electron configurations, molecular and ionic compound

structure and properties, resonance and formal charge, VSEPR and bond hybridization, intermolecular forces and properties, gas laws, kinetic molecular theory, chemical reactions, stoichiometry, kinetics, reaction rates and rate laws, thermodynamics, equilibrium, acids and bases, and applications of thermodynamics. Students taking this class are required to take the AP exam.

Physics

Prerequisite: earned credit in HS math or recommendation from current math teacher

Recommended for Grades: 10-12, students who have not yet successfully completed Algebra 2.

Full Year

1 Credit

***May be used as a senior year math credit**

This course is an applied physics course designed to ensure that students will obtain fundamental skills in physical science that will prepare them for many postsecondary opportunities. This project-based curricula will engage students in collecting data, analyzing and modeling systems, making evidence-based claims, using formulas, prototyping, and designing solutions to real-world engineering problems. The content will be arranged in interdisciplinary units that emphasize real-world career skills and technical education. Students will be challenged to consistently approach problems with written, graphical and mathematical representations of their thinking and regularly engage in self-assessment to track their progress throughout the course. Practice work will be used to support regular assessment with standard-based quizzes and performance tasks that will support student's work toward content mastery. It is a prerequisite that students have passed a course in Algebra with a grade of B or better or have a recommendation from a former mathematics teacher. It may be helpful to have completed Geometry or take Geometry concurrently with Advanced Physics.

Advanced Biology

Prerequisite Biology "B" or better, Chemistry "B" or better

Recommended for Grades: 11 & 12

Full Year

1 Credit

This class is provided to allow college-bound students to expand their conceptual framework, factual knowledge, and analytical skills that initially were developed in their introductory biology class. The first semester of work is devoted to the study of heredity, populational biology (Hardy Weinberg), basic biological chemistry of carbohydrates, lipids, proteins, and nucleic acids and the biochemistry of the light and dark reactions and the chemiosmotic synthesis of ATP. During the second semester the focus will shift to the structure, function, and biochemistry of the various vertebrate organ systems, the biochemistry of glycolysis and cellular respiration, and introductory biometrics. Occasionally some projects and laboratory work will necessitate that students spend additional time in the laboratory. Every student planning on attending college should be enrolled in Advanced Biology in their junior or senior year. Almost every career path requires credits earned in intro level Biology in college.

Advanced Placement Biology

Prerequisite Chemistry "B" or better

Recommended for Grades: 11 & 12

Full Year

1 Credit

This class is provided to prepare college-bound students to take the Advanced Placement examination in Biology. Students enrolled in AP Biology must also be concurrently enrolled in Advanced Biology. Taken together the classes cover the entire AP Biology course description. A complete AP Biology course description is published by the College Board. Copies of this complete description can be obtained by the principal or AP Biology instructor. Topics covered in AP Biology from molecules and cells include enzymology, cells, membranes, subcellular organization, and cell cycle and regulation. Topics covered from heredity and evolution include gametogenesis, DNA and RNA structure and function, gene regulation, mutation, viral structure and replication, nucleic acid technology, early evolution of life, evidence for evolution and

mechanisms of evolution. Topics covered from organisms and populations include evolutionary patterns, survey of the diversity of life, phylogenetic classification, evolutionary relationships, reproduction, growth and development of plants and animals, structural, physiological, behavioral adaptations and responses to the environment, population dynamics, communities and ecosystems and global issues. Students taking this class are required to take the AP exam.

SOCIAL STUDIES

U.S. History

Required for Grade: 9

Full Year

1 Credit

The study of United States history prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual, and demographic transformations that shaped the nation, students learn about major political, philosophical, and historical underpinnings of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation's past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

Civics

Required for Grade: 10

Full Year

.5 Credit

Civics introduces students to the American political system -- its core values and principles as set forth in foundational documents, as well as its origins, institutions, and operations. The course also acquaints students with political parties, historical development of American politics, voting and elections, public opinion and interest groups, branches of federal government, state and local government, criminal and civil law, civil rights, and government and economy. Students are also introduced to the rights and responsibilities of citizenship and of democratic civic involvement. They also are required to fulfill community service obligations.

World History

Required for Grade: 11

Full Year

1 Credit

World History gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. This course centers on the following themes: the origins and expansion of the global capitalist economy and the varied types of resistances to that expansion, the rise of secular/scientific thinking and politics, the transformation of religion in the modern world, the influence of technology. Five regions of the world surveyed include: Africa, Asia, Pacific Islands, Europe and Latin America. Historical analysis and interpretations will be surveyed through the lens of comparative

examination of the economic, cultural, political, social and technological commonalities and differences

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between human societies. This course is required in the 11th grade.

Economics

Requirement for Grade 10

Semester

.5 Credit

This one-semester required course builds economic literacy in students. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their prior knowledge of basic economic concepts and apply them to national and international economic systems and problems as a whole. They explore the various challenges presented by both micro and macroeconomic perspectives. By focusing on microeconomics, students study how interactions of buyers and sellers impact price and the role of trade-offs and incentives in consumer and business decisions. Students also examine the macroeconomic goals of high employment, stable prices, and economic growth as they explore how the flow of goods and services and money are used to measure and influence the status of the economy. After examining the role that governments in the United States play in a market economy, students assess how the activities of households, firms, and governments have global consequences in an increasingly interconnected world. Throughout the course, students use a variety of media to compile, analyze, and present statistical data pertinent to economic problems. Students apply their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy.

Current Events

Recommended for grades: 11, 12

1 Semester

.5 Credit

Current events is a one semester class designed to keep the student educated in the current news happenings throughout the world. It is involved with all three levels of government: local, state, and federal. The course will involve many different areas of study at these levels including, but not limited to, law and order, religion, economics, foreign affairs, sports, the arts, and politics. The course will use many different media sources for information.

Psychology

Recommended for grades: 11, 12

Full Year

1 Credit

This course explores human behavior and growth. Special attention will be paid to approaches to psychological thought and theory, methods of psychology, working of the mind and body, consciousness, and sociocultural influences on behavior. Additionally, memory, intelligence, developmental stages, personality, gender differences and adjustment, and breakdown of behavior will be studied.

Sociology

Recommended for grades: 11-12

1 Semester

.5 Credit

Sociology explores human interactions and behavior through social interaction with special emphasis on culture, the socialization process, social stratification, collective behavior, social institutions, and social change. Special attention is paid to U.S. culture including minorities, and the rules we live by.

General Law

Recommended for grades: 11-12

1 Semester

.5 Credit

General Law will explore everyday laws and how they apply to individuals. Through this course one will better

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understand their rights and responsibilities in our society.

~~Advanced Placement Psychology (Not offered)~~

Prerequisite: None

Recommended for grades: 11-12

Full Year

1 Credit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields with psychology. They also learn about ethics and methods psychologists use in their science and practice. Students taking this class are required to take the AP exam.

~~Advanced Placement U.S. History (Not offered)~~

Prerequisite: Completion of U.S. History

Recommended for grades: 11-12

Full Year

1 Credit

AP U.S. History is a college-level course that covers the years from 1877 to the present. AP US History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Emphasis is placed on the significance of the political, economic, social, and intellectual life of the United States in contemporary times. The AP course is distinguished from the regular course by additional supplemental reading, interpretation of primary sources, further development of writing skills and classroom discussion. In the Spring, students are expected to attend study sessions in preparation for the Advanced Placement exam, which is administered in May. Students taking this class are required to take the AP exam.

TECHNOLOGY & BUSINESS

Freshman Connection

Required for Grades: 9

Full Year

1 Credit

This course will build on necessary typing/keyboarding skills needed to use Web 2.0 tools and a variety of applications to produce quality projects which can be integrated into all subject areas throughout the high school experience. EDP's (Educational Development Plans) will continue to be developed using our new platform XELLO (digital). Learning how to use the Internet and online databases for the purpose of academic research. Students will learn how to use Google Suite/Microsoft Office software effectively to create documents, spreadsheets, and presentations. Emphasis on creating a digital portfolio, on-line learning experiences, and career exploration will be included in this year long course.

Multimedia

Prerequisite: ELA "B" or better

Required for Grades: 9-12

Full Year

1 Credit

Multimedia class is a journalism class open to students in the 10th, 11th, and 12th grades. The course is designed to offer students experiences in journalism. They will have opportunities to hone their journalism skills by participating in all elements of both broadcast and print production. The course includes instruction in effective and responsible journalistic writing forms and techniques, broadcasting, sales and marketing, and

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business management. Students are required to work outside the school day. Consideration for enrollment is based on an application along with a 60-second video pitch. Written letter to instructor describing interest in the class.

WORLD LANGUAGES

Spanish I

Required for grades 9-12

Full Year

1 Credit

Students will be introduced to the Spanish language and culture. In a variety of classroom activities, students will acquire vocabulary and grammar in order to speak Spanish. While the focus of the course will be on speaking, students will also learn to listen to, read, and write Spanish. Student success in the course is dependent upon the completion of daily homework, weekly vocabulary quizzes, tests, and projects. A strong understanding of English grammar is also stressed.

Spanish II

Prerequisite Spanish I

Full Year

1 Credit

Students will continue their study of the Spanish language and culture. Students will expand the vocabulary and grammar learned in the first year. The focus of the course will also expand to include writing as well as speaking. The main goal of the Spanish II course is to expand their use of the grammar to include the future and past verb tenses as well as present tense. Students will be able to speak in conversations and write a one-page paper about a given topic. Students will expand their cultural understanding of Spanish-speaking countries. Student success in Spanish II is dependent upon the completion of daily homework, weekly vocabulary quizzes, tests, and projects.

Spanish III

Prerequisite Spanish II

Recommended for grades 10-12

Full Year

1 Credit

In Spanish III students continue their study of the grammar, vocabulary, and culture of the Spanish speaking World. A bulk of the year will be spent with the grammatical concept of the subjunctive mood and how it is used. More authentic, longer pieces of literature, art, and poetry will enhance their studies.

STUDY HALL

Seminar

Required for grades 9-12

Full Year

.25 Credit

This year-long course is designed to help students with organization and manage the academic rigor and social issues of high school. This course covers various study skills, note-taking, test-preparation, research

procedures, and reading and writing strategies. Students will learn and practice organizational skills and will receive a daily agenda to use in all their BCHS classes.

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The course will also address social issues that affect students as they begin to explore high school and post-secondary planning. Seminar is designed to help students during their transition to high school – its academic and personal demands – and help ensure their educational success.

Mentors

Required for Grades: 11-12

Prerequisite: Student has successfully completed the course and is a LINK Crew member

Full Year

1 Credit

- Juniors and seniors may mentor for 1 class only in a school year.
- Mentor duties can range from clerical to small group tutoring and instruction.
- The teacher is responsible for attendance and issuing a grade to the student mentor.

Students may assist a teacher in a course he/she has previously taken. Mentor tasks could include but are not limited to individual or small group tutoring, clerical tasks, lab setup, etc. Mentorships must be arranged between the student and the teacher and have written teacher approval. High School Guidance Counselor must be notified of the mentoring agreement in writing, email is acceptable. Your written notification of the mentoring agreement will allow the student to have the generic course title of "mentor" added to the course requests.

COLLEGE & CAREER DEVELOPMENT

Juniors and seniors may opt to take classes at the CareerTech Center (CTC), at no cost, to get a head start on their post-secondary career planning and preparation. Postsecondary and direct college credits may also be earned while enrolled in CTC programs. Students can move into immediate job placement and/or additional postsecondary training in technical schools, colleges, universities or the US military. The following courses of study are available:

Arts & Communications:

- Film and New Media
- Graphic Arts
- Front Street Writers

Trade, Business & Hospitality

- Business Careers
- Culinary Arts
- Information Technology
- Web & Game Programming

Public & Human Services

- Early Childhood Education
- Public Safety/Protection Services
- Teacher Academy

Health

- Allied Health I & II

Manufacturing, Technology & Engineering

- Manufacturing Technology Academy
- Precision Machining Technology
- Auto Body Repair
- Automotive Technology
- Construction Trades
- Drafting & Design Technology Online
- Electrical Occupations
- Power Equipment Technology
- Welding & Fabrication
- Mechatronics

Natural Resources & Agriscience

- Agriscience/Natural Resources

1. Receive approval from their school to take college courses.
2. Meet all identified placement and cut scores for enrollment in Baker College
 - a. Students in grade 10, 11 or 12 must have a 2.5 GPA or meet the Baker College Placement Options and Cut Scores SAT or PSAT cut scores in Math and English.
 - b. Students in grade 9 must provide the PSAT scores following the MDE cut scores as they will most likely not have a high school GPA. If they do, both need to be submitted.
3. Students enrolled in an Early Middle College program who do not meet one of these eligibility conditions can take Fast Track to qualify.

Baker Early Middle College:

Recommended for grades 11-12

Cohort 2020-2021

Credit: See MTA Agreement

Students wishing to dual enroll in college coursework as a high school student may do so under the guidelines of the MDE Postsecondary Enrollment Options Act. Enrollment eligibility is determined by pupil performance on PSAT and or SAT tests and by the requirements set forth by the postsecondary institution. All inquiries about dual enrollment should be made to the High School Counselor.

Dual Enrollment:

Open to High School Students

Recommended for grades 11-12

Semester by semester enrollment

Credit: TBD at time of enrollment

Students wishing to dual enroll in college coursework as a high school student may do so under the guidelines of the MDE Postsecondary Enrollment Options Act. Enrollment eligibility is determined by pupil performance on PSAT and or SAT tests and by the requirements set forth by the postsecondary institution. All inquiries about dual enrollment should be made to the High School Counselor. All dual enrollment procedures must be complete before the secondary course term begins, noting that the High School Counseling office is closed during the summer (ie. dual enrollment for fall must be complete before the last day of school of the previous school year).

Child Development Pathway:

Open to High School Students

Recommended for grades 11-12

Semester by semester enrollment

Credit: 1 credit/year

This class will explore child development through eight competency standards including: Planning a safe and healthy learning environment, advancing children's physical and intellectual development, supporting children's social and emotional development, building productive relationships with families, managing an effective program, maintaining a commitment to professionalism, observing and recording children's behavior, and understanding principles of child development and learning. The successful completion of this course would give the student the necessary education hours to apply for a Child Development Associate (CDA) credential.

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