

West Iron County High School
COURSE DESCRIPTION BOOKLET



Registration Guide
2024-2025 School Year

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**EQUAL OPPORTUNITIES FOR ALL STUDENTS
IS OUR GOAL AT WEST IRON COUNTY PUBLIC SCHOOLS**

Students, please consider all opportunities for career preparation at our high school. Young men and young women should feel comfortable pursuing opportunities in our educational programs, even those thought of as “non-traditional” a few years ago. The world is a changing place, and students should not limit their opportunities based on personal characteristics or non-relevant life situations.

***TAKE CHARGE OF YOUR LIFE
AND DON'T LET MEANINGLESS HURDLES STAND IN YOUR WAY.***

West Iron County Public School District, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. West Iron County School District is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or veteran status in employment, educational programs and activities, and admissions.

Students and parents who have questions or concerns about equal opportunities should feel free to contact High School Principal Mr. Berutti at 906-265-5184.

A Message from High School Principal Mr. Berutti

West Iron County High School Students,

We are certainly glad you have chosen West Iron County High School for an exciting year of high school education. Our teachers and courses will offer you a springboard toward life-long learning and an enhanced quality of life. In short, we are preparing you for success.

Remember that you will receive from your high school education only what you put into it. Your teachers provide you with excellent learning opportunities and scholastic guidance; take full advantage of them. Seek help when you need help, and be honest with your teachers, your parents/guardians, and yourselves in your studies.

During the scheduling process, please keep in mind that while we want you to get the exact schedule you want, we cannot guarantee it. Just like in college and in the workplace, a perfect schedule for everyone is just not possible. Part of preparing you for life is to help you work through disappointments and trying times; hopefully, this will not be the case during scheduling, but if it is, please do your best to handle the situation with the patience and maturity of a young adult. I think we'll find that in most cases, dissatisfaction will be kept to a minimum.

Again, please let us know if we can be of further assistance to you, and have a great school year.

Sincerely,

A handwritten signature in cursive script that reads "Michael Berutti". The signature is written in black ink and is positioned below the "Sincerely," text.

Mr. Berutti

West Iron County High School Principal

WEST IRON COUNTY HIGH SCHOOL
CURRICULUM INFORMATION
2024-2025

PLEASE READ CAREFULLY BEFORE ENROLLING FOR THE NEXT SCHOOL YEAR!

This booklet has been compiled with the advice and assistance of our high school faculty and administration. Many hours have gone into the planning of this high school program -- given staff, finances, and space. Please take advantage of its opportunities, and do not hesitate to ask for guidance assistance from our counseling office.

In order for you to better understand this booklet, an explanation of certain words or terms which are used follows:

- 1. CREDIT:** "One credit" is the award given to a student for passing a regular course that she/he carries for one class period per day for a school year. Two credits are given to a student for passing a regular course which meets for one block each day for a full year. One-half credit will be given to a course which meets for one semester.
- 2. CURRICULUM:** The program a student chooses which is designed to prepare him/her for post-high schoolwork.
- 3. CAREER AND TECHNICAL EDUCATION (CTE):** Subjects which are designed to give students skills that they can use immediately if they choose the "world of work" after graduation. They are also great springboards for further career-technical training in colleges or career-technical institutes. Subjects that provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. All CTE classes count toward Michigan Merit Curriculum's Visual, Performing & Applied Arts, 4th year Math, 3rd Science, and 2nd Year Foreign Language requirements as appropriate for a student's post-secondary goals. Vocational/Career-Technical subjects are available to and are recommended for all students at WICHHS.
- 4. PREREQUISITE:** A subject which must be taken before the student can enroll in another. As an example, Algebra I is a prerequisite of (required before) Algebra II.
- 5. ELECTIVE:** A subject which is chosen by students based on their interests. It is not required of all students. It should be chosen to help students explore a subject of interest.
- 6. 8th GRADE COURSES:** Earth Science, Spanish, Algebra receiving credit if course(s) are successfully completed.

MICHIGAN MERIT CURRICULUM HIGH SCHOOL GRADUATION REQUIREMENTS

Mathematics – 4 credits

Algebra I (1 credit)
Geometry (1 credit)
Algebra II (1 credit)
4th year math course (1 credit)

English – 4 credits

English 9 (1 credit)
English 10 (1 credit)
English 11 (1 credit)
English 12 (1 credit)

Science – 3 credits

Biology (1 credit)
Chemistry or Physics or Agricultural Biology (1 credit)
One additional science or CTE (1 credit)

Social Studies – 3 credits

U.S. History/Geography 9 (1 credit)
World History/Geography 10 (1 credit)
Economics (1/2 credit)
Civics (1/2 credit)

World Language – 1 to 2 credits

Credit can be earned in grades 9-12 or an equivalent learning experience in grades K-12.
Second credit can be replaced with a CTE credit OR a Performing Arts credit.

Other

Physical Education (1/2 credit)
Health (1/2 credit)
Personal Finance - Integrated in Economics (1/2 credit)
Visual, Performing and Applied Arts (1 to 2 credits)
Online Learning Experience

WICHS GENERAL REQUIREMENTS

Students graduating in the class of 2025 and beyond need 24 credits.

Students must be enrolled at the West Iron County High School for at least the entire last semester of their senior year to graduate from WIC.

Students must attend high school for eight semesters and take a full schedule each term.

No mid-year awarding of diplomas or premature graduations will take place except under extraordinary circumstances as determined by the Board of Education.

GENERAL INFORMATION: POSITIONS/POLICIES ON SCHEDULING

West Iron County High School educators feel that these requirements will best meet the needs of most students. However, should the listed requirements unreasonably restrain a student from independent action in the pursuit of learning, an exception may be considered. A student who wishes to request that an exception to this policy be made should apply for such in writing to the high school principal. Upon receipt of a written request, the principal will schedule a conference between the high school counselor, the student, and his/her parents. The counselor, after consulting with the student's teachers, will recommend in writing to the principal, approval or disapproval of the request. The principal will then decide whether or not to approve the request. While it is anticipated that this policy will best serve the interests of the students in most, if not all cases, the decision of the principal may be appealed by the student and/or his/her parents through the superintendent to the Board of Education.

TRANSFER STUDENTS

If a senior student transfers into our high school after the beginning of the second semester, and the student has not attended any other semesters in our high school, the student must receive his/her diploma from the school(s) that she or he attended previously. In the case where a senior student transfers out of our school into another high school, we will, when necessary, issue a diploma to this student if the student meets our graduation requirements at the new school. Copies of this policy will be available in the office of the high school principal. Copies will be distributed to each high school student during orientation at the start of the school year and during the scheduling process. Copies will be given to transfer students on the first day of their attendance at West Iron County High School.

PUPIL LOAD

All pupils are expected to carry the normal load of seven periods of instruction per year. Pupils are urged to elect a program of studies which they are reasonably sure of being able to handle.

DROPPING COURSES/CHANGING SCHEDULES

Pupils may not drop any subject (including Band, Orchestra, Gym, etc.) without signed permission from the parent, the teacher involved, the counselor, and the principal. Such permission is seldom granted after the first five days of the semester. Pupils who may be permitted to drop a subject for any reason should not expect to enroll late in some other subject. The courses and subjects' students elect for the coming year should not be changed once selected unless students have exceptional reasons. The program for the new academic year -- the assignment of teachers, the assignment of rooms, etc. -- is set on the basis of students' selections. Changes after that date are not fair to others, so students and parents are encouraged to plan carefully. If courses are dropped because of insufficient enrollment, students may need to be assigned courses other than those of their "first choice."

Changes will not be made in a student's schedule for the following reasons:

- (1) Students do not like the class
- (2) Students do not like the teacher
- (3) The class is held during an inconvenient period
- (4) Students do not need the class
- (5) Students do not like other students in the class

We feel that in the workplace, adults should be able to overcome similar hurdles to occupational success; thus, within our school, we should ensure that these expectations also apply to our adolescents.

INCOMPLETE GRADES

There are no “conditional marks” such as “Incomplete” given permanently to students for their high school subjects. Any grades of “incomplete” must be reconciled in order for students to receive a legitimate grade for credit. The administration reserves the right to calculate “incompletes” at 0.00 for grading purposes if the student does not attempt to rectify or fail to meet the faculty member’s standards for rectification within 4 weeks of the issuance of the incomplete.

PUPIL CLASSIFICATION

Students will be classified, for graduation credit requirements, based on the year they enrolled as a freshman at West Iron County High School. Students who have transferred into the district after the beginning of their freshmen year will be classified at the discretion of the counselor with administrator approval.

*NO CHANGES IN CLASSIFICATION WILL BE MADE DURING THE SCHOOL YEAR
UNLESS THEY ARE AUTHORIZED BY THE ADMINISTRATION.*

Students should study the following pages carefully and should choose their curriculum wisely — with their parent’s advice. A poor choice can result in difficulties in later years. **ALTERNATE COURSES SHOULD BE LISTED ON THE REGISTRATION SHEETS IN ALL INSTANCES.** If students are undecided regarding the courses they should take, they should select as difficult a program as they can handle. Students and parents should not hesitate to talk to teachers, their counselor, or their principal for advice and consent, and they should be sure to check prerequisites before selecting a subject.

2024-2025 COURSE DESCRIPTIONS

The following pages of this booklet highlight our course offerings for the 2023-2024 school year, department by department. Prerequisites are listed, as are short descriptions of the expectations of each course.

In general, courses labeled as “100-level” courses are taught at the freshman level. Courses at the “200-level” are taught at the sophomore level, and so on. Minor exceptions to this are present in some cases. Please pay attention to prerequisites and select your courses at the level of difficulty that you feel you can handle, even if some courses are labeled with a number higher than your grade standing. Challenge yourself, but don’t go overboard.

Please feel free to contact our Student Services Coordinator or individual teachers if you need additional information on any courses listed herein. The counseling office can be reached at 906-265-5184. Individual teachers can be reached by e-mail at their first initial, last name @westiron.org. Our school website is www.westiron.org.

Best wishes for future success!!

ENGLISH

The English Language Arts Department is required to follow both the High School Content Expectations in the Michigan Merit Curriculum and the Common Core State Standards in the Common Core Curriculum. There is much obvious overlap, as the focus of both is to make students college and career ready. To do so, more specifically, students will "...learn to evaluate intricate arguments and surmount the challenges posed by complex written materials independently and confidently. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students expand their literary and cultural knowledge and better understand references and images. They also develop the flexibility, concentration, and fluency to produce high-quality first drafts of writing under tight deadlines. And they are able to revisit and make improvements to a piece of writing over multiple drafts if needed. They master the essential "rules" of standard written and spoken English and resolve usage issues by consulting style and usage guides. By writing and participating in a variety of conversations, they assert and defend claims and show what they know about a subject using appropriate examples and evidence" (Parents' Guide to Student Success from www.pta.org). For more information, the full outline of the CCSS are available at www.corestandards.org and the full outline of the Michigan HSCS can be found at www.michigan.gov/documents/mde/ELA.

ENGLISH 9

EN101

Prerequisite: None

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. Through the lens of Inter-Relationships and Self-Reliance, they will consider how they build relationships, how their relationships impact others, and their responsibility to society.

ENGLISH 10:

EN201

Prerequisite: Completion of English 9

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 will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school, and the pieces are written by writers from all over world. The literature in tenth grade, however, is organized by literary elements so as to increase students' knowledge and understanding of how the elements function in literature. Writing formal essays and honing writing skills is also a major component of English Language Arts 10.

ENGLISH 11:

EN301

Prerequisite: Completion of English 10

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. In English Language Arts 11, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. The literature studied in 11th grade will focus primarily on American Literature, especially how it ties to

American history. Formal essay writing and honing writing skills will continue to be a major component, but the emphasis this year will be on persuasive and argumentative essays.

ENGLISH 12:

EN401

Prerequisite: Completion of English 11

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 through 11. Using the lens of leadership skills, English Language Arts 12 students will develop a world perspective by analyzing classic and contemporary texts in a variety of genre, including post-colonial literature. Twelfth graders will synthesize information, ideas, and themes to understand the past, the present, and to think innovatively about the future. They will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of a global world.

COMMUNICATIONS: (1 Credit)

Grades 10, 11, 12

EN303

Prerequisite: Teacher approval required

In this course students will produce school news while adhering closely to the writing process. The goal is to advance students' writing skills in this course by way of journalism exploration, writer's workshop, author studies and independent writing opportunities. Enrollment priority will be given to upper classmen. Only dependable, self-motivated students should sign up for this class.

MATHEMATICS

Mathematics is the science of patterns and relationships and is often the language of logic in our technological world. With Math one has the power to explore, conjecture, and reason using a variety of math methods effectively to solve not only problems, but real world situations. The ultimate goal of mathematics education is for all students to develop a thought process that involves the discipline to think through a problem and participate fully as a citizen and worker in our contemporary world.

ALGEBRA I:

MA104

Prerequisite: none

This course covers material involving basic operations and their properties. It is designed for students at the high school entry level and covers more thoroughly the use of a variable and solving for an unknown. It is highly recommended for those pursuing any career oriented with math and or science and is a foundation for most high school disciplines. The course begins with reviewing operations and properties, then applies them to the use of variables, and with graphing and solving linear equations and inequalities; then finishes with the introduction to polynomials and higher order equations.

GEOMETRY:

MA201

Prerequisite: Algebra I

This course relies on the study of shapes and figures, and their relationship with each other. Algebra is often used to solve the relationships that involve these figures and is required to take this class. Geometry is Euclidean meaning straight line geometry and is both in the 2-dimensional (plane) and 3-dimensional (solid) fields. The study of proofs and the algorithmic analysis logic is practical in many careers as it teaches the student to think through a problem one step at a time and most importantly, with valid reasoning for each step. Transformations such as rotations and reflections are also covered as to familiarize the student with different orientations for the same figure. Other topics such as triangle relationships, trigonometry,

and similarity are spread throughout the course. Quadrilaterals, polygons, and circles are other fundamental shapes that this course will cover.

GEOMETRY-IN-CONSTRUCTION: (2 hours/2 credits)

MA270

Prerequisite: Algebra I

This course is a nationally recognized program that combines the academics of a traditional geometry course while applying those geometric concepts with the building trade's area. The class is designed for ALL abilities. Annually, students in this class will learn the same academically rigorous math as students in a regular geometry class while building a multitude of projects in the woodshop. The class instructors show students how exactly geometry is useful beyond the classroom.

* CTE

ALGEBRA II Statistics:

MA207

Prerequisite: Geometry

This course looks deeper into the study of variables and its application that was covered in Algebra I. Linear equations, systems of equations, and quadratics are but a few of the functions integrated. The use of statistics, sequences, matrices and models are but a few higher-level concepts used to apply variables in real world situations. A student taking the course should be proficient in both Algebraic and Geometric skills as it will look deeper into these particular relationships with equations and figures. Students must consult with their counselor and/or math teacher before they can take this class.

ALGEBRA II:

MA203

Prerequisite: Geometry

The course looks deeper into the study of variables and their application that were covered in Algebra I. Linear equations, systems of equations, radicals, and quadratics are but a few of the functions integrated. In order to model real world applications Statistics, Sequences, Polynomial, exponential, and logarithmic functions will be discussed as well as the use of matrices, statistics, sequences. A student taking the course should be proficient in both Algebraic and Geometric skills as the course will look deeper into these particular relationships with equations and figures.

PRE-CALCULUS:

MA402

Prerequisite: Algebra II

This course is designed to cover Trigonometry, Statistics, and Functions in more detail. It takes a deeper look into polynomial, exponential, and logarithmic applications using analytical and graphical analysis. Graphing calculators are used throughout the course and are highly recommended but not required. The latter half of this course will introduce the topics of pre-calculus and discrete math to prepare those students wishing to pursue Pre-Calculus.

CALCULUS:

MA401

Prerequisite: Pre-Calculus

Calculus is an analysis of discrete math topics, such as modular arithmetic and the study of combinations and permutations, and further develops higher order functions. It will look at logarithmic and exponential functions and inverse functions. The first half of the course is designed to lead into the two major aspects of Calculus: differentiation, and integration. The second half is designed for college preparation of calculus and is an extensive, fast-paced course emphasizing problem solving and fluency with graphing calculators.

Upon completion, the student should feel comfortable in an entry level calculus course in college and may test out for college credit if willing to take the AP test in spring.

PERSONAL FINANCE:

Grades 11, 12

MA405

Prerequisite: None

Personal Finance courses reinforce general math topics and apply these skills to personal life situations. Applications typically include budgeting, taxes, personal credit decisions, banking services, insurance, buying and selling products and services, housing rental/ownership, vehicle rental/ownership, managing personal income, and investing.

* QUALIFIES AS 4TH YEAR MATH COURSE

SCIENCE

Science is a way of making sense of the natural world. Scientists seek to describe its complexity, to explain its systems and events, and to find the patterns that allow for predictions. Science is the basis for the design of technologies that solve real-world problems. Following are the course offerings of the Science Department.

BIOLOGY:

SC101

Prerequisite: None

Biology studies the science of living things — both plants and animals from the simplest viruses, amoeba or spirogyra, to the most complex — humans. In Biology, the student studies the structure of organisms and the relationships of these living things to their environment. The use of microscopes and the involvement of students in the dissection of preserved specimens will be emphasized in lab. The students are taught in the broad perspective so that whether they become farmers, lawyers, nurses, physicians, or truck drivers, they will realize that whenever changes are made anywhere in his/her environment, other changes will result. Our goals are to develop attitudes, awareness, and perspectives, which will provide improved quality to modern day living.

Advanced Biology:

SC303

Prerequisite: Completion of Biology I with a B- or better

Biology II is open to college-bound students. It is a detailed continuation of 9th grade Biology I with much more laboratory experience. Areas of emphasis will be microbiology, biochemistry, genetics, botany, zoology, and at least one marking period devoted completely to ecology. In ecology, students will be immersed in the study of the relationships and interactions of all organisms with their environment. During that marking period of ecology, students will learn to appreciate and understand the ecological unity of all man's relationships to the environment. This course is strongly recommended for students planning to take a college curriculum. College credit through the first year can be earned upon successful completion of the Advanced Placement Biology Test given in May, if students desire to take it.

PHYSICAL SCIENCE:

SC251

Prerequisite: Biology

This course is encouraged for 10th graders, and will cover chemistry and physics concepts from a broad perspective. In this course, students will use both qualitative and quantitative approaches to problem-solving. The main objective of this course will be to teach students how to apply simple mathematical skills and laboratory skills to finding solutions to scientific investigations. Students will become adept at

collecting scientific data, analyzing data, designing scientific experiments, and interpreting the results of the investigations. This course will help the student prepare for the M-STEP Science Test, and serve as a foundation of knowledge needed for the student to be successful in future chemistry and physics courses.

CHEMISTRY I:

SC203

Prerequisites: B- or better in Biology and Algebra I OR successful completion of Physical Science

This course presents chemistry as it is today with emphasis upon the most enjoyable part of chemistry – experimentation. The laboratory work provides the foundation for the course, and from the laboratory work allows students to develop their own scientific principles. Through this procedure, the course does away with students’ memorization of chemical facts and teaches students to solve problems by experimentation rather than memorization.

* QUALIFIES AS 4TH YEAR MATH COURSE

ADVANCED CHEMISTRY:

SC306

Prerequisite: Completion of Chemistry and Algebra II

Advanced Chemistry is a continuation of Chemistry I. Topics include chemical bonding, atomic theory, solutions, reactions, kinetics, equilibrium, electrochemistry, acid-base concepts and organic chemistry. The laboratory portion will include college level labs including reactions with acids/bases, synthesis of aspirin & soap, battery, and many others. Chemistry is considered to be the central science. Chemistry is strongly emphasized in all sciences. Students attending college in the medical, engineering, and other sciences are strongly encouraged to enroll. College credit through the first year can be earned upon successful completion of the Advanced Placement Chemistry Test given in May, if students desire to take it.

* QUALIFIES AS 4TH YEAR MATH COURSE

PHYSICS:

SC302

Prerequisites: B- or better in Biology and successful completion of 2 math credits OR successful completion of Physical Science

Physics explores nature from an experimental point of view. Students’ beliefs will often be challenged as they develop an understanding of how the world works. This course focuses on physics, not as a collection of scientific facts, but rather, as a process for solving problems. The laboratory work provides the means for students to explore the mechanics of motion, while at the same time enabling them to develop the power to make predictions, test these predictions, and then describe their findings. Real-world applications of motion and forces will be taught through bridge building and use of MDOT TRAC Modules. Physics is highly recommended for the college-bound student because of the value it teaches in solving complex problems. A heavy emphasis will be placed on laboratory work and projects.

* QUALIFIES AS 4TH YEAR MATH COURSE

AGRICULTURAL BIOLOGY:

SC307

Prerequisite: None

This course is devoted to gaining knowledge and some field experience in the natural resources available to students. Students will learn about the history of conservation, plant/tree identification and the habitat management of game birds, fish and mammals. Students will examine the ecology of the biosphere with an emphasis on the human impact, locally invasive species, and soil science as it relates to agricultural practice. This course is recommended for students who have an interest in the outdoors.

ANATOMY AND PHYSIOLOGY:

SC301

Prerequisites: 2 science credits, including B or better in Biology I

This course focuses on the basis of human structure and function. The major systems of the human body will be investigated using laboratory experiences and discussions. The emphasis will be learning both anatomy and physiology through dissections and other laboratory approaches. Anatomy and Physiology is strongly recommended for students with interests in pre-med, nursing, medical technology, or related fields.

SOCIAL STUDIES

In keeping with the national trend in the field of social studies, the West Iron County Public Schools will move toward a conceptual approach to teaching and learning. The mastery of facts such as dates, events, and places will not in itself be an end objective but will be taught as reinforcement of general concepts that we hope our young people will develop. An example of a concept that could be developed would be: "A democracy presents opportunities for great freedom to exercise basic rights, but with such freedom, a sense of great responsibility toward others must also be fulfilled." Course offerings, the grade levels at which each course may be taken, and prerequisites follow:

U.S. HISTORY/GEOGRAPHY:

SS105

Prerequisite: None

This required course is centered on American history from 1890 to the present, as the United States developed into an economic, political, military, and cultural leader. Major emphasis is placed on current world events as consequences of historical events, forces, and attitudes.

WORLD HISTORY/GEOGRAPHY:

SS103

Prerequisite: None

The connection between the past and present is always important, and in this course, we will study the past in hopes that it will make the present more clear to us. Emphasis of this class will be on world civilizations and cultures. The course will also examine the beginning and foundations of the world's major religions, so that we can better understand their relationships with each other.

ECONOMICS: (1/2 credit)

SS104

Prerequisite: None

Students will use knowledge of production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources.

* QUALIFIES AS 4TH YEAR MATH COURSE

CIVICS: (1/2 credit)

SS101

Prerequisite: None

The purpose of this course is to acquaint the student with the concepts and procedures of government at the federal, state, and local levels. Opportunity is given to analyze, discuss, and develop a practical philosophy of citizenship in a democratic society.

PSYCHOLOGY:

SS402

Prerequisite: None

Psychology is an elective class that studies the human mind and behavior. The scope of this class ranges from perception and sensation, delving into topics such as optical illusions; to the nature of personality and Freud's theory using the ID, EGO, and SuperEGO.

FOREIGN LANGUAGE

The study of foreign language emphasizes not only the structure of the language itself, but also the ability to read and communicate effectively in the spoken language. In the study of foreign language, the history, culture, and customs of the people are also emphasized.

SPANISH I:

FL101

Prerequisite: None

The primary goal of Spanish I is for the student to function at a basic level in Spanish in routine school and home situations. The students are introduced to techniques designed to actively involve them in acquiring the necessary vocabulary and language skills for basic communication. Listening, comprehension and speaking are stressed, as well as reading and writing in Spanish. Activities are designed to encourage students to communicate orally with one another in both large and small groups where Spanish is spoken, as well as basic customs, traditions and students' awareness of Spanish and Hispanic culture.

SPANISH II:

FL201

Prerequisite: Spanish I

Spanish II builds on the material covered in Spanish I with an emphasis on basic survival skills in the target culture. Students will expand their scope as they learn to ask for and follow directions, get a hotel room, order a meal, make an appointment, make a phone call, use public transportation, pass through customs, shop, exchange money and perform other ordinary tasks. Vocabulary and grammatical concepts will systematically progress. Culturally, students will learn how to act and react in the aforementioned situations, while gaining additional knowledge about geography, cities, major landmarks and the history of the Hispanics who communicate orally with one another in both large and small groups. Contemporary video, movies, cartoons and songs will also augment the curriculum, and some literature will be introduced.

SPANISH III:

FL301

Prerequisite: Spanish II

This course and the following Spanish courses round-out the curriculum, providing an opportunity for acquiring additional vocabulary and grammar, as well as polishing the basic language skills of comprehension, listening, speaking, reading and writing. A goal would be for students to consistently function in Spanish in the upper intermediate levels of proficiency in all areas. Again, additional exposure to literature and the continued study of Hispanic culture will be included. This course may meet at the same time as Spanish IV.

SPANISH IV:

FL401

Prerequisite: Spanish III and Instructor Approval

This intensive course is an individualized curriculum for the students who are serious about pursuing the study of Spanish abroad, or using Spanish as a serious course of study in post-secondary institutions. Instructor's approval is needed; this course may meet at the same time as Spanish III.

SPANISH V:

FL501

Prerequisite: Spanish IV and Instructor Approval

Spanish five is an upper level Spanish course offered to students who have successfully passed Spanish four. This class will continue to study grammar and vocabulary. We will read Spanish literature and use the readings to discuss the grammar and vocabulary of the unit. Speaking and culture will also be a focus of this course. This is a college prep level Spanish.

PHYSICAL EDUCATION

Physical education is a sequential educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle.

PHYSICAL EDUCATION: (1/2 credit)

PE102

Prerequisite: None

The physical education curriculum has the following objectives in mind when throughout the course: (a) to develop skills, rules, and knowledge of multiple sports and physical activity; (b) to promote good sportsmanship; (c) to develop muscular strength/endurance, agility, coordination, flexibility, and cardiovascular endurance; and (d) to develop a sense of cooperation and team effort. The physical education curriculum offers the following activities: basketball, volleyball, fitness, strength training, archery, badminton, tennis, softball, among others. Students will be assessed using a variety of physical and knowledge based methods. Daily, appropriately dressed participation is required.

WEIGHT TRAINING/CONDITIONING I:

PE204

Prerequisite: C or better in physical education or instructor's approval

The emphasis of this course will be the understanding of the foundation of weight training methods. Multiple weight training exercises will be taught and discussed in order to build muscular strength, muscular endurance, and cardiovascular endurance. Students will learn and understand training principles, terminology, and necessary physical movements used, as well as many other necessary aspects of training. Daily, appropriately dressed participation is required.

WEIGHT TRAINING/CONDITIONING II:

PE205

Prerequisite: Successful completion of Weight Training/Conditioning I

The emphasis of this course will be on increasing student knowledge of weight training methods. Students will perform multiple exercises in order to increase muscular strength, muscular endurance, and cardiovascular endurance. Students will understand how the body adapts to resistance training and how to properly train for best results. In addition, students will begin learning and understanding how to build an individual fitness program targeting specific muscle groups and physical actions. Daily, appropriately dressed participation is required.

WEIGHT TRAINING/CONDITIONING III:

PE206

Prerequisite: Successful completion of Weight Training/Conditioning II

The emphasis of this course will be advancing student knowledge of strength training principles and methods. Students will perform multiple exercises in order to increase muscular strength, muscular endurance, and cardiovascular endurance. Students will understand and implement advanced techniques of physical training through daily training plans. Daily, appropriately dressed participation is required.

HEALTH EDUCATION

HEALTH: (1/2 credit)

LM101

Prerequisite: None

This class assists student to take responsibility for their health and meet personal health goals: gaining awareness, knowledge, and building skills. These skills include analyzing influences, accessing information, communication, decision making, setting goals, practicing healthful behaviors, and advocacy. Students will apply these skills to content subjects such as tobacco, alcohol, drugs, infectious disease, nutrition and digestion, sun safety, mental health, stress, fitness, cardiovascular and respiratory systems, personal care, peer relationships and respect.

VISUAL, PERFORMING & APPLIED ARTS

The performing arts are unique languages and symbol systems for communicating ideas, feelings, and different ways of knowing about oneself and the world. The performing arts engage the whole individual in the acts of creating and performing, and involve the intellectual, the intuitive, the emotional, and the physical being.

SYMPHONY:

PA120

Prerequisite: Former instruction in music

Students perform classical music from various musical periods. This course includes discussion of music theory, as well as music history. Former musical instruction on a stringed or band instrument is required.

ART I:

ART101

Prerequisite: None

Art 1 is an introductory course where students learn the visual structures of Art. Elements and Principles of Design, Art Appreciation, Art Aesthetics, Integration, and Art History are all included in the day to day operation of the class. Students will be exposed to a variety of materials, be able to learn how to use and produce works illustrating these learned techniques. A student's willingness to get involved in the creative process is more of a requirement than talent or previous experience.

ART II:

ART201

Prerequisite: Successful completion of Art I

Students will plan and create works that expand on previous and newly introduced techniques with various art media. In-depth discussion about the evolution of art throughout history, as well as ways to convey personal meaning into artwork becomes a focus on projects at this level. Work will be presented in a semi-professional setting and students will analyze each other's works with an emphasis on visual cues.

ART III:

ART301

Prerequisite: Successful completion of Art II

Students will plan and create works that expand on previous and newly introduced techniques with various art media. In-depth discussion about the evolution of art throughout history, as well as ways to convey personal meaning into artwork becomes a focus on projects at this level. Work will be presented in a semi-professional setting and students will analyze each other's works with an emphasis on visual cues.

BUSINESS EDUCATION

Although listed separately in the registration guide, many courses herein fall under our vocation/career-technical education department. Students should avail themselves of these opportunities, particularly those that will allow them to launch into careers in our local businesses and industries. Local employers are certainly in need of graduates who possess these skills and are hopeful that students will consider careers in the local area upon graduation. Skills learned herein will also allow students to effectively compete with their counterparts statewide, nationally, and even internationally. All CTE classes continue to count toward Michigan Merit Curriculum's Visual, Performing & Applied Arts, 4th year Math, 3rd Science, and 2nd Year Foreign Language requirements as appropriate for a student's post-secondary goals.

ACCOUNTING I: BU201

Prerequisite: None

This course is designed to help young people learn how systematic records form the basis for decisions of business and governmental officials. They acquire marketable skills and knowledge of business, industrial, or governmental affairs. Students also learn to plan income and expenditures wisely. The student will also learn concepts, principles, and practices of accounting. The introduction of adding machines, calculators, and data processing are important parts of the texts and student learning. Computerized accounting practices will be introduced in the class along with the manual concepts.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

ACCOUNTING II: BU301

Prerequisite: Accounting I

This course is a thorough coverage of entry-level accounting careers and a more intensive study of advanced topics of accounting. The computing of mathematical problems in business with the use of adding and calculating machines will be taught to students. The students will interact with accounting concepts using computer programs.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

BUSINESS AND PERSONAL LAW: (1/2 credit) BU302

Prerequisite: None

This course will reflect true situations where business law has a major input. It will help the student achieve an understanding of legal principles, which will be helpful throughout their lives. Students will learn about contracts, sales agreements, consumers, and other legal issues they will confront each day. Personal law coverage includes buying and insuring a home, renting an apartment, buying a car, marriage, divorce, and the use of personal credit. In addition, some of the most common crimes and torts are discussed, including traffic violations, drunk driving, search and seizure laws, vandalism and shoplifting.

INTRODUCTION TO BUSINESS: (1/2 credit) BU101

Prerequisite:None

(General Business) A course designed to acquaint students with the business world. The topics of personal record keeping, insurance, handling money, large and small business organizations, and current business situations are discussed. The above topics are integrated with the use of computers.

* CTE

MARKETING - SCHOOL STORE:

BU306

Prerequisite: Must have completed one of the following classes: Accounting, Desktop Publishing, Marketing or Multimedia, with a grade of C or higher

This will be a completely hands-on class. Students will be in charge of all aspects of running the Tri Paw Lodge. They will schedule other workers, design and order all merchandise, create displays, create an appropriate store layout, market and promote the store, create and implement sales, work with all money issues, train new employees, keep track of inventory, develop new ways to expand the store and increase the sales. Students should be responsible, honest, and self-motivated. Students with video editing experience may take this class to create commercials for the store.

PYTHON PROGRAMMING:

BU202

Prerequisite: None

Python Programming introduces students to the fundamentals of computer programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students begin by learning to design, code, and test their programs while applying mathematical concepts. Students then move to more advanced programming concepts and learn to create more powerful programs using functions, strings, data structures, file i/o operations, and objects.

* CTE

DESKTOP PUBLISHING:

BU220

Prerequisite: None

This course will allow students to learn how to make documents and images for print. Students will learn Adobe InDesign (the program that newspapers, magazines, and book companies use to lay out their pages) and then Adobe Photoshop (the program used for graphic and text design and photo editing). Students will learn the basics of digital photography and have many opportunities to practice these skills. They will learn the design principles used in desktop publishing. Then they will create a multitude of printed designs to enhance their skills. These projects include: a magazine cover, photo manipulation, a CD cover, business cards, movie posters, menus, a children's book, a calendar, brochures, etc. Skills learned in this class will help those taking Publications, Multimedia/Video Productions, and Website Design classes.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

ADVANCED DESKTOP PUBLISHING:

BU310

Prerequisite: Desktop Publishing

This course will continue where Desktop Publishing ended. Students will learn advanced features of Adobe InDesign and Photoshop. Then they will learn to use Adobe Illustrator to create vector graphics. Students will do many "real life" projects for local businesses and organizations. They will also work on more advanced projects like DVD covers, video game covers, the graduation program, a board game, a tabloid newspaper, a cereal box, currency, and more. The focus of the class will be toward making more professional looking documents.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

MULTIMEDIA/VIDEO PRODUCTIONS:

BU230

Prerequisite: None - Desktop Publishing is recommended

Students will learn to tape, capture, edit, and output digital video to DVD's and the internet. The course will begin by focusing on learning to use the camera and take great camera shots. Early projects will be edited with Windows Movie Maker. Skills learned include storyboarding, camera operation, lighting, scripting, voiceovers, and other editing techniques that enhance the video production process. In addition, students will learn to create their own graphics to use in the video editing process with Photoshop. More advanced digital video editing techniques will use Adobe Premiere. Students will make videos from the following: short films, music videos, highlight videos, documentaries, commercials, and more.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

ADVANCED MULTIMEDIA/VIDEO PRODUCTIONS:

BU311

Prerequisite: Multimedia/Video Productions, and Desktop Publishing are recommended

Students will continue to create movies using Adobe Premiere. They will also learn to enhance their movies using Adobe After Effects. Students will learn advanced skills in videography, script writing, special effects, editing, lighting, sound, and DVD authoring. They will increase their movie-making skills through a great deal of practice. Students will be given more freedom in the choice of movies they will create than in the first year course. Movies will be made for other teachers and people in the community when the projects are available. This class can be repeated the following year for an additional 1 credit.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

WEBSITE DESIGN:

BU103

Prerequisite: None

This introductory course will allow a student to learn all of the programs necessary to create a complete website. Students will start by learning what criteria are needed to create a site that people will want to return to. Next, students will learn Adobe Dreamweaver (the program used to build the site). Then students will create their own website. Next, students will learn Adobe Photoshop (the program used for graphic and text design and photo editing). Students will create another site combining the two programs. Then students will learn Adobe Flash (the program used to create animations and short movies). Students will combine all three programs to create a third website. Then students will work with online web development sites to create additional sites. Students will finish the year by creating a site for a teacher, business, or organization.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

ADVANCED WEBSITE DESIGN:

BU206

Prerequisite: Website Design AND TEACHER APPROVAL REQUIRED

This is a very advanced course and will require a very mature student who is able to work independently and work comfortably with adults. This student will create websites for local organizations and work on the school website. This student must have advanced design skills and a mature personality.

* QUALIFIES AS 4TH YEAR MATH COURSE

* CTE

PUBLICATIONS:

BU305

Prerequisite: Teacher approval required. Desktop Publishing recommended.

In this course students will work on all phases of the yearbook. The skills gained from this class include: business (bookkeeping, sales, marketing, advertising, etc.); writing (headlines, body copy, captions, short news stories); design (layouts and computer graphics); video productions (plan, record, capture, edit, and produce a senior video); photography (learn photography skills and then take all pictures for the yearbook). Students will create the entire yearbook, a video yearbook and may create a quarterly newspaper. Enrollment priority will be given to upper classmen. Only dependable, self-motivated students should sign up for this class.

WORK STUDY: (2 consecutive schedule hours/2 credits)

BU402

Prerequisite: Seniors only. Corresponding course required

A signed Work Study Request Form must be submitted with the Course Request Form.

Students are matched to local businesses of interest. They are interviewed by the businesses, and then working hours are determined by the student's schedule and the hours that the business needs the student. Credit is received upon satisfactory completion of the agreed-upon time and performance expectations of the job, based in part on State and National benchmarks, standards, and competencies. Enrollment in work-study is limited, so if seriously interested, students should listen for enrollment instructions over the school's P.A. announcements. Work Study students are graded on an S (Satisfactory) or U (Unsatisfactory) basis.

* CAN QUALIFY AS 4TH YEAR MATH COURSE

VOCATIONAL/CAREER TECHNICAL/INDUSTRIAL ARTS

West Iron County Public Schools strongly encourages students to take advantage of the career technical education classes listed below; particularly those which will help prepare students for employment in our local businesses and industry. Many local employers are eagerly awaiting high school and college graduates who have strong work ethics, coupled with the technical expertise that these courses provide. Please contact your high school counselor for further information about careers in our local community. All CTE classes continue to count toward Michigan Merit Curriculum's Visual, Performing & Applied Arts, 4th year Math, 3rd Science, and 2nd Year Foreign Language requirements as appropriate for a student's post-secondary goals.

GENERAL WOODS I:

VE102

Prerequisite: None

General Woods will introduce students to planning, scheduling, layout, joinery and general shop safety as well as the proper use and care of both hand and power tools. Bending, forming, clamping, and fastening techniques will be applied in the manufacture of both team and individual projects.

* QUALIFIES AS 4TH YEAR MATH COURSE

GENERAL WOODS II:

VE207

Prerequisite: General Woods I

Students will use knowledge of design, production, and planning to prepare self-assigned and instructor-assigned tasks in a structured shop setting. Students will also be encouraged to use their knowledge and ability to assist other students with tasks. Students will be evaluated on their ability to complete all aspects of project design and construction in a timely and well planned manner.

* QUALIFIES AS 4TH YEAR MATH COURSE

GENERAL WOODS III: VE307

Prerequisite: General Woods II

* QUALIFIES AS 4TH YEAR MATH COURSE

METALS I: VE103

Prerequisite: None

Metals I is an introductory course in metal working and general shop practices. The basic intent of this course is to introduce students to the manufacturing industry and its related jobs. The following areas will be explored: basic layout, geometric constructions, sheet metal layout and sheet metal construction.

METALS II: VE206

Prerequisite: Metals I and teacher approval

Continuation of Metals I

METALS III: VE306

Prerequisite: Metals II and teacher approval

Continuation of Metals II

INDUSTRIAL ARTS I: IA103

Prerequisite: None

Industrial Arts I introduces students to the concepts of welding. Oxy acetylene, arc welding, MIG welding, TIG welding, plasma cutting, and oxy acetylene cutting are discussed and performed throughout the year.

INDUSTRIAL ARTS II: IA203

Prerequisite: Industrial Arts I and teacher approval

This class provides serious students with opportunities in advanced welding and fabricating. Students are allowed to fabricate projects such as wood stoves, barbeque grills, and other projects in which fabrication and welding are required to complete the projects.

INDUSTRIAL ARTS III: IA303

Prerequisite: Industrial Arts II and teacher approval

Continuation of Industrial Arts II

ATV/AUTO I: IA202

Prerequisite: None

This course introduces students to small engine design and operating procedures for two- and four-cycle engines. The second half of the year is dedicated to, but not limited to, automotive principles and concepts.

ATV/AUTO II: IA302

Prerequisite: ATV/AUTO I

Students review basic skills involved in ATV repair and auto repair. Two stroke and four stroke principles are reviewed. Students become advanced in the areas of different types of tools used in the ATV and auto industries. Engine rebuilds will be performed properly with help from the instructor to provide proper techniques in the areas of rebuilding engines.

ATV/AUTO III: IA402
Prerequisite: ATV/AUTO II
Continuation of ATV/AUTO II

BUILDING TRADES A: (4 credits/4 periods) VE305
Prerequisite: Instructor approval
Building Trades is a Career and Technical course offering a unique opportunity for students to become semi-skilled in numerous aspects of construction through the construction of an actual home in our local area. Students will develop their skills in carpentry, masonry, electrical, plumbing, drywall, painting, tile, surveying and much more. Students will work in a job site environment to develop career and employability skills, print reading, as well as planning, estimating, scheduling and ordering. Students will be exposed to all aspects of residential construction from rough framing to finish carpentry.
* QUALIFIES AS 4TH YEAR MATH COURSE
* CTE

BUILDING TRADES B: (3 credits/3 periods) VE302?
Prerequisite: Instructor approval
Building Trades is a Career and Technical course offering a unique opportunity for students to become semi-skilled in numerous aspects of construction through the construction of an actual home in our local area. Students will develop their skills in carpentry, masonry, electrical, plumbing, drywall, painting, tile, surveying and much more. Students will work in a job site environment to develop career and employability skills, print reading, as well as planning, estimating, scheduling and ordering. Students will be exposed to all aspects of residential construction from rough framing to finish carpentry.
* QUALIFIES AS 4TH YEAR MATH COURSE
* CTE

INDIVIDUALIZED EDUCATION (WITH IEP ONLY)

Students who qualify for individualized education accommodations are encouraged to pursue learning opportunities in the least restrictive, appropriate environment. In short, they should seek out courses in general education and career/technical vocational education if they feel comfortable with the course load. For information on those offerings, students and parents should browse through the selections offered by the various general education departments and should select those that are of interest. Individualized education courses are also included in those sections and are identified as English, Math, Science, & Social Studies. For additional information on these courses, students and parents should contact their caseload supervisor or our high school counselor.

Additional classes offered particularly by our individualized education department are listed below. Most of these are also listed within each academic section in this registration guide. As you can see, West Iron County High School offers a wide array of opportunities for students with special needs, including classes and work-site placements, which will specifically prepare students for experiences beyond high school — transition experiences. Class offerings include:

STUDY METHODS:

IE201

Prerequisite: IEP

This course is open to qualified individualized education students in accordance with their individualized educational plans and will count as one elective credit. Students are assisted in completing their scholastic assignments. They are also offered support and instruction in study skills and effective prioritization of instructional tasks.

LIFE SKILLS: On-site at WICHS

IE300

Prerequisite: IEP

This course allows students to develop personal living and employability skills for increased success in the world after graduation. Students will study home economics, hygiene, employment opportunities, and will gain a deepened appreciation of self-sufficiency needed for a sound quality of life. Students will also have the opportunity to obtain on-the-job experiences while working in local companies so that upon graduation, they could have increased capabilities to function effectively in their community in an occupational/career sense. Transition experiences are strongly recommended for all students involved in individualized education and will be discussed in the students' IEP meetings. Please do not hesitate to contact the school at any time if you desire further information.

ADDITIONAL COURSE OFFERINGS**ACADEMIC SUCCESS SEMINAR:**

SEM101

The intent of Academic Success Seminar is to provide academic support and guidance for students who are currently failing or at-risk of failing. The course is not subject-specific, yet it is academic in nature with a strong focus on tutoring, mentoring, and guiding the student toward academic success. The instructor will work with the West Iron County High School Student Services Coordinator to ensure alignment with the student's Educational Development Plan (EDP) and other classroom teachers to ensure overall academic progress. Additionally, the instructor will provide support for test-taking and studying strategies so students can perform to the best of their abilities on classroom assessments and standardized assessments.

Students will be scheduled for this class on a case-by-case basis in consultation with a parent/guardian, teaching team member, Student Services Coordinator, and administrator. Priority will be given to freshmen and sophomores.

INDEPENDENT STUDY COURSES

The purpose of an Independent Study course is to provide eligible students with an opportunity for study beyond the available curriculum. Students must work with the Student Services Coordinator AND teacher of the course desired. Students must obtain signed approval of course subject from the teacher before registering for an Independent Study class.

The Independent Study must be for original work not already done for a previous class or program. Independent Study may be elected for a semester at a time by a qualified student in any area. The student will be assigned to work in the supervising teacher's classroom and will make frequent progress reports to that teacher; progress report format to be determined by the teacher. A student cannot be considered for the program until the following requirements have been met:

*The teacher selected shall hold certification in the area of study.

*The student must submit to the Principal and Student Services Coordinator a clear, concise statement of the topic to be studied along with a detailed description of the study and how it will be done. Student will work with teacher on this statement.

*A completed Independent Study contract should be submitted to the Principal and Student Services Coordinator. The contract must be completed and signed by the student, parent, teacher, and principal.

*At the end of the semester, the student will present the results of the Independent Study. This presentation may be in the form of a formal paper, project or final exam.

DIISD TECHNICAL CENTER PROGRAMS

<http://www.diisd.org/technical-education.html>

WIC STUDENTS CAN ATTEND THE TECH CENTER DURING 2ND BLOCK (10:00 - 11:45)

Automotive Technology – NATEF Maintenance and Light Repair

Prerequisite: None

This program follows National Automotive Technicians Education Foundation (NATEF) standards for Maintenance and Light Repair. During the two-year program, students will learn shop and personal safety, tools and equipment, preparing vehicles for service and workplace employability skills. The program is broken down into modules to develop a general knowledge and understanding of the following topics: Shop Safety, Braking system, automatic and manual transmissions, HVAC systems, Engine Repair, Engine Performance, Suspension and Steering, Electrical systems. Upon completing of the two-year program students will have the base knowledge to pursue further education in the auto repair industry. Articulated credit available. Certifications: NATEF MLR, Michigan Mechanic Certification

Automotive Technology III

Third course of study is open to students with permission of instructor and Tech Center Principal. Students may engage in advanced study on one of the eight areas of Automotive Licensing. Students may also be placed in a workplace learning site.

Computer Networking and Security I

Prerequisite: None

This course aligns with college curriculum in Networking and Cyber Security. It will introduce students to computer concepts in personal computer hardware and software, internet, security, networks and ethics. Students will learn how to use of computer technology for professional and personal use and the skills needed to install, configure, and service hardware, operating systems, and applications. Students will also learn to configure stand alone or networked computer for reliability and security. Articulated credit available. Certifications: A+ Certification. Up to 8 Bay College Credits available.

Computer Networking and Security II

Prerequisite: B or better in Computer Networking and Security I or Instructor Permission.

This course validates the knowledge and skills of networking professionals. It is a vendor-neutral certification that recognizes a technician's ability to describe the features and functions of networking components and to install, configure and troubleshoot basic networking hardware, protocols and services.

This course continues building upon students' knowledge in computer networking and communication. It provides theoretical knowledge exploring both the hardware necessary to support computer networks and the software needed to utilize and secure those networks. Students will have hands-on training in designing, installing, and managing network devices. This includes Basic network topologies, network protocols, and local and wide-area networks. They will learn to trouble shoot problems across networks. Major topics include principles of Wide Area Networks, IP and TCP, routers, routing protocols and configurations, virtual LANs, network management, subnetting, design of LANs and WANs, and security issues. Students completing this course will prepare to take entry level certification exams. Students in this class are expected to compete in BPA in Computer Networking or Cisco Administration. Articulated credit available. Certifications: Network+ and CCNA, Route/Switch. Up to 8 Bay College Credits available.

Computer Networking and Security III

Third course of study is open to students with permission of instructor and Tech Center Principal. Students may engage in advanced study working toward CISCO and other Industry certifications. Students may also be placed in a workplace learning site. Students interested in Information Technology should consider the Dickinson-Iron Technical Early College program.

Construction Trades I & II

Prerequisite: None

This course provides students with a wide variety of hands-on experiences, all related to the multi-faceted construction industry. Students have opportunities to use a wide array of power and hand-held tools. Students will be able to learn and practice rough and finish carpentry; basic plumbing and electrical installation; insulation, drywall hanging and finishing; building codes and laws; and general construction safety inside our new Trades Center. Students will be able to practice on the grounds of the Tech Center leveling and layout instruments; proper installation techniques of both concrete flat work and masonry. Students will learn work place safety, how to read architectural drawings, construction materials, construction tools and equipment, common construction practices, codes and laws, heavy equipment/civil construction techniques, and construction business management. Students in their second year will have the opportunity to be involved in work-based learning to enhance their skills in different trades. Students are prepared for entry-level employment skills in the construction field, entering a trade school apprentice program and for participation in post-secondary construction related programs such as construction management, construction engineering, architecture or becoming a licensed contractor. Articulated credit available. Certifications: OSHA10, Carpenters International

Construction Trades III

Third course of study is open to students with permission of instructor and Tech Center Principal. Students may engage in advanced study working toward pre-apprenticeship training in a construction related field or work toward a state license exam. Students may be placed in a workplace learning site.

Education Careers I

This course will introduce the student to the profession of teaching. It will allow students to explore and make informed decisions regarding a career in education. Students will be exposed to the process and choices necessary to become teachers; the challenges and opportunities of teaching; educational thought and history; and the organization, control, supervision, financing, and other aspects of American education. Students will assist a mentor teacher for hands-on experience to gain knowledge and an understanding of the field of education from a teacher perspective while enhancing communication skills by working with

early childhood, elementary and/or middle school students. Working alongside a professional educator as a Teaching Assistant intern will help solidify your career goal before leaving high school. A criminal background check and TB test may be required. Credentials: Child Development Associate or Michigan Youth Development Associate. Dual Enrollment Credit available

Education Careers II

Prerequisite: Education Careers I

This course is for students interested in pursuing a career in education after high school. It is an introduction to the application of psychological principles and research to teaching and learning. It will expose the student to the processes of teaching and learning from the constructivism, social cognitive, cognitive, and behavioral perspectives. The study of teaching and learning is an integral part of the preparation of those who will become teachers. Understanding the development of the student, diversity, learning, motivation, classroom management, and instruction will make a teacher more effective and the student a better learner. Classroom field experience is an integral part of the class and a criminal background check and TB test may be required. Additional requirements may be necessary depending on the work site. Successful completion of Careers in Education 1 with a C or higher is required.

Dual Enrollment Credit available. Students interested in Education should consider the Dickinson-Iron Technical Early College program.

Health Occupations – Core

Prerequisite: None

Health Occupations at the Technical Education Center provides students with a core of medical theory and skills needed to enter the health care profession. Core tasks that all students study include: medical ethics, safety, asepsis, body structure and function, assessment, vital signs, communication, emergency procedures (including CPR certification), transporting/transferring/ambulating/positioning, nutrition, hygiene/personal care/comfort, basic medical terminology, medical math and career exploration. Students will experience work-based learning/clinical experiences that are completed in nursing homes, hospitals, and private health care offices throughout our community. Students are responsible for their own transportation to and from clinical sites (in some cases existing bus routes may be utilized). This course prepares students both for entry-level job positions and college programs. Students enrolling in this course are required to under-go a background check to verify their eligibility to participate in clinical placements and/or to pursue a career in the health field. In addition, students must provide proof they are free of active tuberculosis (recent TB test) and have up to date immunizations. Some facilities now mandate, prior to clinical placement, students receive a full drug screen. If required, the cost of drug screens and background checks will be covered by the Technical Center. Dual enrollment credit is available to students who enroll with Bay College. Specific criteria must be met to earn this credit. Articulated credit available. Certifications: CPR, First Aid. Bay College Credits available

Mechatronics I

Prerequisite: None

As the demand for technically trained engineers, industrial maintenance, and trades people grows, opportunities for high paying careers are unlimited. Manufacturing growth and retirement have created steady growth of high paying careers. This course will prepare you for these careers with state-of-the-art trainers to teach you technical skills. These skills include wiring an electrical panel, aligning a mechanical system with motors, shafts, belts, chains and gears, setting up and operating pneumatic and hydraulic systems, wiring for power distribution, programming Programmable Logic Controllers and FANUC robots,

and designing and cutting on computerized CNC machines. There are visits to local industry and student competitions. Credential opportunities include OSHA 10 safety training, along with industry recognized credentials and post-secondary education opportunities. This course also offers Early Middle College and dual enrollment opportunities. Students from this course are successfully entering the manufacturing industry as engineers, technicians and trades, as well as the military. Articulated credit available. Up to 12 Bay College Credits available.

Marketing I

Prerequisite: None

This is an innovative course designed for students with an interest in marketing and advertising. Instruction will include an introduction to the fundamental marketing concepts through a variety of marketing topics and activities. There will be a strong emphasis on employability skills and communication in the work force. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Students will be able to actively practice these theories through The Market Place (our school store). Topics covered will also include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. Guest speakers and field trips will also serve as a learning opportunity for students. An integral part of the program is participation in the school's business-related competition activities. These will offer marketing students opportunities in leadership, community service, and competitive events. Articulated credit available. Dual Enrollment Credit available

Marketing II Entrepreneurship

Prerequisites: Must have earned and 80% or higher in Marketing I and have missed no more than 16 days of chargeable absence in the Marketing I. Students in Marketing II will need to apply to either be store managers or have transportation so they can be placed at a workplace learning site for a minimum of three days a week. They will be engaged in enhanced studies of marketing and business.

Marketing & Entrepreneurship III

Third course of study is open to students with permission of instructor and Tech Center Principal. Students may engage in advanced study including business management and entrepreneurship. Students will work toward a national retail certification. Students may also be placed in a workplace learning site.

Graphic Communications I & II

Prerequisite: None

The Graphic Communications program at the Technical Education Center will prepare students for postsecondary college programs or entry into the work force in the production printing industry. Students will be exposed to and learn foundational skills relative to computer layout and design, press operation, bindery work and customer service. This is an excellent course for male or female students interested in computers, computer graphics, advertising, newspaper work, commercial art, photography, digital photography, social media communications, business communications and commercial production printing. With the advanced software provided in this program, students will be encouraged to use their creative skills in the design of advertisements, product labels, identity marks (logos), brochures, posters/flyers, presentations, etc. Students will also learn to edit and manipulate photographs as standalone work or to include in their design projects. Projects will be completed for area business and organizations providing students firsthand experience working with clients. A variety of program related equipment and processes

common to the design and print industry will be included. Articulated credit available. Up to 8 Bay College Credits available.

Graphic Communications III

Third course of study is open to students with permission of instructor and Tech Center Principal. Students may engage in advanced study in graphic design including Adobe software. Students may also be placed in a workplace learning site.

Welding Technologies I

Prerequisite: Must be a Junior or Senior

The Welding Technologies program at the Technical Education Center prepares students for entry level job skills in the Welding field or participation in a community or technical college program. The instructional format is “self-paced”, thus allowing students to progress at their own speed. Instruction is provided in safety, cutting and bending steel, shielded metal ARC welding, gas metal ARC welding (wire feed), gas tungsten ARC Welding (TIG), oxyacetylene torch cutting, project layout and construction, daily maintenance of shop and equipment and employability skills. Students are required to complete welding and cutting operations if time and skill level permit an instructor-approved project. Time in this course is split between lectures and hands on activities including the completion of required welding operations, a required project, and a project of the student’s choosing. Up to 4 Bay College Credits are available

Welding Technologies II

Prerequisite: Must successfully complete Welding I

Students enrolled as a second-year student in the Welding Technologies program will receive advanced training in 5 welding processes and will participate in the completion of advanced projects as approved by the instructor. Students will learn how to operate a welding robotic cell, design in 2-D CAD software to learn how to develop a file used to cut on a plasma table. In some cases, students will be encouraged to participate in advanced student competitions. Students may also qualify for a work-based learning placement depending on their skill level and availability of placements.

Articulated credit available. Up to 4 Bay College Credits are available. Students interested in Welding should consider the Dickinson-Iron Technical Early College program.

Less-Than Class size CTE Program

Prerequisite: Approval of Tech Center Principal

The Dickinson-Iron Tech Center can offer CTE programs to students who are interested in CTE programming that are too small to offer as a regular class. The programs must be on the State-Approved Career and Technical Education Less-Than-Class-Size Program list on the Michigan Department of Education Office of Career and Technical Education website. By state definition: “An unpaid state-approved CTE less-than-class-size (LTCS) program provides an opportunity to pupils who, because of unique circumstances, do not have a program available through a regular state-approved CTE program. Each program is contracted with business, industry, or private occupational schools as an alternative method of providing CTE not readily available in a public education institution.” An example of a program run in recent years is Aviation held at the Ford Airport. Interested students should speak with the Tech Center Principal or Work-Based Learning coordinator the spring before they intend to enroll.

Dickinson – Iron Technical Early College
D. I. T. E. C.

The Dickinson-Iron Technical Early College is partnering with Bay College to offer students in the Education, Welding, Mechatronics, and Networking/Cyber Security programs in an early college experience. DITEC is a grade 11-13 program. Students will complete some of their coursework at the Technical Center in grades 11 and 12 through articulated programs while continuing their required graduation classes at their local high school. They will complete their college requirements through Bay College. For more information please contact the Technical Center at 906-779-2697 or Bay College West at 906217-4301.

DUAL ENROLLMENT COURSES THROUGH BAY COLLEGE

<https://www.baycollege.edu/admissions/dual-enrollment.php>

https://issuu.com/mitchellgraphics/docs/3569_duelenrollmentbooklet?fr=sMTNhZiYzMTI2OTU

DUAL ENROLLMENT COURSES: (1/2 credit each)

Prerequisite: 11TH, 12TH only, certain qualifications must be met; consult with a Dual Enrollment advisor

Over 400 high school students earn Bay College credits each year through dual enrollment. Taking college courses while still in high school allows students to get ahead of the game toward their future careers and equips them for college success. Families save money on college costs because school districts usually pay the tuition and fees for dual enrollees. Check with your high school to find out if they pay for all or a portion of the cost.

Bay College credits go with you. Our courses transfer to universities and colleges across the state and country. No matter where you want to end up, Bay College courses can be a part of your journey. If skilled trades or occupational programs are in your future, you may be able to join the workforce faster by completing some classes toward one of our career-entry degrees while you're in high school.

* Only dependable, self-motivated students should sign up for Dual Enrollment.

MICHIGAN VIRTUAL HIGH SCHOOL ONLINE COURSES

<https://michiganvirtual.org/courses/students/>

VHS ONLINE COURSES: (1/2 credit each)

Prerequisite: Certain qualifications must be met; consult with a VHS advisor.

Michigan Virtual High School approved courses are available per consultation a VHS advisor. Class offerings vary per calendar year. Virtual courses are offered through Michigan Virtual and students can review course offerings and descriptions online.

* Signed VHS request forms must be turned in with course request form.

* Only dependable, self-motivated students should sign up for VHS.