

CURRICULUM GUIDE

2022-2023

This curriculum guide contains information concerning the requirements for graduation, current written descriptions of the courses to be offered, and suggestions to assist in planning your future.

It is important to remember these courses are used as guides and a number of different unforeseen circumstances could alter the course offerings and description. When planning your schedule, it is important to note there are courses that are offered on an alternating year basis. There is always a chance of course conflicts due to teacher assignments, number of sections offered, etc.

Our intent is to meet the needs of all students in providing a comprehensive and sound educational curriculum so they may become lifelong learners, who will be productive contributing members of the world and community.

Dear Parents/Guardians and Students:

Akron-Fairgrove Junior/Senior High School is proud of the variety of quality educational programs available to our students. Students have the opportunity to take a number of different courses here on campus. Students who qualify may also participate in a “Dual Enrollment” program at various colleges located in adjacent communities.

The curriculum guide brings all of our course offerings together under one cover and is intended to help you become prepared to meet with your counselor/principal and select your classes for the next year. I urge you to read this document thoroughly and discuss your strengths and preferences with parents/guardians, counselor/principals and teachers.

Should you have questions concerning the scheduling process, please contact me at 989-693-6112. I hope this guide helps you have a successful scheduling process.

Sincerely,

Andrew Beauvais
Principal
Akron-Fairgrove Junior/Senior High School

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ACADEMIC STANDARDS

GRADUATION REQUIREMENTS – The following requirements must be met before a diploma can be issued at Akron-Fairgrove Schools. **All bills (book fines/fees, athletic/band uniform, etc.) must be paid before a diploma will be issued.**

1. Attend high school four (4) complete years or the equivalent (8 full semesters). Adult education will only be permitted during the senior year with the approval of the high school principal. No more than two (2) credits may be obtained from approved adult education programs (4 semesters).
2. Students who are classified in the twelfth grade may be released from school during the last two hours of each school day to pursue alternative education opportunities as provided for in the board policy entitled “Release time for Students”.
3. A credit is defined as successfully completing a one year course. A half credit is the satisfactory completion of a one semester course.
4. If a student fails a prerequisite course as defined in the course outline, he/she may not take the next sequential course until the required course is completed. (Exceptions per principal approval.) NOTE: Check the course outline.
5. Students graduating from Akron-Fairgrove Schools must earn 22 credits through the accumulation of the following courses:

HIGH SCHOOL GRADUATION REQUIREMENTS

English Language Arts – Requirement 4 credits

An English Language Arts (ELA) class can include writing, speaking, representing, viewing, literature, culture and language.

Science – Requirement 3 credits

Biology 1 credit

Chemistry or Physics 1 credit

Additional credit such as:

Ecology, Chemistry II, Anatomy, Astronomy, Integrated Science, Zoology, or Botany

The required science classes – Biology and Chemistry or Physics may be offered by the district in any order and taken by the student in any sequence.

The science courses are specified because they are most often the prerequisite courses for additional study in science, mathematics or engineering.

Mathematics – Requirement 4 credits

Algebra I 1 credit

Geometry or Integrated Sequence 1 credit

Algebra 2 1 credit (same course content)

1 additional credit such as: Trigonometry, Statistics, Pre-Calculus, Calculus or math related course

1 credit must be earned in the senior year.

All pupils must have a minimum of 3.5 credits (including 1 credit in senior year) after 2.5 credits, a pupil may modify his/her personal curriculum if:

- Successfully completed 1 semester of Algebra 2 or
- Elect to spread Algebra 2 over two years or
- Successfully completing the same content of 1 semester of Algebra 2 in CTE course as part of a formal CTE program.

A mathematics course must be taken in the senior year, with no exceptions. Taking four credits of math prior to the senior year, including the 8th grade does not satisfy the requirement of having to take a mathematics class in the senior year. If a student takes a mathematics class through dual enrollment at a college in the 12th grade, it will satisfy the requirements for having a mathematics class in the senior year.

The 4th credit in mathematics may be earned in a math-related class as determined by the local district. Examples might include Business Mathematics, Accounting, Engineering, Medical Careers and Construction Trades.

Social Studies – Requirement 3 credits

U.S. History /Geography 1	1 credit
World History	1 credit
Economics	.5 credit
Civics	.5 credit

After earning 2 credits, including Civics, substitute with 1 additional credit in ELA, Mathematics, Science or World Languages

The civics requirement cannot be modified.

Health and Physical Education – Requirement 1 credit

Health	.5 credit
Physical Education	.5 credit

Modification: substitute with 1 additional credit in ELA, Mathematics, Science or World Languages.

The state mandate allows a modification for the Health and Physical Education requirements.

Visual, Performing or Applied Arts – Requirement 1 credit

Any one category of arts	1 credit
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Modification: 1 additional credit in ELA, Mathematics, Science or World Languages.

- Students will have room in their schedules to take electives in the visual, performing or applied arts.
- The Michigan Department of Education will determine credit guidelines for courses in the visual, performing and applied arts.

World Languages – Requirement 2 credits (Effective Class of 2016)

2 credits in grades 9-12 or equivalent learning experiences grades K-12

Modification: Students may substitute 1 credit for CTE or an additional fine or performing arts credit.

- MDE will determine the amount of language instruction needed for a credit if taken in grades three through eight.

Online Experience

Requirement Credit may be earned in an online course, online learning experience of integrated online learning.

Modification: **No modification allowed.**

- Students must take an online course or learning experience or have the online experience incorporated into each of the required credits of the Michigan Merit Curriculum.
- Every student will have meaningful technology-enabled learning opportunities based on research and best practice that include virtual learning experiences.
- As technology quickly advances, there will be expanded opportunities for districts to meet this online learning requirement.
- The online experience requirement will not go into effect until the district is able to provide the technology necessary to make achievement of the requirement possible.

Career and Technical Education

Districts will continue to offer Career and Technical Education (CTE) courses. However, some courses may be taught in a manner that will allow credit to be granted for both CTE and the specified content area.

Eligible students, as determined by local districts, may be able to participate in a co-op, internship or externship experience.

Certain requirements, such as some mathematics or science courses, may be satisfied in a CTE environment.

CTE classes are electives. They are generally taken in a specific sequence and should be considered early in a student's educational career. Since the new graduation requirements leave little room for electives, careful planning will be necessary to schedule CTE courses.

Graduation requirement classes taken in the 8th grade, such as Algebra I will allow more opportunity for CTE classes/electives during the high school experience.

Educational Development Plans

Educational Development Plans (EDP) are now required to be completed by all students before they enter high school, which would include discussions about Career Pathways. It is in the best interest of a student to use an EDP to focus and plan in order to successfully complete the graduation requirements, and prepare for the transition to the world of work. Parental guidance is critical.

How Credit is Granted

A student is considered to have completed a credit if the student successfully completes the subject areas content, expectations or guidelines developed by the Michigan Department of Education. Credit can be

granted in a variety of ways (end of course exams, dual enrollment, testing out, accelerated honors and/or advanced placement (AP) courses, or summer school make-up classes.

A student will be given graduation credit for a requirement that is successfully completed prior to high school, as long as it is of the same level of content and rigor associated with the corresponding high school required course. Taking qualifying classes before high school will make room in the schedule to take electives.

If a student fails a required course for graduation, no credit is granted and the class must be made up. Since there is little room in a student's schedule each year for make up classes, the failed credit can be recovered in various ways, such as summer school or online.

CLASSIFICATION OF STUDENTS 9TH THROUGH 12TH GRADE STUDENTS

9 TH grade	successful completion of the 8 th grade
10 th grade	a student who has earned a minimum of 6 credits
11 th grade	a student who has earned a minimum of 12 credits
12 th grade	a student who has earned a minimum of 18 credits

General Provisions

- The principal has the authority to make exceptions to grade level requirements.
- Privileges regarding the graduation ceremony may be withheld due to disciplinary action. However, students who have met the requirements for graduation will receive their diploma.
- Students who do not meet graduation requirements will not participate in the graduation ceremony.

Student Schedules: Drop/Adds

- Staff recommendations
- Student request for re-evaluation of academic assignment must have the change approved by the "incoming" teacher.
- Removal from class will be decided on an individual basis.
- Class changes must be made within two (2) days of the start of marking period # 1 and marking period # 3. No changes will be made after these windows.
- Parents must come for a conference with principal/teacher/counselor/principal before a drop takes place.

Grading System

- The following provisions (exam) counts twenty-percent (20%) of the semester grade and the marking period grades count forty percent (40%).
- A student must receive passing grades in two of the three grades used to compute the semester grade in order to receive a passing grade for the semester.
- A student's class rank is based upon grade point averages. These values are averaged according to the following scale:

A.	4.000	C	2.000
A-	3.666	C-	1.666
B+	3.333	D+	1.333
B	3.000	D	1.000
B-	2.666	D-	0.666
C+	2.333	E	0.000

- Individual teachers develop their own grading policy. Classroom grading policies will be posted or made available upon request.

- It should be noted that student attendance has an effect on getting good grades.

Examinations

- All high school students will be given a first semester examination.
- Seniors may be exempted from second semester examinations based on the following criteria:
 - A. They shall have attained a C average (2.000) in the course.
 - B. They have been absent no more than three (3) days during the second semester, whether excused or unexcused.
 - C. Privilege regarding examination exemption may be withheld due to disciplinary action.
 - D. Seniors taking second semester examinations must take them during regularly scheduled days.
 - E. Have received a 1 or 2 on the MEAP.

COURSE DESCRIPTIONS

The following course descriptions are arranged in categories to assist you in locating them within this booklet. The general categories are Language, Social Sciences, Mathematics, Science, Fine Arts, other electives and the Tuscola Technology Center.

LANGUAGE ARTS

English 9: Full Year—Required of all Freshman

This class is designed to improve the levels of comprehension and expression of critical thinking skills of the students through a variety of short stories, novels, drama, poetry and mythology. Students will develop writing skills in accordance with Step Up to Writing. Short essays will be written to practice word development and grammatical skills. A research paper will be required.

English 10: Full Year—Prerequisite: Successful completion of English 9

This class is designed to further the student’s understanding of the English language. Students will improve their comprehension and expression of critical thinking by studying short stories, novels, drama and poetry. Students will develop writing skills through a series of short answer essays and a research type paper. Word building and grammatical skills will be enhanced.

English 11: Full Year - Prerequisite: successful completion of English 9 and English 10.

This class builds on the practices learned in English 9 and 10. It will stress the importance of self expression and comprehension as it related to the novels, dramas and poetry read in the class. Short essays will be required as well as a research type paper.

English 12: Full Year—Prerequisite: Successful completion of English 9, 10 and 11

This class is a culmination of all that is learned in English 9, 10 and 11. A Formal term paper utilizing the currently accepted methods of citation and documentation will be required.

AP Language and Composition Full Year – Elective, Grades 11, 12

The AP Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers, who compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer’s

purposes, audience expectations, and subjects, as well as, the way generic conventions and the resources of language contribute to effectiveness in writing.

Journalism Full Year – Elective, Grades 11, 12

An introduction to reporting and writing the news, including defining what is newsworthy. Through assignments, students will develop a mastery of the basic elements of writing a news story that conforms to standards of clarity, accuracy and fairness. An emphasis is placed on gaining practical experience through reporting on classroom, campus and community events. The development of basic skills is accompanied by the exploration of the role of the press in a free society. Students will also improve their skills in grammar, punctuation and sentence structure.

SOCIAL STUDIES

World History: Full Year—Required of all Juniors

This course introduces the student to world history with an emphasis on western civilization. It will begin with the study of the ancient civilization of Africa and the Fertile Crescent, continue through Greece and the Roman Empire and conclude with the revolutionary period in Europe. The class will also feature studies of medieval Europe, the Renaissance, the enlightenment and Napoleon. All units will attempt to relate history to modern life. Geography will also be emphasized.

United States History: Full Year; required of all Freshman

This course provides a survey course of United States history from the Civil War to the present. Pivotal decisions in the history of each era will be examined, including their economic aspect and global relevance. This is a history of all people who have made our nation what it is today. It also includes the racial, ethnic, and cultural background that contributes to our heritage. Methods used for this course will involve lecture, notes, critical thinking skills, projects and reports.

Psychology: Full year elective

Psychology provides tools to help us gain insight into our own behavior, as well as our relationships with others. Psychology is connected to both the social sciences, such as history or economics, and the natural sciences, such as biology and chemistry. As a social science, psychology explores the influences of society on individual behavior and group relationships. As a natural science, psychology looks for biological explanations for human behavior.

Government: One semester; required of all sophomores

This is an introductory government class, which will emphasize the three branches of government, checks and balances, the amendment process, the Bill of Rights, the federal government's relations with states, our political system, and why participation is vital. The course will also have a unit on state and local government.

Economics: One semester; required of all sophomores

This course is an introduction to the science of economics. The course will feature units in comparative economic systems, saving and investing, supply and demand, competition, the Federal Reserve, world trade and developing nations. A hands-on stock market simulation will also be part of the course.

World Geography: Full year; grades 9, 10, 11, 12

A survey of world geography with an emphasis on the Five Themes of Geography: Location, Place, Human-Environment Interaction, Movement and Region. Students will gain skills in map and globe reading, as well as enhance their knowledge of world cultures. Projects and reports will be assigned, as well as, Internet exploration.

Sociology:

Sociology is a social science that is considered relatively new. In fact, it is the “infant of the social sciences”. Questioning and researching assumptions is an important aspect of sociology. The class studies human social behavior and looks at group, rather than individual perspectives. Through this class you will learn to detect connections between your personal life and your social world.

United States History Through Film: Full Year; Elective

This course provides a survey course of United States. Methods used for this course will involve the study of films set in various historical times or created during important times in history, lecture, notes, critical thinking skills, projects and reports.

MATHEMATICS

Algebra: Full year; grades 8, 9, 10, 11, 12

Prerequisite: successful completion of 8th grade mathematics.

UCSMP Algebra has a wider scope than traditional algebra courses. Significant work with statistics, probability and geometry topics are included. Real world applications are used to aid in the understanding of algebraic problems. Use of technology in the form of scientific calculators is assumed and computer work encouraged. Topics include addition, subtraction, multiplication and division in algebra; linear sentences; lines and distance, slopes and lines; exponents and powers, polynomials, system, parabolas and quadratic equations and functions. **Please note:** Eighth grade algebra may receive high school mathematics credit. The credit will be given on a credit/no credit basis.

Algebra B Full Year- Elective, Grades 11,12

This course provides mathematic curriculum in the discipline of Algebra. It covers additional Algebra I topics and allows for in-depth exploration of introductory topics in Algebra II. This class will cover exponentials, rational equations and conic sections. This course will also cover in-depth graphing, data analysis and application of real world functional analysis. Prerequisite: Algebra I.

Geometry: Full year; grades 9, 10, 11, 12

Prerequisite: successful completion of Algebra

Geometry reinforces and extends knowledge of algebra and develops an understanding of proof. Synthetic, coordinate and transformational approaches to geometry are included. Three dimensional work and real world application are studied throughout the course. Topics include points, lines and angles; reflections; polygons; transformations; triangle congruence; measurement formulas; surface areas and volumes; coordinate geometry, similarity; logic and indirect reasoning; and trigonometry and vectors.

Advanced Algebra: Full year; 10, 11, 12

Prerequisite: successful completion of Geometry

This course emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots and functions based on these concepts. Students study logarithmic, trigonometric, polynomial and other special functions both for their abstract properties and as tools for modeling real world situations. A geometry course or the equivalent is a prerequisite, for geometric ideas are utilized throughout.

Functions, Statistics and Trigonometry (FST): Full year; grades 11, 12

Prerequisite: successful completion of Advanced Algebra

In functions, statistics and trigonometry (FST) students learn to display, describe, transform and interpret numerical information represented as data, graphs or equations. Graphing calculators and/or computers are used for plotting functions, analyzing data, and simulating experiments. The course integrates statistical and algebraic concepts and also previews calculus in work with functions and statistics to model real-world situations. When the UCSMP program is fully implemented, FST Mathematics will be the prerequisite for the final course in the program (precalculus and discrete mathematics) (PDM Mathematics).

Precalculus and Discrete Mathematics (PDM): Full year, grade 12.

Prerequisite: successful completion of FST math.

Precalculus and Discrete mathematics (PDM Math) includes analysis of functions, notions, of limit and analytic geometry. Discrete mathematics topics integrated throughout the course, include formal logic, properties of integers, mathematical induction, sequence, combinations, and graph theory. This course depends on the use of technology (graphing calculators or computers equipped with graphing software) and emphasizes content for the computer age.

Applied Mathematics: Full year: grades 9, 10, 11, 12

Prerequisite: successful completion of algebra and teacher recommendation.

Applied Mathematics is an asset of modular materials prepared to help high school students develop and refine job-related mathematics skills. Each module contains applications in agriculture and agribusiness, business and marketing, home economics, industrial technology and general applications related to the topic. Topics include arithmetic operations, problem solving techniques, estimation, English and metric measurement, using graphs, charts and tables; dealing with data statistics, working with shapes in two and three dimensions, scale drawings and other topics as time permits.

AP Calculus

Prerequisite: successful completion of Pre-Calculus or FST.

AP Calculus will investigate the properties of change and curved area. Students will learn how to find instantaneous change in a wide variety of applied situations with the goal of passing the Advanced Placement Test for college credit. Students will learn to generate nonstandard two and three dimensional figures and calculate the volumes and areas of the figures. This course will draw heavily on the algebraic background learning in Algebra, Geometry and Pre-Calculus.

SCIENCE

Biology: Full year; required of all freshman (MME)

This course deals mainly with the basic fundamentals of Biology including; Biological Principles, Cellular Biology, Genetics, Evolution, and Classification. Laboratories, hands on activities, individual and group projects are an integral part of this course.

Human Anatomy & Physiology: One semester; grades 11, 12

This course involves the study of the 11 major organ systems of the human body. The structure and function of the parts within each system will be identified and discussed. Dissection, laboratories, individual and group projects are required.

Zoology: One semester; grades 11, 12

This course involves the study of the nine major phyla of the Animal Kingdom. These phyla are divided into two major groups; the invertebrates and the vertebrates. Dissection, laboratory work, individual and group projects are required.

Botany: One semester; grades 11, 12

In this course, students will study microorganisms of the Plant Kingdom. Various aspects of plant classification, structure, function, reproduction, and responses will be investigated. Field and lab work will be an integral part of the course.

Ecology: One semester; grades 11, 12

Ecology is the study of how people and other organisms interact with each other and their environment. In this course students will study various aspects of our ecosystems as well as be involved in hands on activities and research related to current environmental concerns of our area, Michigan and the world.

Chemistry: Full year; grades 10 (MME)

This course deals mainly with basic fundamentals of chemistry, which include atomic structure, atomic and molecular bonding, periodic laws, writing chemical formulas and equations, gas laws, solutions (acids, bases, and salts) rates and equilibrium of reactions, and oxidation-reduction equations. Lab experiments are an integral part of this course.

Physics: Full year, grades 10, 11, 12

Prerequisite: Three years of math.

The basic fundamentals of physics are explored including such topics as speed, acceleration, distance/time relationships, vector addition of velocities/force, the physics of falling bodies, force/mass/acceleration relationships and pressure/density/buoyancy relationships of objects in fluids. An in-depth study will be made of heat and temperature, as well as the gas laws. Units on electricity, sound, and light will be included as time permits.

Integrated Science: Required for all Juniors

This class deals with the physical components of the world around us. Topics covered include Earth Science, Astronomy, and Physics. Night time viewing of the stars is required. This class involves many hands-on, individual and group projects.

Astronomy

In the first marking period, the class will cover eclipses, influential astronomers, time keeping, the moon and earth. In the second marking period, the class will investigate our solar system. In addition, the planets and their moons will be covered, along with debris and the formation of our system. The third marking period will introduce the class to the vast variety of stars. We will look into the stars and learn how they are born and how they die. We will also study the constellations. The fourth and final marking period we will study topics about the galaxies and also discuss creation of the universe and other topics associated with the universe.

AP Biology Full Year – Elective, Grades 11, 12

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis in an AP Biology course should be to develop an understanding of concepts rather than memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns. The AP Biology will cover three general areas: molecules and cells, heredity and evolution, organisms and populations. Students should be prepared for the AP Biology test upon completion of this course.

PERSONAL FITNESS/HEALTH

Health & Physical Education: One semester; required of all freshman.

Development of physical fitness through big muscle activities requiring strength, speed, agility and endurance: acquisition of motor skills in team, individual and lifetime sports, development of socially desirable habits and attitudes which contribute to the aims of education. The course includes experiences in soccer, golf, speedball, touch football, floor hockey, basketball, volleyball, softball, kickball, cross country running, and track and field. Participation is mandatory in order to gain credit in this class.

Health: One semester, required of all freshman

This course focuses on health habits that are basic to survival and that also contributes to the total well-being of individuals. Examples of topics include the effects of substance use and abuse, sex education, first aid, nutrition and mental stress.

VISUAL PERFORMING OR APPLIED ARTS

Art: Full year; grades 9, 10, 11, 12.

This class is for the beginning artist. Students will focus on units that are designed and based on helping them understand the Principles and Elements of design. Projects will include color theory, painting in tempera, watercolor and acrylics, drawing with charcoal, ink, pencil, pastel, sculpting with plaster, papier mache, and a unit on ceramics. The intent of the class is to introduce the students to many artists, art forms, styles, and media through studio work in both two and three dimensional design. Students will also research many possible art careers, which they may wish to pursue in the future. Matting and framing finished artwork will also be taught. Some students will begin preparation of an art portfolio.

Wind Symphony: Full year; grades 9, 10, 11, 12.

Prerequisite: band experience or permission from instructor.

This course involves marching techniques and fundamentals along with procedures and advanced ensemble playing. Students are expected to participate in all performances (approximately 15) and rehearsals. Students should also plan on practicing at home when needed to keep up with the literature.

Speech: Full year elective open to all grade levels.

This course strengthens oral communication abilities, enabling students to effectively communicate in their daily lives.

Drama: One semester elective open to all grade levels.

This course will introduce the student to the fundamentals of drama as a performing art and to the primary technical aspects of the theatre.

Film Studies: One semester elective open to all grade levels.

This course will introduce students to the aesthetics of film as an art form. Students will be taught how to write a screenplay.

WORLD LANGUAGE

Spanish I: Full year; 9, 10, 11, 12.

By the end of the first year in Spanish, students will be able to communicate in the present tense on such topics as family and family life, likes and dislikes, descriptions of people, things clothing and the weather. Through learning Spanish grammar, students will gain a more thorough understanding of English, as well. Of course, students will also be introduced to the various Spanish speaking cultures of the USA, Mexico, Central and South America, and Spain.

Spanish II: Full year: grades 10, 11, 12

Prerequisite: successful completion of Spanish I.

Spanish II is a continuation of Spanish I. This course reviews and continuously employs structures learned in the first year. New topics include school life, foods, shopping, television and movies, animals, pastimes, celebrations and sports. Students will deepen their grammatical knowledge and thus will be able to express themselves in the past, as well as, present tenses. Hispanic culture continues to be studied. Literature and plays are also included in the Spanish II course.

BUSINESS EDUCATION

Computer Software Applications: Full year; grades 10, 11, 12.

Students will work with Microsoft Office, an integrated software package. This class is designed to cover the entire Office package, including Word, Excel, Access and Power Point. Students will work from beginning to advanced projects in each program. The projects will be both personal and business related applications.

Advanced Computer

Students will work with Microsoft Office, HTML and Composer. This class will cover advanced topics in Word, PowerPoint and Excel. It will cover introductory and advanced topics in Access including VBA, the Office programming language. This course will also cover website creation using HTML and through Composer. Projects will be personal, recreational and business related.

OTHER PROGRAMS

Life Skills/Career Prep

Students will work to prepare for the life after high school. Topics covered will include career exploration, college applications and scholarships, paying taxes, buying a house, balancing a checkbook and creating a resume. This course will use online tools in this teacher led course to accomplish many of the goals.

Transfer Students:

Students transferring from another school will be required to meet course requirements for those semesters enrolled in Akron-Fairgrove Schools. In cases where the curriculum has been significantly different from that of Akron-Fairgrove Schools, or failures are indicated, then the high school principal will make an evaluation to determine how much the student is behind, which courses are required and the number of credits granted.

Career & Technical Education:

Co-op programs are available for seniors either through the Tuscola Technology Center or a supervised program in which the business and school officials monitor the progress of the student. Co-op positions must be tied to career goals.

Guidelines for Student Participation in Correspondent Courses

1. Students will not be allowed to enroll in correspondence courses until the end of their junior year.
2. All correspondence courses must be approved by the counselor/principal and high school principal prior to enrollment.
3. All correspondence courses must be completed within a designated time period as indicated by the counselor/principal.
4. Correspondence courses will be approved only to assist students that are in jeopardy of not fulfilling his/her graduation requirements. They will not be used to replace senior level courses the student would normally enroll in.
5. All correspondence courses are to be paid for by the student.
6. It is the student's responsibility to handle all communications with the organization offering the correspondence program. The counselor/principal is not responsible for getting the student enrolled or ensuring that all work is turned in on time.
7. Credit will not be issued until the counselor/principal has received written documentation the student has successfully completed the course.
8. Students enrolled in a correspondence course must maintain regular contact with the counselor/principal in regards to their status in the program.

Dual Enrollment:

The Postsecondary Enrollment Options Act provides for enrollment of certain eligible students in postsecondary courses of education. The law establishes eligibility criteria for students, institutions and courses. This is called "dual enrollment". Interested students may contact the counselor/principal for more information.

Edgenuity (E2020/Compass Learning):

For the 2020 – 2021 school year the Board of Education adopted (8/10/2020) the Edgenuity program for online general education classes/credit grades 6-12 to accommodate a "stay at home" option while in any State of Michigan Phases I-V of the COVID-19 pandemic.

Make up for failed class:

1. An E2020/Compass Learning class may be taken to replace a failed course. Students are responsible for payment of the course.
2. All E2020/Compass Learning classes must be approved by the counselor/principal and the high school principal prior to enrollment.
3. All E2020/Compass Learning classes must be completed within a designated time that will be indicated by the counselor/principal.
4. The cost of E2020/Compass Learning shall be assessed a fee, as determined by the Board, per class per semester and must be paid for prior to beginning the course work.
5. Summer school must be arranged with the counselor/principal.

MICHIGAN VIRTUAL HIGH SCHOOL/DISTANCE LEARNING POLICY
(MVHS/DISTANCE LEARNING)

A student must meet three (3) of the listed criteria required to enroll in an MVHS/Distance Learning class. The list of criteria is as follows:

- Testing Out
- MEAP Scores
- GPA (subject GPA)
- Department recommendations—Letter
- Parents
- Counselor/principal/Principal
- ACT/SAT

A student must meet the three (3) requirements from the above list. A student’s name and materials will be submitted for review from a three-member committee from the Curriculum Council. **Please note:** The Distance Learning Class is a college and/or a high school class. The dual enrollment rules will apply to college classes.

Students in Grades K-8 who enroll in MVHS/Distance Learning will receive a credit.

Students in Grades 9-12 who enroll in MVHS/Distance Learning will receive a letter grade according to the scale listed below:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	59-Below	E

If a student is issued a percent grade, their grade will be converted to a percent according to the letter scale. For students who elect to take an Advanced Placement (AP Class), the class will be weighted based on the following scale:

80-100	A
70-79	B
60-69	C
50-59	D
50-below	E

If the student is enrolled in MVHS/Distance Learning, a letter grade will be applied. In both MVHS/Distance learning classes, a GPA will be applied for those grades received. The GPA will not apply for any college course.

If the student does not earn a C or better, when taking the MVHS classes, the parent and/or guardian will reimburse the District for expenses incurred.

SCHEDULE REDUCTIONS

Seniors only may be allowed to have a schedule reduction if the following requirements are met.

1. All of Akron-Fairgrove High Schools graduation requirements must be met by the end of the senior year, as verified by the principal.

2. A student may be released for the last two (2) class periods of the school day.
3. Parents of students under 18 years of age shall provide written approval of a reduced schedule.
4. A recommendation is required from the school counselor/principal and principal.
5. The High School principal must approve the reduced schedule

A reduced schedule may be approved for the following reasons:

1. To take college courses
2. For a certified apprenticeship program
3. A viable work release program.
4. Other extenuating circumstances.

SIXTH, SEVENTH AND EIGHTH GRADE CURRICULUM

The Junior High curriculum guide contains information concerning the current courses that all 6th, 7th and 8th grade students will be required to take with the exception of band, which is an elective.

Akron-Fairgrove Schools believe that sixth, seventh and eighth grade students need a variety of classes in order to guide them by helping them select areas that will give them some direction in planning their future. Education is a tough job and is very important for all of our children. Our objective is to provide the opportunity for all students to reach their emotional, physical, social and intellectual potential.

The student must meet all the basic skills that are needed to advance to a higher grade. The following policy applies to seventh and eighth grade students. Those students who fail two or more core classes (math, social studies, science and English) will be required to repeat the year.

Junior High Courses

English 6/7/8
 Science 6/7/8
 Geography
 Math 6/7/8
 Algebra I
 Physical Education
 Band
 Art
 Changing Lives
 Communication Arts

HIGH SCHOOL SPECIAL EDUCATION CURRICULUM

Individual program (Self Determination)

Classroom goals are based on individual needs as determined by the student's I.E.P.C. Under the "Individuals With Disabilities Act (IDEA)", which came into effect in 1990, a statement of needed transition services is now a required component of the IEP for any student receiving special education services, for age 16 or older, and for students age 14 and younger when deemed appropriate. Transition services are those services needed to enable the student to succeed in adult community environments.

Personal Adjustment: Developing Personal and Social Skills Necessary for Independent Adult Living (STARS)

The following are examples of goals at Akron-Fairgrove Jr/Sr High School essential to adult independent living.

- To develop the basic skills for home and family living.
- To develop recognition of community resources and services, and communication and mobility skills for accessing those resources.
- To develop an understanding of rights and responsibilities as a citizen of the community.
- To develop an understanding of the government process at the national, state and local levels.
- To develop an understanding of personal health, safety, hygiene and appearance.
- To become familiar with cause and effect of his/her actions upon the natural environment.
- To develop skills for managing personal, business and consumer affairs.
- To develop an understanding of personal strengths and weaknesses, and the impact of a special needs condition, in terms of life roles and daily living.

Prevocational Education: Prerequisite for Vocational Education

The following are examples of goals at Akron-Fairgrove Jr/Sr High School essential for preparation for vocational education:

- To develop reading, oral and writing communication skills necessary for entry into and compliance with a vocational program.
- To develop math skills necessary for entry and completion of a vocational program.
- To explore and become familiar with a broad range of occupations.
- To become knowledgeable of common sequenced work processes, including the names and uses of tools, utensils, appliances and other equipment involved on those processes.
- To become knowledgeable of common employment procedures and requirements.
- To develop an understanding and knowledge of universal work skills.
- To develop recognition of assertive social agencies and appropriate procedures for receiving services relative to employment/unemployment.

Vocational Education

The vocational education requirement may be achieved through the completion of one of the following alternatives:

- A regular vocational education program approved by the Tuscola Technology Center.
- An adapted (special needs) vocational education program approved by the Tuscola County Technology Center.
- A special education/vocational education program approved by the TISD.
- An individual vocational training program approved by the TISD.

Physical Education

The physical Education requirements may be achieved through one of the following options:

- Regular Physical Education
- Adaptive Physical Education
- Special Education Physical Education

AKRON-FAIRGROVE CURRICULUM FOR SPECIAL EDUCATION AND REGULAR EDUCATION (MME)

These requirements apply to ALL students in Akron-Fairgrove Jr/Sr High School. Special Education students must satisfy these same standards to receive a high school diploma with the Individual Education Plan (IEP) determining the appropriate course of study. The IEP shall identify the appropriate course of study and identify the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements, or in a Personal Curriculum, and meet the requirements for a high school diploma.

<u>Subject</u>	<u># Credits</u>	<u>12th Grade</u>	<u>Grades 9, 10, 11</u>
<u>English = 4 credits</u>			
English 9	1	X	X
English 10	1	X	X
English 11	1	X	X
English 12	1	X	X
<u>Science = 3 credits</u>			
Biology	1	X	X
Chemistry/Physics	1	X	X
Science Elective	1	X	X
<u>Mathematics = 4 credits (Senior =3 credits)</u>			
Algebra*	1	X	X
Geometry	1		X
Algebra II	1		X
Math Elective	1	X	
Math Elective**	1	X	X
*Eighth grade algebra may receive high school mathematics credit (given credit/no credit basis)			
**Grades 9, 10, 11 must take a math or math related credit in the senior year.			
<u>Social Studies = 3 credits</u>			
World History/Geography	1	X	X
US History/Geography	1	X	X
Civics/Government	.5	X	X
Economics	.5	X	X
Psychology	1	X	
<u>Physical Education/Health = 1 credit</u>		X	X
<u>On-Line Classes</u>			
Keyboarding/Computer	1	X	
On-Line course/learning experience			X
<u>Visual Performing Arts, Senior = 2 cr.</u>		X	
<u>Vocational Education, or Practical Arts`</u>		Grades 9, 10, 11 = 1 credit	X

TUSCOLA TECHNOLOGY CENTER PROGRAMS (I.S.D)

For Juniors and Seniors Only

Before class “signup” please meet with the counselor/principal. The counselor/principal will be able to provide you with information regarding eligibility, attendance, prerequisites and source content. The counselor/principal will also give you a description of the class.

Classes offered include:

- Health Technology
- Advertising Design
- Automotive Technology
- Hospitality/Food Service
- Power Technology
- Construction Technology
- Co-Op Placement Coordinator
- Drafting/CAD
- Child Care Service—Early Childhood Professions
- Administrative Management Support
- Graphic Communications
- Welding and Fabrication
- Law Enforcement/Protective Services
- Marketing and Business Management
- Auto Body
- Counselor/principal/Support Teacher
- Computer Technology Management
- Agri-Science and Natural Resources Technology
- Electricity/Electronics