



Marysville
Public Schools



MARYSVILLE HIGH SCHOOL

COURSE CATALOG

MARYSVILLE PUBLIC SCHOOLS • 495 E. Huron Blvd, Marysville, MI 48040 • (810) 364-7731

Marysville High School Beliefs

OUR VISION

Every student will excel, both personally and for the benefit of humanity.

OUR MISSION

Personalize learning for every student through rigor, relevance, and relationships.

OUR GUIDING PRINCIPLES

In every decision that we make and every action that we take, members of the Marysville Public Schools community will be guided by the following principles:

- Commitment
- Honesty
- Accountability
- Respect
- Acceptance
- Care
- Trust
- Empathy
- Responsibility

MARYSVILLE PUBLIC SCHOOLS

DISTRICT ADMINISTRATION

495 E. Huron Blvd. | Marysville MI 48040
(810) 364-7731 | [District website](#)

Shawn K. Wightman, Ed.D.
Superintendent of Schools

Kimberly J. Likins, M. Ed.
Executive Director of Curriculum, Instruction & Assessment

MARYSVILLE HIGH SCHOOL

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ADMINISTRATION

Phil Gartland
Principal

Alexandra Jowett
Assistant Principal

Ryan Biewer
Athletic Director

SCHOOL COUNSELING DEPARTMENT

Krista McLeod
Counselor

Todd Robinson
Counselor

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A MESSAGE TO STUDENTS

Dear Students, Parents and/or Guardians,

This Course Catalog is provided as a means to assist students and parents in the planning of thier high school course of study at Marysville High School. It contains detailed information about the selection of classes and the courses and programs we offer.

Each student's school counselor will assist in reviewing a student's academic record to ensure that appropriate courses are chosen. We encourage you to closely monitor your child's academic progress and gain a clear understanding of the standards we have for our students. By working together, we can ensure that every student excels both personally and for the benefit of humanity.

Our goal is to offer a rich and diverse range of courses that cater to all interests and aptitude levels, preparing students for their future college and career choices. Selecting electives with attention to their future plans will provide each student with purpose and focus beyond high school.

Thank you for sharing this responsibility with us. Together, let's foster well-rounded students ready for their future.

Phil Gartland
Principal
Marysville High School



POLICIES & PROCEDURES

Advanced Placement Programs

Marysville High School offers classes in Composition, Literature, Psychology, Calculus, Statistics, Physics, Chemistry, Biology, Environmental Science, US History, World History, Government and Art, which prepare students to take the an Advanced Placement (AP) test in the spring. With high scores on the exam, a student may earn college credit. College credit is determined by the university the student plans to attend. Students who take and pass Advanced Placement Courses will receive MERIT Credit. The value of the MERIT Credit is 1.0 added to the final semester grade. Three weeks into AP courses, parents, students, and/or teachers can request to withdraw from the yearlong commitment required for the AP courses.

Class Add/Drop Procedure

Prior to the first week of the semester, a student can request a schedule change to their schedule by filling out a form from the counseling department with a parent signature. There is no guarantee that a request can be accommodated, but the counselors look at every request made and do what they can to help the student.

Only under special circumstances, with the permission of the respective instructor, will students be permitted to change a schedule after the first week of the semester.

Course Cancellation

In the event that there are not enough students electing a particular course, that course will be canceled. Those students who are directly involved will be scheduled into the alternate course that appears on their course selection sheet.

Dual Enrollment

The Michigan State Legislature passed Public Act 160 of 1996, the Postsecondary Enrollment Options Act and Public Act 258 of 2000, the Career and Technical Preparation Act also known as the "Dual Enrollment" bills. These bills modify and expand on provisions of the State School Aid Act providing for students to earn college credit while in high school. The bills also require that the board of a school district or public school academy ensure

that each student in eighth grade or higher be given information about college course taking opportunities. The classes that students are eligible for must not be offered by the high school and must lead towards postsecondary credit, accreditation, certification and/or licensing.

A student who is enrolled in at least one high school class and who meets the following requirements would be able to participate under the provisions of this bill:

- If the eligible student first enrolls in a course under this act when the eligible student is in grade 9, not more than 2 courses during each academic year in the eligible student's first, second, or third academic year of enrollment under this act in an eligible postsecondary institution and not more than 4 courses during the academic year in the eligible student's fourth academic year of enrollment under this act in an eligible postsecondary institution.
- If the eligible student first enrolls in a course under this act when the eligible student is in grade 10, not more than 2 courses during the academic year in the eligible student's first academic year of enrollment under this act in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible student's second academic year of enrollment under this act in an eligible postsecondary institution, and not more than 4 courses during the academic year in the eligible student's third academic year of enrollment under this act in an eligible postsecondary institution.
- Subject to the overall course limit under subparagraph (i), if the eligible student first enrolls in a course under this act when the eligible student is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in an eligible postsecondary institution.

Eligible Courses

- A course not offered by the school district under the AP format
- An AP course offered, but not available to the student due to a scheduling conflict beyond the eligible student's control as determined by the Board of Education An academic course not ordinarily taken as an activity course.
- A course that the post-secondary institution normally applies toward satisfaction of degree requirements.
- A course not in the subject areas of hobby craft, recreation, physical education, theology, divinity, or religious education.

Eligible Post-Secondary Institutions

- Any state university, community college, or independent nonprofit degree-granting college or university that is located in this state and that chooses to comply with this act.

Eligible Charges

- Tuition and mandatory course fees, materials fees, and registration fees required by an eligible institution for enrollment in an eligible course
- Not transportation, parking costs, books or activity fees

State Funding/Foundation Grant

- Provides financial support for each student in a school district from state taxes Local districts may use local operating revenue

Parent permission form must be signed and on file to participate in dual enrollment. Students are not allowed on campus during release time.

Personal Curriculum

The Personal Curriculum is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

[Section 380.1278a of the Revised School Code](#)

regarding the Michigan Merit Curriculum requirements for a high school diploma may be accessed and read online.

[Section 380.1278b of the Revised School Code](#)

regarding the Michigan Merit Curriculum and personal curriculum may be accessed and read online.

The Personal Curriculum option allows the board of a school district or public school academy to award a regular high school diploma provided the student completes the requirements of the PC, including as many of the content expectations of the MMC as practicable.

Registration Procedure

In the early spring, the high school counselors meet with each grade level to discuss the process of registering for classes online via Skyward. The time frame for registering for classes is communicated by the counseling department.

NCAA Freshman Eligibility Standards

For more information, visit the [NCAA Eligibility Center website](#).

State Standardized Testing Policy

The Michigan Merit Examination (MME) is the general assessment for students in grade 11. The MME includes: College Board SAT with Essay which now serves as both a college entrance exam and the M-STEP English language arts and mathematics assessments; M-STEP Science and Social Studies; and, the ACT WorkKeys® job skills assessments in reading, mathematics, and "locating information". Completing the state required assessments is a requirement for graduation.

Testing Out Policy

For information regarding Testing Out, please go to the Michigan Department of Education (MDE) website, reference testing out.

GRADUATION REQUIREMENTS

Only those students who have completed graduation requirements, to include 11th Grade State Tests, and are recommended by the principal and faculty, shall be graduated by Marysville High School (general school laws apply). Students may earn a Certificate of Completion through recommendation of the IEP team and completion of their IEP goals and objectives. A successful attainment of a Certificate of Completion allows the student to participate in all graduation activities.

Seniors are eligible to graduate during scheduled Commencement ceremonies only if they have acquired the number of credits and the required types of credit taken. Additionally, for seniors to be able to participate in Graduation ceremonies, the following minimum requirements must be met: enrolled at M.H.S. and qualify for diploma. Seniors will not be allowed to participate in any Cap & Gown Senior Activities unless their graduation credits and expectations have been met. The last day seniors are in attendance, as established by the high school principal, will be considered the cutoff date for final senior pass/fail status.

Subjects Required for Graduation

SUBJECT	CREDITS NEEDED	EXPLANATION OF CREDITS
English	4 credits	4 credits of English
Math	4 credits	Credits must include: Algebra I, Geometry and Algebra II 1 math course must be taken senior year
Science	3 credits	1 credit of Biology 1 credit of Chemistry 1 credit of Physics
Social Studies	3 credits	0.5 credit of Economics* 0.5 credit of Civics 1 credit of US History 1 credit of World History
Health/Physical Education	1 credit	0.5 credit in Health Education 0.5 credit in Physical Education **Students who complete two (2) full seasons of Marching Band or two (2) Athletic seasons may be awarded a 0.5 credit for physical education. PE Waiver forms may be requested in the counseling office.
Visual, Performing and Applied Arts	1 credit	1 credit of Visual, Performing and Applied Arts
World Language	2 credits	2 credits of World Language
Electives	4 credits	Note: "elective" will specify content areas
Total Required Credits	22 credits	

*Beginning in the fall of 2024, students enrolling in ninth grade or beyond can receive half a credit for personal finance by completing the Economics course, as the personal finance standards are incorporated within the Economics curriculum.

Grade Point Averages and Class Rank Status

Grade Point Averages (GPA) will be determined, by the chart listed below.

GRADE			CRITERIA
A+	98%	100%	4.334
A	93	97	4.000
A-	90	92	3.666
B+	87	89	3.334
B	83	86	3.000
B-	80	82	2.666
C+	77	79	2.334
C	73	76	2.000
C-	70	72	1.666
D+	67	69	1.334
D	63	66	1.000
D-	60	62	0.666
E		59	000

Final Semester Grades will be determined by averaging the percentage (0-100) grades from the three marking periods and Final Exam. Each marking period is worth 30% of the Final Grade and the Final Exam is worth 10%. Each marking period is approximately six weeks in length. Any grade reduction received from our attendance policy will be applied to the marking period grade. The rank status for graduating seniors will be based upon 7 semesters.

Incomplete Grades

Students will have six weeks to make up incomplete final grades on their report cards. It is the student's responsibility to contact the teacher to make arrangements to eliminate the incomplete grade.

Please note the following:

1. Students have six weeks from the date of the incomplete to meet the expectation(s).
2. If, after six weeks, a student has not met the expectation(s), the following will occur:
 - a. The permanent grade will be calculated without the missing work.

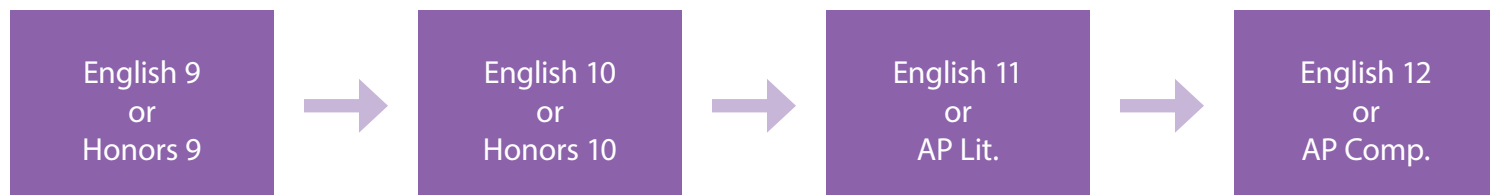


Educational Development Plan

Students at M.H.S. will explore potential careers through a series of activities and topics in grades 9-12. Students utilize the Xello program to complete interest surveys, aptitude tests, job outlook information, educational opportunities, and other School-to-Work activities. The career awareness and exploration activities and topics attempt to connect the academic curriculum with the employability skills and expectations needed by workers in the next century. With an Educational Development Plan (EDP), students, their parents and counselors may begin planning a four year sequence of course work and activities that will meet the student's post-secondary and career goals.

COURSE OFFERINGS

ENGLISH COURSES AND ELECTIVES



ENGLISH 9/HONORS

2 semesters | 1.0 credit | Grade 10

English 9 is a freshman level course designed to train students to communicate through the written and spoken word, as well as to analyze and appreciate literature. Students will learn the writing process from brainstorming all the way to a final copy of an essay after various drafts; students will see writing not as a “single shot affair,” but as a “work in progress” which can always be improved upon. Students will study the conventions of grammar, essay structure, and thesis statement. Students will read literature and learn to study closely an author’s theme, style, and the plot cycle. Students will learn how to work in groups and make presentations in front of an audience. The emphasis, however, is clearly placed on developing powerful reading and writing skills through expansion of vocabulary and increasing written fluency in standard academic English.

ENGLISH 10/HONORS

2 semesters | 1.0 credit | Grade 10

The focus of English 10/Honors English 10 is American literature with an emphasis on critical response and stance. The course focus is the power of one and includes the Michigan Common Core components covering fiction and nonfiction reading, writing, listening, speaking, viewing, and research as the means to communicate and explore various aspects and themes within American literature.

ENGLISH 11

2 semesters | 1.0 credit | Grade 11

The focus of English 11 is World Literature. Our primary text is *The Language of Literature* (McDougal-Littell Publisher). The course focus is Transformational Thinking and includes the Michigan Common Core components covering fiction and nonfiction reading, writing, listening, speaking, viewing, and research as the means to communicate and explore various aspects and themes within world literature.

ENGLISH 12

2 semesters | 1.0 credit | Grade 12

The focus for English 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English 9 through 11. English 12 students will develop a global perspective by analyzing classic and contemporary texts in a variety of genre, with a special focus on literacy, rhetorical analysis, and research. 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 and develop realistic plans for the future.

ENGLISH COURSES AND ELECTIVES, cont'd

AP LITERATURE & COMPOSITION

2 semesters | 1.0 credit | Grade 11

As described in the College Board AP English Literature Course Description, this course focuses on close reading and critical analysis of imaginative literature. Students will be immersed in the “experience of literature, the interpretation of literature and the evaluation of literature” at a collegiate level. Through careful, engaged reading, process writing, class discussion, and the use of technology, students will explore, interrogate, interpret, analyze, reflect, and respond to a diverse selection of literature; including poetry, novels, short stories, and drama. The nature of this rigorous course requires reading selections of literary merit; reading that is both “deep and wide,” and reading that challenges students to develop/mature in analytical thinking, examine and appreciate structural and stylistic elements, and comprehend texts of depth and multiple meanings.

AP LANGUAGE & COMPOSITION

2 semesters | 1.0 credit | Grade 12

AP English Language and Composition is an introductory college level course that engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

GENERAL ELECTIVES

ACADEMIC SUPPORT

1 semester | 0.5 credit | Grades 9–12

Prerequisites: Counselor placement

Academic Support is part of Marysville High School's Multi-Tiered Systems of Support (MTSS) to support the transition of the most at-risk students. Identified students receive one class period of individualized, strategic academic assistance to reinforce the knowledge, skills, and strategies of their core courses. In this course, a majority of instruction will be directed through individual support from instructors as well as additional time to complete daily assignments. This class period will also be used to strengthen students' core curriculum through the practice of "Rework and Retest." Students will also receive additional academic support through weekly progress reports, teacher and parent communication, and academic advising.

AP ENVIRONMENTAL SCIENCE

2 semesters | 1.0 credit | Grades 10–12

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP PSYCHOLOGY

2 semesters | 1.0 credit | Grades 11–12

AP Psychology is a college level, introductory course to the field of psychology. It has been designed to introduce the field of psychology as the scientific study of humans and animals through describing their behaviors and cognitive functions. Students are "exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology." Students enrolled in this course will also learn about the ethics and methods psychologists use in their science and practice in the pursuit of understanding the ways in which humans and animals exist. The course will include such topics as the history of psychology, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal behavior, treatment of abnormal behavior, social psychology, and applications of such topics.

FILM STUDIES

1 semester | 0.5 credit | Grades 9–12

The Film & Literature e course is a one semester course. Film's Reflection of the Human Spirit will provide a central unifying theme. The course is designed for students to explore the connections between film and culture and increase aesthetic awareness in film. Students will learn to "read" a film much the same way they learn to interpret literature. Study includes: history of film, genre study, film terminology and technology, literary terminology, observation and analytical strategies, reading, writing, and of course, viewing.

GENERAL ELECTIVES, cont'd

FORENSICS

1 semester | 0.5 credit | Grades 9–12

This course will introduce students to several aspects surrounding the study of a crime. Students will look at the history of forensics, law surrounding crime, evidence collection and analysis, famous forensic cases, and much more. Students will complete several labs in this course, participation will be key for success.

SOCIOLOGY

1 semester | 0.5 credit | Grades 9–12

An elective course that is centered on the development, structure, and functioning of human society. Topics will include: Introduction to Sociology, social stratification, socialization and families, race, ethnicity, and gender.

COMPUTER SCIENCE PRINCIPLES

2 semesters | 1 credit | Grades 9–12

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Prerequisite: Algebra 1

BUSINESS MANAGEMENT

1 semester | 0.5 credit | Grades 9–12

Students in Business Management will learn the essential skills needed to run a business. Areas to be examined include business organization and planning, business management and leadership, project management, entrepreneurship, operations and quality management, safety, data management, financial analysis, ethical and legal responsibilities, and related careers. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow. The course provides core content

BUSINESS MARKETING

1 semester | 0.5 credit | Grades 9–12

Business marketing teaches students the fundamental principles of marketing. Topics include the foundations and functions of marketing, selling, promotion, social media, Entrepreneurship, risk management, operations, and strategic market planning. The class encourage students to think critically about the business world, introduce students to the real world of work, and help them prepare for a business marketing related career.

STEM ELECTRICAL ENGINEERING

1 semester | 0.5 credit | Grades 9–12

This Project Lead The Way course introduces students to electrical & structural engineering topics through hands on activities. Students will build simple and compound machines, as well as learn basic computer programming skills. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as robotics, infrastructure, environmental sustainability, and product design and development.

STEM MECHANICAL ENGINEERING

1 semester | 0.5 credit | Grades 9–12

In this Project Lead The Way course students gain understanding of mechanical engineering concepts such as simple machines, energy, work, power, and mechanisms and apply them to solve engineering problems. This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life.

HEALTH/PHYSICAL EDUCATION

INTRODUCTION TO LIFETIME FITNESS

1 semester | 0.5 credit | Grade 9

This class is designed to meet the requirements for Michigan Standards for Physical Education. Students will experience fitness, sports, and other activities that will improve their fitness, health and wellness throughout a lifetime. Students are expected to learn and apply aspects of physical activity and concepts surrounding to utilize for their present and future lifestyle choices.

LIFETIME FITNESS

1 semester | 0.5 credit | Grades 10–12

This class is designed to meet the requirements for Michigan Standards for Physical Education. Students will experience fitness, sports, and other activities that will improve their fitness, health and wellness throughout a lifetime. Students are expected to learn and apply aspects of physical activity and concepts surrounding to utilize for their present and future lifestyle choices.

NUTRITION & FITNESS

1 semester | 0.5 credit | Grades 9–12

Nutrition/Fitness/Health are important aspects in our quality of life; therefore we will address various topics that will encourage a healthy lifestyle. Our class will be a safe, positive, and encouraging environment at all times. Students are expected and motivated to communicate and collaborate with others. Students should possess their own high standards and expectations along with those that I have for them. Students should expect to gain and apply knowledge in the areas of nutrition and fitness for a lifetime of use.

FAMILY HEALTH & WELLNESS

1 semester | 0.5 credit | Grades 9–12

Family Health and Wellness is a semester course. Students will learn about parenting and family matters. The course focuses on developing skills for students to take with them after graduation and into adult life. Valuable information about birth, child rearing, and developing skills to raise healthy children is given.

HEALTH

1 semester | 0.5 credit | Grades 9–12

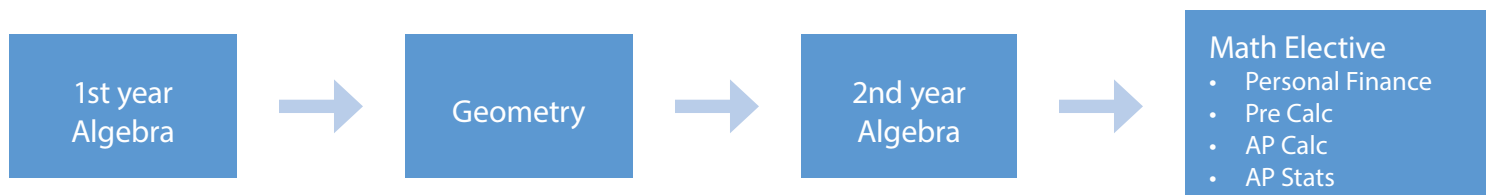
This course is designed to assist students in obtaining 21st century Skills of Analyzing Influences, Accessing Information, Interpersonal Communication, Decision Making, Goal Setting, Self Management, and Advocacy. Marysville High School uses the Michigan Model for health to teach our young people the need to be contributing members of society, successful employees, and nurturing family members mirror the skills young people need to maintain and improve their health. Units studied: Skills-A Healthy foundation, Social and Emotional Health, Nutrition and Physical Activity, Safety, Alcohol, Tobacco, and other Drugs, Personal Health and Wellness and Health and Responsible Relationships.

WEIGHTS & AGILITY

1 semester | 0.5 credit | Grades 9–12

Students in this course will learn and use safe and correct weight training techniques to develop muscular strength, muscular fitness, and total body symmetry. This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning.

MATHEMATICS COURSES AND ELECTIVES



ALGEBRA I

2 semesters | 1.0 credit | Grades 8–9

Algebra I is a two-semester course required for graduation. Some topics covered include: linear relationships, systems of equations with three unknowns, formalized function notation, exponential and quadratic equations, bivariate data analysis, and an introduction to number theory.

GEOMETRY

2 semesters | 1.0 credit | Grades 9–10

The study of Geometry offers students the opportunity to develop skill in reasoning and formal proof. Additionally, it helps students to describe, analyze, and recognize structures that compose our world. Geometric thinking is a powerful tool for understanding and solving both mathematical and applied problems, and offers alternate ways of reasoning mathematically, beyond algebra, including analytical and spatial reasoning. Geometry builds on a number of key geometric topics developed in the middle grades, namely relationships between angles, triangles, quadrilaterals, circles, and simple three-dimensional shapes. It is expected that students beginning Geometry are able 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 straightedge, and find area and volume of basic shapes.

ALGEBRA II

2 semesters | 1.0 credit | Grades 10–11

Algebra II builds upon the concepts taught in Algebra I and Geometry while adding new concepts to the students' repertoire of mathematics. In Algebra II, students continue the study of exponential and logarithmic functions and further enlarge their catalog of function families. The topic of conic sections fuses algebra with geometry. It is also the goal of this course to help students see the connections in the mathematics that they have already learned. Algebraic thinking is learned most effectively when it is studied in the context of applications, both mathematical and real-world. The increasing use of quantitative methods in all disciplines has made algebra the fundamental tool for mathematical applications.

PERSONAL FINANCE

2 semesters | 1.0 credit | Grade 12

Personal Finance introduces high school students to sound money management skills and the financial planning process, and helps students develop positive behaviors that are necessary to attaining financial maturity and achieving a secure future. Students will gain a working knowledge of the fundamentals of basic financial planning and money management. The course will provide students with the knowledge needed to make educated financial decisions in real-life scenarios.



PRE-CALCULUS

2 semesters | 1.0 credit | Grades 11–12

Pre-calculus is the preparation for calculus. The study of the topics, concepts, and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebra 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. New mathematical tools, such as vectors, matrices, and polar coordinates, are introduced, with an eye toward modeling and solving real-world problems.

AP CALCULUS

2 semesters | 1.0 credit | Grades 11–12

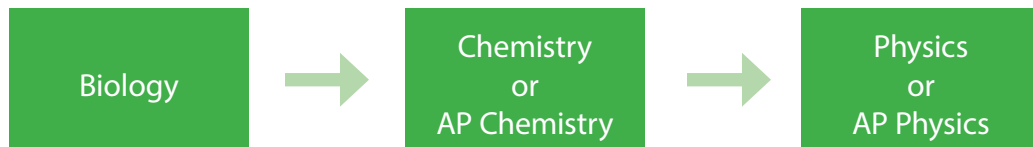
AP Calculus is a college level, introductory course in differential and integral calculus. The primary focus of this course is to prepare students to take, and successfully pass, the AP Calculus AB Exam that will be administered in the Spring each year. The course will move at a quick pace with a workload consistent with that of a collegiate course. Homework problems, quizzes, and tests will reflect problems in three general areas: basic mastery, mastery, and AP mastery. It is the aim of the course to have students work from basic mastery to AP mastery throughout each topic explored. Homework will be assigned daily and expected to be completed by each assigned due date. The course will include such topics as limits, continuity, functions, derivatives, indefinite integrals, definite integrals, and applications of such topics. A complete listing of topics may be found in the AP® Calculus AB Course Description.

AP STATISTICS

2 semesters | 1.0 credit | Grades 11–12

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusion from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests.

SCIENCE COURSES AND ELECTIVES

**BIOLOGY**

2 semesters | 1.0 credit | Grade 9

This 2 semester biology course is an introduction to the diversity of Earth's living organisms, biological principles, and learning to think scientifically with an emphasis on problem solving. The study of biology begins with appreciation of the diversity and the structures of living systems. The structures found within living systems directly influences how they carry out their life functions.

CONCEPTS OF CHEMISTRY

2 semesters | 1.0 credit | Grade 10

Prerequisite: Counselor placement

A brief survey of atomic structure, chemical bonding, stoichiometry, periodicity, properties of gases, solutions, acid-base theory and an introduction to kinetics and equilibria will be taught. This is a two semester course in general chemistry. Strongly recommended for students with no prior chemistry experience. Minimal calculations will be performed and laboratory experiences will be made.

CHEMISTRY

2 semesters | 1.0 credit | Grade 10

This course examines the composition of various substances and the changes they can go through. It shows you how chemistry touches our lives almost everywhere and every day, in medicine, the clothes we wear, the games we play, as well as the industries that make the things we use. Students will design and conduct experiments using a variety of laboratory techniques and technology, apply stoichiometric concepts to chemical reactions, analyze atomic structure and how it relates to bonding and periodicity, apply chemical concepts to reactions and apply gas laws to explain natural phenomena.

CONCEPTS OF PHYSICS

2 semesters | 1.0 credit | Grade 11

Prerequisite: Counselor placement

Concepts of Physics with Earth Science integrates Chemistry, Physics, Earth Science, Space Science, and Applied Mathematics. This course emphasizes the important connections between these subjects. Students will better learn how to conduct scientific inquiry and gain lab experience. Students will learn to create and revise models of natural phenomenon.

PHYSICS

2 semesters | 1.0 credit | Grade 11

Physics is an algebra-based course focused on introducing the concepts of physics mathematically and developing critical thinking and problem solving skills. Students will be introduced to mechanics, electricity and magnetism, states of matter, waves and light, and modern physics. Students will also learn to present formal solutions to technical problems. Laboratory experiments are keyed to illustrate and demonstrate principles and concepts learned in class. In lab work students will learn to create models and experiments and to interpret, describe and explain their results.

ANATOMY & PHYSIOLOGY

2 semesters | 1.0 credit | Grades 11-12

This course helps prepare students for further study in human and veterinary medicine, nursing, physical and occupational therapy, dentistry, biotechnology and related fields at the college level. The structure and function of cells, tissues, organs and systems of the human body are closely examined. Detailed dissections of several specimens will be correlated with the study of human anatomy. Students conduct technical laboratory studies in addition to anatomical studies.



AP BIOLOGY

2 semesters | 1.0 credit | Grades 10-12

The AP Biology course is designed to be the equivalent of a two semester college introductory biology course. The course is designed to be taken by students after the successful completion of a course in high school biology and currently taking or completed chemistry. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

AP CHEMISTRY

2 semesters | 1.0 credit | Grades 10-12

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP PHYSICS 1

2 semesters | 1.0 credit | Grades 11-12

AP Physics 1, as described by the College Board AP Physics 1 Course Overview, "is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills."

SOCIAL STUDIES COURSES AND ELECTIVES

**ECONOMICS**

1 semester | 0.5 credit | Grade 9

Economics is a semester class focusing on how individuals and nations make choices about how to fulfill their wants & needs. In this class, you will learn about both microeconomics, relating to individuals and firms in a market, and macroeconomics, relating to large-scale economic concepts of nations and the world. This course will give students a greater understanding of concepts ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course covers the law of supply and demand, forms of businesses, market structures, personal finance, government finances and influence on the economy, money and prices, inflation and deflation cycles. This course will also meet the Personal Finance requirement for students who will begin ninth grade in 2024 or later.

CIVICS

1 semester | 0.5 credit | Grade 9

Civics is designed to give a fundamental comprehension of concepts, ideas and beliefs for understanding and interacting in society. The course is designed to help students learn their roles in a global and domestic society, participate in government, and learn how to function as an active citizen of the United States. Core Democratic Values, constitutional principles, fundamental beliefs, and the structure and nature of government are major focal points. In addition to utilizing the textbook, students will participate in various activities to help reinforce the citizen's role in society, while discovering and appreciating civic duties, responsibilities and civil rights.

US HISTORY

2 semesters | 1.0 credit | Grade 10

This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation's past. They implement strategies to understand primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Students learn to develop important questions, conduct inquiry and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives.

AP US HISTORY

2 semesters | 1.0 credit | Grades 10–12

Advanced Placement United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. The A.P. U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past.



WORLD HISTORY

2 semesters | 1.0 credit | Grades 11–12

This course introduces students to the study of world history in order to construct a view of where humankind has been and what accounts for present circumstances. Building upon foundations from middle school, the course begins with a period of expanding and intensified hemispheric interactions (circa 300 C.E.) and continues to the present. Within each historical era, students work at three interconnected spatial scales to study world history through several lenses: global, interregional, and regional. Through a global and comparative approach, students examine worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. Interregional and regional scales provide students the opportunity for deep investigation of examples of global trends.

AP WORLD HISTORY

2 semesters | 1.0 credit | Grades 11–12

In this course, students will study continuity and change within societies from 8000 BCE to the present. They will develop a greater understanding of the ways that human interaction shaped societies through the use of the World History Themes as identified by the College Board. Students will enhance their analytic and critical thinking skills throughout the year in order to understand historical and geographical context, make comparisons within and across cultures, use documents and other primary sources, and relate the events of world history to modern issues and events. Students will also develop skills to effectively write free response answers and document-based question (DBQ) responses.

AP GOVERNMENT

2 semesters | 1.0 credit | Grade 12

Advanced Placement United States Government & Politics is a college-level, in-depth look at both the history and current workings of the United States government. The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The course is made up of 5 units of study, including Foundations of American Democracy, Interaction among Branches of Government, Civil Liberties and Civil Rights, American Political Beliefs and Behaviors, and Political Participation. The “big ideas” of the AP Government curriculum are woven through each unit of study, creating cohesion in the course and ultimately leading students to see how all concepts of government are interconnected through Constitutionalism, Liberty and Order, Civic Participation, Competing Policy-Making Interests, and Methods of Political Analysis.

VISUAL, PERFORMING AND APPLIED ARTS

MUSICAL THEATRE

1 semester | 0.5 credit | Grades 9–12

This is a continuation of the Musical Theater Class offered at MMS. Students study more advanced singing, dancing, and acting for the stage, specializing in Musical Theater. This class meets daily and will have performances two to four times per semester. They will learn Acting, Singing, and Dancing techniques together with other students as they participate in their class' own Broadway or Disney play, utilizing wireless headsets, professional theater sound system, lights and lighting cues, sets, props, and costumes. This course is designed to help our students prepare for professional experiences.

SPEECH

1 semester | 0.5 credit | Grades 9–12

This one-semester course offers an overview of the process of communication and provides a variety of public speaking experiences. Students will learn how to speak effectively and listen critically. Throughout the course, they'll give various types of speeches, such as self-introductions, informative talks, persuasive presentations, and speeches for special occasions. Students will also do literary interpretations and sales pitches. The focus is on learning the basics of good oral communication, including adapting speeches to different audiences and purposes.

CONCERT CHOIR

1 semester | 0.5 credit | Grades 9–12

This course is for 9th thru 12th grade students that want to explore choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Concert Choir are expected to participate in two evening concerts each semester as a major part of their grade.

CHOIR 11 / 12

1 semester | 0.5 credit | Grades 11–12

This is a upper-level performance opportunity offered to 11th and 12th grade students. The core curriculum continues the basics of vocal technique, sight-reading, music theory, and music history, while also developing musicianship and critical thinking skills through the analysis of musical elements, including form and text. Students are expected to participate in two evening concerts each semester as a major part of their grade as well as a few other performance opportunities that arise throughout the year.

CHORALE

2 semesters | 1 credit | Grades 9–12

Chorale is an ensemble designed to give experienced choral singers the opportunity to improve their skills while working on challenging choral literature in a broad range of styles. To be eligible for this ensemble, singers must have been a member of the Marysville Choirs, or a similar ensemble, for at least a year, have a lead and solo in one of our musical productions, or demonstrate their abilities in an audition. Over the course of the year, students will be introduced to advanced music theory, ear training, and sight singing, and they will concentrate heavily on technique-oriented singing. Students in this ensemble will also participate in several out of school performances.

MARCHING BAND

1 semester | 0.5 credit | Grades 9–12

Marching Band is a performance-based class which is co-curricular in nature. Out-of-class rehearsals and performances are required and included in the students final grade. The Marysville Band is an ensemble that functions as a competitive marching band and competes at the district and state level, as well as at all home varsity football games, community events and concerts. Early morning rehearsals are required of the band students; with an addition of evening section rehearsals. Students will perform in either the Freshmen Marching Band or in the competitive Viking Regiment Band. During the second semester, the band splits into separate concert bands, meeting at different hours, with students placed by audition.

CONCERT BAND

1 semester | 0.5 credit | Grades 9–10

The Concert Band consists of students in grade 9th and 10th who wish to continue their instrumental music performing experience from Middle School and for those who are new to instrumental music study. Concert Band students will perform music at the easy to medium level and will include both new and old compositions from the wind band repertoire, in addition to continue developing fundamental music elements to help strengthen students' musical abilities in a performance setting. Focal points for this ensemble will include the following: proper instrument techniques, development of quality tone production, playing in major and minor scales, all the while gaining a strong understanding of performing as an ensemble. Playing exams will be conducted during each grading period to include excerpts from the music being performed in class. Students will be performing at concerts, festivals and workshops to help give the experience in performing music.

SYMPHONIC BAND

1 semester | 0.5 credit | Grades 11–12

The Symphonic Band consists of 11th and 12th grade students will perform music at the medium to difficult level. Students will be performing at concerts, festivals and workshops to help give the experience in performing music.

ART I

1 semester | 0.5 credit | Grades 9–12

Art I is open to students in Grades 9, 10, 11, and 12. This is a semester introductory course focusing on three units of study; drawing, painting, and three-dimensional design. Students are offered the opportunity to explore various visual art forms and techniques through the elements and principles of art and design. Students will be introduced to a variety of media through two-dimensional and three-dimensional approaches to creating and responding to visual arts.

ART II

1 semester | 0.5 credit | Grades 9–12

Prerequisite: Art I

This semester intermediate course focuses on three units of study; drawing, painting, and three-dimensional design. 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 their visual arts foundation. The option to build an individual art portfolio will be emphasized in students' senior year.

AP STUDIO ART / DRAWING

2 semesters | 1.0 credit | Grades 10–12

AP Studio Art 2-Dimensional Art D is an advanced placement course designed for students who are seriously interested in the practical experience of art. The course addresses two-dimensional design issues and involves decision making with regard to the elements and principles of art and design in an integrative way. Portfolios allow flexibility of coursework while guiding students to produce college-level quality artwork, artistic investigation, and breadth of work. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses through the College Board.

VISUAL, PERFORMING AND APPLIED ARTS, cont'd

COMMUNICATION ARTS

1 semester | 0.5 credit | Grades 9–12

Marysville High School's Communication Arts Course is designed to be a participatory, hands-on, project-based class. Students will work with professional equipment and interact with students and adults from the Marysville Community on a daily basis. A professional atmosphere will be established and maintained in the preparation and presentation of broadcast material. In this project-based course, students will have the opportunity to participate in a working television studio in the role of a student intern. Each student will learn professional broadcast terminology, plan and prepare story segments for airing, learn camera operations, create eye-catching graphics, direct and produce segments, research and write scripts and edit video projects.

WORLD LANGUAGE COURSES

SPANISH 1A/B

2 semesters | 1 credit | Grades 9–12

Spanish 1A/B high school curriculum introduces students to the Spanish language and culture; through the use of Comprehensible Input via story-telling, movie-talks, reading of a novel and other engaging materials and activities. Students will develop language proficiency in all four aspects of the language: reading, writing, speaking, and listening. Students will broaden their cultural understanding and appreciation of the various Spanish speaking countries.

SPANISH 2A/B

2 semesters | 1 credit | Grades 9–12

Spanish 2A/B high school curriculum continues to develop students' knowledge of the Spanish language and culture; through the use of Comprehensible Input via story-telling, movie-talks, reading of a novel and other engaging materials and activities. Students will continue to develop language proficiency in all four aspects of the language: reading, writing, speaking, and listening. Students will continue to broaden their cultural understanding and appreciation of the various Spanish speaking countries.

ST. CLAIR COUNTY CAREER AND TECHNICAL EDUCATION

Each year, St. Clair County RESA offers career and technical education programs at St. Clair TEC for 11th and 12th grade students. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers, counselors, and school to work coordinators.

The St. Clair County Technical Education Center offers career and technical training in the following program areas:

- [Automotive Technology](#)
- [Collision Repair](#)
- [Computer Programming](#)
- [Construction Trades](#)
- [Cosmetology](#)
- [Culinary Arts](#)
- [Cybersecurity](#)
- [Digital Media Technology](#)
- [Education and Early Childhood Development](#)
- [Employer-Based Programs](#)
- [Engineering & Robotics](#)
- [Health Careers](#)
- [Less-Than-Class-Size Programs](#)
- [Metal Machining Technology](#)
- [Welding Technology](#)

All high school students who are interested in signing up for a program at St. Clair TEC should see their high school guidance counselor to learn more about attending TEC. These programs are available on an open enrollment basis.

SPECIAL EDUCATION SERVICES

Students who receive special education services will discuss their schedules with their caseload teacher and counselor. Classes that align with their post-secondary educational and/or career goals will be chosen. This will also ensure they are supported in their qualifying area according to their IEP.

APPENDIX

MARYSVILLE HIGH SCHOOL AP PROGRAM

The Marysville High School AP (Advanced Placement) Program includes the following classes: AP Literature, AP Composition, AP Calculus, AP Statistics, AP Biology, AP Chemistry, AP Physics, AP Psychology, AP World History, AP US History, AP Government and AP Art. These classes are yearlong classes and students that choose to take these courses are required to remain in the class for the entire year. This program is a college level program offering college level classes. Due to the nature of these classes a grade point average (GPA) weight is added to any grade, which must be a passing grade of 60% or above, to raise the overall semester grade of that course.

Grace Period: Any student, parent, or teacher has a 2 week grace period in which to request a schedule change to drop an AP class, request that a son/daughter be removed from an AP class, and/or a teacher recommendation that a student be removed from an AP class. After that 2 week grace period, if all three parties agree, the student chooses to remain in the class then that student is required to stay in that class for the remainder of the year and will not be allowed to drop the class at any time after that 2 week period.

Upon completion of the 2 week grace period, if the student/parent/teacher all agrees that the student will stay in the class; all three signatures are required below. Again, once this form is signed and turned in the student will remain in the course for the entire year.

Confirmation to Remain in AP Class

Student Name: _____ Course Name: _____

Student Signature/Date

Parent Signature/Date

AP Teacher Signature/Date



Marysville High School Four-Year Plan Worksheet

Student Name _____ Class of _____

9th Grade

1st SEMESTER

ELA (Required): English 9, H. Eng. 9
Math (Required): Algebra 1A, Geometry
Science (Required): Biology
Social Studies (Required): Civics/Economics
Health/PE (Required): Health /Phys. Ed.*
Elective: _____

2nd SEMESTER

ELA (Required): English 9, H. Eng. 9
Math (Required): Algebra 1B, Geometry
Science (Required): Biology
Social Studies (Required): Economics/ Civics
Health/PE (Required): Health /Phys. Ed.*
Elective: _____

*Students who complete two full seasons of Marching Band or Athletics may be awarded 0.5 PE credit. PE Waiver forms are available in the counseling office.

10th Grade

1st SEMESTER

ELA (Required): English 10, H. Eng. 10
Math (Required): Geometry, Algebra 2A
Science (Required): Concepts of Chemistry, Chemistry, AP Chemistry
Social Studies (Required): US History, AP US Hist.
World Language (Required): Spanish 1A
Elective: _____

2nd SEMESTER

ELA (Required): English 10, H. Eng. 10
Math (Required): Geometry, Algebra 2B
Science (Required): Concepts of Chemistry, Chemistry, AP Chemistry
Social Studies (Required): US History, AP US Hist.
World Language (Required): Spanish 1B
Elective: _____

11th Grade

1st SEMESTER

ELA (Required): English 11, AP Literature
Math (Required): Algebra 2A, Pre-Calc.
Science (Required): Concepts of Physics
Physics, AP Physics
Social Studies (Required): World His, AP World Hist
World Language (Required): Spanish 2A
Elective: _____

2nd SEMESTER

ELA (Required): English 11, AP Literature
Math (Required): Algebra 2A, Pre-Calc.
Science (Required): Concepts of Physics
Physics, AP Physics
Social Studies (Required): World His, AP World Hist
World Language (Required): Spanish 2A
Elective: _____

12th Grade

1st SEMESTER

ELA (Required): English 12, AP Comp.
Math (Required): Pre-Calc, AP Calculus, AP Stats, Personal Fin.
Elective: _____
Elective: _____
Elective: _____
Elective: _____

2nd SEMESTER

ELA (Required): English 12, AP Comp.
Math (Required): Pre-Calc, AP Calculus, AP Stats, Personal Fin.
Elective: _____
Elective: _____
Elective: _____
Elective: _____



Marysville
Public Schools

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