

## 2020-2021 School Year High School Course Catalog

This course selection guide has been formulated to guide students and parents as they make course selections and map out courses of study. The course selection process requires careful consideration by students and their parents; once schedules are completed, changes will be extremely limited.

Students should develop a four-year plan that will prepare them to be successful in your post-secondary pursuits. As they select courses, they should take into account their goals and choose classes that will challenge as well as prepare them to meet those goals.

Students should discuss their four year plan selections with parents, teachers and counselors prior to making course selections.

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<b>GRADUATION REQUIREMENTS</b>		
<b>Content Area</b>	<b>Credits</b>	<b>Course Options</b>
ENGLISH LANGUAGE ARTS	4 Credits	<ul style="list-style-type: none"> <li>• ELA 9 (2 Semesters)</li> <li>• ELA 10 or AP Seminar (2 Semesters)</li> <li>• ELA 11 or AP Language and Composition, AP Research or AP Seminar (2 Semesters)</li> <li>• ELA 12, AP Literature and Composition, AP Research, AP Seminar or AP Language (2 Semesters)</li> </ul>
Mathematics	4 Credits	<ul style="list-style-type: none"> <li>• Algebra I (2 Semesters)</li> <li>• Geometry (2 Semesters)</li> <li>• Algebra II (2 Semesters)</li> <li>• Intermediate Algebra II (<i>Two year sequenced course that fulfills the Algebra II requirement and meets the fourth year math requirement.</i>) (2 Semesters)</li> <li>• Math class in the last year of attendance (2 Semesters)</li> </ul>
Science	3 Credits	<ul style="list-style-type: none"> <li>• Biology or AP Biology (2 Semesters)</li> <li>• Chemistry or Physics or Anatomy/Physiology (2 Semesters)</li> <li>• 3rd year (2 Semesters) <i>Note: Computer Science, AP Computer Science, or TEC may count for the 3rd credit of science</i></li> </ul>
Social Studies	3 Credits	<ul style="list-style-type: none"> <li>• US History or AP US History (2 Semesters)</li> <li>• Civics (1 Semester) or AP Government for Civics requirement (only 1 Semester of AP Government is required to meet the Civics requirement)</li> <li>• Economics (1 Semester)</li> <li>• World History or AP World History (2 Semesters)</li> </ul>
World Language	2 Credits	<ul style="list-style-type: none"> <li>• Two years of progressively advanced instruction in world language.</li> </ul>
Visual, Performing and Applied Arts	1 Credit	<ul style="list-style-type: none"> <li>• One year of instruction in visual, performing or applied arts, or any course on the approved fine arts list.</li> </ul>
Health/Physical Education	.5 Credit Each	<ul style="list-style-type: none"> <li>• P.E. credit can also be met by 4 years of marching band or 4 seasons of a school sport.</li> </ul>
Electives	4 Credits	

## REGISTERING FOR CLASSES

### Registration Procedure

- Course selection is completed each winter. **Students have at least one week to complete the electronic form via Skyward and should contact the guidance office with questions.**
- Parents are encouraged to assist their students to develop a program of study. Although it is a combined effort by the student, parent, teacher, counselor and school administration, the prime responsibility of program development belongs to the student and their parents.
- Courses described in this booklet may not be offered every semester or every year. Students who fall behind on graduation requirements must make up credits through credit recovery or summer school. The building principal must approve any credit recovery plan
- Since student course selections determine the master schedule, schedule changes normally are not allowed. However, it sometimes is necessary to make some changes due to balancing class sizes, lacking a prerequisite or being misplaced according to ability. During the regular school year, student-initiated changes must be made before each semester begins.



<b>ENGLISH</b>
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**ELA Grade 9**

**2 Semesters**

**1.0 Credit**

**9**

*Prerequisites: None*

ELA 9 is an integrated experience based on the State Standards that provides 9th grade students with the opportunity to engage in complex ideas, texts and tasks. This course is an overview of exceptional literature and informational texts across the major forms and genres (short story, epic poetry, realistic fiction, drama, contemporary literature). Each unit focuses on a related theme and allows students to expand and polish reading, writing, research, technology, listening, viewing and speaking skills while implementing active reading, critical thinking and a variety of differentiated learning strategies.

**ELA Grade 10**

**2 Semesters**

**1.0 Credit**

**10**

*Prerequisites: ELA Grade 9*

ELA 10 is an integrated experience based on the State Standards that allows 10th grade students to continue to engage in complex ideas, texts and tasks while also considering the historical and cultural context of the World Literature studied throughout the course. Students in this course will gain cultural insight as they explore such universal themes as emotions, identity, adversity and technology. Throughout the year students will continue to expand and polish their reading, writing, research, technology, listening, viewing and speaking skills while implementing active reading, critical thinking and a variety of differentiated learning strategies.

**AP Seminar**

**2 Semesters**

**1.0 Credit**

**10-12**

*Prerequisites: ELA Grade 9*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies as well as foundational literary and philosophical texts. Students will listen to and view speeches, broadcasts, personal accounts, experience artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, design and deliver oral and visual presentations, both individually and as part of a team.



## **Advanced Placement Literature and Composition**

**2 Semesters**

**1.0 Credit**

**11-12**

*Prerequisites: ELA 11 or AP Language and Composition*

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

## **Shakespeare**

**1 Semester**

**.5 credit**

**10-12**

*One semester Prerequisites: ELA Grade 10*

This course will introduce the student to the Elizabethan age, help students to acquire a command of the jargon of Shakespearean drama, to give the student an opportunity to participate actively in oral reading, to guide students through a critical analysis of the Shakespearean drama and research the wealth of Shakespearean criticism.

## **Mythology and Folklore**

**1 Semester**

**.5 Credit**

**10-12**

*Prerequisites: ELA Grade 10*

This course is intended to be a one-semester English elective course available to 11th and 12<sup>th</sup> graders. This course traces folklore and mythology from 5th century B.C. from the oldest epic tales and continues to 20th century in American Tales. Man has always used his imagination to help him face and understand the mysteries of his world. Man has needed heroes, legends and tales to entertain and instruct him. The course will be an exploration of these themes.

## **Yearbook**

**2 Semesters**

**1.0 Credit**

**10-12**

*Prerequisites: ELA Grade 9*

Yearbook is a combination classroom/activity course designed for students who are interested in working on the design of the school yearbook. Students must be able to work independently when given an assignment and complete any work given to them by a definite deadline. The class should consist of students who can work well in a small group situation and who are willing to share responsibility by helping others. Students need to have a reasonable background in English composition and be willing to learn new writing styles. Students will learn layout design, copywriting and editing techniques. Students will also be expected to create and sell advertising and/or work on the photography staff, often on their own time outside of school.

## **Newspaper**

**2 Semesters**

**1.0 Credit**

**10-12**

*Prerequisites: ELA Grade 9*

The student will be personally responsible for gathering information for publishing the school newspaper. The student will be given individual and independent writing assignments for news, editorial, feature and sports articles for each issue of the paper, which is published every three weeks. The student will have the opportunity of working with the actual makeup of the paper, writing articles, headlines and advertising.











**Advanced Placement Physics 1: Algebra Based****2 Semesters****1.0 Credits****11-12***Co-requisite: Algebra 2*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force DC circuits and mechanical waves and sound.

**Advanced Placement Physics C Mechanics:****2 Semesters****1.0 Credits****11-12***Prerequisite: completion of or concurrent enrollment in Calculus*

AP Physics C Mechanics is an intensive course covering the first semester of University level physics-calculus based course. This course is appropriate for someone considering pursuing a degree in the physical sciences or engineering. The predominant topic covered is Mechanics including: kinematics, dynamics, universal gravitation, work, power, energy, momentum, rotational dynamics, statics and simple harmonic motion. Students are expected to be highly proficient in mathematics through pre-calculus and concurrently enrolled in a calculus or a more advanced mathematics class. Laboratory work is an essential ingredient of the curriculum.

**Advanced Placement Biology****2 Semesters****1.0 Credits****11-12***Prerequisites: none*

This course may be taken as an alternative to Biology with department approval. AP Biology is a college level course. This course will help you in taking the Advanced Placement Biology Exam, which may qualify you for college credit or advanced placement standing in college. Most colleges accept this class as equal credit for freshman college biology. The content of the material covered is advanced, complex and detailed. Class discussions, lectures and multimedia are used in all sections. The major themes of an AP Biology class are the science process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature; and science, technology and society. Many of the above topics will be reinforced by extensive lab activities.

**Advanced Placement Environmental Science****2 Semesters****1.0 Credits****10-12***Prerequisites: Biology and Chemistry are recommended but not required*

The AP Environmental Science Course is designed to be the equivalent of a one-semester college introductory course in environmental science. The goal of the AP Environmental Science Course is to provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to

evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and preventing them.

**Advanced Placement Chemistry      2 Semesters      1.0 Credit      9-12**

*Prerequisites: successful completion of Chemistry*

AP Chemistry is a college level course. This course will help you in taking the Advanced Placement Chemistry Exam, which may qualify you for college credit or advanced placement standing in college. Most colleges accept this class as equal credit for freshman college chemistry. The content of the material covered is advanced, complex and detailed. Class discussions, lectures and multimedia are used in all sections. The major themes of an AP Chemistry course are the structure of matter, states of matter, reactions, descriptive chemistry and laboratory.

<b>SOCIAL STUDIES</b>
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**United States History      2 Semesters      1.0 Credit      9-12**

*Prerequisite: None*

The disciplined study of history and geography is vital and essential for citizens in a democratic society such as the United States. History and geography help us understand the origins, development, growth and challenges of our institutions and our culture. These disciplines help to locate ourselves in both time and space and thus help us think about who we are and about our possible futures. The study of history and geography of the United States prepares us to take up the challenges of life in contemporary society by helping us see the common and diverse strands that formed and continue to shape our present life while developing the habits of mind essential for democratic citizenship.

**Advanced Placement United States History      2 Semesters      1.0 Credit      9-12**

*Prerequisite: None*

AP U.S. History integrates political, social, economic, cultural, diplomatic and intellectual history in order to convey the experiences of particular groups within the broader perspective of the American past. At the same time, it connects events and issues from the past to the concerns of the present. History shows Americans continuously adapting to new developments as they shape the world in which they live. Often, ordinary Americans from a diverse range of backgrounds are thrust into extraordinary circumstances and the result is an exciting study in the "American experiment." As students study this long-term process, they will also encounter the unexpected -- unique events, unintended outcomes and singular individuals.

**Civics****1 Semester****.5 Credit****10-12***Prerequisite: None*

To participate effectively, American citizens need intellectual and participatory skills, as well as knowledge about their government and society. Acquisition of civic knowledge and skills makes possible a reasoned commitment to those fundamental values and principles essential to the preservation and improvement of American constitutional democracy. Therefore, students' understanding of civic life, politics and government increases both in scope and depth as progression is made through the elementary, middle and high school years. In addition, the command of essential intellectual and participatory skills should continue to develop as they move toward the assumption of the full rights and responsibilities of citizenship.

**Economics****1 Semester****.5 Credit****10-12***Prerequisite: None*

The economics content is necessary for the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions and public policy. Students analyze and study economic concepts and principles in three contextual areas: individual and household context, a business context and a government or public context.

**Advanced Placement U.S. Government****2 Semesters****1 Credit****10-12***Prerequisite: none*

This course gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics. Students will become familiar with a variety of theoretical perspectives and explanations for various behaviors and outcomes.

**World History****2 Semesters****1.0 Credit****11-12***Prerequisite: None*

Michigan's World History and Geography takes a global and comparative approach to studying the world and its past to develop a greater understanding of the development of worldwide events, processes and interactions among the world's people, cultures, societies and environment. The expectations are organized using both time and space to engage students in cross-temporal and cross-regional studies. Integrating geography and history, the content expectations are organized within historical eras and different geographic scales. That is, within each era, students work at three interconnected spatial scales: the global, interregional and regional. Just as a photographer uses multiple lenses—close-up, wide-angle and zoom—to tell pictorial stories, these content expectations ask teachers and students to study the world's history and geography through several different lenses to understand the whole most completely.

### **Advanced Placement World History**

**2 Semesters**

**1.0 Credit**

**11-12**

*Prerequisite: Civics/Economics or AP US Government*

The purpose of the Advanced Placement World History course is to use relevant factual knowledge taken from primary and secondary sources with high-order thinking skills to acquire a greater understanding of the development of global processes, from 1200 CE to the present day. The course emphasizes the character of change and continuity in world structures and their impacts. Furthermore, this study will evaluate the interchange of major societies in the global community and the results of that interplay. Throughout the duration of this course, the instruction lends itself to chronological periodization as well as thematic perspective.

### **Psychology**

**2 Semesters**

**1.0 Credit**

**11-12**

*Prerequisite: None*

This course offers students the opportunity to study the behavior, needs and motivation of human beings. Some of the topics covered in this course are: intelligence, perception, mental illness, intellectual disabilities, learning gender roles, behavior modification and physical and emotional development. Value selection and goal setting will also be discussed.

### **Advanced Placement Psychology**

**2 Semesters**

**1.0 Credit**

**11-12**

*Prerequisite: None*

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

### **Global Studies/Current Issues**

**2 Semesters**

**1.0 Credit**

**11-12**

*Prerequisite: None*

The first semester will primarily focus on foreign policy topics. The second semester will primarily focus on domestic (United States) policies. This class will be flexible to meet the timely topics of the day. Discussions are a must in this class. Debate and different opinions are appreciated and valued.

### **Building Tomorrow's Leaders**

**2 Semesters**

**1.0 Credit**

**11-12**

*Prerequisite: Teacher Approval*

This course is designed for students who are interested in developing their leadership skills. Students will be challenged in how they view their role both in school and in the community. They will be asked to examine how they act and influence those around them in their daily actions. Students will put their leadership skills to work in the school and in the community by participating in a variety of leadership opportunities.

## WORLD LANGUAGE

At the end of the two-year world language study, the expectation is that students will have met the Novice High level proficiency. The Novice High level is characterized by the ability to function in highly predictable situations using words, phrases and complete sentences. At the Novice High level, students can communicate with people who are accustomed to interacting with non-native speakers\* (1) in a variety of contexts relating primarily to oneself, family, friends, home, school, neighborhood, community and country; and (2) to carry out a variety of language functions, including socializing, identifying and describing, exchanging information and exchanging opinions.

There are many ways for language learners to develop and enhance their language proficiency. However, all of these paths to language proficiency have five essential elements in common. All proficiency-oriented opportunities to learn a world language emphasize:

- Meaningful spoken, written and/or signed communication
- The fundamental link between language and the culture or cultures in which the language is used
- The role of interdisciplinary content connections
- The need for opportunities to compare languages and cultures
- Frequent opportunities to learn and use language within the context of an authentic, living language community

The Port Huron Area School District offers first and second year courses in the following languages:

- American Sign
- French
- Japanese
- Spanish

The Port Huron Area School District offers advanced courses in the following languages based on student request:

- French 3<sup>rd</sup> year and 4<sup>th</sup> year
- Spanish 3<sup>rd</sup> year, 4<sup>th</sup> year and AP Spanish Language and Culture

### **Advanced Placement Spanish Language and Culture**

*Prerequisites: Spanish 4*

The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP Spanish Language and Culture course. The AP course provides



students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course.

<b>STEAM</b>
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<b><u>Intro To Engineering Design</u></b>	<b>2 semesters</b>	<b>1.0 credit</b>	<b>9-12</b>
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*Prerequisite: None*

Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and using an engineering notebook to document their work.

<b><u>Principles Of Engineering</u></b>	<b>2 Semesters</b>	<b>1.0 credit</b>	<b>10-12</b>
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*Prerequisite: None*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration and presentation.

<b><u>Computer Integrated Manufacturing</u></b>	<b>2 Semesters</b>	<b>1.0 Credit</b>	<b>10-12</b>
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*Prerequisite: Intro to Engineering Design or Principles of Engineering*

Students discover and explore manufacturing processes, product design, robotics, automation and then they apply what they have learned to design solutions for real-world manufacturing problems.

<b><u>Engineering Design and Development</u></b>	<b>2 Semesters</b>	<b>1.0 Credit</b>	<b>10-12</b>
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*Prerequisite: Intro to Engineering Design or Principles of Engineering or Computer Integrated Manufacturing*

Engineering Design and Development (EDD) is the capstone course in the high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

**Principles of Biomedical Science**      **2 Semesters**      **1.0 Credit**      **10-12**

*Prerequisite: None*

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine the factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine and research processes while allowing them to design their own experiments to solve problems.

**Human Body Systems**      **2 Semesters**      **1.0 Credit**      **10-12**

*Prerequisite: Principles of Biomedical Science or AP Biology*

Students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken® and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action and respiration. Students will take on the roles of biomedical professionals to solve real-world medical cases.

**Medical Interventions**      **2 Semesters**      **1.0 credit**      **10-12**

*Prerequisite: Principles of Biomedical Science, Human Body Systems or AP Biology*

Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose and treat disease.

<b>TECHNOLOGY</b>
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**Computer Science and Programming**

**2 Semesters**      **1.0 Credit**      **10-12**

*Prerequisite: Algebra I*

Computer Programming 1 is a two-semester course which enables students to learn two modern programming languages, Python and Java. The course teaches programming using real-world, practical examples. You will learn Python by controlling the motion and sensory capabilities of a robot. Students will learn Java by manipulating graphics, images and audio. Programming is easier than you think and perhaps best of all, you get to show what you know by choosing projects that are of interest to you. Major colleges and universities are now using this approach to teach introductory computer programming, so you will learn the skills necessary to tackle advanced work.

## **Advanced Placement Computer Science A**

**2 Semesters**

**1.0 Credit**

**10-12**

*Prerequisite: Algebra I and Computer Science and Programming*

The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small simple problems to large complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## **PHYSICAL EDUCATION**

### **Recreational Sports**

**1 Semester**

**.5 Credit**

**9-12**

*Prerequisites: None*

This class will be taught both semesters and will introduce knowledge, instruction and skill development in the following activities as far as equipment and facilities will allow: golf, aerial tennis, table tennis, horseshoes, badminton, deck tennis, paddleball, tumbling, floor tennis, bowling, tennis, shuffleboard, track and field and fitness.

### **Physical Education**

**2 Semesters**

**1.0 Credit**

**9-12**

*Prerequisites: None*

This is a two semester course that will teach the fundamentals of both team and individual sport activities. These activities are designed to facilitate constructive development of the physical, intellectual, social and psychological facets of the student including conditioning and personal hygiene.

### **Weights and Conditioning**

**1 Semester**

**.5 Credit**

**10-12**

*Prerequisite: Completion of the Physical Education requirement with a "C" or better*

Weights and conditioning is designed to teach students strength training systems and physiology. Weight training routines will be incorporated into the program. Because of the ability of some students, individualized programs may be set up for each student. Students will learn basic-progressive information and techniques concerning weights and conditioning theories. We will cover each general aspect of weights and conditioning with a progressive application of theories and procedures.

### **Sports Theory Classes**

**1 Semester**

**.5 Credit**

**10-12**

## HEALTH EDUCATION

### **Health Education**

**1 Semester**

**.5 Credit**

**9-12**

*Prerequisites: none*

This course is designed to present educational units dealing with those issues that have been identified as the critical building blocks for a sound foundation in the development of a healthy lifestyle. To that end, this curriculum will focus on the prevention and control of communicable diseases and the development of personal health practices that will provide an understanding of the role we play in ensuring our own personal wellness. Units on growth, development and nutrition will be directed toward an understanding of the body's health and the part we play in its potential.

## VISUAL ARTS

### **Art Foundations**

**1 Semester**

**.5 Credit**

**9-12**

*Prerequisites: None*

The course explores basic visual and drawing skills such as how to use value to create form, how to use the grid system, use of contour line, perspective and how to draw from observation. Media used will include pencil, colored pencils, pastels, charcoal and ink.

### **Drawing Foundations**

**1 Semester**

**.5 Credit**

**9-12**

*Prerequisites: None*

The course explores basic visual, drawing, painting and assembling techniques such as creating objects with form and mass, painting techniques, effective use of color, perspective and creating work from observation. Media will include pencil, colored pencil, acrylic and watercolor paint and various 3D objects.

### **Art Methods: 2D**

**1 Semester**

**.5 Credit**

**9-12**

*Prerequisites: Art Foundations or Drawing Foundations*

The course refines skills begun in foundation classes, with an emphasis on two-dimensional forms: including drawing, painting and printmaking.

### **Art Methods: 3D**

**1 Semester**

**.5 Credit**

**9-12**

*Prerequisites: Art Foundations or Drawing Foundations*

The course refines skills begun in foundation classes with an emphasis on creating artwork with form and mass through the use of a variety of materials.



**AP Studio Art****2 Semesters****1.0 Credit****10-12***Prerequisites: Teacher Approval*

The instructional goals of the AP Studio Art program can be described as follows:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

<b>PERFORMING ARTS</b>
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**Performing Arts****2 Semesters****1.0 Credit****9-12***Prerequisites: None*

This course is an introduction to performing arts and teaches all aspects of theater including acting, directing, producing, stage management, costuming, lighting and sound. Drama as a literary form will be studied and learning will be applied to the actual production of plays.

**Cadet Band****2 Semesters****1.0 Credit****9-12***Prerequisites: None*

This course is designed to continue the development of individual skills on an instrument as well as to establish a foundation for ensemble performance at the high school level. Students are expected to participate in concerts as well as band festival. Students in this class may choose to participate in Solo and Ensemble Festival, Marching Band and Jazz Band (by audition).

**Symphonic Band****2 Semesters****1.0 Credit****9-12***Prerequisites: Audition*

This course is designed to reinforce the development of individual skills on an instrument and help the musicians to develop greater musical independence. Students are expected to participate in concerts as well as band festival. Students in this class may choose to participate in Solo and Ensemble Festival, Marching Band and Jazz Band (by audition). As this is a performance based course, performances are mandatory. Instructor will conduct Spring auditions for Fall placements. Students must possess or be in the process of obtaining a musical instrument.



and musical development with an emphasis on sight-reading. Acceptable choral discipline is required. This group prepares music for 4 evening performances during the school year. Performance participation is required. This ensemble participates in district adjudication through MSVMA.

## **BUSINESS EDUCATION**

<b><u>Introduction to Business</u></b>	<b>2 Semesters</b>	<b>1.0 Credit</b>	<b>9-12</b>
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*Prerequisites: none*

This course is a basic level business course that focuses on the opportunities and challenges of managing a business in the free enterprise system. This course is project based with an emphasis on teamwork, problem-solving and communications. This course will also focus on management theory, human resource management and behavior, finance, purchasing, logistics and production. Students will become entrepreneurs as they create and operate a company that will market its own products and/or services. The student company allows for students to gain leadership skills and to share in decision-making, problem solving, accounting, production, human resources, marketing and other experiences that take place in operating a successful business.

<b><u>Marketing 1</u></b>	<b>2 Semesters</b>	<b>1.0 Credit</b>	<b>9-12</b>
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*Prerequisites: none*

This course is designed to provide students with an insight into basic marketing with more emphasis on work-based learning. Marketing functions, segmentation, marketing careers, safety on the job, human resource management, professional development, selling, employability skills, communications and promotion covered. Creativity and hands on experience will be emphasized. Several computerized activities will be assigned during the school year. Other specialized areas of marketing may also be examined during the course. Guest speakers, presentations, projects, field trips will also be a part of this course. Students will have the opportunity to work in The Paw Pad and may join and compete in the DECA competitions.

<b><u>Marketing 2</u></b>	<b>2 Semesters</b>	<b>1.0 Credit</b>	<b>10-12</b>
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*Prerequisites: Marketing 1 or teacher approval*

This course is an extension of marketing 1 with emphasis on entrepreneurship and sports marketing.



**Co-operative Education****2 Semesters****.5 Credit Per Hour****11-12***Prerequisites: Teacher approval and appropriate job placement*

Co-operative Education is a combination of school-based preparation and actual work experiences designed to enable students to acquire attitudes, skills and knowledge for career and other life roles in real work settings. The student must obtain a job that is listed on their Educational Development Plan (EDP) in their career pathway. Students must work 10-15 hours per week, depending on the number of hours released from school. Juniors and seniors may receive ½ academic credit for each hour enrolled in the program up to three class periods. Students must be employed in an established business and abide by the rules of the work experience contract as provided by the work experience coordinator.

<b>ONLINE COURSES</b>
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The State School Aid Act section 21f allows for students to enroll in online courses. The majority of students benefit from daily face-to-face interactions with a highly qualified teacher and classmates. To find out if online learning is right for your child, review the following documents and then discuss your options with your student's school counselor and principal:

- [Profile of a Successful Student](#)
- [Online Readiness Rubric](#)

[Statewide online course catalogue](#)

It is important for students and their families to understand that any online course taken by a student enrolled in our district is taken for credit/no credit and will not impact the student's GPA. A successful completion of an online course results in a "G" grade on the student's transcript. This may be of concern for students planning to attend a college or university or participate in an NCAA sport. We recommend that any student athlete considering an online course discuss the implications for current eligibility with their athletic director and future collegiate eligibility with the NCAA Clearinghouse prior to enrolling in an online course.

If your student is considering enrolling in an online course, we highly recommend that you begin a conversation with your student's school counselor and principal about whether this option is beneficial to your student.

**The enrollment period for an online course is the academic term prior to requested enrollment. Students will need to complete the [Online Learning Orientation Tool](#) prior to enrollment by December 1 and April 1 respective to the semester enrolled in. Module certificates of completion will be required as part of the paperwork processing of an online course.**

## DUAL ENROLLMENT

The Postsecondary Enrollment Options Act (PA 160 of 1996) provides for payment from a school district's state aid foundation grant for enrollment of certain eligible high school students in postsecondary courses of education. The bill establishes eligibility criteria for students, institutions and courses, requires eligible charges (tuition, mandatory course or material fees and registration fees) to be billed to a school district; establishes enrollment and credit requirements, requires school districts to provide counseling and information to eligible students and their parents; and requires intermediate school districts to report to the Department of Education.

**The enrollment period for dual enrollment is the academic term prior to requested enrollment (i.e. December 1 for second semester and June 15 for first semester of the following year).**

[State of Michigan Dual Enrollment Eligibility Criteria.](#)

## Educational Development Plan (EDP)

Every student in the state of Michigan is required to have an Educational Development Plan (EDP) starting in 7<sup>th</sup> grade. The Port Huron Area School District with support from the St. Clair County Regional Educational Service Agency (RESA) uses Career Cruising as its tool for students to develop their EDP. Career Cruising is a web tool designed to help students develop career and educational goals and the path needed to reach these goals. You can access your students EDP by visiting [Career Cruising](#).  
Student Login: SCC-student number, password: birth date - (mmddyyyy)

You can use Career Cruising to log a student's four year schedule, course numbers and titles are preloaded into the program. To do this:

- log into the students career cruising account
- click on *education plan* on the left
- Select grade for student
- Select courses

## **St. Clair County Technical Education Center (TEC)**

Port Huron Area School District students have the opportunity to attend St. Clair County Technical Education Center (TEC). TEC is dedicated to helping students develop the technical skills demanded by today's work world skills that will prepare them for advanced education, direct employment or a combination of both. A few of the programs offered at TEC include Business Services, Electro-mechanics and Medical Technology. Students attending TEC spend half of their school day studying a career field of their choice. Upon successful completion of a program, students earn a TEC certification. This certification shows universities, colleges and technical schools that they are ready for advanced education or employers that they are ready for an apprenticeship program. Four national student organizations – VICA, HOSA, DECA and BPA, provide students with the opportunity to interact and compete with other students from across the state and nation. The TEC experience is available to students beginning in the fall of their eleventh grade year.

## **Career and Technical Middle College**

The Career & Technical Middle College at St. Clair TEC allows students to pursue career-oriented studies in both the high school and college setting while earning college credit at no cost. CTMC students can earn an associate degree through an additional year of study.

Students in the CTMC remain students of their home high school. CTMC students take high school classes at their high school, as well as taking technical classes at TEC and college classes at St. Clair County Community College.

Students participating in the Career and Technical Middle College will, in year 11 of high school, take classes at their high school and at TEC. In year 12, they will take their classes at TEC and SC4. In year 13, virtually all their classes will be at SC4. At the end of that 13th year, students can earn an associate degree or certificate program from the college.

The CTMC is available to students in the following programs:

- Computer Programming
- Health
- Information Technology
- Mechatronics
- Metal Machining
- Welding

## **Blue Water Middle College**

The Blue Water Middle College Academy provides St. Clair County students the opportunity to earn a high school diploma and a college associate degree at no cost by attending school for an extra year. The middle college is designed to increase the number of students enrolling in college and the number of students completing either an associate or bachelor's degree.

This is accomplished by progressively transitioning high school students into the college environment beginning in 11th grade and continuing through year 13. The Blue Water Middle College is modeled on schools elsewhere in Michigan and the nation that blend high school and college classes. Students are supported throughout the program with personal mentoring and academic counseling, college success workshops and development of a supportive group of fellow middle college students.

Students enroll in the Blue Water Middle College Academy in the fall of their 11th grade year. Enrollment begins in January with a series of informational meetings at the partnering high schools. Students enrolling in the Blue Water Middle College Academy become students of the middle college, thus, do not graduate with a diploma from Port Huron Schools. They are allowed to play sports and participate in normal extracurricular activities at their local high school through agreements between the middle college and the local districts.

## **Testing Out**

The Board of Education of the Port Huron Area School District acknowledges that some pupils may have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specific courses. Further, Sections 1279 b and e of the School Code of Michigan have been amended to allow such students to request an opportunity to demonstrate such mastery, either through a written examination, written papers, projects, portfolios or other comparable forms. It is the intent of the Board to extend to all pupils the opportunity to demonstrate mastery in the range of courses offered at high schools in the Port Huron Area Schools and to allow for the most efficient and effective use of instructional time.

[Port Huron School Testing Out Guidelines](#)

## GRADING SCALE

PM No. 346 REVISED

<u>Numeric</u>	<u>Letter</u>	<u>GPA</u>	<u>AP</u>	<u>Explanation</u>
92.50 - 100	A	4.00	5.00	<i>Excellent achievement, outstanding accomplishment, demonstrating mastery of course expectations and ability to apply higher level thinking as it relates to the real world.</i>
89.50 - 92.49	A-	3.70	4.70	
86.50 - 89.49	B+	3.30	4.30	<i>Above average achievement and accomplishment, demonstrating mastery of most course expectations.</i>
82.50 - 86.49	B	3.00	4.00	
79.50 - 82.49	B-	2.70	3.70	
76.50 - 79.49	C+	2.30	3.30	<i>Average achievement, demonstrating mastery of some course expectations.</i>
72.50 - 76.49	C	2.00	3.00	
69.50 - 72.49	C-	1.70	2.70	
66.50 - 69.49	D+	1.30	1.30	<i>Below average achievement, demonstrating minimal mastery of course expectations.</i>
62.50 - 66.49	D	1.00	1.00	
59.50 - 62.49	D-	0.70	0.70	
0 - 59.49	E	0	0	<i>Demonstrated insufficient mastery of course expectations (no credit earned at secondary level).</i>

Honors "laude" System: Graduation honors system is a three-tiered system with "cum laude," "magna cum laude," and "summa cum laude" designations, which have been established for all students to recognize outstanding academic performance during high school. These designations are based on cumulative grade point averages derived from final grades through seven semesters for all courses taken for high school credit.

<b>Cum laude</b>	<b>Magna cum laude</b>	<b>Summa cum laude</b>
3.50 - 3.79 weighted GPA	GPA 3.80 - 4.14 weighted GPA	GPA 4.15 and above weighted GPA <small>*there are also course requirements to earn this designation</small>

Grade point average is computed by adding merit points (see above) and dividing by the number of credits attempted. College Board (AP) courses are given one additional merit point.

\*Additional Summa cum laude requirements include: 1 AP Class from each of the four disciplines and 75th national percentile on the student's highest SAT score.



## ***My Four-Year Plan for High School***

Fill in the names of the courses that you plan to use to meet the state and district graduation requirements.

<b>Subject</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>English</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>World Language</b>				
<b>Visual, Performing and Applied Arts</b>				
<b>Health/Physical Education</b>				
<b>Electives</b>				

## **COUNSELORS**

Julie Barlass	A - Fe
Dena French	Ff - Lf
Buffy Dingman	Lg – Roc
Janet Smith	Rod – Z
Jen Burtka	Special Ed Teacher Consultant

Students are assigned to a counselor based on the first letters of their last names.

## **DAILY SCHEDULE**

1 <sup>st</sup> Hr	7:35 – 8:34
2 <sup>nd</sup> Hr	8:39 – 9:38
3 <sup>rd</sup> Hr	9:43 – 10:45
4A	10:50 – 11:17
4B	11:22 – 11:49
4C	11:54 – 12:21
5 <sup>th</sup> Hr	12:26 – 1:25
6 <sup>th</sup> Hr	1:30 – 2:30

Lunchtime consists of one module of time (A, B or C) during the 4<sup>th</sup> hour. The regular assigned 4<sup>th</sup> hour class will meet during the remaining modules.

**(Daily Schedule subject to change)**

# ATTENDANCE POLICY

## **PHILOSOPHY**

Regular school attendance is a critical factor for academic success. Consistent, punctual school attendance, academic success and school completion have a positive correlation. Since school is a partnership, parents are expected to make sure their child attends school on a regular basis.

Every student has a right and responsibility to partake of educational opportunities that will enable the student to develop to his or her fullest potential. Research repeatedly demonstrates that there is a strong correlation between good, punctual attendance and success in school. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities are vital to this purpose. Therefore, the primary objective of Port Huron Schools is to have minimum attendance requirements for the granting of academic credit for courses taken by students in grades 9 - 12, thus establishing a practical mechanism to account to the parents of all students enrolled in our schools for the whereabouts of their student throughout each day. This information is also necessary for student safety and school management. Successful implementation of this Attendance Policy requires cooperation among all members of the educational and business communities.

Frequent absences for any reason may adversely affect the student's academic performance and can be disruptive to other students' educational process.

## **Reporting Absences**

We ask that the parent/guardian to notify the attendance office of the absence in person or by phone no later than the end of the day of the absence. Students are not allowed to leave the building during the school day without a pass from the Attendance Office. Passes can be obtained by a parent/guardian calling the Attendance Office and verifying the student's release. It is important that the parent/guardian and the attendance office both know anytime a student leaves the building. Any student leaving the building during the day without a pass will be considered off campus and the Uniform Discipline Policy will apply.

## **Attendance Policy**

All students are limited to eleven (**11 parent excused, unexcused and truant**) absences per class period each semester. Upon the **twelfth absence in any class period, the student will be required to continue to attend class**. In order to earn credit the student must follow the proper appeal procedure.



## **STUDENT/PARENT/GUARDIAN NOTIFICATION**

It is the responsibility of the student, parent and staff to review student attendance. Teachers are strongly encouraged to contact parents when there is an attendance concern in their class. The following procedure will be used whenever possible to notify parents of classroom attendance concerns:

- Absences are recorded daily by teacher and/or attendance secretary at each high school. When an absence is not excused an automated phone call will be made to the primary contact number as listed in Skyward. Parent/guardian is responsible for notifying the school office if this phone number changes.
- Students and parents are responsible to track and review student attendance in Skyward on a regular basis to monitor student attendance.
- When a student has accumulated between eight and eleven (8-11) absences in any one class per semester: the student's assistant principal will meet with the student. A letter signed by the student and the assistant principal will be mailed home.
- **Student has accumulated twelve (12) absences in any one class per semester: A letter will be sent to the parent/guardian, signed by the Assistant Principal, stating the student must follow the appeal process in order to earn credit in that class.**

The Port Huron Schools considers a 15% absence rate as excessive. If the student is under the age of 16, and has missed 15% or more absences at any time, parents will be informed in writing of Michigan Law regarding compulsory attendance. A referral to the county truancy officer may be made.

## **ATTENDANCE CODES**

### **Parent Verified Absences**

For an absence to be verified, we ask that the parent/guardian notify the attendance office of the absence in person or by phone no later than the end of the day of the absence. If the attendance office is unable to verify the absence within 48 hours, the student will be considered unexcused. Students will be expected to complete all missed assignments. This includes student illness verified by parent. These days will be counted toward the student's maximum number of absences allowed. This may be considered during the appeal process.

### **Excused Absences**

For an absence to be considered Excused and NOT count toward the 11 absence limit, the student or parent must submit the doctor/dentist/appointment documentation to the Attendance Secretary within 5 days of the absence. When documentation is provided to

the Attendance Secretary, they will change the code to reflect that this is an excused absence and return the documentation to the student or parent.

### **Medical Dispensation**

For any student who has a chronic medical condition, we ask for verification from a doctor. These days will not be counted toward the student's maximum number of absences allowed. (The doctor's note must state that the child has an ongoing medical condition that can cause them to be absent from school.)

### **Unexcused Absence**

If a student's absence is not verified in 48 hours by a parent/guardian or administrator, the absence is considered unexcused. Students will be expected to complete all missed assignments. Disciplinary consequences as outlined in the Port Huron Schools Student Code Handbook will apply.

### **Tardy Policy**

A proper learning environment is essential to learning. To maximize the amount of instructional time per period, students are expected to be in class promptly. By encouraging promptness, the school is aiding students in developing self-discipline and a sense of responsibility. Both teachers and administrators will deal with tardiness. A student is considered tardy if he/she is not in the classroom when the final tardy bell rings. Students must possess a pass from a staff member to be excused from a tardy. A student who is more than 10 minutes late without a pass is considered absent.

### **School Business**

School activities, which have been prearranged and approved by the building Principal or his/her designee, is considered "school business." College visits will be considered school business. Documentation may be required. These absences will be exempt from the absence limit.

### **Homebound**

For absences due to illness longer than one week, homebound services may be appropriate. Contact your child's school counselor.

### **Death/Funeral**

Parents/students are strongly encouraged to notify staff when students are absent due to the death of an immediate family member. These absences will be exempt from the absence limit.

### **Court Appearance**

Parents/students are required to provide documentation when a student is absent due to a court appearance. These absences will be exempt from the absence limit.

## **Truancy**

The absence from school or class without permission. The neglect of work or duty on the part of a student or parent.

## **Out of School Suspension**

When other procedures fail to attain satisfactory behavioral changes, or where required by the nature of the problem, a student may be suspended from school. Suspensions will not be considered absences for the Attendance Policy.

## **MAKE UP WORK**

Make-up work as a result of being absent is the responsibility of the student. Immediately upon return to school following an absence, the student is to make arrangements with his/her teacher(s) to obtain assignments and to establish reasonable deadlines for the completion of make-up work. Whenever possible, this will be done at the convenience of the teacher(s). Differences of opinion in establishing deadlines will be resolved by the building Principal or his/her designee. Assignments missed as a result of an excused absence can be made up for full credit. If the absence is for a period of more than three consecutive days, it is imperative that the parent/guardian contact the school to obtain make-up work.

## **ABSENCE REDUCTIONS**

Homework lunch, detention, or after school programs can be used to forgive days of absence - this will be available to students the final marking period of each semester. Availability of these programs may vary by the high school the student attends. One hour of time is equal to one absence reduction in one class.

- Attend Homework Lunch for two days (30 min each) for 1 hour absence reduction
- Attend detention a total of one hour for 1 hour of absence reduction
- After school tutoring at school with a teacher one hour for 1 hour of absence reduction

Students will be required to provide documentation with the appeal form they submit. The basic idea is one hour of time allows for one hour of absence reduction. Other options for absence reduction may be available with prior administrator approval.

## **APPEAL PROCESS**

A student that has been denied credit for a class due to excessive absences may appeal that action in accordance with the following:

1. The student must have a passing grade.
2. The student must attend and a parent/guardian may attend the appeal hearing. Any deviation must be approved by a building administrator.
3. The student must file a written appeal to the Attendance Appeal Committee when they've been denied credit. The appeal will be accepted for two weeks prior to the first day of exams each semester.
4. This written appeal must be submitted to the Attendance Secretary by the last day of regular class and prior to final exams each semester.
5. The appeal must state the reasons for the appeal and additional documentation may be presented at that time. Documentation may include medical notes or evidence of absence reductions.
6. A meeting will be scheduled with the Attendance Appeal Committee after receiving the appeal.
7. The Attendance Appeal Committee will be composed of at least three faculty members from the respective school.
8. Improvement in the student's attendance throughout the semester will be taken into consideration in the appeal process.
9. Depending on the findings of the Attendance Appeal Committee, the following may result:
  - a. Grade earned
  - b. No credit with appeal committee contract to recover credit. Failure to fulfill contract obligations by the end of the next marking period results in grade changing to an "E"
10. The Attendance Appeal Committee will notify the student and parent of the Committee's decision in writing.
11. All decisions of the Appeals Committee are final, there is no further appeal.

### How to earn credit back

- Test out according to district policy regarding testing out
- Attendance committee may recommend the following for a student to earn credit back
  - Pass next marking period and miss no more than three (3) days
  - Community service - approved organization, a student must provide proof, number of hours to be determined by committee
  - Committee will give written notice of required attendance improvement including maximum number of days absent allowed and/or number of community service hours required and the date for completion
  - Decisions will be made based on individual student circumstances

- If a student does not fulfill the attendance appeal committee recommendation/contract by the required date, the student's grade will be recorded as an "E".

## **ATTENDANCE INCENTIVES**

Each high school will design and implement systems to acknowledge a student's effort to maintain or improve school attendance.

1. Students who meet established criteria will qualify for an exam exemption. See exam exemption policy.
2. Each high school will implement attendance incentives through their respective PBIS program.

# ATHLETICS

**Athletic Director: Jason Kasparian**

**Colors: Blue and Gold**

**Mascot: Husky**

## FALL SPORTS

Cheerleading .....	Emily Pearsall
Cross Country, Boys .....	Paul Nevado
Cross Country, Girls .....	Chad Mannlein
*Equestrian .....	Erin Skuta
Football .....	Larry Roelens
Golf, Girls .....	Jessie Freed
Volleyball, Girls .....	Randi Kaufman
Soccer, Boys .....	Bryan Becker
*Swim, Girls .....	Aley Minton
Tennis, Boys .....	TBA

## WINTER SPORTS

Basketball, Boys .....	Brian Jamison
Basketball, Girls .....	Kevin Landschoot
*Bowling, Boys .....	Kris Irvine
*Bowling, Girls .....	Kris Irvine
Competitive Cheer .....	Emily Pearsall
Hockey, Boys .....	TBA
*Swim, Boys .....	Aley Minton
Wrestling .....	Ryan Davis

## SPRING

Baseball .....	Nate Manis
Softball .....	Randy Shagena
Golf, Boys .....	Kyle Whymer
*Lacrosse .....	Brad McDougal
Soccer, Girls .....	Bryan Becker
Track, Boys .....	Ron Neal
Track, Girls .....	Paul Nevado
Tennis, Girls .....	Gordie Farnsworth

\*Indicates club status, no school funding is provided; students are responsible for all expenses related to club sports.

Student eligibility and NCAA requirements can be found in the Athletic Handbook available in the Athletic Office.

## CLUBS AND ACTIVITIES

Aquarium Club .....	Kim Doss
Art Club.....	Pam Brown/Victoria Hussey
Band .....	Erick Senkmajer
Book Club.....	Ashley Nisbett
Choir .....	Erika Senecal
Color Guard .....	Erick Senkmajer
DECA (Distributive Education Clubs of America) ..	Linda Peattie
Destination Imagination .....	Julie Haynes
Diversity Club .....	Steve Distelrath
Drama.....	Renee Barr
Dungeons & Dragons .....	Michelle Zyrowski
Fun Fitness.....	Gordie Farnsworth
Gay Straight Alliance .....	Cathy Murray
Girl Up .....	Kris Houle
Husky Link.....	Dena French
Jr. Quota Club .....	Shelley Warwick
LEAD.....	Erin Carroll
Mock Trial .....	Dayna DesJardins
Newspaper .....	Bryan Becker
NHS (National Honor Society) .....	Trina Northrop
Packs for a Purpose.....	Erika Senecal
PHN ESPORTS Team .....	Michelle Zyrowski
PHN Grow Club.....	Pam Brown
Quiz Bowl .....	Michelle Dunham/Nancy Fite
Renaissance .....	Gordie Farnsworth
Robotics-First Team3667/Mecanum Knights.....	Kristen McRobie/Julie Haynes
School Store .....	Linda Peattie
Ski Club.....	Kris Houle
Strive for a Safer Drive .....	Shannon Gibson/Dennis Huisman
Student Council .....	Amy Tinsley
Students for a Healthy American (SHA) .....	Anna Jamison
TREE.....	Anthony Marchione
WORW 91.9 (Radio Station) .....	Ron Neal
Yearbook.....	Kim Nielson

## HONOR CORDS

Students who participate in the following activities for four years will receive an honor cord for each activity:

Art Club, Band, Band Council, Book Club, Broadcasting, Business, Choir, Destination Imagination, Diversity Club, Drama, Figure Skating, French, Fun Fitness, Girl Up, GSA, Japanese, Jr. Quota Club, Marching Band, Mock Trial, PBIS/Lead Team, PHN Grow, Quiz Bowl, Renaissance Club, Reproductive Health, SHA, Spanish, Student Council, Tree and Ski Club.

If a student participates in yearbook or The Husky Herald (newspaper) for three years they will also receive an honor cord for each activity.

The Honor Cords that our students earn will be worn at their Senior Assembly and Graduation Ceremony.

The list of Clubs and Organizations is subject to reevaluation and change each year.

## IMPORTANT WEBSITES

- Port Huron Schools ..... [www.phasd.us](http://www.phasd.us)
- Important updates regarding the Port Huron Area School District
  - School closing information
- Port Huron Northern High School ..... [www.phasd.us](http://www.phasd.us)
- Daily announcements
  - Links to a variety of information regarding Northern High School
- Career Cruising..... [www.careercruising.com/](http://www.careercruising.com/)
- EDP information
  - Framework to log a student's four year game plan

## SKYWARD EMAIL

Receive email updates from the principal regarding important events and information about Port Huron Northern High School. You can add, confirm or change your info by logging into your Skyward Family Access and going to the family information. If you need to sign up or have questions regarding Skyward, please contact counseling at (810) 984-2671, ext. 1854.



# **PORT HURON SCHOOLS BOARD OF EDUCATION**

Mr. Timothy McCulloch, President  
Ms. Laurie Oldford, Vice President  
Ms. Hayley Alderman, Secretary  
Mr. Joseph Bixler, Treasurer  
Mrs. Denise Brooks, Trustee  
Mrs. Ann Murphy, Trustee  
Mr. Brian Winters, Trustee

James Cain, Superintendent



The Port Huron Schools does not discriminate on the basis of race, color, national origin, sex, age, disability, height, weight, religion or marital status in its programs and activities. The following person has been designated to handle inquiries regarding nondiscrimination policies:

**Deb Barr**  
**Director of Behavior Supports & Student Services**  
**2720 Riverside Drive**  
**Port Huron, MI 48060**  
**(810) 984-3101, Ext. 4015**