

Boyerne City High School



Course Descriptions
2014-15

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CREDIT & COURSE REQUIREMENTS

Boyne City High School credit requirements for a diploma are:

| | |
|------------------------|--------------|
| Class of 2015 | 31.5 Credits |
| Class of 2016 & beyond | 33 Credits |

Boyne City High School course requirements for a diploma are:

Successful completion (credit earned and passing) of the following

MATHEMATICS (4 credits minimum)

Algebra I

Geometry

Algebra II

Math Elective or Math Related Course

ENGLISH LANGUAGE ARTS (4 credits minimum)

English 9

English 10

English 11

English 12

SOCIAL STUDIES (3 credits minimum)

US History & Geography

World History & Geography

Economics

Civics (formerly known as Government)

SCIENCE (3 credits minimum)

Physical Science

Biology

Chemistry OR Physics

PHYSICAL EDUCATION (1 credit minimum)

*0.5 credit allowed to be waived through athletic waiver

HEALTH EDUCATION (0.5 credit minimum)

VISUAL, PERFORMING, APPLIED ARTS (1.0 credit minimum)

ON-LINE LEARNING EXPERIENCE

Beginning with the Class of 2016:

WORLD LANGUAGE (2 credit minimum in same language)

Students will be required to have a full schedule for all terms, unless the building principal waives this requirement due to extenuating circumstances and deemed to be in the best interest of the student.

ENGLISH DEPARTMENT COURSE DESCRIPTIONS

REQUIRED ENGLISH COURSE OFFERINGS:

ENGLISH 100 (9th)

This one year course is designed to meet the State of Michigan curriculum for 9th grade English and additional teaching of reading, listening, thinking, vocabulary, and writing skills for students who may not have been successful in the earlier grades.

Prerequisite: By placement only.

FRESHMEN ENGLISH (9th)

This course meets the State of Michigan curriculum for 9th grade English. The course focuses on grammar, vocabulary, spelling, writing and speaking. There is also an emphasis on short stories, mythology, poetry, non-fiction, novels, and a Shakespearean play.

ENGLISH 200 (10th)

This one year course is designed to meet the State of Michigan curriculum for 10th grade English and additional teaching of reading, listening, thinking, vocabulary, and writing skills for students who need additional support to raise reading and writing levels.

Prerequisite: Successful completion of English 100. By placement only.

ENGLISH 210 (10th)

This course meets the State of Michigan curriculum for 10th grade English. This one year course concentrates on types of literature such as short stories, poetry, non-fiction, novels and an American play. A more advanced understanding of grammar and writing will be developed.

Prerequisite: Successful completion of Freshmen English.

ENGLISH 220 (ACCELERATED) (10th)

This course meets the State of Michigan curriculum for 10th grade English. Classic works of literature will be studied in this one year course. Course content also includes a formal composition program. The content is designed for very able and interested students.

Prerequisite: Successful completion of Freshmen English and teacher recommendation.

ENGLISH 300 (11th)

This course meets the State of Michigan curriculum for 11th grade English. This one year course provides daily structural English practice, a study of all eras of American Literature, as well as relevant historical and authorial background. Students will practice formal methods of responding knowledgeably and persuasively to various pieces of literature and relevant cultural topics.

Prerequisite: Successful completion of English 200. By placement only.

ENGLISH 310- AMERICAN LITERATURE (11th)

This course meets the State of Michigan curriculum for 11th grade English. This one year course provides in-depth study of American Literature, as well as relevant historical and authorial background. Students will experience and analyze various types of literature and will practice multiple methods of responding knowledgeably and persuasively. Relevant social and cultural topics will be visited as well, as students reflect on and improve their reading skills. This course provides the opportunity to examine and interact with numerous ideas, perspectives, and literary pieces in a critical fashion.

Prerequisite: Successful completion of a 10th grade English class.

ENGLISH 320- AMERICAN LITERATURE (ACCELERATED) (11th)

This course meets the State of Michigan curriculum for 11th grade English. This one year course provides in-depth study of American Literature, as well as relevant historical and authorial background. Students will experience and analyze various types of literature and will practice multiple methods of responding

knowledgeably and persuasively. Relevant social and cultural topics will be visited as well, as students reflect on and improve their reading skills. This course provides the opportunity to examine and interact with numerous ideas, perspectives, and literary pieces in a critical fashion. Reading, writing, and grammar components will be addressed with an emphasis on college preparation.

Prerequisite: Successful completion of English 220 or teacher recommendation.

SENIOR ENGLISH – SPEECH & BRITISH/WORLD LITERATURE (12th)

This course meets the State of Michigan curriculum for 12th grade English. This one year course provides a survey of British and World Literature, as well as relevant historical and authorial background. This course also includes the study of public speaking, speech organization, and techniques of presentation in informational, humorous, sales, persuasive, and motivational speeches. Students will practice formal methods of responding knowledgeably and persuasively to various pieces of literature and relevant cultural topics.

Prerequisite: Successful completion of a Junior English class.

COLLEGE SENIOR ENGLISH (12th) –

SENIOR LITERATURE (concurrent course with College English 111 & 112) .5 credit

This material is taken with the College English courses and provides a survey of Multi-Cultural and Advanced College Prep Literature, as well as relevant historical and authorial background.

Prerequisite: Concurrent enrollment in College English 111 & 112

COLLEGE ENGLISH COMPOSITION 111 (12th)

***college semester**

This course emphasizes language skills, particularly essay writing, but also reading, speaking and listening. Reading and writing are explored in the general categories of description, narration, exposition, argumentation, and writing on demand. Students enrolling in ENG111 should have a basic mastery of fundamental writing skills. Successful completion of the course is dependent upon a final portfolio assessment that will be anonymously evaluated by NCMC English Department faculty. This course uses BCHS WEIGHTED GRADE SCALE.

Prerequisites: Successful completion of English 320 or teacher recommendation; admission to NCMC; endorsement in ACT or PSAT or MME tests of Reading and English; Minimum 3.0gpa

COLLEGE ENGLISH COMPOSITION 112 (12th)

***college semester**

This course strengthens and develops writing skills covered in the first semester, emphasizing research techniques and the necessity of logical support, structure, style and documentation. Students in this course are often encouraged to consider their own professional goals as they conduct their research. This course uses BCHS WEIGHTED GRADE SCALE.

Prerequisite: Successful completion of English Composition I with grade of “B-” or better

ELECTIVE ENGLISH COURSE OFFERINGS:

NOVELS (10-12th)

This Novels course is designed to provide the interested English student a guided opportunity to explore and understand novels. Students will examine novels with an open mind: identifying personal motivations, goals, and beliefs alongside characters, as well as forming clear opinions on important issues and themes identified in their novels.

CREATIVE WRITING (10-12th)

This is a class for students who feel the need to express themselves through the use of short stories, plays, and poetry. The emphasis here is on portfolios and getting their work polished for possible publication. Communication with contemporary authors, poets, playwrights will be done via the Internet.

EXPOSITORY WRITING (10-12th)

Practice in writing skills needed for college is given in assignments including outlining, character analysis, compare/contrast, definition, and opinion. Sentence structure, punctuation, spelling, and vocabulary are emphasized. All papers submitted will be typed (word processed). For students who are planning to take College English during the senior year, this course is strongly encouraged.

YEARBOOK (11-12th)

This year-long class will produce the B.C.H.S. newspaper and yearbook. Students will learn how a newspaper is set up, how to write articles, and how to manage a newspaper and yearbook. This class will need students interested in photography, writing, and design. This class is limited to juniors and seniors by instructor invitation.

NOTE: This course does NOT qualify as a required English credit. This course CAN be taken more than once for graduation credit.

DRAMA (9-12th)

This class will examine the major points of drama - authors, Broadway shows, plays, acting and writing plays. Students will have practice in pantomimes, role-playing, improv, and radio plays. Students will work on the basic fundamentals of drama the first six weeks, and then move on to present a number of plays during the second six weeks. Students interested in dramatics, stage props, lighting, make-up, costumes, or the Boyne City High School Drama Department will enjoy this class!

NOTE: This course qualifies as a required fine-arts credit.

MATHEMATIC DEPARTMENT COURSE DESCRIPTIONS**PRE-ALGEBRA (9-12th)**

Pre-Algebra covers numbers and numeration, fractions, percents, decimals, perimeter, areas, surface areas and volumes of irregular shapes, and solving simple algebraic equations. The purpose of this class is to strengthen basic math skills and prepare the students for higher levels of math. A calculator will not be used in this class.

Prerequisite: By placement only.

ALGEBRA I (9-12th)

Algebra covers topics such as variables, multiplication, addition, subtraction and division in algebra. Linear sentences, slopes and lines, exponents and powers, quadratic equations and square roots, polynomials, linear systems and factoring. The purpose is to strengthen student's basic algebra skills and prepare them for advanced math programs.

COLLEGE PREP GEOMETRY (9-12th)

Geometry covers topics such as sets, elements of Geometry, inductive and deductive reasoning, angle relationships, relations between lines and planes, congruent triangles, similar polygons, circles, arcs and angles, construction and loci, and coordinate Geometry. The purpose is to acquaint students with the basic concepts of Geometry, develop reasoning skills and to prepare students for advanced math programs.

Prerequisite: Successful completion of Algebra I

ALGEBRA II (10-12th)

Advanced Algebra will explore in detail many of the topics covered in Algebra as well as to introduce many new ideas that students will encounter in advanced high school math classes. Topics covered will be sets and axioms, open sentences in one, two or more variables, polynomials and factoring, rational numbers, relations and functions, irrational numbers and quadratic equations, exponential functions, logarithms, and basic trigonometry functions.

Prerequisite: Successful completion of Geometry

NOTE: A TI-83 graphing calculator is essential for success in this class.

PRE-CALCULUS (11-12th) Direct College Credit (Baker College)

F.S.T. uses many types of functions and their graphs, trigonometry, transformation of functions and data probability, sequences, series, combinations and data organization. This course is needed for those students who are planning on enrolling in A.P. calculus their senior year or who plan on pursuing a program in college that requires a strong math background.

Prerequisite: Successful completion of Algebra II.

NOTE: A TI-83 graphing calculator is essential for success in this class.

ADVANCED PLACEMENT CALCULUS (12th)

A.P. Calculus covers all the topics that are tested on the AP Advanced Placement test given nation-wide in May. The course begins with a brief review of pre-calculus topics, followed by limits, differentiation, applications of differentiations, integration and application of integration. Students will need a background in math through trigonometry and pre-calculus. This course uses BCHS WEIGHTED GRADE SCALE.

Prerequisite: Successful completion of Pre-Calculus and teacher recommendation.

NOTE: A TI-83 graphing calculator is essential for success in this class

SCIENCE DEPARTMENT COURSE DESCRIPTIONS

PHYSICAL SCIENCE (9th)

Physical Science has two main branches – Chemistry and Physics. This course will be broken into two terms – Physical Science A and Physical Science B. Physical Science A is the Introduction to Chemistry and includes the study of Atoms, Matter, the Periodic Table, and Chemical Reactions. Physical Science B is the Introduction to Physics and includes the study of Motion, Forces, Heat, Waves and Light. This course will prepare students for the MME as well as the Chemistry and Physics courses offered in 11th and 12th grade.

BIOLOGY (10th)

This course is designed to meet the high school expectations for Biology. The purpose is to give students a deeper understanding of the living world. Included standards will be covered in the following Units:

[Unit 1 - Chemistry and Biochemistry](#)

[Unit 2 - Cells: Structure and Function](#)

[Unit 3 - Cell Energetics](#)

[Unit 4 - Comparative Structure and Function of Living Things](#)

[Unit 5 - Human Systems](#)

[Unit 6 - Homeostasis and Health](#)

[Unit 7 - Matter and Energy in Ecosystems](#)

[Unit 8 - Population Ecology and Human Impacts on Ecosystems](#)

[Unit 9 - Cell Division and Chromosome Mutations](#)

[Unit 10 - DNA/RNA and Protein Synthesis](#)

[Unit 11 - Mendelian and Molecular Genetics \(includes Biotechnology\)](#)

[Unit 12 - Evolution](#)

Also, current research and environmental issues that are in the news are covered. Activities that explain scientific processes, ideas, and key concepts are clearly presented through classroom labs, projects, lectures, etc... Students will discover how things work and why things happen the way they do in science.

COLLEGE PREP CHEMISTRY (11-12th)

Chemistry is the study of the composition or structure of matter and the changes it undergoes. Chemistry deals with questions such as, "What is the material made of? What is its makeup and internal arrangement?, How does it behave and change when heated or mixes with other materials?, and Why does this behavior occur?" Chemistry is central to all of the sciences; therefore, students with plans for careers in any scientific, technical, or medical profession should seriously consider taking high school chemistry.

Prerequisite: Successful completion of Physical Science and Biology

CONCEPTUAL PHYSICS (11-12th)

This course is designed to meet the State Content Expectations in Physics through student investigations and laboratory experiments. Experiments are recorded, written up with personal observations, and turned in as reports. Some basic topics are forces, motion, optics and waves, mechanics, electricity, thermal energy and atomic structure.

Prerequisite: Successful completion of Physical Science

COLLEGE PREP PHYSICS (11-12th)

NOTE: This course can qualify as a senior year “math related” if not required for meeting Science graduation requirements.

This course is designed to meet the State Content Expectations in Physics through student investigations, mathematical applications, lecture, and laboratory experiments. Some basic topics are forces, motion, optics and waves, mechanics, electricity, thermal energy and atomic structure.

Prerequisite: Successful completion of (grade ‘C+’ or higher) Algebra II

ANATOMY & PHYSIOLOGY (11-12th)**Direct College Credit (Baker College)**

This course is the in-depth study of the human body. It is a life science that requires memorization and an understanding of Latin prefixes and suffixes. It will also elaborate on concepts studied in 10th grade Biology. This class is highly recommended for students interested in a career in the health or medical fields.

Prerequisite: Successful completion of Biology (Grade C+ or higher)

SEE ADDITIONAL ADVANCED PLACEMENT OFFERINGS IN THE BACK OF THIS GUIDE.

REQUIRED SOCIAL STUDIES COURSE OFFERINGS:**U.S. HISTORY and GEOGRAPHY (9th)**

This course focuses on United States history from the Industrial Revolution through the end of the twentieth century. We look at the influence of the Industrial Revolution, Westward Expansion, the impact of increasing levels of European and Asian immigration, the rise of organized labor, the world of “Jim Crow”, the changing roles of women, the 1920’s, the US becoming a world power, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the rise of youth culture—the beat, hippie, and punk generations—the Vietnam war, Watergate, the Reagan era, the rise of a Cyberspace culture, as well as other developments in the United States in the last few years. The student will gain insight into the aspects that are most crucial for a solid understanding of the nation’s history.

CIVICS (10th)

This course is designed to develop an understanding and appreciation of American Government. It will include a study of the need for Government, the American democratic system, the structure and function of our national government, and the rights and freedoms guaranteed citizens. Political activity, political systems, and an individual’s control over his government will be explored. Government is chiefly concerned with the national government and of the three branches: The Presidency, Congress, and the Federal Judicial System, but some emphasis will be put on the study of state and local governments. Students will also study various means of civic involvement and will participate in a service project.

ECONOMICS (10th)

This course explores the fundamental laws of scarcity, opportunity cost, supply, demand, productivity and efficiency as they apply to individual and collective human behavior. The American system of free enterprise will be explored featuring the common State of Michigan expectations of (1) Economic Choice, (2) Role of Government, (3) Economic Systems, (4) Trade, and (5) Personal finance. Macroeconomic concepts such as inflation, unemployment, monetary and fiscal policy will also be discussed. Course content will be applied in a variety of ways including simulations and development of a personal finance plan.

WORLD HISTORY and GEOGRAPHY (11th)

World History fulfills the graduation requirements for required credit in the field of Social Studies. This comprehensive class surveys the major historical developments in our world, with a focus on geography and culture. Beginning with the prehistoric period, the class covers such topics as ancient Egyptian civilization, ancient China and India, the cultures of pre-colonial Africa, the foundations of democracy in Greece, the Roman Republic and Empire periods, pre-Colombian American cultures, the Medieval era, European Nation-building, Exploration, The Renaissance and Reformation, Colonialism, Native Cultures and World Power Struggles.

ELECTIVE SOCIAL STUDIES COURSE OFFERINGS:**POST-MODERN AMERICAN HISTORY (11-12th)**

This class focuses on the development of the media (radio, film, TV, literature, etc.) as it relates to American culture. Students will explore pivotal events in 20th century American history, discover the media's profound impact on those events and analyze the effect of the media on popular culture. Students will be expected to complete multiple film analysis papers, research types of media, analyze radio, books and TV from specific decades and synthesize their findings with class lectures on the development of Postmodernism in American history.

PSYCHOLOGY (11-12th)

This course focuses on the scientific study of behavior and mental processes. Topics to be discussed include an introduction to early psychological theory, psychological research methods, human development, personality, the brain and intelligence, psychological disorders, learning and gender. The student will gain insight into the aspects that are most crucial for a solid understanding of psychology.

SOCIOLOGY (11-12th)

The purpose of this course is to introduce the student to the study of sociology, to familiarize them with the sociological approach to social life, relations, and problems and to acquaint them with the basic concepts, tools and methods used by specialists in the field.

PEER ASSISTED LISTENING (P.A.L.) PREPARATION (10-12th)

Students are trained to be a P.A.L. and receive skills in listening, conflict resolution, and current social issues.

Prerequisite: This course is by student request and successful acceptance of submitted application.

AP WORLD HISTORY (11th-12th)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. Students will prepare to take the nationwide AP World History Exam in May. This course is primarily intended for students who have already taken World History and Geography, but exceptions will be made for highly motivated students who have demonstrated a strong interest and aptitude in Social Studies.

*** SEE ADDITIONAL ADVANCED PLACEMENT AND DUAL ENROLLMENT OFFERINGS IN THE BACK OF THIS GUIDE.**

PHYSICAL EDUCATION & HEALTH DEPARTMENT COURSE DESCRIPTION**PHYSICAL EDUCATION I (9-12th)**

This course is designed for 1st year PE students and is a general physical education introductory class. It is designed to present students with experiences in a variety of activities with life-long implications. Students will participate in activities such as basketball, volleyball, badminton, weight training, and soccer.

NOTE: Students may apply to waive ½ credit of P.E. requirement with successful participation in school sponsored athletic activities.

PHYSICAL EDUCATION II (9-12th)

This course is designed for 1st year PE students and is a continuation of PE I. PE II is as a general physical education introductory class. Emphasis in this course will be on body kinetics and life-long skills. Students will participate in activities such as softball, volleyball, weight training, floor hockey, and badminton.

NOTE: Students may apply to waive ½ credit of P.E. requirement with successful participation in school sponsored athletic activities.

ADVANCED PHYSICAL EDUCATION (9-12th)

APE is an advanced physical education course designed with more emphasis placed on tournament style play of sports. Students will be involved in weight and aerobic training for two days a week, while engaging in team sports such as broom ball, basketball, soccer, and flag football.

Prerequisite: Successful completion of PE I and PE II

NOTE: This course CAN be taken more than once for graduation credit.

BETTER, FASTER, STRONGER (9-12th)

This course is designed for the student-athlete who wishes to improve their physical conditioning. The course is designed around a nationally recognized weight training program, incorporating strength training, agility drills, plyometrics, and cardiovascular conditioning. Athletes will be involved in weight training three days a week, while engaging in both aerobic and anaerobic activities two days a week.

Prerequisite: Successful completion of PE I and PE II or teacher approval with recommendation from BCHS coach.

NOTE: This course CAN be taken more than once for graduation credit.

ESSENTIAL HEALTH & LIVING SKILLS (10-12th)

Successful completion required for Graduation. This course is designed to develop awareness of one's personality and emotions as well as basic factors involved in nutrition and fitness. Consideration is also given to smoking, alcohol and drug usage. Disease, ecology and first-aid are further areas of consideration. A unit of human growth and development is given.

FOREIGN LANGUAGE DEPARTMENT COURSE DESCRIPTION**SPANISH I (9-12th)**

The primary focus in Spanish I is learning the basic fundamentals of the language in order to be a successful second language learner. Throughout the year students will be learning grammar structures and A LOT of vocabulary. The first year study of Spanish introduces the student to the sound system, vocabulary, grammar, and the culture of Spanish speaking countries. Of primary importance are mastery of sentence structure, present tense including both regular and irregular forms, and basic vocabulary to express simple ideas both orally and written. They will learn the material in a variety of ways such as educational games, competitions, projects, skits, music, etc.

SPANISH II (10-12th)

Spanish II will focus on mastering first year concepts and vocabulary as well as expanding the students' command of written and spoken language. It will also include an intense study of the reflexive, progressive and future tenses. There will be an increased emphasis on reading, creative writing, speaking and listening. The students will learn new vocabulary and grammar in thematic units, which will allow them to organize the information that they are learning for practical use. By the end of Spanish II students will be much more confident in their ability to communicate, read, and write in Spanish. They will learn the vocabulary and grammar concepts in a variety of ways, and put what they have learned into action by participating in speaking opportunities, role-playing, videos and voice recordings, and experiencing culture through authentic cooking, music and videos.

Prerequisite: Successful completion (C+ or better) in Spanish I.

SPANISH III (11-12th)

Spanish III will include a review of work in Spanish I and II. The focus of Spanish III is to learn and use practical grammar and vocabulary for real life experiences in a variety of ways. It will include an introduction to the remainder of tenses and advanced grammar structures as well as additional vocabulary. Reading, creative writing, exploring culture, and communication in the language are strongly emphasized. Students will complete a variety of projects throughout the course. Spanish III will also help to better prepare them for the Spanish entrance exam for college.

Prerequisite: Successful completion (C+ or better) in Spanish II

SPANISH IV (12th)

Spanish IV will focus on the mastery of vocabulary and grammar structures from Spanish I, II, and especially III. There will be great emphasis on oral communication, reading and writing. This course might be better named "Spanish Communication." Students will create role-play them in thematic units. They will explore culture through music and independent projects. They will learn practical vocabulary and slang that would help them in the streets of a foreign country. Students will read short stories and novels while having discussions and debates on various topics in Spanish, which will better prepare them for college and real-life experiences.

Prerequisite: Successful completion (C+ or better) in Spanish III

BUSINESS DEPARTMENT COURSE DESCRIPTIONS**INTRODUCTION TO BUSINESS (9th-12th)****1 term**

Business, Marketing, and life skills are necessary for success in the work place and college. This course is designed with a skill based approach and focuses on: communications, problem solving, teamwork, decision making, conflict resolution, safety, employability, management, and marketing concepts. Students will have the opportunity to participate in DECA (Marketing/Business Competition) at regional and state competitions.

BST (9TH-12TH)**2 terms**

Students will be learning essential business skills, business law, management principles, information management, basic and personal finance, payroll, budgets and other business related topics while using Microsoft office 2010. Students will create presentations in Microsoft PowerPoint as well as be introduced to Microsoft Access and Outlook.

Prerequisite: Successful completion of Introduction to Business

MARKETING (10TH-12TH)**2 terms**

This course focuses on key marketing concepts, the role of marketing within organizations, and the role of marketing in society. This course allows students to build foundational marketing skills in selling, advertising, promotion, purchasing, distribution, pricing, and marketing analysis.

Prerequisite: Successful completion of Introduction to Business

BUSINESS MANAGEMENT (11TH- 12TH) Direct College Credit (Baker College)

2nd year Business and Marketing Students. In this class students will learn how to be an Entrepreneur by learning more advance business and marketing skills such as the global market, business ethics, financial reports, write a business plan and operating the school store. Activities for the school store will include designing layouts, pricing, ordering, tracking, scheduling, cashiering, and other merchandising skills.

Prerequisite: Successful completion of BST or Marketing

PERSONAL FINANCE (11TH-12TH)**Direct College Credit (Baker College)**

This course will inform students on how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes.

NOTE: This course can qualify as a senior year "math related" course.

HOSPITALITY DEPARTMENT OFFERINGS

HOSPITALITY I – FOOD SERVICE COMPONENT (11-12th)

This course is for the student who is interested in the Culinary-Food Service and Travel-Tourism Industries. The student will learn the basic background skills necessary for occupations for further college training in these areas. These skills will be put to use as the class manages on and off site catering functions and a student run food service operation. Some after school activities are required. The class will be using ProStart National curriculum and can participate in a student run organization that competes with other schools.

NOTE: This course can qualify as a senior year “math related” course.

HOSPITALITY II – LODGING COMPONENT (12th)

This course is for the student who is interested in the Culinary-Food Service and Travel-Tourism Industries and has completed Hospitality Year 1. Students will have the opportunity to put skills learned in year 1 to use at local businesses representing hospitality and lodging industries in a school-to-work experience and participate with on and off site catering functions and a student run food service operation. Class trips to preview colleges, business and food shows are scheduled. Some after school activities are required. The class will be using ProStart and ServSafe National curriculum’s and can participate in a student run organization that competes with other schools.

Prerequisite: Successful completion of Hospitality I

NOTE: This course can qualify as a senior year “math related” course.

ART DEPARTMENT COURSE DESCRIPTIONS

ELEMENTS OF ART (9-12th)

This course is a beginning art class that studies the elements of design, Famous artists and different cultures will be explored for their historical contributions to art. A variety of media will be experienced.

DRAWING AND PAINTING (9-12th)

The class takes the basic concepts taught in the Elements of Art class and expands those into the principles of design. Techniques will be taught in the following media: watercolor, acrylic, ink, pastels and colored pencil. Method of critiquing will be learned by analyzing famous artists work and individual works.

Prerequisite: Elements of Art

THREE DIMENSIONAL DESIGNS (9-12th)

This class explores concepts related to art in the third dimension such as relief, modular construction, shape and form. Media such as paper Mache’, copper wire, clay, metal, stained glass and mixed media will be included.

Students are responsible for paying for materials used in this class.

Prerequisite: Elements of Art

PRINTMAKING (10-12th)

This class explores the graphic arts medium of printmaking. Areas that will be covered include traditional methods of relief such as linoleum, block print, stamping, cardboard, stencil and silk screen. **Students are responsible for paying for materials used in this class.**

Prerequisites: Drawing & Painting

POTTERY (10-12th)

The pottery class offers the student the ability to expand on their three-dimensional experiences. The course will strengthen the students’ tactile skill development. Students will be taught wheel and hand building techniques and will work in stoneware clay. An emphasis will be placed on understanding clay formation, glaze development, and decorating techniques. **Students are responsible for paying for materials used in this class.**

Prerequisites: Three Dimensional Designs

POTTERY II (10-12TH)

Pottery II is an elective class designed for students who have successfully completed pottery and have demonstrated talent and interest in continuing their development on the potter's wheel. Students in this class will demonstrate a high level of skill, craftsmanship, and responsibility with materials and tools. **Students are responsible for paying for materials used in this class.**

Prerequisite: Successful completion of Pottery I, and approval of instructor.

NOTE: This class can be taken more than once for graduation.

ADVANCED STUDIO ART (11-12th)

This class is designed to meet the needs of the advanced art student who wants to pursue an area of art in depth. The course has two primary objectives: first, the student will develop a portfolio of work that meets the guidelines for art college admission"; the second objective enables students to participate in individual art production. **Students are responsible for paying for materials used in this class.**

Prerequisites: Successful completion Elements of Art, Drawing and Painting, Printmaking, Three Dimensional Design, and Pottery (5 courses), teacher permission is required for advanced studio art. Students must have demonstrated artistic talent and strong motivation to work independently. Admission is limited to availability and teacher discretion.

NOTE: This class can be taken multiple times and all credits count toward graduation.

TV & FILM PRODUCTION AND BROADCASTING (11-12th)

In this course students will develop multimedia design skills while working in a video / film production house environment. Individual assignments are completed to develop individual skills, while merging their projects in a group production plan. Projects will be for school and for actual clients in the community. Projects will be assigned by the instructor and require a professional level of finished quality. Different jobs in the production team include but are not limited to: Video Editors; Animators; CD-ROM and Web Programmers; DVD Designers; Graphic Designers; 3-D Animators. Successful team members will be VERY self-motivated workers, interested in computers and technology, have creative imaginations, be good team members and have the ability to see a project through completion over long periods of time.

Prerequisites: A strong interest in computers, technology, media and design STRONGLY recommended. An interest in the Interactive Kiosk and an ability to work well with others will make for a good prospect. **STUDENTS WILL NEED TO COMPLETE AN APPLICATION OF ADMISSION FOR THIS CLASS.** If you have any questions consult the instructor on your entrance to the program.

INDUSTRIAL ARTS DEPARTMENT COURSE DESCRIPTIONS**WOODWORKING (9-12th)**

Woodworking is a self-paced class that allows you to explore the vast world of woodworking at a speed that fits your experience and ability. This is a class which builds upon past experiences and allows you to learn in hands on/ project based way. It is an exciting class that encourages you to build foundation skills with hands on activities, that in turn springboard you into building creative and challenging projects of your own. Classes will have students of all levels in them and will require students to acquire foundational information from their iPad. This information will be reinforced with discussion, demonstrations and input from other students and the instructor. **Students are responsible for paying for materials used in this class.**

NOTE: This class can be taken multiple times; there is no prerequisite for this class.

BASIC DRAFTING (9-12th) 1 term

Basic drafting will explore both Mechanical and Architectural drafting processes using basic drafting equipment. In the Mechanical part of this drafting class, students will learn to sketch and draw objects in both multi-view and pictorial projections. They will also learn to place and read dimensions on objects according to ANSI standards. In Architectural drafting, students will be introduced to the common plans that make up a complete set of house plans used to construct a home. This will be done through enjoyable and practical hands on approach.

COMPUTER ASSISTED DRAFTING I (Computer Assisted Drafting-Mechanical/Architectural) (9th-12th) 1term
Mechanical drafting concepts will be expanded on while learning to use Auto Cad software. Architectural drafting concepts will be expanded on while learning to use Cad software or any other relevant software. Students will be expected to perform substantial quality work which conforms to industry standards. Assignments, drawings and projects will be assigned to meet the needs and abilities of each student.

EMPHASIS IN ARCHITECTURAL DRAFTING concepts will be expanded on while learning to use Auto Cad software or any other relevant software.

EMPHASIS IN MECHANICAL DRAFTING concepts will be expanded on while learning to use Auto Cad software.

EMPHASIS IN INTERIOR DESIGN concepts will be expanded on while learning to use Auto Cad software or any other relevant software.

Prerequisite: Successful completion of Basic Drafting

ADVANCED CAD (10-12th)

Drafting concepts in either Architectural or Mechanical drafting will be explored based on individual student preference. Each student, along with the teacher, will develop a plan that will help them expand their knowledge of drafting and CAD software. Future education opportunities and potential careers will also be explored.

Prerequisite: Successful completion of Mechanical/Architectural CAD I

NOTE: This class can be taken more than once for graduation.

BUILDING TRADES (11-12th)

NOTE: This course can qualify as a senior year “math related” course.

This is a comprehensive course dealing with residential home construction. The student will receive theory and practical experience in all areas of residential construction from the basic foundation to the finishing and landscaping. He/she will also be able to read blueprints, layout construction, operate hand/power tools and machines properly and safely, and develop good work habits and skills. In addition to actually building a home the students will receive related information from textbooks, pamphlets, drawings, films, sub-contractors, company representatives, and other related specialists. Upon completion of the course, a student will have the entry level skills to gain employment in construction related occupations.

NOTE: This course CAN be taken more than once for graduation credit.

RECOMMENDED PRE-REQUISITE: Successful completion of Woodworking I and Basic Drafting

MACHINE TOOL TECHNOLOGY (11-12TH)

Note: This course can qualify as a senior year “math related” course.

This is a comprehensive course dealing with residential home construction. The student will receive theory and practical experience in all areas of residential construction from the basic foundation to the finishing and landscaping. He/she will also be able to read blueprints, layout construction, operate hand/power tools and machines properly and safely, and develop good work habits and skill. In addition to actually building a home the students will receive related information from textbooks, pamphlets, drawings, films, sub-contractors, company representatives, and other related specialists. Upon completion of the course, a student will have the entry level skill to gain employment in construction related occupations.

NOTE: this course CAN be taken more than once for graduation credit.

RECOMMENDED PRE-REQUISITE: Successful completion of Woodworking and Basic Drafting.

MUSIC DEPARTMENT COURSE DESCRIPTION

MUSIC COMPOSITION (9-12th)

This course will provide students with a non-performance oriented, creative experience. Students will learn the basics of music theory (how music works) and techniques for good music writing. Students will complete a number of assignments writing parts of music and entire songs and will learn to use the computer notation software, PrintMusic, for publication and playback. Some music experience or background is preferable but not required.

NOTE: This course CAN be taken more than once for graduation credit.

BAND (9-12th)

This year-long course provides students with a high quality marching and symphonic music experience. The band participates in festivals, concerts, parades and athletic events. All students are required to try out for chair positions at the completion of marching band. Participation in District Honors Band and in Solo and Ensemble Festivals is encouraged. Attendance at all performances is required.

NOTE: This course CAN be taken more than once for graduation credit.

JAZZ BAND (9-12th)- ZERO HOUR CLASS**.5 credit – yearlong zero hour**

This course provides more advanced performing students with a high quality jazz experience. The band rehearses before school and participates in festivals, concerts, basketball games and public and community events. The ensemble will perform various jazz styles in the big band and combo settings. Instrumentation is alto, tenor and baritone saxophone, trumpet, trombone, bass guitar, rhythm guitar, piano and drum set (all by audition only). This is a credit/no credit class.

Prerequisite: Concurrent enrollment in Concert Band AND successful audition (held in the spring and fall) required unless approved by Director.

NOTE: This course CAN be taken more than once for graduation credit.

STUDENT SUPPORT COURSES**ACE IT (11TH) Winter Trimester**

This course is designed to prepare junior students for college prep courses and for assessments that they will be taking in the future. Emphasis will be placed on preparing for the State Michigan Merit Exam (ACT, Workkeys, Michigan Components) through a review of curricular material and test taking strategies. All juniors are recommended to take this course. This course is a Credit/No Credit course.

STUDENT SUCCESS FOR HIGH SCHOOL (9TH) Fall Trimester

This course will help assure that students have a successful transition into high school. Students will learn the necessary skills to become more responsible students and will be introduced to tools needed to meet their full potential. This includes: managing time more effectively; developing organizational skills; understanding study and test taking strategies; utilizing writing and research skills; using technology to improve learning; interpersonal conflict resolution; and investigating career opportunities. Students will learn to put these techniques into current practice.

NOTE: By placement only

SD 125 STUDENT SUCCESS FOR COLLEGE (10 – 11th) (Freshman College Experience)**Direct Credit (NCMC; 3rd trimester)**

Students will learn to identify and develop the beliefs, attitudes, behaviors, life and study skills that lead to academic, career and personal success. Through self-assessment, readings, projects, classroom activities and journal writing, students will learn to take charge of their lives, increase self-esteem and self-awareness, create a compelling college and life plan and learn to maximize their college experience.

NOTE: Priority given to sophomore students accepted into the North Central Michigan College 5th Year Cohort Associate Degree Program; additional students as room permits.

ONLINE COURSES

There are a variety of online courses available for students who can work independently, are self-directed and commit the necessary time. Online learning courses require 5 to 10 hours per week per course; AP courses require 10+ hours per week per course. The majority of information provided online is in a readable format, so online students should have above grade level reading skills, possess strong reading comprehension and have demonstrated success with complex writing assignments. Courses can be reviewed at <https://micourses.org>. For further consideration of online learning, make an appointment with the school counselor

EXPERIENTIAL LEARNING COURSES DESCRIPTION

Experiential Learning Courses are designed to offer insight, skill building and a basic understanding of job duties and responsibilities of a certified teacher and/or certified librarian. Standards and learning objectives in these courses are outlined in the syllabus. Throughout the term students must complete assessments and perform tasks that also demonstrate their understanding of the learning objectives. Students will receive a letter grade that affects the GPA. *Only one Experiential Learning Course can be taken per term.*

Eligibility criteria for these courses include:

- 1) completed application
- 2) junior or senior status
- 3) proven success in attendance
- 4) documentation in the Educational Development Plan (EDP) of the student's desire to participate in the course
- 5) related to the student's chosen Career Pathway

MEDIA CENTER AIDE (11-12th)

.5 credit/term

Students will receive instruction relating to the course objectives, listed in the syllabus, specific to a chosen focus area. Throughout the term students will demonstrate their knowledge and mastery of skills relating to the focus area and basic media center responsibilities through practical application and assessments. Students will choose one of three focuses:

- Media Production Services
- Technology/Information Services
- Cataloging and Circulation

Related Career Pathways to this course are:

- Arts and Communication
- Business, Management, Marketing and Technology
- Human Services

TEACHER ASSISTANT I (11-12th)

.5 credit/term

Students in the Human Services career pathway, especially interested in mentoring, are encouraged to apply. Students will receive instruction based upon the course objectives listed in the syllabus. Throughout the term students will demonstrate their knowledge and mastery of skills relating to teaching and mentoring through practical application in a classroom and assessments.

Note: Child Development is recommended prior to or concurrently with enrollment in this course.

Students must complete a background check (with parent permission) in order to be considered for a TA position due to the nature of the program- working with mentees.

TEACHER ASSISTANT II (11-12th)

.5 credit/term

Students interested in pursuing a career in education are encouraged to apply. This follow-up course to TA I focuses on classroom management and techniques teachers use to help keep the classroom environment a learning environment. Students will receive instruction and materials relating to the course objectives listed in the syllabus. Throughout the term students will demonstrate their knowledge and mastery of skills relating to teaching, mentoring, and management through practical application in a classroom and assessments.

Prerequisite: Successful completion of Teacher Assistant I

TEACHER ASSISTANT III (11-12th)

.5 credit/term

Students interested in pursuing a career in education are encouraged to apply. This follow-up course to TA I and TA II focuses on learning styles. Students will receive instruction and materials relating to the course objectives listed in the syllabus. Throughout the term students will demonstrate their knowledge and mastery of skills relating to teaching, mentoring, management, and learning styles through practical application in a classroom and assessments.

Prerequisite: Successful completion of Teacher Assistant I and II

TEACHER ASSISTANT IV (12th)

.5 credit/term

This class is for students who are planning to enter a post-high school educational program in teacher education. Students must research topics relating to educational theories, legislative mandates, and read a book of choice concerning education and schools. Throughout the term students will demonstrate their knowledge and mastery of skills relating to teaching, mentoring, management, and learning styles through practical application in a classroom and weekly assignments.

Prerequisite: Successful completion of Teacher Assistant I, II, III

WORK-BASED LEARNING

Work-Based Learning experiences are career-related activities at the high school level involving actual work experience that connects classroom learning to work. Participants will receive CREDIT/F based on supervisor and supervisee evaluations, weekly Time & Verification Sheets and attendance. Students interested in participating are to apply with the Community Career Specialist.

Eligibility criteria for this program include:

- 1) Completed application
- 2) Junior or senior status
- 3) Proven success in attendance/punctuality
- 4) Documentation in their Educational Development Plan (EDP) of the student's desire to participate in this program
- 5) A relationship between the potential placement and their chosen Career Pathway (documented in the EDP)
- 6) Previous and/or current enrollment in an academic or Career and Technical course relating to and supporting the placement.

ON CAMPUS:

CTE OFFICE ASSISTANT (IN-DISTRICT UNPAID TRAINEE) (11-12th) .5 credit/term

These unpaid trainees build upon their BST skills and others including customer service, personal management, and office management. They also learn specific tasks that include systems and clerical duties as well as technology-related tasks. A progressive training plan is used as the guide for the work-based learning placement. This course aligns with the pathways:

- Arts and Communication
- Business, Management, Marketing and Technology
- Human Services

Prerequisite: Successful completion of BST

SPECIAL EDUCATION IN-DISTRICT PLACEMENT/TRANSITION SERVICES (11-12TH) .5 credit/term

This is an occupation program of in-school youths. The placement must relate to the student's transition services plan in conjunction with the Educational Development Plan.

Prerequisite: A recommendation from the special education department.

OFF CAMPUS:

STUDENT LEARNER WORK EXPERIENCE (11-12th) .5 credit/term

This Career Pathway related off campus work opportunity allows students to further career skills and gives them an opportunity to apply knowledge that they have acquired in school. A progressive training plan is designed to guide and aid students in the learning of job skills specific to the position. Typically students are paid, but non-paid experiences can be granted.

SPECIAL EDUCATION WORK-SITE BASED LEARNING (11-12th) .5 credit/term

This is an occupational program of in-school youths. Time is divided between classroom work and on-the-job training. A related class must be taken concurrently with this experience. This program gives students the opportunity to learn more about a particular occupation before finishing school.

Prerequisite: A recommendation from the special education department.

CAREER & TECHNICAL EDUCATION CAPSTONE EXPERIENCE (11-12th)

This program is open to juniors and seniors enrolled in a second year of a vocational program offered at Boyne City High School: Hospitality, Marketing, Visual Imaging, Building Trades, Child Development and Natural Resources. The Capstone program is set up to help place students with a minimum 2.5 GPA and an outstanding attendance record in positions at area businesses, working a minimum of 10 hours per week. Students will receive credit (and a paycheck) for the work they do on the job.

Prerequisite: Successful completion of a first year class in a vocational program and current enrollment in a second year of a vocational program preparing the student for the job placement.

SCHOOL-TO-REGISTERED APPRENTICESHIP (12th)

The School-to-Registered-Apprenticeship Registered Occupational Standards and Training Plan, is a formal, structured, federally recognized program that combines classroom instruction and paid on-the-job training with a local business in an occupation or career. The application process usually begins early in the junior year.

Prerequisite: Successful completion of a first year class in a vocational program and current enrollment in a second or third year class.

REGIONAL CAREER AND TECHNICAL EDUCATIONAL OPPORTUNITIES

Career and Technical Education programs offered throughout the Charlevoix-Emmet Intermediate School District are available to all Boyne City High School students during their Junior (11th) and Senior (12th) years. All course descriptions and information are detailed in the *Career and Technical Education Guide*.

Programs offered at off-campus locations include:

- Automotive
- Manufacturing Technology
- Allied Health Technology
- Child Care Services

Students who are interested in these opportunities are directed to schedule a conference with our school counselor.

DUAL ENROLLMENT OPPORTUNITIES WITH NORTH CENTRAL MICHIGAN COLLEGE

Dual enrollment opportunities are available for students seeking additional academic challenge beyond the traditional High School curriculum. To be eligible for dual enrollment, students must have a minimum 3.0 gpa, take and be endorsed at state mandated levels in at least one of three testing options:

1. PLAN test (provided to all freshmen & sophomore students), or
2. optional PSAT test (available Fall of a student's junior year), or
3. ACT test taken junior (or optional senior year)

Qualifying test scores are as follows:

| TEST | Test Section | Min. Qualifying Score |
|------|------------------|-----------------------|
| PSAT | Critical Reading | 44 |
| PSAT | Writing Skills | 49 |
| PSAT | Math | 45 |
| PLAN | Math | 18 |
| PLAN | Reading | 21 |
| PLAN | Science | 19 |
| PLAN | English | 21 |
| ACT | Math | 18 |
| ACT | Reading | 21 |
| ACT | Science | 19 |
| ACT | English | 21 |

After eligible scores have been received, students may select up to two North Central Michigan College offerings in the subject areas in which they are eligible. Students must successfully complete high school graduation requirements in content area prior to dual enrolling in a particular subject. To continue subsequent dual enrollment classes, students must achieve "B-" or better in all dual enrollment classes. Other restrictions may apply. See the High School Counselor for additional information.

NOTE: Dual Enrolled Courses taken in the Core Content Areas use BCHS WEIGHTED GRADE SCALE.

CJ101 CRIMINOLOGY (NMC at BCHS; Fall Semester; Monday, 6:00 – 8:50pm)

An introduction to deviant behavior and current criminological theories with emphasis on synthesis and police applications, crime prevention and the phenomena of crime. The course also includes an introduction to the social aspects of criminal law.

SOC171 INTRODUCTION TO SOCIOLOGY (NMC at BCHS; Fall Semester; Thursday, 6:00 – 8:50pm)

This course is an introduction to the scientific study of society, examining modern Western societies in terms of social processes, organizations, institutions and problems. Topics covered include; the sociological perspective, socialization and culture, social networks, group dynamics, social deviance, social stratification, sex and gender inequality, race and age inequality and collective behavior.

COM170 INTERPERSONAL COMMUNICATION (NMC at BCHS; Winter Sem; Mondays, 6:00 – 8:50pm)

This course is designed to explore and develop an individual's communication skills within the context of interpersonal relationships, small groups and society as a whole. Over the course of the semester, a variety of educational approaches may be used including writing, speaking, collaborative and independent learning, role playing, independent research and written reports.

PSY161 INTRO TO PSYCHOLOGY (NMC at BCHS; Winter Semester; Thursday, 6:00 – 8:50pm)

This course will introduce students to the scientific study of thought, behavior, and emotion in humans and animals. Emphasis will be placed on (but not limited to) the study of personality, learning, memory, intelligence, gender and sexuality, social interaction, group processes, motivation, emotion, and sociocultural factors in both a current and historical perspective. Basic concepts and principles of psychology will be examined with a comprehensive focus on research methodology and the biological basis of behavior.

EARLY COLLEGE CREDIT/DIRECT CREDIT

Juniors and seniors have the option of Early College Credit classes. Early College Credit classes are college courses used for credit at both the high school and college level. Students attend class at the high school and classes are taught by high school teachers who have been credentialed as college instructors. Grades and credits are recorded on official college transcripts as college-level courses. The cost of tuition and certain fees are covered by the local school district. Classes available for Early College Credit are continuing to change, See Counselor for latest information.

ADVANCED PLACEMENT (AP) ON-LINE COURSES

Several Advanced Placement (AP) courses are available online. Students who take these college level courses and pass the AP Exams can potentially earn college credit. Currently, AP Exams cost students approximately \$90 per test. Students must have a minimum 3.5 GPA; PLAN and ACT test scores have shown a strong association to AP success and will be used when considering student AP course requests. Students wishing to take any online AP courses are directed to schedule a conference with our school counselor. Sample courses are listed below; for a full listing with complete course descriptions, go to www.collegeboard.com/apstudents. Students should plan on 10+ hours per week for online AP courses.

NOTE: AP Courses use BCHS WEIGHTED GRADE SCALE.

ADVANCED PLACEMENT BIOLOGY (12th)**2 semesters**

In AP Biology, students build the conceptual framework necessary to understand science as a process. The course is divided into three sections, with correlating laboratory exercises: molecules and cells; heredity and evolution; and organisms and populations. Students will also explore evolution, energy transfer, continuity and change, the relationship of structure to function, regulation, interdependence in nature, and the balance of science, technology, and nature. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP Exam and for further study in Health Science

Prerequisites: Senior status; minimum 3.5 GPA; satisfactory completion of Biology and Chemistry.

ADVANCED PLACEMENT CHEMISTRY (12th)**2 semesters**

AP Chemistry builds students' understanding of the nature and reactivity of matter. After studying the structure of atoms, molecules, and ions, students move on to solve quantitative chemical problems and explore how molecular structure relates to chemical and physical properties. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP Exam and for further study in science, health sciences, or engineering.

Prerequisites: Senior status; minimum 3.5 GPA; satisfactory completion of Chemistry and Algebra II.

ADVANCED PLACEMENT PHYSICS B (12th)**2 semesters**

AP Physics B is a non-calculus survey course covering five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students will gain an understanding of physics' core principles and then apply them to problem-solving exercises. The equivalent of an introductory college-level course, AP Physics prepares students for the AP Exam and for further study in science and engineering.

Prerequisites: Senior status; minimum 3.5 GPA; satisfactory completion of Algebra II, Pre-Calculus and high school College Prep Physics.

ADVANCED PLACEMENT US HISTORY (12th grade)**2 semesters**

Mastery of historical knowledge and critical analysis are the cornerstones of AP U.S. History. Learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. Put your factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP History prepares students for the AP Exam and for further study in history, political science, economics, and sociology.

Prerequisites: Senior status; minimum 3.5 GPA; demonstrated excellence in Social Studies including completion of all high school social studies requirements; demonstrated excellence in writing.

NOTICE OF NONDISCRIMINATION POLICY & GREIVENCE PROCEDURES

The Board does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, genetic information, or any other legally protected characteristic in its programs and activities, including employment opportunities.

I. Section I

Any person believing that the Boyne City School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, and (4) Title II of the Americans with Disabilities Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Peter Moss
 Boyne City School District
 Early Childhood Educational Building
 321 South Park Street
 Boyne City, Michigan 49712
 (231)-439-8190

II. Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer within five (5) business days.

If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps.

Step 1

Investigation by the District's Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint with the District's Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall permit the complainant to present witnesses and other evidence in support of his/her complaint. The investigation shall be completed within ten (10) business days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District's files and records relating to the complaint.

Step 2

If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

III. Section III – Complainant Rights

- A. The complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.
- B. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedures is not a prerequisite to the pursuit of other remedies.
- C. The Civil Rights Coordinator will provide a copy of the District's complaint procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.
- D. A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

IV. Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten, or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under those laws or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

V. OCR Headquarters Contact Information

Students and parents and representatives of education institutions may, at any time, contact the enforcement offices if you wish to file a complaint or need assistance on a problem or assistance to prevent civil rights problems. Contact the OCR headquarters office if you have a question on national policy, to make a Freedom of Information request for information that is national in scope, or to request publications or other assistance that is not available online.

The OCR office for Michigan is located at:

Cleveland Office
Office for Civil Rights
U. S. Department of Education
600 Superior Avenue East, Suite 750
Cleveland, OH 4114-2611

Telephone: 216-522-4970
FAX: 216-522-7573
TDD: 877-521-2172
Email: OCR.Cleveland@ed.gov

The OCR National Headquarters is located at:

U.S. Department of Education
Office for Civil Rights
Customer Service Team
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 1-800-421-3481
FAX: 202-246-6840
TDD: 877-521-2172
Email: OCR@ed.gov