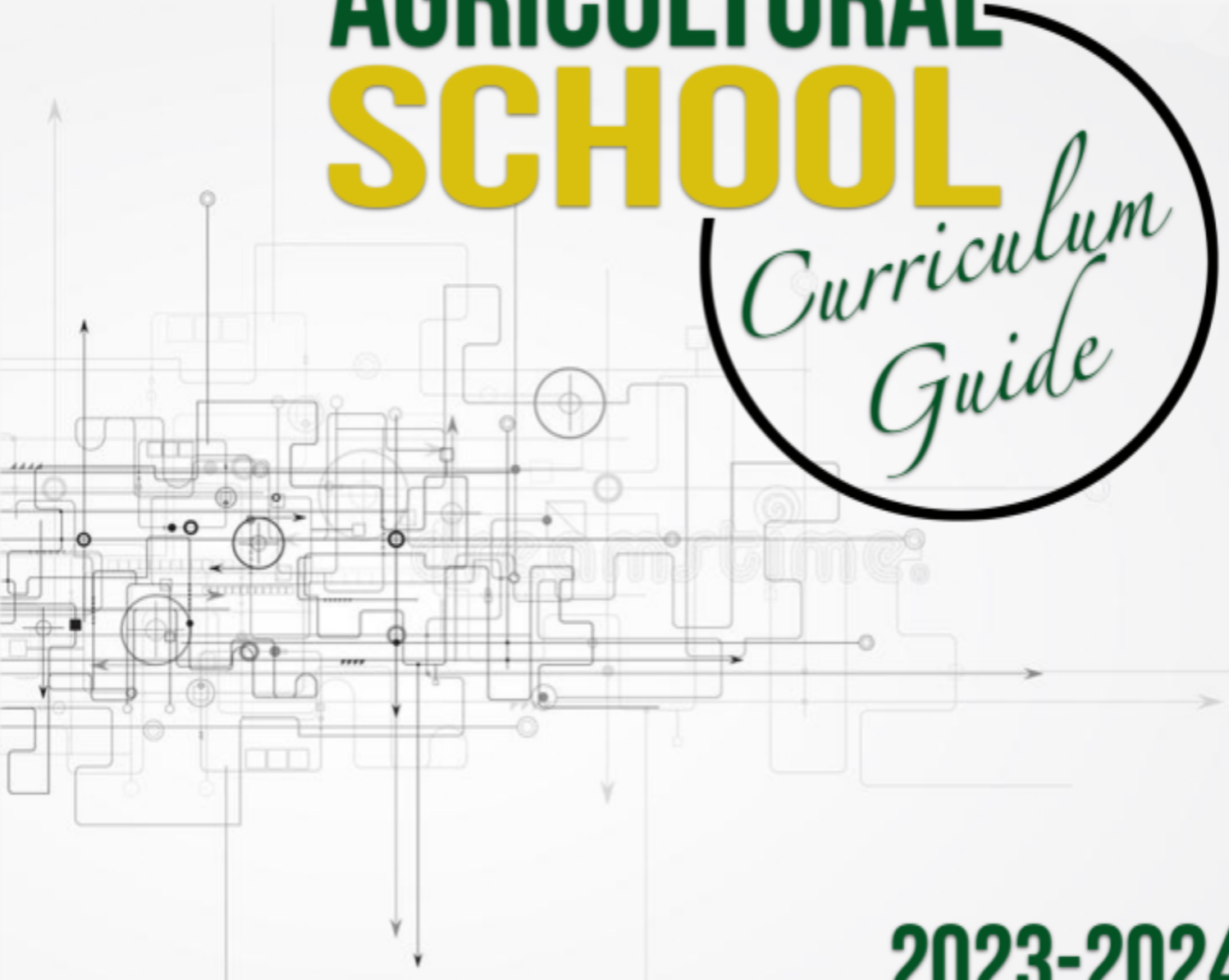
MCBAIN RURAL AGRICULTURAL SCHOOL

Curriculum Guide



2023-2024

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GRADUATION REQUIREMENTS AND OTHER ACADEMIC ITEMS

To be eligible to receive a McBain High School Diploma and participate in graduation activities at McBain High School, a student must be enrolled for four years (eight semesters) in high school classes. Students must, as a minimum, satisfactorily complete the Michigan Merit Curriculum requirements and the McBain Rural Agricultural School Board of Education requirements as outlined below: Required courses include:

4 credits English
4 credits Mathematics (.5 credit needs to be completed during the senior year)
3 credits Science (Biology, Chemistry or Conceptual Physics, and a Science elective)
3 credits Social Studies (U.S. History, World History, Economics, and Civics)
.5 credit Health
.5 credit PE
1 credit Visual, Performing, Applied Arts
2 credits of a World Language (both credits must be in the same language)
7 credits of Electives

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25 Credits Total

****EACH STUDENT MUST CARRY A MINIMUM OF SEVEN COURSES, OR THEIR EQUIVALENT EACH SEMESTER.*

REGISTRATION: DROP AND ADD OF CLASSES

Each student is to pre-register for their next year's classes in the spring of the current year. Online registration will be completed with the assistance of the High School Counselor. It is required that all students enroll in a minimum of 7 classes, which award 0.50 units of credit per semester. **Students enrolling in yearlong classes are expected to take both semesters of that class unless approval to drop the class is received from parents, the counselor, and the H.S. Principal.** Schedules will be finalized by mid-August and mailed to students before school starts in the fall. Students will have time prior to the start of school to make adjustments to their schedule and may make changes up to one week after the 1st day of school.

HONOR ROLL

At the end of each nine-week period, recognition is given to those students who do outstanding work in school. Those students who have a "B" average for the marking period will appear on the Scholastic Honor Roll, a student must have a 3.00 grade point average (GPA), with no more than one (1) "C", no "D's", "E's" or "I's" (incomplete grades) and be enrolled in an equivalent of five (5) or more classes.

Career Technical Center (CTC) classes shall not be computed in determining the Scholastic Honor Roll eligibility. A maximum of one "CR" or "X" will be allowed in computing the Scholastic Honor Roll.

COLLEGE/UNIVERSITY APPLICATION INFORMATION

The High School Counselor will provide information about colleges and universities, assist students in filling out the entrance and scholarship applications and assist students with completing applications to take the SAT and to complete the FAFSA.

It is important that college bound students contact the counselor during their sophomore or junior year to determine if they are taking the necessary classes needed for the college/university program they wish to study.

TRANSFER STUDENT CREDIT EVALUATION

The procedure for determining credit totals for all transfer students will be as follows:

1. All credits the student has earned towards graduation from the previous school will be counted on a 1:1 ratio towards graduation at McBain High School.
2. A student transferring to McBain prior to the 2nd semester of his/her junior year must fulfill all graduation requirements of McBain High School.
3. A student transferring to McBain at or after the 2nd semester of his/her junior year must have earned a semester's credit of Civics; and must enroll in the equivalent of one year of classes at McBain (a minimum of classes offering a total of 2.5 credits per semester).

INCOMPLETES

In case of a prolonged illness, injury or other demonstrated emergency, the student will be allowed a specific amount of time to complete work missed to receive full credit. A student who does not complete assignments on time (and does not qualify for emergency consideration) will be given an "I". It is the responsibility of the student to make arrangements with his/her teachers to make up missed work. Each student must realize that work handed in late will not earn full credit. (An "I" will be entered on the report card until the matter is resolved.) Two weeks after the close of a semester, grades will be entered on the students CA60 (permanent record) as final grades. At this time, an "I" will be converted to an "E" which will be the final grade without means of resolution.

REPORT OF STUDENT PROGRESS

At the start of each course, the teachers will inform the students of the computational scale to be followed in determining the final grade. The teacher will notify the student how a major project or term paper will be averaged into the final grade. The final grade in a course shall be a composite (average) of the marking periods, major projects or term papers, and the final examination. A final examination will count a maximum of 20% of the final course grade. A written report of student progress will be sent home at the end of each 9-week marking period.

A deficiency report will be mailed to the parent near the mid-point of a marking period when unacceptable work is evident ("D" or "E" average).

GRADING SCALE

Class work, homework, special projects, honor roll and grade point average are determined in part by using the following scale:

Student Performance Levels	Percentage	Grade	GPA
Exemplary – Student consistently works above and beyond standard class requirements	100-95 90-94	A A-	4.0 3.6667
Proficient – Student often works above the standard class requirement	87-89 83-86 80-82	B+ B B-	3.3333 3.0 2.6667
Average – Student completes the assigned work with a reasonable degree of proficiency and completeness	77-79 73-76 70-72	C+ C C-	2.3333 2.0 1.6667
Needs Improvement – Student accomplishes class work and tasks with some degree of success	67-69 63-66 60-62	D+ D D-	1.3333 1.0 0.6667
Failure to Meet Expectations – Student has not performed at a level necessary to pass course	0-59	E, NC, I	0.0

GRADE POINT AVERAGE – CLASS RANK

Only semester grades entered on the student's transcript will be used in computing class rank at the end of the seventh semester. Grades are not weighted. The grade point average shall be computed on all subjects taken, excluding incomplete and NC/CR grades.

BOOK DEPOSITS AND LAB FEES

There will not be textbook rentals or fees, but students will be expected to pay for undue damage or destruction to textbooks or materials. Teachers for areas of instruction such as Industrial Arts may assign lab fees when students order material or valuable equipment is involved.

NATIONAL HONOR SOCIETY

The National Honor Society is open to 1st semester Juniors and Seniors who exhibit outstanding qualities of Service, Scholarship, Leadership and Character. Entry into the National Honor Society is based on an application process. To be eligible for NHS, a student must have a cumulative grade point average of 3.00. Applications are submitted to a committee made up of MHS staff for consideration. The National Honor Society is in adjunct to the H.S. Principals office through the National Association of Secondary Principals and honors as such are bestowed.

SENIOR AWARDS

Senior students have the opportunity to earn special awards based upon their school records, both academic achievements and activities participation. The awards available are:

1. Peter J. VanderPol Award: Given to the senior student selected as the most outstanding all-around student.
2. Wexford/Missaukee Career Technical Center Awards: Given to the seniors showing outstanding abilities in a vocational area.
3. Bruce McNally Award: Given to the senior athlete showing outstanding qualities of leadership and ability.
4. Fine Arts Award: Given to the senior showing outstanding qualities in the areas of music, drama, and/or art.
5. Graduating seniors will also have the opportunity to apply for McBain Rural Agricultural School Foundation scholarships. Applications are due the Friday before Spring Break each school year. For more information, please see our high school counseling website at www.mcbain.org.

INDEPENDENT STUDY

Independent study is open to students who demonstrate an interest/ability in pursuing studies that are above or in addition to the adopted curriculum. Students may also take an independent study class because they have a scheduling issue and cannot get a certain class that they need for graduation. Credits may be earned through independent study work that has been approved by the principal. An application is available in the counseling office. Prior

permission is required for the principal before a student may begin taking an independent study class for credit at McBain High School. A maximum of two credits of independent work may be applied toward graduation requirements. All independent study classes will be figured into a student's GPA.

ELIGIBILITY IN THE DUAL ENROLLMENT PROGRAM

Effective April 1, 1996, Public Act 160 created the Post-Secondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students are in grades, 9, 10, 11, or 12.
2. Students can qualify for the dual enrollment by taking one of the following assessments: EXPLORE, PLAN, ACT, COMPASS, MME, PSAT, SAT, or ACCUPLACER. The following table shows the complete list of scores that qualify students for dual enrollment.

Minimum Dual Enrollment Qualifying Scores 2021-2022

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
EXPLORE	Mathematics	Mathematics	17
	Reading	Reading	15
	Science	Science	20
	English	English	13
PLAN	Mathematics	Mathematics	19
	Reading	Reading	17
	Science	Science	21
	English	English	15
ACT	Mathematics	Mathematics	22
	Reading	Reading	22
	Science	Science	23
	English	English	18
COMPASS	Mathematics	Mathematics	52
	Reading	Reading	88
	English	English	77
MME*	ELA	ELA	2100
	Mathematics	Mathematics	2100
	Science	Science	2100
	Social Studies	Social Studies	2100
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510
PSAT/NMSQU 11 **	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510
SAT**	Critical Reading	Evidence-Based Reading and Writing	480
	Mathematics	Mathematics	530

ACCUPLACER***	Reading Comprehension	Reading	Check with IHE
	Sentence Skills	Writing	Check with IHE
	Mathematics	Mathematics	Check with IHE

* MME scores are based on the Spring administration of the M-STEP & SAT exams for Juniors.
**There are no state approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

Additionally, according to P.A. 160, eligible students may take courses for which there are no endorsements, such as computer science, foreign language, history, political science, or psychology, as long as they have taken all sections of the MME, PLAN, ACT, or PSAT. State endorsement is not required in any specific area for this participation.

3. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
4. The district must not offer the college courses. An exception to this could occur if the local board of education determines that a scheduling conflict exists, which is beyond the student's control.
5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
6. School districts are required to pay the lesser of:
    a. The actual charge for tuition, mandatory course fees, materials fees and registration fees; *or*
    b. The state portion of the students' foundation allowance, adjusted to the proportion of the school year they attend the postsecondary institution.

Further requirements include the following:

1. Application, admission costs, and books are the responsibility of the student. Parents will sign a contact acknowledging this agreement.
2. Exactly what costs are school districts required to pay? State law requires that all school districts pay a student's tuition and mandatory course fees, including technology fees, material fees, registration fees, and any late fees charged by the postsecondary institution. Beginning in the 2011-2012 school year, eligible students enrolling in postsecondary course for the high school credit only shall have the costs required for textbooks paid for by the school district. Eligible charges do not include transportation, parking costs, or most activity fees. However, under the law, the total amount of tuition and fee support shall not exceed either of the following:
    - The total amount of the tuition and fees for the course(s).
    - The statewide pupil weighted average foundation allowance, adjusted for the proportion of the school year that the student attends the postsecondary institution.

3. College credit courses of three (3) to four (4) hours per semester will equal one half (1/2) of a high school credit.
4. In the event a student drops a college course on or after the first day of class, the student will assume all financial responsibility for college costs.
5. If a student fails to complete a district/school paid postsecondary course, he or she is responsible for the fees/tuition not refunded by the postsecondary institution. MCL 388.519 (9) and MCL 388.1904 (9) states that the eligible student shall repay to the school district any funds that were expended by the school district for the course that are not refunded to the school district by the eligible postsecondary institution. If the eligible student does not repay this money, the school district may impose sanctions against the eligible student as determined by school district policy. This subdivision does not apply to an eligible student who does not complete the course due to a family or medical emergency, as determined by the eligible postsecondary. For an eligible student who is enrolled in a state approved nonpublic school, please refer to MCL 388.514 (10) and MCL 388.1904 (10).
6. All credit and grades from AP, online classes, and dual enrollment classes, upon validation from the issuing institution, will be recorded on the student transcripts and figured in the student's GPA.
7. State law sets the following limitations on the number of college courses in which a student may enroll:
    i. Not more than 10 courses overall. This limit and the limits under subparagraphs (ii) to (iv) do not apply to a course if the eligible student does not receive tuition and fee support under this act for that course.
    ii. If the eligible student first enrolls in a course when the eligible student is in grade 9 not more than two 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 in an eligible postsecondary institution.
    iii. If the eligible student first enrolls in a course when the eligible student is in grade 10 not more that 2 courses during the academic year in the eligible student's first academic year of enrollment in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible student's second academic year of enrollment 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 in an eligible postsecondary institution.
    iv. 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.
8. A college course may be used to replace a McBain High School requirement if approved by the high school counselor and principal.

9. The student is responsible for having the college grade transferred to the college/university they plan to attend.
10. It is the student's responsibility to ensure that the grade notification to the high school is within the required time lines in order for the grade to be utilized for graduation purposes.
11. At the time a student enrolls in a postsecondary course, he/she will designate whether the course is for high school or postsecondary credit, or both, and shall notify the high school and postsecondary institution of his/her decision.
12. Counseling is critical to the possible, districts shall provide counseling services to each eligible student and his/her parents or guardians of the benefits, risks and possible consequences of enrolling in a postsecondary course.
13. Students lose eligibility for dual enrollment when all high school requirements are met.

FINAL EXAMINATIONS

1. Semester examinations will be administered in all subjects.
2. All students will take their final exams with their regular classes.
3. Absence from exams will be excused for unavoidable reasons. Students failing to take an exam without prior excuse will receive an "incomplete" grade in the course. (See "Incomplete Section" of this handbook.).
4. Students missing an exam with proper excuse must make arrangements with the principal to complete the required work.
5. Examinations will count a maximum of 20% of the final course grade.

The McBain Board of Education has approved the following providers of online, dual enrollment and direct credit classes. (Approved courses are listed in the course description section).

Baker College
Ferris State University
Mid-Michigan College
Northwestern Michigan College

WEXFORD MISSAUKEE CAREER TECHNICAL CENTER

Juniors and Seniors are eligible for many opportunities provided at the Wexford Missaukee Career Technical Center (CTC). Students will be enrolled for a half day and transportation will be provided. CTC courses are hands on with many opportunities for certifications and testing for the workforce. Michigan Merit Curriculum credits can be earned while attending CTC.

Students who attend CTC have an opportunity to explore and train for career options in one of the state-approved Career and Technical Education programs to help prepare for career success after high school, whether it is college, employment, or the military. For a complete listing of programs and course descriptions, visit www.wmisd.org. The teaching and learning that takes

place at CTC is relevant to your career pathway and will help prepare you for success in your field of study. You will have the opportunity to visit the Career Technical Center in the Fall semester of your sophomore year to explore programs you are interested in. See the high school counselor during spring scheduling in your sophomore year to register for classes at CTC.

PROGRAMS CURRENTLY OFFERED AT CTC

Agriscience & Natural Recourses
Applied Construction Technology
Business Management Administration
Computers, Networking Electronics
Educational Careers
Hospitality, Retailing & Entrepreneurship
Metal Fabrication/Welding
Public Safety
Allied Health / Health Science Careers
Automotive Technology
Career Skills
Digital Media Production
Heavy Equipment Mechanics
Manufacturing Technology
Power Sports & Equipment
Building Business & Marketing

SCHOLARSHIPS

Several different scholarship opportunities are available through CTC. For more information see your CTC counselor in your senior year.

CO-OOPERATIVE EDUCATION

The Co-operative Education Program is available to students enrolled in CTC who have completed the minimum objectives of the program in which they are enrolled. Co-op is a job directly related to the student's Career and Technical Education program. The Co-op program also provides the student the opportunity to obtain high school credit and earn money at the same time.

WEXFORD-MISSAUKEE EARLY COLLEGE

The Wexford-Missaukee Early College (WMEC) introduces high school students to professional technology careers through both high school and college course work in the areas of Business Management Administration; Computers, Networking, Electronics Technology; Hospitality, Retailing, and Entrepreneurship; Allied Health/Health Sciences Careers; Manufacturing Technology, Metal Fabrication and Welding; and Public Safety. The Wexford-Missaukee Early College is a partnership between the Wexford-Missaukee Intermediate School District and Baker College of Cadillac, West Shore Community College, and Northwestern Michigan College.

The WMEC is designed to offer high school students an accelerated pathway to a technical certification and/or an Associate's Degree in Business or Business Administration, Information Technology, Criminal Justice, and Medical Assistant. The WMEC partnership allows for students

to complete the Early College Program tuition free. Due to the monetary investment provided on behalf of each student, enrollment is competitive and only the most academically and socially prepared students will be admitted.

A student interested in the WMEC will begin a discussion with his/her high school counselor early on in his/her high school career and begin to align coursework, attendance practices and social skills in such a way as to make him/her eligible. Interested students meeting admission requirements will complete the application process in September of their junior year. Once the application window has passed there will be no further opportunities to enroll in Early College.

Students admitted to the WMEC are making a 3-year commitment that begins at the onset of their junior year of high school. During the junior and senior year WMEC students spend half their day at the home high school and half the day at the CTC. Time spent at the CTC will be aligned with the degree specific lab and classroom coursework. Depending on scheduling needs at the home school, it is possible for the student to work on the other degree specific coursework through online or direct credit formats. During the 3rd year (13th year) of the program students will spend their day between the CTC and Baker College campus completing the remainder of their degree specific coursework.

Upon successful completion of the 13th year, students will be awarded a high school diploma from their home high school and a technical certificate and/or Associate's Degree from Baker College, Westshore Community College, or Northwestern Michigan College.

COURSES OFFERED THROUGH MCBAIN HIGH SCHOOL

ENGLISH

ENGLISH 9

This is a basic English course which will cover all aspects of the English language, including: grammar, literature, informational texts, and writing. The goal for the year will be to improve students' language skills in order for them to become better communicators in all areas of their lives.

ENGLISH 10

The technicality of sentence construction and grammar are an intricate portion of the first half of the class, which then eases into essay writing: research, analytical, and persuasion. The second half of the year introduces novels, short stories, and modern-day articles which are analyzed to discover the art of writing in real life. Vocabulary, class discussion, and cultural awareness skills are emphasized throughout the year as well as being a positive contributing member of society.

ENGLISH 11

This class is arranged into three major sections. The first unit focuses on a classic novel. The students will learn how to analyze literature, peer discuss, and write essay tests using higher level thinking. The second unit is focused on learning the steps to writing a research paper. Students will follow these steps and produce a quality paper. The final leg of the class will examine various types of literature with an emphasis on learning how to read and write at a high school level. Vocabulary and grammar development is stressed throughout the year.

ENGLISH 12

This required class is aligned with subject area content expectations developed by the Michigan Department of Education. It includes writing, speaking, representing, viewing, literature, and culture and language. Writing research papers and compositions that define, inform, and explain are stressed. Writing styles such as propositions using evidence and reasoning are covered in this class. This course will be of significant benefit to students who plan to attend college.

AP ENGLISH LITERATURE & LANGUAGE

AP English Literature & Language is designed to give students the chance to read, think, and write about a wide variety of literature. Students read often and write often. They learn to easily identify the form, structure, and content of complex literary works. (Methods of criticism practiced will include textual, historical, and reader-response.) What's more, they develop the writing and thinking skills necessary to articulate the complexities of these works. Students learn to think with independence and confidence. They develop sophisticated analytical and linguistic skills that are essential for life-long learning.

MATHEMATICS

ALGEBRA I

Algebra I is designed to give the students both theory and practice essential in understanding the basic structure of the real number system. Practice on techniques, application of algebra concepts and skills and use of the deductive reasoning are taught. Topics covered are a preview of algebra, rules of algebra, signed numbers, equations, inequalities, graphing, formulas and functions, systems of equations, exponents and radicals, polynomial and quadratics.

GEOMETRY

Geometry is designed to give the student the basic structure of geometry, the development of visualization skills, the building of knowledge relating to various geometric elements, and the development and application of deductive reasoning. Topics covered are the introduction to geometry basic concepts and proofs, congruent triangles, lines in planes, parallel lines and related figures, lines and planes in space, polygons, and similar polygons, the Pythagorean Theorem, circles, area, surface area, and volume.

ALGEBRA II

Algebra II is designed to further develop the student's understanding of the structure and development of the real number system in theory and practice. Topics covered are problem solving, language of algebra, linear relationships, quadratic functions, fractions, graphing, systems, complex numbers, polynomials and polynomial functions, rational expressions, exponential and logarithmic functions, counting and probability.

APPLIED ALGEBRA II

Applied Algebra II is designed to provide hands on experience to increase student's understanding of the structure and development of the real number system in theory and practice. Topics will be covered in more depth during the school year. Some of the topics covered are problem solving, language of algebra, linear relationships, fractions, graphing, systems, complex numbers, rational expressions, exponential functions, counting and probability.

TRIGONOMETRY

This course is designed for the student who wishes to pursue the study of mathematics or may be planning a career in either a technical or professional field. Graphing calculators enable students to explore mathematics on their own. Emphasis is on developing concepts that play a central role in calculus.

AP CALCULUS AB/BC

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. AP Calculus is intended for students who are planning to pursue a degree in college that requires Calculus or who want to better their Pre-Calculus skills before taking a college placement exam. Students may earn college credit by taking the AP exam in May. Emphasis is placed on limits, differentiation, and integration. This course is equivalent to one semester of college calculus.

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. AP Calculus is intended for students who are planning to pursue a degree in college that requires Calculus. Students may earn college credit by taking the AP exam in May. Emphasis is placed on limits, differentiation, and integration, parametric equations, polar coordinates, vector-valued functions, and infinite sequences and series. This course is equivalent to two semesters of college calculus.

PERSONAL FINANCE

This class will focus on the student's role as a citizen, consumer, and participant in the economy. Students will gain an understanding of the following: investing (including participating in a mock investment simulation online); taxes; the role of the Federal Reserve; using a checking account; credit and loans (home, consumer, and credit cards); insurance; budgeting; micro and macroeconomics; and consumer protection.

ACCOUNTING/INTRODUCTION TO STATISTICS

An introductory accounting course that covers the accounting cycle, accounting for a sole proprietorship, a partnership, and a corporation. This course will provide students with a basic understanding of what accounting is and the necessary skills and ability to learn more. By the

end of this course, they will have learned how to record basic business transactions, post journal entries, prepare financial statements, and perform other accounting tasks. Introduction to statistics is a practical hands-on approach to the study of statistics and probability. The topics include the use of graphs such as histograms, stem plots, time plots and scatter plots to display data, using numbers such as median mean and standard deviation to describe data, and evaluating data distribution. Students examine relationships using correlations and least squares regressions. They calculate the probability of simple and compound events. They learn to estimate with confidence as well as to explore tests of significance and to evaluate the validity of statistics contained within published reports.

SCIENCE

BIOLOGY

This year-long required course includes a study of living organisms and vital processes. Themes that will be covered in this course include scientific skills, biochemistry, cellular processes, genetics, evolution, ecology and classification of organisms. This course covers Next Generation Science Standards as required by the State of Michigan.

CHEMISTRY

This year-long elective course recommended for college-bound students, studies the structure and composition of matter that makes up living things and their environment. Chemistry covers topics such as matter, chemical reactions, solutions, and nuclear chemistry. The goal of this course is to lead students towards greater understanding of the chemical world around them through inquiry, analysis, laboratory experimentation, and mathematical manipulations.

ANATOMY & PHYSIOLOGY

This year-long elective course introduces students to the intricacies of the human body systems and how they work together to maintain homeostasis. Hands-on experiences allow students an in-depth look at the major systems of the human body as well as how health, nutrition and disease processes affect each system. This course includes a fetal pig dissection during the second semester as well as advanced vocabulary and medical terminology.

CONCEPTUAL PHYSICS

This year-long required course provides a conceptually-based exposure to the fundamental concepts and processes of the physical world. Topics include basic concepts of motion, forces,

energy, heat, electricity, light, magnetism, atomic structure, chemical reactions, energy transformations, and the structure of matter and the universe.

FORENSIC SCIENCE

This year-long elective course explores many disciplines of scientific study related to crime science. Through hands-on experiences and lab investigations, students will address topics such as fingerprinting, blood spatter, forgery/counterfeiting, hair, fibers, DNA fingerprinting, etc. Embedded within these units will be information on forensic tools related to each area, technical resources available, proper evidence collection, and forming responsible conclusions.

ZOOLOGY

This year-long elective course will study the nine major phyla of the Animal Kingdom. Included in each unit is the morphology and systematics of both vertebrates and invertebrates as well as basic knowledge of biodiversity and the role of each animal group in the biosphere. This course includes multiple animal dissections and other hands-on experiences.

SOCIAL STUDIES

UNITED STATES HISTORY

This course is designed so that students will learn to recognize the importance of cause and effect of major events, acts, etc. in history from Reconstruction to the present. Students will study how historical events are affected by social, economic, and political affairs of a country at a particular time. The major objective is for students to study the past and to understand the present. Within these objectives, basic geographical skills will be embedded into the US History curriculum.

ECONOMICS

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics.

CIVICS

Civics will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society.

WORLD HISTORY

World History studies people and their behaviors as individuals and groups. You will begin, looking at World Religions such as Hindu, Buddhism and Islam. Then we take a look at medieval times and religion along with the black death. Then onto the Renaissance period with a look at art and culture. With this information, you will better understand the people and events that affect your life. We then move on to the 1500s and teach you about revolutions in man's thinking and innovations. You will study the social and political revolutions in France and industrial revolutions around the world. Learn about the spread of democracy and economic development in all parts of the world. Witness the impact of world wars. Study our current challenges and speculate on the future.

WORLD LANGUAGE

SPANISH I

Spanish I is designed to allow students to learn and practice communicating in Spanish at a novice level. Although we will also be doing written work, this class will stress oral communication in Spanish. Students will also learn about the people, places, and customs/culture associated with the people who speak Spanish their geography and holidays. Some of the assessments will be oral using at least one of the modes (Interpersonal, Interpretive, Presentational).

SPANISH II

Spanish II is a continuation of Spanish I and presumes that the student has more than a basic knowledge and understanding of the Spanish I material. It is designed to further the students' understanding and competence at a novice high / intermediate level. We will be doing more reading and written work in Spanish, but this class will continue to stress oral communication in Spanish. Students will continue to learn about the people, places, and customs/culture associated with the people who speak Spanish their geography and holidays. Some of the

assessments will be oral using at least one of the modes (Interpersonal, Interpretive, Presentational).

HEALTH & PHYSICAL EDUCATION

HEALTH

The purpose of this course is to provide you with factual information concerning the physical, mental and social aspects of health. This class covers Personality and Stress, Nutrition and Fitness, Human Sexuality, Positive Communication in Relationships, First Aid and Safety as well as the Dangers of Drug Use. CPR Training is also provided in the course. This information should enable to you to make informed decisions regarding your own personal health choices you have on a daily basis. This is a required class for all students according to the State of Michigan Graduation Guidelines.

PHYSICAL EDUCATION

Students will learn a variety of rules, skills, fundamentals and strategies in a variety of individual, dual, and team sports activities. Safety and sportsmanship will be emphasized. Possible activity/units include but are not limited to Badminton, Hand Ball, Ultimate Frisbee, Football, Basketball, Softball, Kickball, Pickleball, Volleyball, Floor Hockey, Disc golf, Soccer, and Foursquare. There will be an everyday fitness component of daily exercises that will include running, stretching etc. to help improve each student's physical strength, endurance and flexibility. There will be physical testing every nine weeks of each student's physical endurance (push-ups and sit-ups), cardiovascular endurance and stamina (mile run), and flexibility (sit and reach/shoulder stretch). Students will be encouraged to set fitness goals as they track their progress throughout the year.

WEIGHTS AND CONDITIONING

Students will learn a variety of weightlifting techniques to help promote a healthier lifestyle that they can take with them for their lifetime. Students will also be exposed to exercises that will improve coordination, conditioning, and flexibility. Along with physical techniques, the students will learn about proper nutrition, engage in goal setting through tracking progress, and proper weight room etiquette. The prerequisite for this class is having a prior PE credit or being an upperclassman who chooses this class as one of their elective class choices.

PERSONAL FITNESS

The purpose of this course is to promote the development and maintenance of personal health-related fitness. Students demonstrate and assess fitness levels by performing exercises

or activities related to each fitness component, and establish personal goals to improve their fitness. Students will participate in a variety of fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition. The course focuses on healthy living and lifestyle choice, with an emphasis on the role of exercise with some nutrition components included. Course content includes fitness assessment, regular physical activity, a review of basic body systems, nutrition and sports injuries. The prerequisite for this class is having a prior PE credit or being an upperclassman who chooses this class as one of their elective class choices.

COMPUTER TECHNOLOGY

BROADCASTING

This course offers an introduction to the concepts of video and audio production. Terminology of basic audio and video concepts and operations will be emphasized. Students will also learn about developments in the field and will be able to see the different situations in which video and audio production takes place.

ADVANCED BROADCASTING

This course allows students to move to leadership role in production of school programs. In addition, they will be exposed to hands on opportunities at local TV/radio stations. Broadcasting is a prerequisite for this course.

AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. The goal of this class is to give students the foundation to be successful in college computer science classes and to prepare them for the AP Computer Science Principles exam. Students may earn college credit by taking the AP exam in May. This course is equivalent to one semester of college computer science.

AP COMPUTER SCIENCE APPLICATIONS

AP Computer Science Applications is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. The goal of this class is to give students the foundation to be successful in college computer science classes and to prepare them for the AP Computer Science Applications exam. Students may earn college credit

by taking the AP exam in May. This course is equivalent to one semester of college computer science.

VISUAL, PERFORMING, & APPLIED ARTS

SOUND SOURCE

Sound Source is open to all students who have an interest in learning how to properly use their singing voice. Music fundamentals and theory are stressed as part of the preparation for public performance. A wide variety of musical styles including popular, sacred, and non-sacred are covered. Performances are required.

HARMONEE

Harmonee will focus on intermediate skills in two or three-part women's music. Students will continue to develop skills in sight reading, basic musicianship and music theory. Performances are required.

HIGHLITERS

Highliters will focus on continuing with intermediate to advanced skills in musicianship, sight reading, theory and basic skills in choreography. Major emphasis will be placed on performance.

BAND

This course allows you to study, rehearse and prepare music to the highest level of understanding and excellence so that students can experience the excitement of sharing their musical gifts with others through performance. This class will provide students with an opportunity to be part of a greater whole and allow them to learn about themselves through the journey of studying, preparing, and performing music. We will have performances such as formal concerts, athletic "half-time shows", solo and ensemble and band festivals. This is a performance-based class and requires participation in all concerts/performances.

ART

Art I is an introductory art class for beginners. The curriculum is for a year- long class. The structure is based on learning the Elements and Principles of Design. Each element is a unit with a choice of assignments to practice and to apply the concepts of the Art Theory.

ADVANCED ART

Art II, III, IV is a more advanced class, focusing on experimenting with art media. This is also a year-long class. Once students have learned the basics of Art I, it's time to experiment and try different art techniques and media to choose their favorite. Each assignment is a different media, many of them are mix-media projects.

SCULPTURE & CERAMICS

Sculpture and Ceramics is a combination of 3-D media: from plaster of Paris to cardboard and Clay. This class is taught as an introduction to techniques and media, so students get a chance to try all possibilities and find their favorite.

GRAPHIC DESIGN

Graphic Design is a computer-based class offering an introduction to digital imaging and design. The course starts with the presentation about types of digital images, their structure, terms used in graphic design, etc. The majority of the time is spent on learning the basics of Adobe Photoshop. Some time is spent on learning Adobe Illustrator.

GENERAL SHOP

All students will be required to build a nightstand as their first project. The nightstand cabinet is a very practical piece of furniture with a dovetailed drawer, two raised panel doors, and raised paneled sides, all constructed out of a variety of different hardwoods chosen by the student. Students will learn basic cabinet construction principles, techniques and terminology that will allow them to be successful in an Advanced Shop class if they choose in the future.

ADVANCED SHOP

All students enrolled in Advanced Shop should have taken General Shop as a prerequisite or have permission from the instructor to be in the class. Students who enroll in Advanced Shop are required to draw, design and make a piece of furniture that incorporates practicality, function and design. Students will be allowed to build multiple projects if time permits. Students are required to pay for all materials used in the construction of their project(s). Students in Advanced Shop will receive more in-depth instruction about the operation, set-up, and proper use of power equipment and hand tools.

MISC. COURSES

SENIOR HOME

Senior Home is an hour offered to seniors either 1st hour or 7th hour of the day. In order to register for a Senior Home hour, a student must complete a form describing their need for an hour off due to a highly rigorous schedule. Approval will be granted on an individual basis by an administrator and counselor.

LIFE SKILLS

Life Skills is designed to increase student knowledge and skills necessary for everyday living. The course emphasized goal-setting, decision making, problem solving, communication, money skills, time telling, healthy lifestyles, and relationships.

READING SKILLS

Reading skills is designed to increase student knowledge and skills necessary for reading a variety of texts, to increase reading fluency and comprehension, vocabulary and writing skills. This course is designed to take individuals at their present reading skills and help them grow in their reading skills at their individual level.

FRESHMEN FOCUS

This class is designed to prepare freshmen students for their high school career and beyond, including Study/Work habits. Effective Communication skills and emphasis will be put on moral characteristics that determine success in both high school and their own personal life. Students will be given opportunities throughout this class to demonstrate those characteristics, and qualities through writing assignments, and projects.

INTRODUCTION TO PSYCHOLOGY

This year-long elective course provides students with a general overview of the science which seeks to understand and explain behavior and mental processing. Topics such as perception, communication, learning, memory, decision-making, emotions, brain biology, and social behavior will be explored. This course requires students to complete a great deal of reading, analyzing, and discussion of mature topics related to psychology.

EXPANDED ONLINE LEARNING OPPORTUNITIES GRADE K-12

Section 21f of the State School Aid Act (MCL 388.1621t), allows pupils in grades K-12 to enroll in online courses where each course is capable of generating credit or a grade while being provided in an interactive internet-connected learning environment where pupils are separated from their teachers by time or location, or both.

A district must allow a pupil to enroll in up to two (2) online courses per term, semester, or trimester with the consent of the pupil's parent or legal guardian. The statewide catalog will open for population of course syllabi during October and will be available for pupil use beginning in January.

NONDISCRIMINATION POLICY

The Board of Education of McBain Rural Agricultural School district is committed to a policy of nondiscrimination relative to race, religion, sex, national origin, color or disability. This policy applies to all staff relative to employment practice and general school operations. The application of this policy is also extended for all students to enroll and participate in school functions.

The policies on nondiscrimination are listed and described as follows:

- Title VI of the Civil Rights Act of 1964, Section 100.3 (a).
  No person in the US shall, on the ground of race, color, or national origin be excluded from participation, or denied benefits of, or be otherwise subjected to discrimination under any program to which this part applies.

- Title IX of the Education Amendments of 1972, Section 106.1 (a)
  Title IX is designed to eliminate discrimination on the basis of sex in any education program or activity receiving Federal financial assistance (Ffa).

- Title II of the Americans with Disability Act of 1990 (ADA), Section 35.130
  No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

- Section 504 of the Rehabilitation Act of 1973, Subpart, 104.4
  No qualified person with a handicap shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives benefits from Ffa.

- Age of Discrimination Act of 1975 (Age), Subpart 110.10 (a)
  No person in the US shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Ffa.

Agencies will want to include the State if Michigan's Eliot-Larson Civil Rights Act of 1977, section 102. (1) which adds height, weight, or marital status as bases for nondiscrimination.

The opportunity to obtain employment, housing, and other related real estate, and the full and equal utilization of public accommodation, public service, and educational facilities without discrimination because of religion, race, color, national origin, age, sex, height, weight, or marital status as prohibited by this act, is recognized and declared to be a civil right.

Inquiries regarding nondiscrimination or civil rights policies should be directed to:

Scott Akom, Superintendent
McBain Rural Agricultural School
107 East Maple Street
McBain, MI 49657
(231) 825-2165