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## **General Overview**

This guide contains brief descriptions of courses offered at Mason Senior High School. All courses are aligned to the Common Core State Standards, High School Content Expectations, the Michigan Curriculum Framework, or course content expectations as appropriate. The school is in the process of aligning the curriculum for all additional areas taught including: Career and Employability Skills, Health and Physical Education, Technology and World Languages.

### **Michigan Merit Curriculum Notes:**

**Math:** The Michigan Merit Curriculum stipulates that all high school students must be enrolled in a math or math-related course in their senior year. The sequence is: Algebra I, Geometry, and Algebra II in any order followed by a fourth year math or math-related course. Starting with the Class of 2020 the sequence will be Geometry, Algebra I, and Algebra II. For the purpose of the 4<sup>th</sup> year of math, the following courses all count: All Math courses, Applied Math (Construction Trades), other CTE course work, or approved Plato courses.

**Visual/Performing Arts:** The Michigan Merit Curriculum stipulates that all high school students must earn credit in a visual or performing arts class. Classes that count: Band; Choir; Industrial Arts courses; Art courses; Advanced P.E. courses (not P.E. 9); Yearbook; Philosophy of Culture; Politics, Rhetoric and Forensics in American Society, and Engineering & Robotics.

# **Course Descriptions**

## **ENGLISH DEPARTMENT**

The goal of the English Language Arts program at Mason Senior High School is to help students build a solid foundation of knowledge, skills, and strategies to use for listening, speaking, analyzing literature and all forms of text and for preparing and publishing written material. Students will gain these skills through the study of American and World literature, non-fiction reading, and process writing.

The English department follows the state mandates, the Common Core State Standards and uses Macomb Units throughout the curriculum. The freshmen year focuses on both literature and composition. Through the lens of inter-relationships and self-reliance, the students will

consider how they build relationships, how their relationships impact others, and their responsibility to society.

During the sophomore year students will take English 10 English 10 consists of both literature and composition classes. The focus of English 10 is American Literature.

In the junior year, students have two choices: 11<sup>th</sup> grade English and English Composition I and II.

Seniors also have two choices: Senior English and English Composition I and II.

The English department also offers various electives, primarily for juniors and seniors, based on demand and year.

### **Course Title**

#### **ENGLISH 9 – Two Semesters/1 Credit (Grade 9)**

*Prerequisite:* None (This course is a graduation requirement)

The goal for English Language Arts Grade 9 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts Grade 9, students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments, and economies.

Additionally, students will identify and improve upon the basic elements of English grammar and usage skills through guided writing assignments and daily exercises. Students will focus on the fundamentals of the writing process in personal and expository writing and the elements of effective public speaking through group presentations and speeches. Students will learn to support a thesis with specific detail and write for a particular audience. The freshmen level course emphasizes using appropriate diction and language and using Standard English, including spelling, punctuation and grammar.

#### **English/Writing Lab - Two Semesters/1 Credit (Grade 9 and 10)**

(Prerequisite: Teacher approval)

These courses are designed for students who need extra help and reinforcement in order to become more proficient in writing. Designed to assist the freshman and sophomore student who is need of extra attention in the areas of English/ Language Arts where an intensified emphasis on study skills, note taking, literacy and expository and narrative writing will be the main focus of the course. The curriculum of these classes will follow the curriculum and instruction from the English classes. Additional Instruction over the material will be provided to the entire class, small groups, or individual students based on need. This

additional instruction may come in the form of more examples, pre-writing skills, additional preparation, or additional accommodations selected by the teacher. Grades will be based on citizenship, classwork, journals, and signed progress reports. Students will be selected by the teacher based on an analysis of their M-STEP/PSAT/NWEA test results and their previous ability and effort in their English classes.

**ENGLISH 10** – Two Semesters/1 Credit (Grade 10)

*Prerequisite:* English 9 (This course is a graduation requirement)

The goal for English Language Arts 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 10, students continue to add works of fiction, both classical and contemporary, to their reading list. Additionally, new narrative and informational texts will be read and analyzed. Progressing as readers, students will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they can impact society.

**ENGLISH 11** – Two Semesters/1 Credit (Grade 11)

*Prerequisite:* English 10 (This course is a graduation requirement)

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks with a special focus on writing. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

**ENGLISH 12** – Two Semesters/1 Credit (Grade 12)

*Prerequisite:* English 11 or English Comp I and II (This course is a graduation requirement)

The goal for English Language Arts 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9-11. English Language Arts 12 students will develop world perspectives by analyzing classic and contemporary texts in a variety of genres. Twelfth graders will synthesize information, ideas, and themes to understand the past, the present, and to think innovatively about the future. They will think and write critically about a variety of topics, ensuring that all English 12 students graduate with the skills to write effectively at the collegiate level.

**YEARBOOK** – Two Semesters/1 Credit (Grades 11 – 12)  
*Prerequisite:* English 9 and 10 (with grade of “B” or better)

VPA credit

Yearbook is for the serious, dedicated student who **possesses strong English skills** and is interested in writing, graphic arts/business. The yearbook student must be willing to spend many hours beyond class time in order to meet deadlines and must have excellent attendance in order to be successful. Yearbook journalism relies heavily on the graphic arts, typography and photography. Students write and edit feature copy, headlines, and captions; design layouts; recognize quality photographs; and conduct interviews.

The yearbook program is funded entirely by book sales, ad sales and fundraisers. ***Preference will be given to seniors. Maximum number of students allowed into the course will be 20. Course may be repeated for credit per instructor’s and building administrator’s permission.***

## **MATH DEPARTMENT**

The Mathematics Department offers a substantive, four-year sequence of courses for students with varied learning styles and academic interests. The Mathematics Department strongly believes that all students should have the opportunity to learn mathematical concepts and skills necessary to prepare them for any post secondary experience. It is our expectation that students will reach their highest level of mathematics by utilizing critical thinking skills, engaging in exploration and discovery activities, and solving complex problems. To accomplish this, teachers will implement various learning strategies and techniques, employ technology, and evaluate student progress using multiple forms of assessment.

Starting with the Class of 2020. Freshmen are offered one level of study, Geometry. This course prepares students for the sequence of courses offered in their sophomore, junior and senior years. Algebra I, which is taken during the Sophomore year, provides a foundation for Algebra II, which is taken during the junior year. In the junior year, students have two choices: Algebra II or Pre-Calculus. Pre-Calculus is for students who are considering taking the Calculus course in the 12th grade. Seniors also have three choices: Personal Finance, Pre-Calculus, or Calculus.

### **Course Title**

**ALGEBRA I** – Two Semesters/1 Credit  
*Prerequisite:* None (*This course is a graduation requirement*)

Algebra I builds upon algebraic topics developed in the middle grades with an emphasis on linear patterns of change, familiarity with nonlinear patterns such as exponential and quadratic. It is expected that students entering Algebra I are able to recognize and solve

mathematical and real-world problems involving linear relationships, move fluently among and make sense of graphic, numeric, symbolic, and verbal representations of these patterns, and be able to apply this knowledge to linear and other functions.

**Algebra 1 Lab – Two Semesters/1 Credit**

(Prerequisite: Teacher approval)

This course is designed for students who need extra help and reinforcement in order to be successful in Algebra 1. Designed to assist the student who needs extra attention in the areas of mathematics where an intensified emphasis on basic mathematics, graphs, charts, and story problems will be the main focus of the course, in addition to the daily Algebra 1 curriculum. Additional Instruction over Algebra 1 material will be provided to the entire class, small groups, or individual students based on need. This additional instruction may come in the form of more examples, pre-algebra review, test/quiz preparation, or additional accommodations selected by the teacher. Although the teacher will help students work through math concepts and skills, each student is responsible for the completion of his or her work and assignments. Grades will be based on citizenship, classwork, journals, and signed progress reports. Students will be selected by the staff based on an analysis of their previous mathematic ability and effort.

**ALGEBRA II – Two Semesters/1 Credit (Grades 9 – 10)**

*Prerequisite: Algebra I (This course is a graduation requirement)*

Algebra II builds upon concepts learned in Algebra I while adding new concepts in mathematics. Algebra II continues the study of exponential and logarithmic functions and expands on families of functions to include rational and trigonometric functions. Algebra II will extend the numeric and logarithmic ideas of accuracy, error, sequences, iteration, and will utilize conic sections to fuse algebra and geometry. Students will extend their knowledge of univariate and bivariate statistical applications.

**Algebra II Lab**

(Prerequisite: Teacher approval)

This course is designed for students who need extra help and reinforcement in order to be successful in Algebra II. Designed to assist the student who needs extra attention in the areas of mathematics where an intensified emphasis basic algebraic mathematics, graphs, charts, and story problems will be the main focus of the course in addition to the daily Algebra 2 curriculum. Additional Instruction over Algebra 2 material will be provided to the entire class, small groups, or individual students based on need. This additional instruction may come in the form of more examples, algebra review, test/quiz preparation, or additional accommodations selected by the teacher. Although the teacher will help students work through math concepts and skills, each student is responsible for the completion of his or her work and assignments. Grades will be based on citizenship, classwork, journals, and signed progress reports. Students will be selected by the staff based on an analysis of their previous mathematic ability and effort.

**GEOMETRY – Two Semesters/1 Credit (Grades 9 – 11)**

*Prerequisite:* Algebra II for Class of 2018 and 2019

*(This course is a graduation requirement)*

Geometry builds on geometric topics developed in the middle grades with an emphasis on relationships between angles, triangles, quadrilaterals, circles, and simple three-dimensional shapes. Expectations are to recognize, classify, and apply properties of simple geometric shapes, know and apply basic similarity and congruence theorems, understand simple constructions with a compass and straight edge, and find area and volume of basic shapes.

**GEOMETRY Lab – Two Semesters/1 Credit**

*(Prerequisite: Teacher approval)*

This course is designed for students who need extra help and reinforcement in order to be successful in Geometry. Designed to assist the student who needs extra attention in the area of mathematics where an intensified emphasis on basic mathematics, graphs, charts, and story problems will be the main focus of the course, in addition to the daily Geometry curriculum. Additional Instruction over Geometry material will be provided to the entire class, small groups, or individual students based on need. This additional instruction may come in the form of more examples, pre-algebra review, test/quiz preparation, or additional accommodations selected by the teacher. Although the teacher will help students work through math concepts and skills, each student is responsible for the completion of his or her work and assignments. Grades will be based on citizenship, classwork, journals, and signed progress reports. Students will be selected by the staff based on an analysis of their previous mathematic ability and effort.

**PRE-CALCULUS – Two Semesters/1 Credit (Grades 11 – 12)**

*Prerequisite:* Algebra II and Geometry

*(This will be a blended teaching environment using both teacher led instruction and on-line content)*

Pre-calculus focuses on the preparation for calculus. Students study topics, concepts, and procedures of pre-calculus, which deepens their understanding of algebra and extends their ability to apply algebraic concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. Pre-Calculus introduces mathematical tools such as vectors, matrices, and polar coordinates, while modeling and solving real-world problems.

**Calculus – Two Semesters/1 Credit (Grade 12)**

*Prerequisite:* Pre-Calculus and Teacher Approval

*(This will be a blended teaching environment using both teacher led instruction and on-line content)*

Calculus is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course

emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically analytically, and verbally. The connections among these representations also are important. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

**Financial Algebra – Two Semester/1 Credits (Grade 12)**

*Prerequisite:* Algebra II and Geometry

Financial Algebra studies mathematical concepts utilized in routine everyday business and home life. Emphasis on interest rates, taxes, compound interest, various balancing of checking and accounting books, retirement preparation, and understanding the stock market to ensure students maintain their livelihood and succeed as adults and create smart business decisions.

## **SCIENCE DEPARTMENT**

### **Course Title**

**BIOLOGY I – Two Semesters/1 Credit (Grade 10)**

*Prerequisite:* Pre-Chemistry/Pre-Physics

Biology I is a required course for all sophomores. The biology student will examine living organisms and their relationships with each other and their environment as observed in populations, communities and ecosystems. Traditional biology topics such as cells, reproduction / development, heredity and taxonomy will also be a significant part of the course of study. Students will participate in a variety of lab-based activities including field studies, dissection and general laboratory work.

**CHEMISTRY – Two Semesters/1 Credit (Grades 11 – 12)**

*Prerequisite:* Biology 1, Pre-Chemistry/Pre-Physics (A third science course is a graduation requirement)

This is a career/college-prep course. This course is designed to prepare students for college science courses and to prepare students for a variety of careers in the medical or science field. Success in this course may also allow students to opt out of a college's general chemistry requirement. Topics include atomic structure, formation of compounds, chemical reactions, and stoichiometry. By the end of the course, students will have the mathematical and scientific knowledge required to make a specified quantity of a specified chemical compound.

**HUMAN ANATOMY** – Two Semesters/1 Credit (Grades 11 – 12)

*Prerequisite:* Biology I (A third science course is a graduation requirement)

**This course is offered every other year based on demand. Next offering 2017-2018.**

Human Anatomy is an advanced level course within the science program. The course deals with the detailed study of the human body, its systems together with their structure and function. Numerous investigations, plus a vertebrate dissection, are included in the lab activities of the course.

**PHYSICS** – Two Semesters/1 Credit (Grades 11 – 12)

*Prerequisite:* Biology 1, Pre-Chemistry/Pre-Physics (A third science course is a graduation requirement)

Physics covers basic kinematics, vectors, force, gravity, Newton's Laws, energy, work, power, thermal energy and fluids. Students learn through projects like rollercoasters, solar cars and boats, rockets and cardboard boats.

**Pre-PHYSICS/pre-CHEMISTRY A/B**– Two Semesters/.5 credits Pre-Chemistry/.5 credits Pre-Physics/.5 credits (Grade 9)

*(Both semesters of pre-Physics and pre-Chemistry are graduation requirements.)*

This class is designed to help lay a successful foundation for chemistry or physics. Students will study measurement, motion, forces, work, energy and power, types of matter, atomic structure, the periodic table of elements, bonding and chemical reactions.

**BIOLOGY 2** – Two Semesters/1 Credit (Grades 10 – 12)

*Prerequisite:* Biology 1 (A third science course is a graduation requirement)

Biology 2 is designed to be an extension of the first year biology course. It is the goal of this course to provide the student with a greater understanding of key biological processes as they relate to the molecular level of life. Additionally, students will study the sequence of scientific inquiry as it relates to the major discoveries of modern biology and how these will lead to future discoveries. Biology 2 students will participate in a variety of laboratory investigations to gain first-hand experience, knowledge and understanding.

**ENVIRONMENTAL SCIENCE** – Two Semesters/1 Credit (Grades 10 – 12)

*Prerequisite:* Pre-Chemistry/Pre-Physics and Biology 1

**This course is offered every other year based on demand. Next offering 2016-2017.**

Learn about the environmental impact of human activities and natural events in this issues-based class. Agriculture, forestry, wildlife management, toxicology, solid waste management, air pollution and water pollution topics are part of this class.

**FORENSIC SCIENCE** – Two Semesters/1 Credit (Grades 10 – 12)

*Prerequisite:* Biology I (A third science course is a graduation requirement)

**This course is offered every other year based on demand. Next offering 2017-2018.**

In this course, students learn the scientific techniques used to help solve crimes. Topics include fingerprint analysis, blood spatter analysis, forensic anthropology (study of bones), forensic entomology (study of bugs), and DNA fingerprinting. The class culminates with the students using their knowledge to solve a large-scale mock crime.

**ASTRONOMY** – Two Semesters/1 Credit (Grades 10 – 12)

*Prerequisite:* Biology I and Pre-Chemistry/Pre-Physics **This course is offered every other year based on demand. Next offering 2018-2019.**

Astronomy is an introduction to astronomy, including history, space travel, the nature of light, and planetary science. Students will learn the night sky complete with the mythology of the constellations. Students will present three programs to the elementary students as part of this class.

**ENGINEERING: ROBOTICS and STRUCTURES & FLIGHT** – Two Semesters/1 Credit (Grades 11 – 12) *Prerequisite:* Algebra 1 and Geometry

Students will study the engineering applications associated with Robotics, Bridges, and Flight. Students will work in teams of two to build and program robots to do a wide variety of tasks. Initially there will be twelve different lessons, ranging from basic to complex interactions. This class forms the basis for many applied technology areas. Students will study bridges, skyscrapers, and tunnels to learn the physics and technology of design. Students will build and test load 6 different bridge types. During the remainder of the course, projects will be composed of: Structures and the science of flight. Elements of flight science will be studied including gliders, hot air balloons, rubber band airplanes and rockets with projects for all areas of study.

## **SOCIAL STUDIES DEPARTMENT**

The Social Studies curriculum is designed to help all students gain knowledge and a basic understanding of man and more importantly – man the social animal, both past and present. Students will acquire the skills needed to form values and attitudes that can be translated into effective and responsible social behavior.

**Course Title**

**CIVICS & ECONOMICS – Two Semesters/1 Credit (Grade 9)**

*Prerequisite:* None (This course is a graduation requirement)

Civics covers American government from the colonial period through our current government. The course discusses the basic principles of democracy embedded in the constitution as applied to everyday living in the United States. Additionally, Civics breaks down the three branches of government and explores the fundamentals of Federalism.

Economics will cover the fundamental principles of capitalism and how a mixed economy functions in the U.S. It will explore individual and world relationships, and examine how fiscal and monetary policy affects GDP, inflation, unemployment, and prices.

**US HISTORY/GEOGRAPHY – Two Semesters/1 Credit (Grade 10)**

*Prerequisite:* Civics A/B & Economics (This course is a graduation requirement)

United States History will be an integrated approach to learning within the discipline of history in which students will incorporate geography, civics, economics, inquiry, and decision-making. Additional elements of the course will add the dimensions of current events and persuasive civic writing as they relate to the context of U.S. History. The course will focus on the purpose of history, America's Founding Ideals, an overview of U.S. History from the colonies to Reconstruction, and in-depth focus on: industrialization, immigration, Progressivism, the Spanish-American War, WWI, the Roaring Twenties, the Great Depression, the New Deal, WWII, the Cold War, the Fifties, the Civil Rights Movement, the Sixties, Vietnam, the Seventies, the Reagan Years, and the Present.

**WORLD HISTORY/GEOGRAPHY – Two Semesters/1 Credit (Grades 11-12)**

*Prerequisite:* U.S. History/Geography (This course is a graduation requirement)

This course will begin with a foundational unit on the beginnings of world history through the fall of classical empires and a brief overview of major world religions. The course will then focus on the history of the world through three changing lenses: regional, interregional, and global. Major units of study will include the Byzantine Empire, the Middle Ages in Afro-Eurasia and the Americas, the Renaissance and Reformation, the Age of Exploration, Global Revolutions, and World History in the 20th Century.

**POLITICS, RHETORIC AND FORENSICS IN AMERICAN SOCIETY – Two Semesters/1 Credit (Grades 10 – 12)**

*Prerequisite:* Civics & Economics AND English 9 with a grade of "B" or better – OR – Permission of Instructor.

This is an advanced government class that will cover the areas of Laws and Our Society, written and oral speech, and the art of persuasion in steering the course of America both politically and socially. Criminal and Juvenile Justice, Civil Law, and our American Foreign Policies will be studied in-depth with a focus on debate, arriving at a consensus and how parties and individuals further their respective agendas through writings and speech. The course is designed for those interested in debate, law, expository and persuasive writing

and forensics. The course is performance and project-based. A basic understanding of the American government system and familiarity with the types of expository writing is essential as well as a willingness to perform as an orator and political writer. One of the main goals of the course is to help students understand how to advocate for themselves, for others, and their ideals. ***Course may be repeated for credit per instructor's and building administrator's permission.***

## **PHILOSOPHY OF CULTURE – Two Semesters/1 Credit (Grades 11-12)**

This course uses a comparative, cross-cultural approach to facilitate a study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs. The course will investigate the epistemology (how do we know?), metaphysical (what is real?), and ethics (how should we live?) and cultural anthropology. Topics will include social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. Wide geographic coverage provides a basis for global comparisons of cultural similarities and differences between human groups. ***Course may be repeated for credit per instructor's and building administrator's permission.***

## **PSYCHOLOGY – One Semester/0.5 Credit (Grades 11 – 12)**

*Prerequisite:* Civics & Economics, U.S. History

Areas covered will be the study of personality, motivation, emotion, growth and development, mental illness and social behavior. The course will center around the study of the individual's capacity to function psychologically, developing and maintaining mental health, and understanding why people make the choices that they make.

## **SOCIOLOGY – One Semester/0.5 Credit (Grades 11 – 12)**

*Prerequisite:* Civics & Economics, U.S. History

Sociology is the study of how groups and individuals relate to one another in society. The objective of this course is to develop an understanding of human behavior and its role in society through the study of social structure, culture and society, human social behavior, and social groups.

# **PHYSICAL AND HEALTH EDUCATION**

## **Course Title**

### **PHYSICAL EDUCATION 9 – One Semester/.5 Credits (Grade 9)**

*Prerequisite:* None (This course is a graduation requirement)

Physical Education will focus study on the five main areas of physical health: cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition.

Students will study and engage in physical activity designed to increase student knowledge and encourage healthy lifestyles. Daily physical activity is to be expected. This class will involve beginning and advanced tests in aspects of physical education as required by the state. Students with a condition that would make participation in the course medically adverse are required to submit documentation.

**HEALTH – One Semester/.5 Credits (Grade 9)**

*Prerequisite:* None (This course is a graduation requirement)

Health consists of the study of various components of human health, including: the definition of health, nutrition, tobacco and alcohol, bullying, harassment and conflict resolution. Additionally, per state mandate, the class will spend time studying human sexuality, sexual transmitted infections, and AIDS education (**parent request required in order to waive reproductive health section**).

**WEIGHT TRAINING & CONDITIONING – One Semester/.5 Credits (Grades 10 – 12)**

*Prerequisite:* Physical Education 9

This class is a combination of intense weight training and physical conditioning based on the principles of Bigger, Faster, and Stronger (BFS). Class periods will include free weight training, machine weights, circuit training, aerobic, and anaerobic conditioning. All facets of physical training will be covered. Class work is designed to develop the physical potential of athletes. Each participant will go through a program that will help improve the physical condition of the individual. The class will consist of goal setting and a prescription of activities designed to increase strength, speed, flexibility, general conditioning, specific skills, and team success.

Students will be tested in bench, squat, dead lift, and power clean throughout the semester. Student progress will be monitored, measured, and expected on a regular basis. Students will also participate in aerobic conditioning 1-2 days per week. Special attention will be given to motivation and the mental aspect of individual success.

The class is designed for students who are serious about weight training and conditioning.

***Course may be repeated for credit per instructor's and building administrator's permission.***

**INDIVIDUAL SPORTS – One Semester/.5 Credits (Grades 10 – 12)**

*Prerequisite:* Physical Education 9

The student will be an active participant in some of the listed activities: badminton, disc golf, golf, racquetball, table tennis, pickle ball, and speedminton. Each section will be more intense than the general physical education class. The student will be tested on all rules, skills, strategies and principles. ***Course may be repeated for credit per instructor's and building administrator's permission***

**TEAM SPORTS – One Semester/.5 Credits (Grades 10 – 12)**

*Prerequisite:* Physical Education 9

The student will be an active participant in some of the listed activities: basketball, floor hockey, flag football, soccer, volleyball, softball, team handball, speedball, indoor soccer, and ultimate football. Each section will be more intense than the general physical education class. The student will be tested on all rules, skills, and strategies. **Course may be repeated for credit per instructor's and building administrator's permission**

## **FOREIGN LANGUAGE DEPARTMENT**

Study of a world language is strongly recommended for students who are planning on attending college or doing business in a global economy. Starting with the Class of 2016, two credits in a world language or one credit in a world language and an additional visual, performing and applies arts credit will be required for graduation

### **Course Title**

**SPANISH I – Two Semesters/1 Credit (Grades 8 – 12)**

*Prerequisite:* None (applies towards the one or two credits in a World Language that is a graduation requirement for Class of 2016 and beyond)

Spanish I is a course that reflects current research and is based on the belief that the purpose of learning Spanish is to communicate with the people who speak it and to understand their culture. We use the *Realidades* (Prentice Hall) textbook, which is based on the Standards for Foreign Language Learning or the “5 C’s”. These include: (1) Communication: To communicate in languages other than English, (2) Culture: To gain knowledge and understanding of other cultures, (3) Connections: To connect with other disciplines and acquire information, (4) Comparisons: To gain insight into the nature of language and culture and (5) Communities: To participate in multilingual communities at home and around the world. Students will practice with new vocabulary, speaking and listening, reading and grammar basic to a first year language class.

**SPANISH II – Two Semesters/1 Credit (Grades 9 – 12)**

*Prerequisite:* Spanish I (applies towards the two credits in a World Language that is a graduation requirement for Class of 2016 and beyond)

Spanish II builds upon Spanish I. Its purpose is to develop greater proficiency in speaking and understanding Spanish. Students will continue to develop competencies delineated in the *Standards for Foreign Language Learning* or the “5 C’s”. They will demonstrate a deeper understanding of Spanish through listening, speaking, reading and writing.

## **IVN Room Offerings** (Due to limited seating, grades 11 - 12 will receive priority)

### **JAPANESE I** – Two Semesters/1 Credit (Grades 9 – 12)

*Prerequisite:* None (applies towards the two credits in a World Language that is a graduation requirement for Class of 2016 and beyond)

Take advantage of an opportunity to discover Japanese language and culture for yourself. Forget what you may know about foreign languages or about English. This language takes a completely different approach to communication. As we learn, we'll investigate many aspects of Japanese culture. From ukiyo-e to umeboshi, Japanese culture will intrigue you. Students will be introduced to basic conversation patterns and to the two Japanese syllabries, hiragana and katakana, as well a few basic ideographs, kanji. The course will meet in the Distance Learning room and will cover the four basic language skills in a culturally contextualized format.

### **JAPANESE II** – Two Semesters/1 Credit (Grades 10 – 12)

*Prerequisite:* Japanese I (applies towards the two credits in a World Language that is a graduation requirement for Class of 2016 and beyond)

A continuation of Japanese I. This class will be taught over the IVN network. It will continue to teach the four basic language skills in a culturally contextualized format. Students will increase their mastery of the syllabries, while adding additional kanji to their knowledge base and increasing their understanding of Japanese vocabulary, grammar, and culture.

## **INDUSTRIAL TECHNOLOGY DEPARTMENT**

### **CONSTRUCTION TRADES I** – Two Semesters/1 Credit (Grades 10-12)

*Prerequisite:* None

This project-based, Vocational class will give the student basic knowledge in Woodworking and Building Construction. We will cover Safety, Materials, Tools and Equipment related to construction. The student will develop skills and understanding by designing and building various projects. Construction Trades I is the prerequisites to all other departmental classes.

### **INDUSTRIAL TECHNOLOGY** – Two Semesters/1 Credit (Grades 11-12)

*Prerequisite:* Construction Trades I

This project-based course will give students knowledge and skills in designing and building various projects. The students will study Drafting (board drafting & CAD), Computer Technology (Plasma cutter, CNC machines, & 3D Printing), Metalworking (sheet metal, foundry, forge, welding, etc), Machining (mill, lathe, etc.) and Woodworking (hand tools, power tools, and machines). We will discuss many careers in Industrial Technology.

### **CONSTRUCTION TRADES II** – Two Hours, Two Semesters / 2 Credits

One elective credit, One math credit (Grades 11-12)

*Prerequisite:* Construction Trades I OR permission of instructor

Construction Trades II is a Vocational Class. This course will give the student content knowledge and develop skills utilized in most aspects of construction trades. We will cover Construction Safety, Construction Materials, Construction Tools and Equipment, Basic Carpentry, Construction Techniques, Green Technology, Construction Design, Heavy Equipment, Civil Engineering, Employability Skills, and Construction Management. This course will be hands on as much as possible.

Imbedded into Construction Trades, applied math is for those students enrolled in the two-block construction trades class and will focus on applications within the building trades. An emphasis in hands-on mathematical applications of concepts pertaining to the construction trades will be the focus of the course. For seniors, this course will count as the required 4<sup>th</sup> year math course.

***Preference will be given to seniors.***

**Construction Trades Q – Two Hours, Two Semesters / 2 Credits**

*Prerequisite:* Construction Trades II and permission from the instructor

Construction trades Q is a Vocational class. This course is for students who wish to go beyond the scope of Construction I and II. The student will have different requirements and syllabus than Construction II.

## **VISUAL, PERFORMING AND APPLIED ARTS DEPARTMENT**

**CONCERT CHOIR – Two Semesters/1 Credit (Grades 9 – 12)**

*Prerequisite:* None

The choir is a performing group open to all singers (soprano, alto, tenor, and bass). We perform at fall, winter, and spring concerts at school as well as the Veteran's Day Assembly and graduation. A variety of musical skills and theory will be assessed through daily classwork and examinations. Other units, such as guitars, are added as time allows.

***Course may be repeated for credit.***

**BAND – Two Semesters/1 Credit (Grades 9 – 12)**

*Prerequisite:* None

The Mason Band provides students with both educational and performance opportunities in instrumental music. Students perform regularly throughout the year as members of the

Marching Band during football season, Pep Band during basketball season and the Concert Band three times per year. Emphasis is placed on performance technique and musicality. New students are always welcome. Mason Band students march in several local parades and perform at the Toledo Zoo.

**Course may be repeated for credit.**

**Select Choir-** Two Semesters/ 1 Credit (Grades 9 – 12)

*Prerequisite:* None

This choir is an auditioned performing group limited to 16 students. We perform at fall, holiday, cabaret, and spring concerts at school as well as the Veteran's Day assembly and graduation. There are opportunities to sing the Star-Spangled Banner at Varsity basketball games. We also perform at the Toledo Zoo, The University of Toledo, and more

**ART I – Two Semesters/1 credit (Grades 9-12)**

*Prerequisites:* None.

*Description:* Students are offered the opportunity to explore various visual art forms and techniques in an introductory level course through the elements and principles of art and design. Students will be introduced to a variety of media through two-dimensional approaches to creating and responding to visual arts.

**Art II – Two Semesters/1 credit (Grades 10-12)**

*Prerequisites:* Prior successful completion of Foundations of Art I is required.

Description: Students will continue to explore various visual art forms and techniques through the elements and principles of art and design. Students will continue to build and apply their skills, knowledge, and methodology to a variety of media through instructional activities that will develop and shape a visual arts foundation.

**Advanced Art – Two Semesters/1 credit (Grade 11 and 12)**

*Prerequisites:* Successful completion of Art I and Art II, or by teacher recommendation.

**Additionally, permission must be obtained from the instructor to take this course.**

Description: This is a course offered for a small number of talented students in art who want to pursue more knowledge in a specific area of art. The student and instructor will write the course outline together to make it more individualized for the student. This class will allow students opportunities to create art and develop their own art style. Students will also explore college options and work to gain acceptance to college, create work for scholarships and educate themselves on art careers.

## SPECIALIZED AREAS OF STUDY

### Course Title/Description

#### **SAT/M-Step Prep (Two Semesters)/1 Credit (Grade 11)**

This class is designed to make students aware of and comfortable with the features and format of the SAT college entrance exam. Students will learn test taking strategies and time management skills. All students will take the equivalent of a least four full length sample SAT exams during the course of this class and record their progress. They will review all of the math formulas, English grammar rules, scientific methods and models and reading comprehension strategies using past SAT exams as practice. Students will be graded on attendance, participation and completion of exams and some practice material.

SAT will be held in April

M-STEP will be between April and June 1<sup>st</sup>.

#### **MAVA – One semester/.5 credits (unless otherwise identified)**

**Prerequisite: As assigned.**

**Courses are derived from the vendor's list; specific titles vary and are assigned primarily to recover credit lost in the traditional classroom, but not always. Coursework is monitored by a teacher of record and supervised by the assistant principal and/or the student services coordinator. PLATO courses can be part of traditional schedule, seat time waiver schedule, summer schedule, or stand-alone (with approval).**

#### **MENTOR—One Semester/.5 credit (Grade 12 only, may be repeated one time with permission of principal and instructor)**

Designed to serve as an elective within a core; the focus for the student is on mentoring underclassmen and studying pedagogy with a licensed teacher and/or gaining extended study in a given field. Students wishing to enroll in the course must find a teacher who will act as their mentor as they discover the art and science of philanthropy and teaching. Students must meet with the teacher of record once a week and compile a journal while writing in response to selected readings and a reflective paper for an exam grade. The journal will entail weekly entries, meeting times and dates with their teacher of record, and the annotations of lessons learned as the semester progresses. ***Individual student's EDP/career path must demonstrate an interest in teaching or the field of study being explored in the class.***

**COSMETOLOGY** – Two Semesters/3 Credits (Grades 11 – 12)

*Prerequisite:* Interview and Counselor/Principal Approval, GPA of 2.5 or higher, must be on track to graduate with cohort class

In this two-year program, students receive the training required to pass the State of Michigan Cosmetology License Exam. All services offered in a salon are taught including: hair shaping and styling, manicures, facials, and waxing. Students begin the first year as juniors.

**AUTO BODY** – Two Semesters/3 Credit (Grades 11 – 12)

*Prerequisite:* Interview and Counselor/Principal Approval, GPA of 2.5 or higher, must be on track to graduate with cohort class

This course is operated through the Monroe County Intermediate School District (MCISD). This class prepares the student for a career in auto body repair and restoration. Students taking this training should be interested in working with tools, automotive restoration and repair. Students learn basic skills under supervision in a licensed repair shop.

**DUAL ENROLLMENT** – Fall and Winter/1 Credit per course (Grades 11 – 12)

*Prerequisite:* Counselor/Principal Approval

Eligibility Criteria:

1. Admission to the college is based upon high school performance (GPA of 2.5 or higher) and placement test or ACT scores.
2. Student must be enrolled at Mason Senior High School.
3. The dual enrollment class must be part of his/her regular schedule (i.e. 1 dual enrollment class and 4 high school classes).
4. MSHS will partner first and foremost with colleges who stay in formula for the offering of dual enrollment courses. Students must understand the total cost of dual enrollment on the District's part may not exceed the prorated foundation dollar amount from the State of Michigan. The student/parent/guardian must pay the difference if the cost is more than the state's prorated foundation allowance for the pupil's attendance at Mason.
5. Students must reimburse the District for all expenses in the case of dropping, withdrawal, or failing coursework.
6. Scores from the MME and PLAN Test will be used for qualification. If the course is in math, proficiency must be exhibited in math, as so on in science, and reading/writing. Students are eligible to take courses within subjects for which there are no endorsements such as history, political science, psychology, computer science, or foreign language courses not offered by the school, and fine arts programs, career and vocational classes leading to a degree or certification (as

permitted by the district) as long as they have attained proficiency in at least one area of the PLAN or MME/ACT test.

7. Students who attempt college credit only will not be required to include the attempted college credit as part of the high school graduation requirement (for the purpose of the 92% of attempted credits under the section entitled “Graduation Requirements” in the student handbook).

Any student in grades 9 – 12 may enroll in a post-secondary program providing s/he meets the requirements established by law and by the District. Any interested student should contact the counseling department to obtain the necessary information.

**Students who wish to be dual enrolled in the first term must have all paperwork completed by the end of May. Those students who dual enroll in the fall MUST also dual enroll in the winter.**

For additional curriculum/instruction information, see also: [www.mde.gov](http://www.mde.gov) and **Michigan Merit Curriculum Course/ Credit Content Expectations** [www.mi.gov/highschool](http://www.mi.gov/highschool)