

2026-2027



Mason Senior High School Course Description & Curriculum Guide

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GENERAL INFORMATION

All classes signed up for are firm commitments for the year. This is especially true of yearlong classes. Students will not be permitted to drop a yearlong class at the semester break unless there are extenuating circumstances.

In general, schedule changes are not allowed. Exceptions may occur when:

1. The student and parent desire to take a class at the next level within the same subject area.
2. The schedule of classes contains a scheduling conflict or a student has taken additional work in summer school.

GENERAL OVERVIEW

This guide contains brief descriptions of courses offered at Mason Senior High School. All courses are aligned to the Michigan State Standards, High School Content Expectations, the Michigan Curriculum Framework, or course content expectations as appropriate.

GRADUATION REQUIREMENTS

At Mason Senior High School, a student will normally complete graduation requirements in four years. However, some students do not finish in four years and may need additional time or alternative placement, or both, to finish all requirements. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic coursework, and Merit graduation requirements designated to them as a first time ninth-grader.

English Language Arts – 4 credits

- 1 credit English 9
- 1 credit English 10
- 1 credit English 11
- 1 credit English 12

Mathematics – 4 credits

- 1 credit Algebra I
- 1 credit Algebra II
- 1 credit Geometry
- 1 credit math or math-related course to be completed in senior year

Science – 3 credits

- .5 credit Pre-Chemistry
- .5 credit Introductory Physics
- 1 credit Biology I
- 1 credit Chemistry OR 1 credit Physics OR 1 credit Human Anatomy

Social Sciences – 3 credits

- .5 Civics
- .5 Economics (1 credit, class of 2028 and beyond)
- 1 credit US History and Geography
- 1 credit World History and Geography

Visual, Performing, and Applied Arts – 1 credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts

World Language – 2 credits

- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits);
OR
- Formal coursework or an equivalent learning experience in Grades K-12 (1 credit)
and an additional Visual, Performing, and Applied Arts credit (1 credit)

Health and Physical Education

- .5 credit of Physical Education
- .5 credit of Health Education

Notes:

- ✓ All high school students must also participate in an online course or learning experience (can be one of the above-listed, required credits) earned in grades 9-12 or through an equivalent learning experience K-12.
- ✓ Take all the state and district assessments as established by the MDE, and/or state law, and/or school district.
- ✓ This is the traditional course sequence suggested by the individual departments. In some instances, with administrator approval, students may choose an alternative sequence of courses to satisfy graduation requirements.

MICHIGAN MERIT CURRICULUM NOTES

Math: The Michigan Merit Curriculum stipulates that all high school students must be enrolled in a math or math-related course in their senior year. Students will take Algebra I, Geometry, Algebra II, and a fourth-year math or math-related course.

Visual/Performing Arts: The Michigan Merit Curriculum stipulates that all high school students must earn credit in a visual or performing arts class. Classes that count: Band; Choir; CTE courses; Art courses; Digital Media Arts; and Yearbook.

COLLEGE BOUND SUGGESTIONS

Students should concentrate on career exploration during their freshman and sophomore years in high school. Early planning will enable them to concentrate on their college choice during the last two years in high school.

During their **junior** year students will continue their career exploration and concentrate on their college choice. Students will be able to attend the evening "College Night" presentation at MCCC and take the PSAT/NMSQT test during the fall.

Some college programs close early and should be applied for at the very beginning of the senior year. This applies particularly to the health field programs. Students should check the college catalogs and confer with their counselor so that they are aware of various college opportunities and early deadlines.

Students should apply to the colleges of their choice during the fall of their **senior** year. It is suggested that students apply to more than one college so that they may compare programs and financial aid at the various colleges. Most Michigan colleges send representatives to Mason Senior High School to talk to prospective students.

The Michigan Achievement Scholarship, State of Michigan Tuition Grant Program or Pell Grant Program (Federal); these forms will establish a "need factor" for each student - a figure which will be used by most scholarship agencies and colleges to determine how much financial aid is available to the student.

The majority of financial aid for students will come from the state government, federal government and the various colleges. Each student will have an equal opportunity to apply for this type of aid. The Mason Senior High School Student Advancement Coordinator will be able to guide students to the various funds available locally. We highly encourage students to ask questions to their counselor at any time during the college process.

DUAL ENROLLMENT/DIRECT COLLEGE

Fall and Winter – Grades 9-12

Prerequisites: Counselor/Principal approval

Mason Senior High School Dual Enrollment program allows school districts to partner with eligible post-secondary institutions and colleges to offer high school students the chance to earn college credit while completing their high school requirements.

Eligibility Criteria:

Public Act 160 of 1996 and Public Act 258 of 2000 created the Postsecondary 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. The following are some of the eligibility guidelines for various post-secondary partners:

1. Students enrolled at Mason Senior High School in grades 9 through 12 may enroll in a post-secondary program providing they meet the requirements established by law and by the District. Any interested student should contact the counseling department to obtain the necessary information.
2. Admission to the college is based upon criteria set for by the college or university.
3. Eligibility may be based on scores from state assessments and/or University/College placement exams.
4. The dual enrollment class must be part of their regular schedule (i.e. 1 dual enrollment class and 4 high school classes).
5. Students who attempt college credit only will not be required to include the attempted college credit as part of the high school graduation requirement.
6. Students must be enrolled in both the eligible school and eligible postsecondary institution during the local school's regular academic year and must be enrolled in at least one high school course.
7. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
8. Students must understand the total cost of dual enrollment on the District's part may not exceed the prorated foundation dollar amount from the State of Michigan. The student/parent/guardian must pay the difference if the cost is more than the state's prorated foundation allowance for the pupil's attendance at Mason. In addition, students must reimburse the District for all expenses in the case of **failing, dropping or withdrawing** from a course. If you apply and are accepted for direct/dual enrollment, but then do not want to participate, you must formally withdraw from the program by notifying both the college and Mason Senior High

School. Anyone who withdraws from or fails a direct/dual enrollment course will be required to reimburse Mason Consolidated Schools. In other words, if you withdraw from the community college or fail the course and are not eligible for any reimbursement from the college, you are responsible to pay back to the district any fees the district incurred from your enrollment into the dual enrollment course. If the student withdraws from community college during the first two weeks of the course, they will be placed into a class at Mason Senior High School. If the student withdraws from the college two weeks or more after the beginning of the course, they will carry the current grade awarded from the community college.

9. **Students who wish to take a direct college or dual enrolled class in the first term must have all paperwork completed by the end of May. Those students who dual enroll in the Fall should also dual enroll in the Winter.** For additional curriculum/instruction information, see also: www.mde.gov and **Michigan Merit Curriculum Course/ Credit Content Expectations** www.mi.gov/highschool.

Steps for Direct College/Dual Enrollment:

- Discuss the classes you are considering taking with your counselor and check with the college to make sure the class will transfer.
- You may need to go to the college and take an entrance exam (information on this can be picked up in the counseling office).
- Complete a Dual Enrollment form (found in the counseling office) and have your counselor and principal sign it.
- Complete a signed parent letter for Public Act 160 and Public Act 258.
- Take the signed form to the high school counseling office.

Direct College Classes – Lourdes University classes held at Mason Senior High School:

- ENG 101 - College Composition (3): This course provides students with practice and guidance in applying writing strategies and research techniques in composing college-level writing assignments. Students will use the conventions for college writing and research to construct a range of texts for multiple purposes, such as analysis, evaluation, synthesis, and argumentation. Students are also introduced to MLA and APA style citation conventions.
- ENG 200 - Introduction to Literature (3): Introduces students to the formal study of fiction, poetry, and drama. Emphasizes analytical writing about literature.
- PHL 101 - Introduction to Philosophy (3): Focuses on reflections on the nature and destiny of the human person as seen by different philosophic traditions. Introduces philosophic method. Recommended as a preliminary course to other philosophic studies.

- **PSY 110 - General Psychology: An Overview (3):** Presents an overview of the field of psychology. Designed to provide the student with knowledge and understanding of basic principles in psychology and their applications to human behavior. Topics include history of psychology, the scientific method, biopsychology, and learning.

Dual Enrollment

- College classes (in-person and online) taken through Monroe County Community College

NCAA ATHLETIC ELIGIBILITY

To be certified by the NCAA Clearinghouse, you must:

1. See the Athletic Director as early as possible in your high school career for NCAA eligibility and information.
2. *Graduate from high school.* You should apply for certification before graduation if you are sure you wish to participate in athletics as a freshman at the college to which you will be admitted. The Clearinghouse will issue a preliminary certification report when you have had all your materials submitted. After you graduate, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards.
3. See the Athletic Director for core grade-point average/ACT/SAT test score index. See the website for any questions – www.ncaaclearinghouse.net.

Core-Course Requirement for NCAA Certification – Division I:

If you enrolled in a Division I college and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Complete 16 core courses in the following areas:
 - English – 4 years
 - Math (Algebra I or higher) – 3 years
 - Natural/Physical Science (1 year of lab, if offered) – 2 years
 - Social Science – 2 years
 - Additional English, Math, or Natural/Physical Science – 1 year
 - Additional courses (any area listed above, foreign language, or comparative religion/philosophy) – 4 years
- Earn a core-course GPA of at least 2.300
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale
- Graduate from high school

COURSE DESCRIPTIONS

English Department

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

The English department follows the state mandates, the Common Core State Standards. The freshmen year focuses on both literature and composition. Through the lens of inter-relationships and self-reliance, the students will consider how they build relationships, how their relationships impact others, and their responsibility to society.

ENGLISH 9

1 CR (Two semesters) – **Grade 9**

Prerequisites: None

(This course is a graduation requirement)

The goal for English 9 is to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. Students will be introduced to the various genres of classic and contemporary narrative and informational texts that will be read and analyzed. Additionally, students will identify and improve upon the basic elements of English grammar and usage skills through guided writing assignments and daily exercises. The Freshmen level course emphasizes using appropriate diction and language and using Standard English, including spelling, punctuation, and grammar. Students will focus on the fundamentals of the writing process in a variety of ways and then apply those fundamentals to write arguments and supposed claims using valid reasoning and relevant evidence. Ninth grade students will learn the fundamentals of public speaking through various presentations and speeches.

HONORS ENGLISH 9

1 CR (Two semesters) – **Grade 9**

Prerequisites: Teacher recommendation and PSAT 8 score

(This course is a graduation requirement)

Honors English 9 offers the learner opportunity to practice critical thinking, the acquisition of effective, academic writing skills, and mastery of critical reading and literary analysis, identification of rhetorical strategies and the research and presentation of authentic learning products using 21st century technology. Students will produce clear and coherent

writing appropriate to task, purpose, and audience using technology both independently and in collaboration with others. Students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Students will write arguments to support claims using valid reasoning and relevant evidence. Students will also learn how to apply various rhetorical devices to their own writing as they familiarize themselves with a variety of expository essay tasks. The opportunity to learn these skills will be through a variety of genres and through the analysis of works selected from authors of classical and contemporary literature. This course is reading and writing intensive, preparing students for Honors English 10 and more advanced English courses.

ENGLISH 10

1 CR (Two semesters) – **Grade 10**

Prerequisites: English 9

(This course is a graduation requirement)

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

HONORS ENGLISH 10

1 CR (Two semesters) – **Grade 10**

Prerequisites: Honors English 9 or English 9 with teacher recommendation

(This course is a graduation requirement)

In Honors English 10 students will experience reading and writing at a level that will prepare them for college level English and writing courses. Students will examine a variety of literature in differing formats: articles, short stories, poems, novels, and autobiographies. Students will be expected to complete the majority of reading on their own and be prepared to discuss topics and themes with their classmates during a Socratic Seminar. Students will also write essays and response pieces similar to what they will experience in college.

ENGLISH 11

1 CR (Two semesters) – **Grade 11**

Prerequisites: English 10

(This course is a graduation requirement)

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

ENGLISH 12

1 CR (Two semesters) – **Grade 12**

Prerequisites: English 11 or English Comp I and II

(This course is a graduation requirement)

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

Math Department

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

Most Freshman will begin with Algebra I. This course prepares students for the sequence of courses offered in their sophomore, junior and senior years. Algebra I provides a foundation for Algebra II, which is taken during the Sophomore year. In the junior year, students will take Geometry or potentially Pre-Calculus. Pre-Calculus is for students who are considering taking the Calculus course in the 12th grade and have successfully completed Geometry, Algebra I and Algebra II. Seniors also have several choices including: Financial Algebra, Pre-Calculus, or Calculus.

Students are expected to take a math class each year they attend Mason Senior High School.

ALGEBRA I

1 CR (Two semesters)

Prerequisites: None

(This course is a graduation requirement)

Algebra I builds upon algebraic topics developed in the middle grades with an emphasis on linear patterns of change, familiarity with nonlinear patterns such as exponential and quadratic. It is expected that students entering Algebra I are able to recognize and solve mathematical and real-world problems involving linear relationships, move fluently among and make sense of graphic, numeric, symbolic, and verbal representations of these patterns, and be able to apply this knowledge to linear and other functions.

FOUNDATIONAL ALGEBRA I

1 CR (Two semesters)

Prerequisites: Teacher recommendation, Middle School math grades, and/or PSAT 8 and NWEA test scores

This course is designed to bridge the gap between Pre-Algebra and Algebra 1, providing students with a strong foundation in key algebraic concepts. Students will develop problem-solving skills and critical thinking through the study of algebraic expressions, linear equations, and functions. Topics covered include solving algebraic expressions and equations, graphing linear equations, exponents, and exploring relations with functions. By the end of the course, students will be prepared for more advanced algebraic concepts, gaining confidence in their mathematical abilities.

ALGEBRA II

1 CR (Two semesters)

Prerequisites: Algebra I

(This course is a graduation requirement)

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

GEOMETRY

1 CR (Two semesters)

Prerequisites: Algebra I

(This course is a graduation requirement)

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

PRE-CALCULUS

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Algebra II and Geometry

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

AP CALCULUS AB

1 CR (Two semesters) – **Grade 12**

Prerequisites: Pre-Calculus and teacher approval

Calculus is primarily concerned with developing students' understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically analytically, and verbally. The connections among these representations also are important. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics.

FINANCIAL ALGEBRA

1 CR (Two semesters) – **Grade 12**

Prerequisites: Algebra I, Algebra II, and Geometry

Financial Algebra studies mathematical concepts utilized in routine everyday business and home life. Emphasis on banking, investing, credit, careers, insurance, taxes, and budgeting to maintain their livelihood and succeed as adults and create smart business decisions.

Science Department

The Mason Senior High School science program is designed to help students build scientific understanding, while simultaneously developing strong problem-solving and critical-thinking skills. Most students will follow the sequence below.

Students will begin with Foundations of Physics and Foundations of Chemistry in 9th Grade, then will move on to Biology in 10th Grade, then choose between Chemistry, Physics, or Human Anatomy in 11th Grade. This satisfies the Michigan Graduation Requirements for Science Credits. In 12th Grade, students have the opportunity to pursue advanced or elective science courses based on their interests and postsecondary goals. Options may include Advanced Placement (AP) courses such as AP Chemistry, or AP Physics 1, Human Anatomy, Forensic Science, or other specialized offerings. Students may take these courses outside of the recommended sequence, with teacher recommendation.

FOUNDATIONS OF CHEMISTRY and FOUNDATIONS OF PHYSICS

1 CR (Two semesters) (.5 credits Foundations of Chemistry + .5 credits Foundations of Physics – **Grade 9**

Prerequisites: None

(This course satisfies a graduation requirement)

Foundations of Chemistry/Physics serves as an introduction to basic scientific expectations and skills. Students will work on scientific inquiry and higher-order problem solving as they explore scientific topics through interactive simulations and hands-on experiences. Collaborative projects and real-world assessments allow students to demonstrate their understanding of the importance of the physical and chemical properties of the world around them.

BIOLOGY

1 CR (Two semesters) – **Grade 10**

Prerequisites: None

(This course satisfies a graduation requirement)

This Biology course uses the Science and Engineering Practices and Crosscutting Concepts from the Michigan Science Standards to explore topics including Matter & Energy in Organisms & Ecosystems, Interdependent Relationships in Ecosystems, Structure & Function, Inheritance and Variation of Traits, and Natural Selection & Evolution.

AP BIOLOGY

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Biology, teacher recommendation, College Board AP Potential

This Advanced Placement course is designed to be the equivalent of a two-term college introductory Biology course. The students will obtain experience in scientific inquiry through research and laboratory exercises, which integrate the major topics of Biology. Students will also apply their knowledge of Biology and critical thinking to social concerns. Upon completion of this course, students will be eligible to take the Advanced Placement Biology Exam with the possibility of receiving college credit. This course is not to be taken in place of Biology; it is an in-depth continuation of the required Biology course. This course will be taught at the level and pace required by the College Board.

CHEMISTRY

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Foundations of Biology

(This course satisfies a graduation requirement)

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

HONORS CHEMISTRY

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Biology and teacher recommendation

Honors Chemistry will utilize a similar curriculum as the Chemistry course, but will move at a faster pace, cover more material, and will include more inquiry and engaging lab activities. The course teaches mathematical solutions to various chemical problems, and the use of data from experiments. This course is especially important for students planning on attending college in a scientific or health-related field of study.

AP CHEMISTRY

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Successful completion of Honors Chemistry, College Board AP Potential

AP Chemistry is an introductory college-level Chemistry course. Students cultivate their understanding of Chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. The course material focuses on the following concepts: matter and measurement, atoms, molecules and ions, chemical reactions, stoichiometry, bonding, chemical equilibrium, acids and bases, oxidation-reduction reactions, thermochemistry, and organic chemistry. There will be a large emphasis on using mathematics in the analysis of experimental results and development of conceptual understanding and writing in-depth laboratory reports. Successful completion of the AP test at the end of the year may result in college credit. This course will be taught at the level and pace required by the College Board.

HUMAN ANATOMY

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Biology

Human Anatomy is an in-depth examination of the structures (Anatomy) of the human body. The course will begin with an overview of the human body and anatomical terminology of various organ systems including: integumentary, skeletal, cardiovascular, digestive, respiratory, and muscular. Students will be expected to identify both macro and micro structures of each body system. Material will be related to real world applications with emphasis on health and medical conditions related to the human body systems.

PHYSICS

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Foundations of Physics and Chemistry, Biology

(This course satisfies a graduation requirement)

This class focuses on conceptualizing the roles that Physics plays in everyday life, with the intention to help students better understand the way science and physics affect our world. Students will develop the ability to identify and create graphical & mathematical representations of phenomena they observe. Topics of study include speed & acceleration, force & motion, conservation of momentum & energy, wave behavior with applications to sound & light, harmonic motion, thermodynamics, magnetism, and planetary motion & space studies.

AP PHYSICS

1 CR (Two semesters) – **Grades 11-12**

Prerequisites: Algebra II, teacher recommendation

Physics has been designed as a course to prepare students for the future study of science and engineering. This course is an algebra-trigonometry based physics course. Physics will include both concepts and applications of formulas. Labs will be integral to the understanding of the concepts of this course. Information will be taught through lectures, media presentations, and lab exercises. Regular tests, homework, and lab reports will be the basis for grade evaluation. This course will be taught at the level and pace required by the College Board.

FORENSIC SCIENCE

.5 CR (One semester) – **Grades 11-12**

Prerequisites: Foundations of Physics and Chemistry, Biology

This course is an inquiry-based science course with a focus in the application of real-life forensic science techniques. This multidisciplinary course with an emphasis on critical thinking and problem solving allows students to understand the ways that forensic analysts and crime scene investigators conduct their operations. Topics of study include identification, classification, collection, preservation, & analysis of evidence, fingerprinting, impression evidence, hair and fiber analysis, examination of DNA, blood evidence including blood typing & spatter, drugs & toxicology, criminal profiling, handwriting analysis, anthropology, and a review of forensic science career opportunities.

Social Studies Department

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

CIVICS

.5 CR (One semester) – **Grade 11**

Prerequisites: None

(This course is a graduation requirement)

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

ECONOMICS

.5 CR (One semester) – **Grade 11**

Prerequisites: None

(This course is a graduation requirement)

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

WORLD HISTORY/GEOGRAPHY

1 CR (Two semesters) – **Grade 9**

Prerequisites: None

(This course is a graduation requirement)

This course will continue the chronology of 7th grade World History. This course will begin with the foundations of Western Civilization in Greece and Rome and discuss their competition with Eastern Civilizations for land and influence. The course will examine the contrasting situations in Middle Age Europe and the Golden Ages of Eastern Empires. The course will cover the rise of globalism and its contribution to economic, political, and scientific growth as cultures are mixed across the world. The course will explore how these discoveries lead to periods of revolution in science, production, and in how men view themselves. The course will conclude with discussions of more contemporary and modern topics including the World Wars and the Cold War. Major Units of Study: Rise of Democracy, Roman Republic and Empire, Dark Age Europe, Rise of Islam and China, The

Reformation, Age of Exploration, Cultures of the New World, India, Enlightenment and Revolutions, Imperialism, WWI & WWII, Cold War.

US HISTORY/GEOGRAPHY

1 CR (Two semesters) – **Grade 10**

Prerequisites: World History

(This course is a graduation requirement)

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

AP GOVERNMENT AND POLITICS

1 CR (Two semesters) – **Grade 12**

Prerequisites: B or higher in US History, instructor approval

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students in this advanced class study the political underpinnings of the American governmental system. Extensive outside reading and research is required. This class prepares the student to take the college-level AP Government and Politics test in the spring.

WORLD MYTHOLOGY

.5 CR (One semester) – **Grade 10-12**

Prerequisites: World History

This course will cover the mythology and legends of numerous cultures from History. This course will blend Language Arts skills and World History knowledge. Assignments and assessments will consist of written responses and projects. The first half of the course will examine the mythology of the old world: Classical Greek and Roman Eras, other European traditions such as the Celts or Vikings, Eastern Cultures of China, Japan, India, the Middle

East, and the African region as well as the Americas. The course will encourage the comparison of similar ideas from different perspectives. The course will seek to find parallel characters and themes from various sources as well as identifying characteristics that are distinctive to each region. The course will examine the cultural values represented in the various myths and how those values impacted decisions or events from World History. The second half of the course will examine the modern legends of today's society. Topics like cryptids, urban legends, and their real-life implications will be discussed.

CURRENT EVENTS

.5 CR (One semester) – **Grade 11-12**

Prerequisites: World History, US History

This course is designed to help high school students develop a deeper understanding of the world around them through the lens of current events. The course explores a wide range of contemporary issues, including politics, economics, social issues, environmental challenges, international relations, and more. Through engaging discussions, critical analysis, and interactive activities, students will stay up-to-date with ongoing events from various regions and learn how to interpret and evaluate news sources critically. They will be encouraged to develop their research and communication skills to articulate their perspectives on complex global issues. Course may be repeated for credit per instructor's permission.

20TH CENTURY HISTORY

.5 CR (One semester) – **Grade 10-12**

Prerequisites: World History

This course will investigate historical topics and issues of the 20th century (1900s). This course would examine the events of the century in greater detail than would have been possible in either US or World History. Topics would include the World Wars, the Cold War, the Great Depression, Nationalism, Imperialism, Genocides, Civil and Women's Rights, and others. The course will also examine key figures from these eras and their personal impact on history. The course is flexible enough to address student interests as they rise.

POLITICS OF CULTURE

.5 CR (One semester) – **Grade 10-12**

Prerequisites: World History AND English 9 with a grade of 'B' or better OR permission of instructor

Politics of Culture is part Anthropology, Philosophy, Political Theory, and Public Address. Every quarter the students will create a class project as well as an individual

project they design themselves. These personal projects cover the topics of Responsibility, Communication, and Critical Thinking. This course uses a comparative, cross-cultural approach to facilitate a study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social, and political needs.

LEADERSHIP

.5 CR (One semester) – **Grade 10-12**

Prerequisites: World History AND English 9 with a grade of ‘B’ or better OR permission of instructor

Based on the Youth in Government model, students taking this course will learn what makes an effective leader and how to develop their own leadership style. Students enrolled in this course will have a direct role in planning and operating student activities at Mason Consolidated Schools as well as serving in various ways throughout the building and community. Each quarter the students will create a class project as well as an individual project they design for themselves. These personal projects cover the topics of Responsibility, Communication, and Critical Thinking. By and large this class is designed to be student led. We will be marked as eager to lend our hands and our minds to others in the building. We will serve teachers and students. We will create new opportunities for MHS students that have not been thought of before.

Physical and Health Education

PHYSICAL EDUCATION 9

.5 CR (One semester) – **Grade 9**

Prerequisites: None

(This course is a graduation requirement)

Physical Education will focus study on the five main areas of physical health: cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition. Students will study and engage in physical activity designed to increase student knowledge and encourage healthy lifestyles. Daily physical activity is to be expected. This class will involve beginning and advanced tests in aspects of physical education as required by the state.

HEALTH

.5 CR (One semester) – **Grade 9**

Prerequisites: None

(This course is a graduation requirement)

Health consists of the study of various components of human health, including: the definition of health, nutrition, tobacco and alcohol, bullying, harassment, and conflict resolution. Additionally, per state mandate, the class will spend time studying human sexuality, sexual transmitted infections, and AIDS education.

WEIGHT TRAINING & CONDITIONING

.5 CR (One semester) – **Grade 10-12**

Prerequisites: Physical Education 9

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

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

is designed for students who are serious about weight training and conditioning. Course may be repeated for credit per instructor's and building administrator's permission.

TEAM SPORTS

.5 CR (One semester) – **Grade 10-12**

Prerequisites: Physical Education 9

The student will be an active participant in some of the listed activities: basketball, floor hockey, flag football, soccer, volleyball, softball, team handball, speedball, fowling, water polo, and ultimate football. Each section will be more intense than the general physical education class. The student will be tested on all rules, skills, and strategies.

INDIVIDUAL SPORTS (6020)

.5 CR (One semester) – **Grade 10-12**

Prerequisites: Physical Education 9

The student will be an active participant in some of the listed activities: badminton, disc golf, golf, fowling, table tennis, pickle ball, and speedminton. Each section will be more intense than the general physical education class. The student will be tested on all rules, skills, strategies and principles.

World Language Department

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

FRENCH I

1 CR (Two semesters) – **Grade 9-12**

Prerequisites: None

(This course applies towards either one or two credits in a World Language that is a graduation requirement)

French I is designed for students who are new to the French language and culture. This beginner-level course focuses on building a strong foundation in basic vocabulary, grammar, and pronunciation while introducing students to French-speaking cultures around the world. Students will develop skills in listening, speaking, reading, and writing in French through interactive activities, role-playing, and real-world applications. The course is based on the Standards for Foreign Language Learning or the “5 C’s”. These include: (1) Communication: To communicate in languages other than English; (2) Culture: To gain knowledge and understanding of other cultures; (3) Connections: To connect with other disciplines and acquire information; (4) Comparisons: To gain insight into the nature of language and culture; and (5) Communities: To participate in multilingual communities at home and around the world. By the end of the course, students will be able to carry on basic conversations, understand simple texts, and express themselves in writing on familiar topics. The emphasis will be on functional language use and cultural appreciation.

FRENCH II

1 CR (Two semesters) – **Grade 9-12**

Prerequisites: French I

(This course applies towards the two credits in a World Language that is a graduation requirement)

French II builds on the foundations established in French I, enhancing students' understanding of grammar and vocabulary while expanding their ability to communicate more confidently in French. This intermediate-level course delves deeper into more complex grammatical structures and focuses on increasing fluency through immersive listening and speaking exercises. Students will engage with French literature, film, and cultural studies to better appreciate the diversity of French-speaking regions. Students will continue to develop competencies delineated in the Standards for Foreign Language

Learning or the “5 C’s”. By the end of the course, students will have a stronger command of the French language, able to engage in more complex conversations, read short stories or articles, and write simple compositions. Cultural exploration will continue to enhance their understanding of the global French-speaking world.

AMERICAN SIGN LANGUAGE (ASL)

1 CR (Two semesters) – **Grade 9-12**

Prerequisites: None

American Sign Language and Deaf Culture is an introductory language and culture course that focuses on developing basic receptive and expressive ASL skills while exploring the history, values, and experiences of the Deaf community. Students learn vocabulary, grammar, and conversational signing through visual, hands-on instruction and interactive practice. In addition to language acquisition, students study Deaf culture, including social norms, historical milestones, and the role of Deaf individuals in society. The course emphasizes communication, cultural respect, and real-world application of ASL.

Career Technical Education

COSMETOLOGY

3 CR (Two semesters) – **Grade 11-12**

Prerequisites: Interview and Counselor/Principal approval, GPA of 2.5 or higher, must be on track to graduate with cohort class. Student and parent must attend the mandatory meeting held in March.

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

CONSTRUCTION FUNDAMENTALS

1 CR (Two semesters) – **Grade 9-12**

Prerequisites: None

In this basic construction course, students will create, design, and construct selected projects while learning many basic wood skills and techniques. Emphasis is placed on shop safety and use of power equipment. Areas emphasized: layout and design, wood joints, scrollwork, fasteners, finishes, hand tools, power tools, building materials, and career awareness. This class will allow students to prepare for a career in construction and intended for those students wishing to take more construction classes in the future.

CONSTRUCTION TRADES I

1 CR VPAA (Two semesters) – **Grade 10-12**

Prerequisites: None

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

CONSTRUCTION TRADES II

2 HR, 1 CR (1 Elective credit or 1 Senior Math credit) (Two semesters) – **Grade 11-12**

Preference will be given to Seniors

Prerequisites: Construction Trades I OR permission of instructor

Construction Trades II is a Vocational Class. This course will give the student content knowledge and learn the skills utilized in most aspects of construction. The course will be lecture, discussion, book work, computer work, field trips, and hands on. This course is

NOT all shop work; you must have the knowledge to perform the task! Imbedded into Construction Trades is Applied Math and will focus on applications within the building trades. An emphasis in hands-on mathematical applications of concepts pertaining to the construction trades.

CONSTRUCTION TRADES Z

1 CR ELECTIVE (Two semesters) – **Grade 12**

***Prerequisites:* Construction Trades I, Construction Trades II, AND permission of instructor**

Construction Trades Z is a Vocational class. This course is for students who wish to go beyond the scope of Construction Trades I and II. The student will develop skills and knowledge utilized in most aspects of construction trades. We will be hands-on as much as possible.

INDUSTRIAL TECHNOLOGY

1 CR VPAA (Two semesters) – **Grade 11-12**

***Prerequisites:* Construction Trades I**

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

Visual, Performing, and Applied Arts Department

CHOIR

1 CR VPAA (Two semesters) – **Grade 9-12**

Prerequisites: None

The choir is a performing group open to all singers. We perform at fall, holiday, winter, and spring concerts and graduation as well as field trips such as an exchange concert, Toledo Zoo, and Cedar Point. A variety of musical skills, history, and theory will be covered. Choreography may be added. Other units such as guitars, ukuleles, and other instruments may be added as time allows. ***Course can be repeated for credit.***

BAND

1 CR VPAA (Two semesters) – **Grade 9-12**

Prerequisites: None

The band is a performing group open to all students who want to learn instrumental music. We perform often throughout the year and participation in each event is part of the class expectation. We perform at four football games, four basketball games, three concerts (holiday, winter, and spring), and graduation. We also perform in several local parades and the Toledo Zoo. ***Course can be repeated for credit.***

ART I

1 CR VPAA (Two semesters) – **Grade 9-12**

Prerequisites: None

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

ADVANCED ART CONCEPTS

1 CR VPAA (Two semesters) – **Grade 10-12**

Prerequisites: Successful completion of Art I

Students will continue to explore various visual art forms, techniques and will continue to build and apply their skills, knowledge, and methodology to a variety of media. This class will allow students the opportunities to create art and develop their own art style. This course will explore career and college options along with scholarships exploration. ***Course can be repeated for credit.***

DRAWING I

.5 CR VPAA (One semester) – **Grade 10-12**

Prerequisites: None

This is an introductory course that teaches students the fundamentals of drawing. Students learn how to observe and record what they see, and to use a variety of materials and techniques to create drawings. Learning outcomes: develop observational skills; learn to use line, shape, form, space, value, and texture; understand perspective, proportion, and spatial relationships; learn to use measuring techniques; explore creative expression; understand the principles of design and composition.

PAINTING I

.5 CR VPAA (One semester) – **Grade 10-12**

Prerequisites: None

This is an introductory course that teaches students how to use paint, tools, and techniques to create paintings. Students learn to manipulate color, composition, and surface complexity. They also study different styles of painting and artists. Learning outcomes: learn how to use a variety of paints, tools, and techniques; develop skills in visual perception, dexterity, and creative problem solving; learn about color theory and how to mix colors; study different styles of painting and artists; learn how to paint from observation; develop an appreciation for their own and others' accomplishments; learn how to analyze and describe paintings.

SCULPTURE

.5 CR VPAA (One semester) – **Grade 9-12**

Prerequisites: None

This course teaches students to create 3D art using techniques like modeling, carving, and assemblage with materials like clay, wire, wood, plaster, and found objects, focusing on design principles, historical context, safety, and developing problem-solving skills through hands-on projects and art critique. Courses cover additive (building up) and subtractive (carving away) methods, exploring representational and abstract forms to foster creativity and technical proficiency in creating tangible artworks.

CERAMICS

.5 CR VPAA (One semester) – **Grade 9-12**

Prerequisites: None

This course teaches students 3D art fundamentals using clay, covering hand-building (pinch, coil, slab) along with glazing, firing, ceramics history, and design principles,

fostering creativity, craftsmanship, and personal expression through functional and sculptural projects like bowls, masks, and containers.

CALLIGRAPHY

.5 CR VPAA (One semester) – **Grade 9-12**

Prerequisites: None

This course aims to develop and a deep appreciation for hand lettering, introducing various scripts and contemporary applications through hands-on practice with tools like parallel pens and brushes to create meaningful visual art.

YEARBOOK

1 CR VPAA (Two semesters) – **Grade 10-12**

Prerequisites: English teacher recommendation

Yearbook is for the serious, dedicated student who possesses strong English skills and is interested in writing, photography, graphic arts, business, and marketing. The yearbook student must be willing to spend many hours beyond class time in order to meet deadlines and must have excellent attendance in order to be successful. Yearbook journalism relies heavily on graphic arts, typography, and photography. Students write and edit feature copy, headlines, and captions; design layouts; recognize quality photographs; and conduct interviews. Because the yearbook program is funded entirely by book sales, ad sales, and fundraisers, students are required to participate in these activities.

JOURNALISM AND DIGITAL MEDIA ARTS

1 CR VPAA (Two semesters) – **Grade 10-12**

Prerequisites: None

Digital Media Arts is a class to introduce students to media in all its forms, focusing on interpreting, creating and producing mass media. Students will learn the basics of design and communication writing, exploring multiple mediums including photography, graphic design, social media, and broadcast. Students will be introduced to a variety of professional careers in journalism and digital media arts.

Specialized Area of Study

EAGLE ADVISORY

.5 CR (Two semesters) – **Grade 9-12**

Required for all students

The Eagle Advisory time is a multifaceted program, the purpose of which is to promote meaningful relationships between staff and students while also providing academic support to students through the MTSS process. Eagle Advisory Time (E.A.T.). will consist of daily meetings, weekly themes, and monthly service projects, through which students will experience a more personalized learning environment with a structure and set of practices for monitoring and encouraging academic progress and career/college readiness. Each student, along with their advisor teacher, will develop a Personalized Learning Plan (P.L.P.) to map out their educational and postsecondary career path and well as setting academic and personal goals.

FOCUS

1 CR (Two semesters) – **Grade 9-10**

Prerequisites: None

Focus is an MTSS Tier 2 intervention that will support identified students to ensure that they have a successful transition to high school. The desired outcome and purpose of the class is to reduce failures, improve attendance, reduce behavior referrals, improve graduation rates, as well as decrease drop out and transfer rates. Students in the Focus will receive extra instruction, more time on task, and benefit from smaller group instruction. Students who complete the course will have earned one elective credit towards graduation.

ONLINE/BLENDED LEARNING PROGRAM

MAVA (Mason Area Virtual Academy)

Credit may be granted to the student upon complete evaluation of the program. The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the District graduation requirements.

MAVA AP CLASS OFFERINGS

All AP courses except Computer Science Principles, English Literature and Composition, French, and Spanish require textbooks. Textbooks are not included and can be ordered from online booksellers.

- Calculus AB
- Statistics
- Computer Science Principles
- English Literature & Composition
- French Language & Culture
- Spanish Language & Culture
- Human Geography
- Psychology
- U.S. Government & Politics (*One semester*)
- U.S. History
- Modern World History

PERSONAL CURRICULUM

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

A flexible plan to meet the recognized educational needs of a student shall be approved by the Superintendent. The Superintendent shall review a plan of educational options for use in meeting special needs.

MONROE COUNTY ISD PERSONAL CURRICULUM PROCESS

1. A parent/guardian, emancipated student, or school personnel submits Personal Curriculum (PC) request to PC Designee for determination of eligibility prior to the start of the semester/trimester it could take effect.
2. If Designee determines that this process is appropriate, a PC team is established.

3. If a student has a current EDP, the required PC team is: parent, student, counselor. Optional members are: CTE staff, content teachers. Students with current IEP and EDP also are required to have a special education teacher or a school psychologist could serve as an optional member.
4. At this time, the PC plan is developed and revised by the PC team. For special education students this could include modifications, substitutions, and/or content modifications.
5. Parent and Superintendent (or Designee) must sign and agree to the plan and the plan takes effect.
6. After agreement, the parent/guardian is required to communicate at intervals specified in the PC plan to review progress and PC goals.

The Superintendent shall ensure that the flexible option is properly analyzed, planned, implemented, and complies with all applicable requirements of the State.