Career Pathways
Course Guide

CORUNNA HIGH SCHOOL
(989) 743-3441
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## CAREER PATHWAY COURSE DESCRIPTIONS

13 **Arts & Communications:** Art 1, 2, 3, 4, Communications, Drama, Yearbook, Band, Web Design
15 **Business, Management, Marketing & Technology:** Business Management & Administration I (BMA), VEI/BMA, Accounting, Personal Finance, Marketing, Web Design
17 **Engineering, Manufacturing & Industrial:** Ag. Mechanics, General Drafting, Technical Drawing, Architectural Drafting, Construction Trades I, Construction Trades II, Metals Technology I, Metals Technology II, Metals Technology III, Woodworking Technology I, Woodworking Technology II
19 **Health Sciences & Human Services:** Individual & Society, Human Development I, Human Development II, Human Development III, Advanced P.E. (Games), Advanced P.E. II (Weight Training)
20 **Natural Resources & Agri-Science:** Ag. Mechanics, Zoology - (Agri-Science I), Botany (Agri-Science II) Agri-Science III, IV, Greenhouse Management & Landscaping, FFA

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**CORUNNA HIGH SCHOOL**  
Information & Registration for 2016-2017

**GRADUATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>TOTAL CREDITS</th>
<th>29 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BY SUBJECT AREA</strong></td>
<td></td>
</tr>
<tr>
<td>English (English 1, 2, 3 + an elective English)</td>
<td>4</td>
</tr>
<tr>
<td>Math (4th credit must be taken in Senior year)</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies (World history, American history, government &amp; economics)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (p.e. in 9th or 10th grade)</td>
<td>1</td>
</tr>
<tr>
<td>Visual/Performing/Applied Arts (VPAA credit)</td>
<td>1</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
</tr>
</tbody>
</table>

My chosen CAREER PATHWAY:  
Arts & Communications  
Business  
Engineering  
Health  
Human Services  
Agri-Science & Natural Resources

My probable career choice, at this time:

Please list the courses that are required for next year and the courses that you would like to take.

If you want to take classes such as band, choir, yearbook, or AP classes all year, you must write the course name in “2” boxes.

(English) (Elective)

(Math) (Elective)

(Science) (Elective)

(Social Studies) (Elective)

Course descriptions are available on the guidance office webpage.

ALTERNATE COURSES:  
These classes will be used if we are not able to give you your first choice of electives.  
At least 2 alternates are required.  
**List them in the order of your preference.**

ALTERNATE 1:  

ALTERNATE 2:

Parent Signature ________________________________
### CAREER PATHWAY ELECTIVE COURSES

**CAREER PATHWAY ELECTIVE COURSES (Career & Technical Education, Fine / Performing Arts Courses)**

<table>
<thead>
<tr>
<th>1280</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>1270 &amp; 1275</td>
<td>Yearbook – (2 credits)</td>
</tr>
<tr>
<td>1 block all year</td>
<td>2170</td>
</tr>
</tbody>
</table>

| 1751 | Sports Lit and Communications |
| 5120 | Woodworking I |
| 5130 | Woodworking II |

| 5210 | Intro to Eng & Design |
| 5220 | Mechanical Engin. |

| 5250 | Mechatronics |
| 5230 | *Architecture & Des. |

| 5320 | Metals Tech. I |
| 5330 | *Metals Tech. II |
| 5360 | *Metals Technology III |

| 5530 | Construction Trades |
| 5540 | Construction Trades II |

| 6110 | BMA - I |
| 6120 | VEI/BMA |
| 6140 | Marketing |

| 6500 | Web Design |
| 6320 | Accounting I |

| 7110 | Individual & Society |
| 7300 | *Human Develop. I - FS |
| 7310 | *Human Development III |
| 7305 | *Human Develop. II - SS |

| 7510 | Zoology |
| 7520 | *Botany |
| 7530 | *Agri-Science III |
| 7540 | *Agri-Science IV |

| 7550 | Ag. Mechanics |
| 7560 | Greenhouse Mgt. |

| 8110 | Art I |
| 8120 | *Art II |
| 8130 | *Art III |
| 8140 | *Art IV |

| 8320-5 | Band (2 credits) |
| 8400/5 | Choir (1 or 2 credits) |

| 8620 | Phys. Ed. |
| 8630 | *Adv. PE-Games |
| 8640 | *Adv. PE-Weights |

### SPECIAL ELIGIBILITY, APPLICATION OR PERMISSION REQUIRED

Students taking these courses (B) must have an IEP in place indicating that instruction is required in a special education setting.

| 9160 | Literacy-B |
| 9230 | Functional Math-B |
| 9200 | Algebra II-B |
| 9440 | IVT-Indiv. Voc. Training-B |
| 9450 | Work Study-B (1 hr.) |
| 9470 | Work Study-B (2 hr.) |

| 9610 | Literacy-B |
| 9230 | Functional Math-B |
| 9200 | Algebra II-B |
| 9440 | IVT-Indiv. Voc. Training-B |
| 9450 | Work Study-B (1 hr.) |
| 9470 | Work Study-B (2 hr.) |

**CO-OPERATIVE EDUCATION**

| 8660 | *Co-op |

Courses that are “2 credits” are 1 block all year long; “4 credit” courses are 2 blocks all year long.

* = prerequisite

Courses printed in **BOLD** print are required for graduation.

**Blue shading = 4th yr English**

**Yellow shading = 4th year**

**Green shading = VPAA**
Corunna High School will grant a diploma to all students who fulfill these requirements. The classes of 2016 and beyond must complete 29 credits, including:

- **Four (4) credits in English** that includes:
  1. 1 credit in English I
  2. 1 credit in English II
  3. 1 credit in English III
  4. 1 credit in an upper level (1400 – 1700) English elective

- **Four (4) credits in Math** that includes:
  1. 1 credit in Algebra I
  2. 1 credit in Geometry
  3. 1 credit in Algebra II
  4. 1 credit in a math or math-related class* taken during the senior year
  (*the curriculum in these classes has been aligned to the Michigan Merit Curriculum)

- **One (1) credit in Physical Education/Health**

- **Three (3) credits in Science** that includes:
  1. 1 credit in: Biology OR both Zoology and Botany
  2. 1 credit in: Physics, Advanced Chemistry, Advanced Physics, Physiology, Ag Science
  3. 1 credit in: any other science or CTE program

- **Three (3) credits in Social Studies** that includes:
  1. 1 credit in World History
  2. 1 credit in American History
  3. 1 credit in Government & Economics.

- **One (1) credit in Visual, Performing or Applied Arts (VPAA)**

- **Two (2) credits in the same World Language**
  OR 1 credit in a world language and 1 credit in an additional VPAA course or CTE program

Credit will be granted provided:

- A student receives a passing grade of at least a D-.
  - One half (.5) credit will be granted for the successful completion of one subject per quarter.

- If a student misses more than five days in a quarter they will not earn credit for those classes missed. The student will lose credit on the sixth day unless there are extenuating circumstances which will be taken into consideration.
ENGLISH and LANGUAGE ARTS

1230 ENGLISH – I (Required)
9 or 10 Semester 1 credit
Various genres are studied throughout the course of the year including, but not limited to short stories, memoirs, novels, poetry, essays, persuasive pieces, and drama. Students are required to have a writer’s notebook to experiment with many genres. In addition to offering choice to students, the writer’s notebook provides consistent writing practice. Additionally, students will also be required to have a book of choice. All components of the ELA curriculum such as listening, speaking, reading, writing, and viewing will be emphasized. Students will study and review grammar and vocabulary throughout the course. Additionally, SAT writing practice will be introduced at this level. Before conducting on-line research, the students will learn to evaluate credible sources on the Internet. Lastly, movies may be shown in their entirety in this course for analysis and comparison purposes in addition to meeting the viewing component of this discipline.

1240 ENGLISH - II (Required)
9 or 10 Semester 1 credit
Prerequisite ~ ENGLISH I.
Students will be given the opportunity to read a rich mix of classic and contemporary selections. One of the longer selections of study is the novel To Kill a Mockingbird. Instruction will also provide strategies and resources to assess and improve vocabulary and conventions of language. Also, activities and opportunities to improve and to demonstrate written expression will be provided. In addition, the student will utilize the writing process to demonstrate their mastery in various genres. Moreover, teaching methods and style will be focused on the student and how to improve his or her individual success. The students will utilize on-line experiences to research a multitude of topics, in addition to frequent use of sites such as Career Cruising and preparing for the SAT. Lastly, movies may be shown in their entirety in this course for analysis and comparison purposes in addition to meeting the viewing component of this discipline.

1250 ENGLISH – III (Required)
10 or 11 Semester 1 credit
Prerequisite ~ ENGLISH II
Modeled after the State of Michigan outline for the third credit of ELA, the goal for English III 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. Students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with an introductory focus on British and World Literature and SAT success. Students 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 (Michigan Merit Curriculum: Course/Credit Requirements). Lastly, movies may be shown in their entirety in this course for analysis and comparison purposes in addition to meeting the viewing component of this discipline.

1460 CREATIVE WRITING & READING
11-12 Semester 1 credit
Prerequisite ~ ENGLISH I, ENGLISH II, ENGLISH III
In this course, students will create engaging pieces of writing, working with the writing process to explore different genres. Excerpts from a variety of texts will be examined, as well as the reading of the entire novel, In Cold Blood. In addition, students will read books of choice independently and participate in group reading and discussion via book clubs. Furthermore, the class will examine effective writing, use of literature elements, and theme through a children’s book unit. A writer’s notebook will be used daily to promote style and artistic growth.

Arts & Communications, Health & Human Services
Career Pathways
Eligible for 4th year English credit.

1550 SCIENCE FICTION & FANTASY
11-12 Semester 1 credit
Prerequisite ~ ENGLISH I, ENGLISH II, ENGLISH III
Students will explore the Science Fiction and Fantasy genres through a study of classical and contemporary novels, short stories, films, and television shows. Students will research the events in history that have given rise to specific works in these genres and analyze how these works have had on our culture. Anchor texts used in this course include, but are not limited to: The Hobbit, Anthem, Brave New World, The Time Machine, and Ender’s Game. Additionally, students will have the opportunity to choose novel reading. This is a reading and writing intensive course.

Arts & Communications Career Pathway
Eligible for 4th year English credit.

1560 HOLOCAUST LITERATURE
11-12 Semester 1 credit
Prerequisite ~ ENGLISH I, ENGLISH II, ENGLISH III
This course focuses on literature and films about the Holocaust. The students will read a variety of genres that will help them develop an empathetic attitude toward the personal experience of being a victim of the Holocaust. Every effort will be made to continue to bring in at least one Holocaust survivor to speak. The students will examine and communicate their personal experiences and responsibilities through listening, speaking, and writing. Moreover, they will use literature to gain knowledge about the role of prejudice, discrimination, and anti-Semitism in the twentieth century. This course is reading and writing intensive and is intended for juniors and seniors because of the mature content that will be read, viewed, and discussed. A core anchor text that the
students will read is Night by Elie Wiesel. Additionally, students will have the opportunity to do choice novel reading. Lastly, movies may be shown in their entirety in this course so that the viewing component of this discipline can be met. Using modern films, such as The Boy in the Striped Pajamas, will help students develop an enhanced sensitivity to human suffering.

**Arts & Communications, Health & Human Services**

**Career Pathways**

**Eligible for 4th year English credit.**

**1720 PUBLIC SPEAKING**

11 - 12 Semester 1 credit

**Prerequisite ~ English I, English II, English III**

Public Speaking is a class which helps a student gain the confidence to speak in front of people. The course is designed to improve one’s ability to communicate and is especially valuable to those students whose career plans involve speaking to the public. All aspects of daily communication skills, including listening, nonverbal communication, argumentation, and group discussion are explored. The course will include various speeches, debate, and forensics. Many assignments require group participation and cooperation and occasionally students will be asked to evaluate each other’s work. Students will be doing on-line research and using MLA for their prepared speeches. It is helpful if students have Internet access outside of the classroom. Because this is an English elective, the course will have a literature component for all students.

**Eligible for 4th year English credit.**

**1750 SPORTS LITERATURE & COMMUN.**

9 - 12 Semester 1 credit

Major Assignments/Projects

- Sports Novel/Sport Nonfiction Book Review
- A Five Minute Inspirational Speech Centering on the Positives of Sport
- One Opinion/Argumentative Piece on a Current or Past Issue in Sports
- FINAL PROJECT – Multimedia Sports Project

**1760 ENGLISH MASS MEDIA**

11 - 12 Semester 1 credit

10th grade upon department approval

**Prerequisite ~ English I, English II, English III**

This course produces CHS News and the Cavalier Chronicle. Students will learn various aspects of journalism including: reporting, editing, interviewing, layout and design, headline writing, photography, advertising, and various computer applications. You must work well with others, meet ALL deadlines, and be dedicated to producing a professional, high quality product.

**Eligible for 4th year English credit.**

**VPAA credit.**

1670 / 1675 ADVANCED PLACEMENT (AP) ENGLISH LITERATURE & COMPOSITION

12 1 block all year 2 credits

**Prerequisite ~ A “B” or better in English III and the recommendation of the English Department.**

AP English is an in-depth study of poems, plays, short stories and novels primarily from English literature. The class will concentrate on both written and oral analysis of literary works and figurative language. Readings include the following areas: A Raisin in the Sun, The Catcher in the Rye, The Importance of Being Earnest, Wuthering Heights, Heart of Darkness, All Quiet on the Western Front, The Glass Menagerie, The Secret Life of Bees, Pride and Prejudice, the Iliad, The Great Gatsby, A Doll’s House, Oedipus the King, and various poetry and short story selections. Students must be prepared to work independently, manage time wisely, and contribute to group work in this very demanding course. Internet research is used for various projects and background information on historical periods and authors. Test preparation practice on the Internet will also be available. Lastly, movies may be shown in their entirety in this course for analysis and comparison purposes in addition to meeting the viewing component of this discipline.

**Eligible for 4th year English credit.**

**Students passing the AP English Literature exam offered by the College Entrance Exam Board may be eligible for college credit.**

More English & Language Arts elective courses can be found in the Career Pathway Electives – Arts & Communications section of the Course Guide.

**MATHEMATICS**

2100 Pre-Algebra

2310 ALGEBRA I (Required)

9 - 12 Semester 1 credit

Algebra 1, as taught through the CME Project series, is a student centered curriculum that encourages students to investigate concepts and discover mathematics. Students will develop habits of mind to become a mathematical thinker as well as be able to problem solve in order to develop a rich understanding of real-world mathematical dilemmas. This class will focus on solving equations, graphing, functions, exponents, radicals, polynomials and quadratics. A minimum grade of C- is required to advance to Geometry.

2220 GEOMETRY (Required)

10 - 12 Semester 1 credit

This course builds on the habits of mind learned in Algebra I. Concepts of length, area, volume and
symmetry create the building blocks of geometry. An analysis of polygonal figures including similarity and scaling laid the groundwork for right angle trigonometry. Standard principles of congruence and triangulation of polygons are developed and employed in innovative ways to make clear their applicability to real world problems.

The role of circles in the world is explored. Expands two-dimensional ideas to three-dimensional shapes. Geometry examines algebraic, periodic and exponential, functions. A minimum grade of C- is required to advance to Algebra II.

2450  ALGEBRA II  (Required)
10 - 12  Semester  1 credit
Students will build on the skills learned in Algebra I and Geometry to problem solve in order to develop a rich understanding of real-world mathematical dilemmas. They will develop habits of mind enabling them to both develop and communicate mathematical concepts.

Students will explore the following topics: solving systems of equations, matrices, exponential equations, and logarithms. In addition, students will continue exploring functions more in depth as they gain a further understanding of algebra and its applications to the real world. A minimum grade of C- is required to advance to Trigonometry.

2340  TRIGONOMETRY
10 - 12  Semester  1 credit
Prerequisite ~ C- or better in Algebra II.

Trigonometry covers the basic trig functions of sine, cosine, tangent, and their reciprocal functions. Non-right triangle trigonometry, verifying identities, and solving trig equations will also be discussed. This class is recommended for students who wish to pursue mathematics in college or any student with a high level of interest in math. It is a prerequisite for Pre-Calculus.

Suitable for all Career Pathways requiring a college degree.

Eligible for 4th year Math credit if taken in Senior Year

2490  ADVANCED PLACEMENT (AP) STATISTICS
11-12  First Semester  1 credit
Prerequisite ~ C- or better in Algebra II.

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Suitable for all Career Pathways requiring a college degree.

Eligible for 4th year Math credit if taken in Senior Year

2360/2365  ADVANCED PLACEMENT (AP) CALCULUS AB/BC
11 - 12  1 block all year  2 credits

This yearlong course covers the equivalent of 2 semesters of college level calculus. A.P. Calculus is split into two separate exams, an AB and a BC exam, with the BC exam consisting of all material on the AB with additional topics. The AB material is covered in the first half of the year and the BC material is covered in the second half of the year. A student can earn 8 credits toward college if their college of choice accepts the AP test as credit.

Suitable for all Career Pathways requiring a college degree.

Eligible for 4th year Math credit if taken in Senior Year

SCIENCE

3250 PHYSICAL SCIENCE
9  Semester  1 credit
This course will cover the Essential objectives in both physics and chemistry. Coursework will include hands-on laboratories as well as technology integration and an emphasis on real-world applications. On line experiences may include WebQuests, research, simulations and data collection and analysis.

3210  BIOLOGY
9 - 10  Semester  1 credit
This course studies the basic areas of biology, those being: Cells, Ecology, Botany, Genetics and Zoology. Lab work will be done in all areas with lab reports due. During the Ecology unit, the Nature Area may be used to study plants and animals. In the Botany unit, general facts about plants will be studied with labs to explain. Zoology will be studied through the dissecting of different
animals. Biology is the prerequisite for any second biological class. This course covers objectives of the Michigan Merit Exam and will serve as the prerequisite for any second Biological class.

**3215  HONORS BIOLOGY**

9 - 10 Semester 1 credit

This is an accelerated course for highly motivated students. Students are selected for this course based on their MEAP scores, overall classroom performance in previous science courses, and/or a teacher recommendation. The course is similar in content to regular Biology with the addition of enrichment opportunities and class projects. This class will cover the content standards as set by the Michigan Department of Education, and also serve as the prerequisite for any second Biological class.

**7510  ZOOLOGY**

**7520  BOTANY**

Zoology and Botany course descriptions can be found in the Career Pathway Electives – Natural Resources & Agri-Science section of the Course Guide.

**BY COMPLETING BOTH ZOOLOGY & BOTANY, STUDENTS MAY FULFILL THE LIFE SCIENCE REQUIREMENT FOR GRADUATION.**

**3500  ENVIRONMENTAL SCIENCE** 10 - 12 Semester 1 credit

The course will cover all the benchmarks needed in earth science for the Michigan Merit Exam taken as juniors. The course will cover a complete study of the solid, liquid and gaseous parts of our planet. The interactions between the earth’s soil, water and air with the living organisms on it will be investigated. The students will be exploring the tools and methods for the studying the Earth’s systems. Topics include: cycles, rocks, plate tectonics, earthquakes, volcanoes, glaciers, oceans, climate, weather, space, the sun, climate and geologic time and history. Labs will be included to help visualize the concepts.

**3220 & / OR 3225  TOPICS IN BIOLOGY**

10 - 12 Semester / Year 1 or 2 credits

**Prerequisite - C or better in Biology**

Topics in Biology is a lab-intensive, hands-on approach to selected biology concepts. Students work in teams for cooperative learning. The emphasis is the application of scientific concepts to daily life for life-long learning. Each topic is an area of emphasis independent from the others. During the first few weeks of each topic, lecture and research gives students needed background information on the subject. The rest of the time is devoted to hands-on labs that allow the students to apply the learned material to daily life. Fall semester and spring semester are independent of each other and may be taken with or without the other.

**FIRST SEMESTER:**

**Ecology:** Students work with background information on environmental concepts, both without and with human intervention. Students work in the classroom and the school’s Nature Area. Our 12-acre Nature Area that is conveniently located behind the high school on the banks of the Shiawassee River. Working in small groups students must complete a hands-on project resulting from information gained from working in the classroom and in the Nature Area. Students will also use on-line strategies to research enrichment information about recent developments in ecology.

**Bacteriology:** Students will get background information primarily on bacteria. Helpful and harmful bacteria will be discussed as well as their life requirements. Typical encounters with microorganisms in daily living are also discussed. In the lab portion of the marking period, students will use correct techniques with selected bacteria to: transfer, culture, and stain, observe with a microscope, and identify by type. Students will also collect environmental bacteria and evaluate it quantitatively. Students will also use on-line strategies to research enrichment information about recent developments in bacteriology.

**Embryology:** Information will be presented regarding the early development stages of an embryo, from fertilized egg to gastrula stage. Students observe the development of a chick embryo and record data daily. Students use the information to construct an exit project. References to comparative embryology are made throughout the marking period. Students will chart and graph their results. Students will also use on-line strategies to research enrichment information about recent developments in embryology.

**Nanotechnology:** Students will investigate the field of nanoscience and the many uses and career opportunities that exist in this up and coming field. Nanotechnology and its uses in the medical field will be of particular interest to those considering a career in medicine or a medical related field.

**Genetics:** Students will build upon their study of genetics from Biology. Particular interest will be focused on the Human Genome Project. Areas of study will also include gene expression, chromosome mapping, recombinant DNA technology, and various genetic abnormalities. Students will complete research into genomics with an emphasis on medical and agricultural applications.

**SECOND SEMESTER:**

**Forensic Science:** Students study how science is used by police agencies to collect information at a crime scene. They will see how science is used in the prosecution of criminals. They will also learn about the tools and instruments of science used by law enforcement. This information must be ready to use in a court of law to successfully convict criminals. Students will use simulated situations to help them with MEAP/HST writing skills as they prepare their evidence.
for the crime scenario they choose. Students will also use on-line strategies to research enrichment information about recent developments in forensics.  

Entomology: Students study the importance of insects to the Earth’s ecosystems. Students will work to establish some baseline information about the body systems of insects. Hands-on dissections of insects will accompany the study of insect anatomy. Students will also visit the school’s Nature Area and the Shiawassee River for insect collecting techniques and habitat studies. Research will be conducted on local and foreign insect species, with an emphasis placed on their ecological and economical impacts.  

Animal Behavior: Students study the basic concepts of behavior. Emphasis will be given to human and animal behavior. During the lab portion of the marking period, students will use cooperative learning to build a maze and will train lab rats to perform pre-determined tasks that the students select and then construct. Real life application of situations regarding the care and handling of living things is addressed. Students will also use on-line strategies to research enrichment information about recent developments in behavior.  

Enrichment Research: during each topic students will be given access to all of the information-gathering capabilities of our high school media center, including one of the school’s computer labs. For each topic students will seek current information and developments, and then write on the area(s) selected.  

Health Sciences, Human Services, Natural Resources & Agri-Science Career Pathways  

3230 ANATOMY / PHYSIOLOGY  
10 - 12 Semester 1 credit  
Prerequisite 2 Science credits, one of which must be in Biology; Advanced Chemistry or Department Approval  

Physiology is an advanced second biology course that deals with the structure and function of the human body in detail. All systems of the human body will be studied in function and structure by means of lecture, computer activities, virtual labs, discussion and extensive lab work. The Systems that will be studied are Integumentary, Skeletal, Muscular, Cardiovascular, Digestive, Respiratory, Endocrine, Urinary, Lymphatic, Reproductive and Nervous. Lab work will be done using microscopes, performing experiments; and through the dissection of prepared fetal pigs. This class will be very helpful to anyone considering a career in human medicine, animal medicine, sports medicine, or health related fields.  

Health Sciences, Human Services,  
Natural Resources & Agri-Science Career Pathways  

Advanced Placement Biology is intended for the academically talented student in science. The class involves student demonstrations, problem solving activities and simulation activities. The course of study in biology deals with the biochemistry; cell biology including cell respiration, photosynthesis, protein synthesis; botany; zoology; physiology and anatomy, genetics, embryology, evolution, and ecology. The course is taught at a freshman college level and requires extensive reading and analysis. Many lab experiences will be provided, including the 12 AP Labs recommended by the College Board.  

In May, the students are given an option to take the AP exam given by College Entrance Exam Board for possible college credit. The exam is administered at Corunna High School and the students pay the cost of taking the test. No one taking this A.P. course is required to take the nationally administered exam.  

Health Sciences, Human Services, Natural Resources & Agri-Science Career Pathways  

3310 ADVANCED CHEMISTRY  
10 - 12 Semester 1 credit  
Prerequisite Algebra II  

Chemistry is for the science student who plans to pursue a science career and / or who wishes to explore an interest in science. The students will combine the principles of algebra with the concepts of scientific theory to solve problems. The course emphasis will be on lab technique and safety, energy and matter, atomic structure, Periodic Table usage, writing and naming chemical compounds, gas laws, household chemistry, nuclear chemistry, and organic chemistry. Approximately 50% of the time will be spent in the lab. The remaining time involves problem solving, discussion, lecture, group work, and computer activities. Chemistry is recommended for qualified students who desire preparation for college chemistry.  

Engineering, Health Sciences, Human Services, Natural Resources & Agri-Science Career Pathways  

3260 PHYSICS  
10-12 Semester 1 credit  
Prerequisite Algebra I  

This course will cover the Essential objectives and the Core objectives in physics. Coursework will include hands-on laboratories as well as technology integration and an emphasis on real-world applications. On line experiences may include Web Quests, research, simulations and data collection and analysis.  

3410 ADVANCED PHYSICS  
10 - 12 Semester 1 credit  
Prerequisite Trigonometry. Students who have already taken “physics” should not take Advanced Physics due to the content overlap  

Physics is a survey of selected major and minor topics of the physical sciences including motion, magnetism,
electricity, lights, and the conservation of energy. The course stresses the application of mathematical and graphical principles to physical sciences. Students who desire additional preparation for college chemistry or college physics should take this course. Physics is also helpful to students in metals and electronics for advanced studies in those fields.

**SOCIAL STUDIES**

**4290 WORLD HISTORY** (Required)
9 Semester 1 credit

The World Studies course is a social studies class designed for ninth grade students. Students will explore geography and the relationship between people, places, and environments. Students will identify the lives of individuals and peoples around the globe making connections with past human interactions to the current world issues of today. Students will be required to research specific topics on the Internet, complete Web Quests, and use interactive sites as learning tools.

**4220 AMERICAN HISTORY** (Required)
10 Semester 1 credit

American History is a survey of the history of the United States. The student will be studying the economics, social, and diplomatic growth of the United States from the Post Civil war period through the present.

**4320 GOVERNMENT & ECONOMICS** (Required)
11 Semester 1 credit

American Government is the study of the governmental structures and how they work at the national, state, and local levels. Citizen’s rights and responsibilities within these structures, such as voter rights; the selective service; and the comparison of different governmental systems will be covered. Textbooks will be used with much emphasis placed on outside reading in newspapers, magazines, and books.

Economics is the study of how people satisfy the wants and needs of everyday life through material goods and services. Main areas of study include **PRACTICAL ECONOMICS**: role as a consumer, buying principles, going into debt, housing, and saving and investing; **MICROECONOMICS**: free enterprise system, marketing & collective bargaining; **MACROECONOMICS**: national income, money and banking, Federal Reserve System, & government spending; **INTERNATIONAL ECONOMICS**: buying & selling, resources between cooperative nations.

**4370 CURRENT EVENTS**
9-12 Semester 1 credit

Current Events I is an introductory social studies class, designed to expose students to events / topics which have a profound impact on the world. Emphasis will be placed on developing life-long learning skills, creating argumentative solutions, finding empirical evidence to solidify arguments, and developing an understanding of how events around the world have an effect on their lives.

**4340 SOCIAL STUDIES**

11-12 Semester 1 credit

A study of group behavior orientated toward the cultured background of various groups. Such topics as juvenile delinquency, minority groups, personality traits, and social classes are studied. The nature of the class requires considerable note taking by the student.

**4360 & / OR 4365 ADVANCED PLACEMENT (AP) PSYCHOLOGY**

11-12 Semester or Full Year 1 or 2 credits

Prerequisite ~ Above average reading skills and a cumulative G.P.A. of 2.5 or above.

This course is designed to give college bound students a foundation in psychology for future study in related areas. Students may select to take this class First Semester or Second Semester OR for a full year.

**FIRST SEMESTER:**

- **Growth of Psychology**: covering theories of such people as William James, B.F. Skinner and Sigmund Freud.
- **The Biological Basis of Behavior**: covering the neural impulse, the central nervous system, the brain, and hemispheric specialization.
- **Sensations and Perception**: covering the nature of sensation, the senses and visual illusions.
- **State of Consciousness**: covering sleep, dreaming and altered states of consciousness; such as depressants, nicotine & amphetamines.
- **Learning**: covering classical and operant conditioning, as well as latent learning and observational learning.
- **Memory**: covering short and long term memory and special topics in memory.
- **Cognition and Language**: covering problem solving, structure of language and decision making.
- **Intelligence and Mental Abilities**: covering intelligence theories, types of intelligence tests and their functions.
SECOND SEMESTER:

- **Motivation and Emotions**: covering instincts, aggression, eating disorders and communication of emotions.
- **Life Span Development**: covering the time from conception to death; infancy, childhood, adulthood, etc.
- **Personality**: covering the psychoanalytic theories of Freud, Jung, Adler and Erickson.
- **Stress and Health Psychology**: covering coping with stress, stress and health and extreme stress.
- **Psychological Disorders (Abnormal Psychology)**: covering neurotic, phobic, obsessive-compulsive, schizophrenic disorders, etc.
- **Therapies**: covering behavior therapies, group therapies, and alternative form of treatment.
- **Social Psychology**: covering attitudes, social influence and social action.

**Suitable for all Career Pathways, especially Health and Human Services**

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**The study of WORLD LANGUAGES is suitable for ALL Career Pathways**

**SPANISH**

1810 SPANISH 1
9 - 12 Semester 1 credit

**Suitable for all Career Pathways.**

Spanish just might give you the edge when you apply for your dream job! Why? Because so many people speak the language! Do you know that the Hispanic population is now the largest minority in the United States? That most packages give directions, ingredients, and labels in Spanish? If you would like to get a jump-start on marketing yourself to future employers then consider signing up for Spanish.

If you have a serious interest in Spanish and would like to speak with confidence upon graduating then 5 or more credits are necessary. Three credits of Spanish may be sufficient if your interest is only to be familiar with the language and the cultures that speak it ~ OR ~ you plan on attending a college that requires two years of a foreign language for admission. If this is the case, then we suggest that you take Spanish in your junior and senior years to improve retention of the language.

This class is designed to emphasize the two major aspects of language study - language experience and cultural awareness. Language experience ~ through listening, speaking, reading, and writing is developed to where students are expected to listen, to ask questions, to describe, to follow directions, to narrate, to express opinions and to create in order to perform various functions relevant to natural language settings. Cultural awareness is developed through the study of the people, customs, traditions and their beliefs.

1820 SPANISH II
9 - 12 Semester 1 credit

**Prerequisite ~ Spanish I with a “C-” or better**

**Suitable for all Career Pathways**

Spanish II continues to develop and build upon the skills acquired in Spanish I. This course provides further opportunity to develop competency in using the language through an increased emphasis on perfecting pronunciation, listening comprehension, developing vocabulary and use of the present tense and language structure. The class is conducted in Spanish whenever possible and the students are engaged in conversation appropriate to their level of language acquisition.
Students will explore all of the Spanish-speaking countries.

### 1830  SPANISH III

10 - 12 Semester  1 credit

Prerequisite ~ Spanish II with a C or better
Suitable for all Career Pathways requiring a college degree.

Spanish III continues to build upon the skills learned in Spanish I & II. This class will focus on conversation and dialogues in Spanish. It will include short stories to be read and discussed in Spanish. Students will continue to learn about the important cultural events of different Spanish-speaking countries. This course is for anyone who wants to increase his or her speaking fluency. Learn how much fun it is to be conversational in another language!

### 1840  SPANISH IV

10 - 12 Semester  1 credit

Prerequisite ~ Spanish III with a C or better
Suitable for all Career Pathways requiring a college degree.

This course is designed to refine, improve, and enhance language skills: listening, speaking, reading, and writing. Emphasis will be on practical conversation, reading and discussion of short stories. There is a strong focus on applying language to real-life situations. This course is for anyone who wants to increase his or her speaking fluency. Learn how much fun it is to be conversational in another language!

### 1890  (AP) SPANISH LANGUAGE

11/12 FULL YEAR  2 credit

Prerequisite ~ Spanish IV or above with a C or better
Suitable for all Career Pathways requiring a college degree.

AP Spanish is offered to students who have completed Spanish 4 or 5 and is recommended to be offered as a full-year course. This course is comparable to third-year (fifth or sixth semester) college or university courses that focus on speaking and writing in the target language at an advanced level. The class will be conducted in Spanish. Students will participate in discussions on current events, literature, poems, and short stories.

### PHYSICAL EDUCATION

8620 PHYSICAL EDUCATION  (Required)

9 or 10 Semester  1 credit

Physical education (Male & Female) will include lifelong learning in a physical activity such as: tennis, aquatic skills, golf, strength, volleyball as well as other team sports. It will also include health concerns like diet and nutrition, alcohol, HIV, STD’s and other drug abuse information as well as rescue breathing. A portion of the classroom curriculum will expose students to on-line experiences such as web quests and research assignments.

Daily active participation is an important requirement of this class. If you accrue 10 days in which you do not dress for PE, you will not earn credit. The swimming unit is required. Any days missed will be made up during the semester enrolled in order to earn credit for the course.

We are assuming that students taking Physical Education are in good health. If such is not the case, it is the responsibility of the parent to present a doctor’s statement indicating that the student cannot participate in physical education classes.

### ADDITIONAL COURSES IN PHYSICAL EDUCATION CAN BE FOUND IN THE HEALTH & HUMAN SERVICES CAREER PATHWAYS

### ARTS and COMMUNICATIONS CAREER PATHWAY

#### ART

8110  ART I

9 - 12 Semester  1 credit

Art I focuses on the first six elements of design. These are: line, shape, texture, form, value and color. Students have the opportunity to observe and use both two and three dimensional media. Art I will provide the student with multi-media, “hands on” instruction and introduction to various art materials, vocabulary, and techniques used to help students identify the role art plays in our everyday living and working places. **VPAA credit.**

8120  ART II

9 - 12 Semester  1 credit

Prerequisite ~ Art I

Art II is a continuation of Art I with more detailed studies and experience in composition, crafts, and three-
dimensional projects. Students will explore the six design principles and they are: movement, balance, unity, emphasis, rhythm/ pattern, and contrast. Students will experience drawing still life drawings, figure drawings, paint in watercolor, tempera, and craft projects (repose, bas-relief, collage, stitchery, paper-maché, wood construction, and clay). Periods of art are studied from Prehistoric through contemporary in crafts, sculpture, and architecture.  

**8130  ART III**  
10 - 12  Semester  1 credit  
**Prerequisite ~ Art II**  
Art III is a more detailed study concentrating on the Fine Arts. Students will learn specific technical skills in concentrated areas of study. Students will use knowledge of historical art in our culture and in others to choose specific themes and projects. Students will look at the relationship of art to experiences that make us unique and to respect and develop their own unique ideas and visions. Students will experiment with the use of several media’s and build upon their uses and improve artistic techniques. Students will explore schools of study, participate in local art shows and display work within the community and move away from copying and using plagiarism habits. Students are required to complete an assessment portfolio before moving into Art IV.  

**8140  ART IV**  
10-12  Semester  1 credit  
**Prerequisite ~ Art III and Teacher approval.**  
Students selecting this course must have successfully completed ART III to include completion of the assessment portfolio and have the written permission of the Art teacher to sign up for the course. The student will choose individualized course studies with assignments structured to explore the student’s main area of art interest and artistic skills. Art IV students will continue to add projects to their assessment portfolio and complete college entrance admission requirements.  

**COMMUNICATIONS**  

**1740  COMMUNICATIONS**  
9 – 12  Semester  1 credit  
Students will be introduced to various forms of communication including: speech, drama, debate, forensics, film, advertising, graphic design and journalism. The class is intended to introduce students to the world of communications so that they might find a particular topic of interest and pursue it further. Your grade will be based on a variety of assignments including public speaking, performances, writing, discussion responses, film production, presentations, graphic design, group work, tests, quizzes and participation.  

**1280  DRAMA**  
9-12  Semester  1 Credit  
In this course, students will get a well-rounded experience in the theatre and dramatic arts. The class will focus mainly on acting performance, but will also cover “backstage” information such as set design and make-up. Highlights of the class include acting activities such as improvisational games, monologues, Duet scenes, story-telling etc; critical thinking activities including character analysis, play reviews and critiques, and the reading of *A Midsummer Nights Dream* by William Shakespeare. This class will be highly participatory, and will be graded as such. Also, at times students will be required to do work outside of class for practice and performance purposes.  

**1270 & 1275  WRITING PRACTICUM – II; YEARBOOK**  
11 - 12  1 block all year  2 credits  
**Prerequisite: Special highly selective admission process; permission of instructor; 10th grade upon department approval.**  
Students will be involved with the complete physical and financial production of the yearbook through copy writing and editing, photography and photo editing, page layout/graphic design, advertising and marketing.  
The yearbook is designed using an adapted online version of Adobe Indesign. It is helpful if yearbook staff members have Internet access outside of the classroom and a driver’s license. Students must be mature, responsible, and self-disciplined, be able to follow oral and written directions, skilled in both oral and written communications, and have respect for deadlines and expensive equipment. Staff members are required to attend school events. They are also required to work with many people – adults and peers – both in school and in the business community.  
Computer skills are important for this class. Knowledge of digital camera photography is also helpful. Out-of-school time is required to meet deadlines, take pictures, and sell advertisements.  

**MUSIC EDUCATION**  

**8400  & / OR  8405  CHOIR**  
9 - 12  Semester OR Full Year  1 or 2 credits  
Choir is open to all students in grades 9-12. Performances are given outside of class time and are required. Letter grades are given. Vocal tests are given periodically and at the end of each semester a singing in front of the class is required as part of your final grade.
Grades are based on class participation, tests and public performances. **Students are strongly encouraged to be in choir BOTH semesters.**

**VPAA credit.**

8320 & 8325 BAND

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**Prerequisite ~ 8th Grade Band**

Students are **required** to participate in the following activities during marching band season: football games, parades, band exhibitions, pep band, and extra rehearsals. **Corunna High School's summer marching band camp is required.**

During second semester, music will be selected to both challenge and stimulate the student. Individual practice will be required in addition to classroom rehearsals. **All performances are required.** Solo and Ensemble participation is strongly recommended. Grades will be determined by playing tests, classroom participation, projects and attendance at all performances. **Students are required to be in band BOTH semesters.**

**VPAA credit.**

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**WEB DESIGN**

6500 WEB DESIGN

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**Prerequisite ~ Students must have a signed District Internet Policy on file before working on the Internet.**

Students will learn about web creation using the software program **Dreamweaver.**

Topics covered will include:
- Determining your market and audience
- HTML
- Background colors, images, fonts and pictures
- Hyperlinks
- Frames
- Surveys

**VPAA credit.**

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**BUSINESS, MANAGEMENT, MARKETING & TECHNOLOGY CAREER PATHWAY**

**BUSINESS MANAGEMENT & ADMINISTRATION (BMA)**

6110 B MA - I

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**Prerequisite ~ BMA I**

**Microsoft Word:** What is “document formatting?” What is the proper setup for letters and reports? What should that letter you need to mail look like? Will my teacher accept my English report? Explore some acceptable practices in the area of word processing.

**Microsoft Excel:** Spreadsheets, spreadsheets, spreadsheets . . . What are they and how can I use them in my research reports? Explore simple spreadsheets and how you can use them to enhance your school presentations. Explore math functions, charts and graphs.

**Personal Finance:** Budget, Credit, Cash, Stocks & Bonds. Spend or Save???? Explore what you could do with the money you plan to earn in your lifetime.

**PowerPoint / Careers:** So . . . you want to be ???? Explore a career of interest and put it on a PowerPoint presentation.

**Students enrolled in BMA are highly recommended to actively participate in the Business Professionals of America (BPA) student organization.**

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6120 VEI/BMA II/III

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**Prerequisite ~ BMA I**

The Virtual Enterprise (VE) is a simulated business environment. The VE employees (i.e., you, the students) will be involved in actual “on-the-job” work experiences, including purchasing, sales, marketing, accounting, personnel, etc. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, in our case, services will be provided. The VE will generate the documents and information needed to do business with other VEs in New York City and abroad. You will work in one or more of the departments in the VE organization. In your department, you will be expected to work individually and as a member of a team to fulfill the responsibilities and tasks associated with your department. You will develop initiative, creativity, responsibility, enhance oral and written communication skills, and improve your ability to work on a team.

**What is the goal of the VE experience?**

The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. By working in the VE, you will better understand how your learning has application and relevance to real life. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. In effect, the VE will drive the learning, the applications and the educational experiences and opportunities. Through your experiences in the VE, you will come to see that there exists an important connection between all disciplines and that what you learn relevant to your future.

**VPAA credit.**

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**Students enrolled in VEI/BMA are highly recommended to actively participate in the Business Professionals of America (BPA) student organization.**
6320  ACCOUNTING
10 - 12  Semester 1 credit
This course presents the complete record keeping cycle for both a service business and a merchandising business. Students are introduced to the principles and methods of recording business transactions, preparation of financial reports, and interpretation of records. Accounting I is designed for students to learn the proper application of accounting procedures while applying and practicing these concepts.

Eligible for 4th year Math credit if taken in Senior Year
Students enrolled in accounting are highly recommended to actively participate in the DECA student organization.

6140  MARKETING I
10 - 12  Semester 1 credit
Marketing provides an introduction to the role and impact of marketing on individuals, business and society. Students will learn about the importance of interpersonal skills and how to function effectively in business situations. All phases of the sales process, advertising and promotion will be explored in addition to product design and development.

Eligible for 4th year Math credit if taken in Senior Year
Students enrolled in marketing are highly recommended to actively participate in the DECA student organization.

DECA
DECA helps students to develop skills for successful business careers, build self-esteem, experience leadership and practice community service. DECA members create friendships with like-minded people from all over the world at career and leadership conferences and build resumes that move them to the top of the job and college application list.

2170  Personal Finance
11-12  Semester 1 credit
Prerequisite ~ Algebra II or 3 math credits.
Personal Finance is a class that teaches students the necessary skills of managing their money for now and after high school.
The class will cover four units:
- Savings and Budgeting
- Credit and Debt
- Financial Planning and Insurance
- Income, Taxes, and Giving.

The class will cover the importance of savings, budgeting and an introduction to personal finance. It will also highlight the significance of making good financial decisions. Students will learn the purpose of budgeting, basics of banking, using checks, and reconciling a checking account.

ENGINEERING,
MANUFACTURING
& INDUSTRIAL
CAREER PATHWAY

MECHANICS

7500  AG. MECHANICS
9 - 12  Semester 1 credit
This course will focus on the many areas of mechanics that are needed in the field of Agriculture and Natural Resources. Areas to be covered will be concrete work, electrical wiring, basic plumbing, gas welding, arc welding, barn construction and layout, basic small engines and of course shop safety will be taught and stressed to students in each area.

All students are members of the FFA where they will take part in chapter activities such as working on the FFA land lab, FFA community service projects, and taking part in Leadership and Skills Contests. Other programs students can work with include: animal production, local fairs, pheasants, crop production, and agri-business.

5250  MECHATRONICS
9 - 12  Semester 1 credit
Mechatronics is a synergistic combination of precision engineering, electrical control, and mechanic systems. It is the science that exists at the interface among the five other disciplines: mechanics, electronics, informatics, automation, robotics. It is one of the most dynamically developing fields of technology and science.
# Drafting

**5210 INTRO TO ENGINEERING AND DESIGN**  
9 - 12 Semester  1 credit

General drafting is a first year course open to males and females. It is intended for the beginning student, no prior training skill in drawing is necessary. However, eighth grade Exploratory Drafting is helpful. The main purpose is to provide essential information in the basic fundamentals of drafting. Individuals interested in engineering or a technical type of communication will find this very beneficial. The course is exploratory in nature covering an introduction to lettering, geometric construction, orthographic projection, dimensioning, perspective drawings, and the proper use of drafting instruments. This course will also cover an introduction to Computer Aided Drafting (CAD).

* All students will participate in MITES.  
 VPAA credit OR

Eligible for 4th year Math credit if taken in Senior Year

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**5220 MECHANICAL ENGINEERING**  
10 – 12 Semester  1 credit  
Prerequisite ~ Intro to Eng & Design

Technical Drawing is designed for the individual planning to further develop their skills in the field of drafting, technical training, engineering, or CAD (computer aided drafting). This course covers the major areas needed to explore design layout using developments and intersections, descriptive geometry, gear development, detail and assembly drawings, blueprinting, engineering concepts through detail and assembly drawings a well as, a section on CAD familiarization, plumbing and electrical designs.

The chief emphasis of this course is to: (1) extend the students skills in drafting; (2) develop knowledge of drafting engineering and the importance of communication between the design concepts and the actual fabrication of the part.

* All students will participate in MITES.  
 VPAA credit OR

Eligible for 4th year Math credit if taken in Senior Year

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**5230 ARCHITECTURE & DESIGN**  
10 - 12 Semester  1 credit  
Prerequisite ~ Intro to Eng & Design

Architectural Drafting and Design is a beginning course that covers the principles and practices related to both residential and commercial architectural drafting. This course will cover a variety of subjects including: the design process, area planning, architectural plans, supporting materials, reference materials and basic home construction. Since communication in the field of architectural drafting and design largely depends on understanding the vocabulary of architecture, new terms, abbreviations and symbols are defined early and re-

appear frequently throughout the various units. Each student will design their own home or business and create an entire set of architectural plans which include floor plans, wall sections, elevations, interior elevation, electrical plans, door and room schedules, plot plans and price estimations.

* All students will participate in MITES.  
 VPAA credit OR

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# Construction

**5530 CONSTRUCTION TRADES**  
10-12 Semester  1 credit

Construction Trades is introductory in nature and covers many facets of the construction industry including: architecture, model building, tool safety, rough framing, residential wiring, plumbing, masonry work, concrete/ foundations and finish work. The majority of the course will take place in the construction lab. Lecture, book work and research will also be included. Students will complete projects in estimating, scheduling and project management. After completion of the course, students will be competent in many areas of the construction industry and prepared for advanced construction trades courses.

* All students will participate in MITES.  
 VPAA credit OR

Eligible for 4th year Math credit if taken in Senior Year

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**5540 CONSTRUCTION TRADES II**  
11-12 Semester  1 credit  
Prerequisite ~ Construction Trades

Students will complete more in-depth projects that build off the principles learned in Construction Trades 1 including advanced rough framing, trusses, sub floors, roofing, surveying, project estimating, advanced plumbing, window/door installation. A portion of the class will allow students to use a computer aided design program where students will design their own structure. Students will complete larger projects including sheds, decks, and pole buildings. The course will also cover material on specific green products used in the construction industry.

* All students will participate in MITES.  
 VPAA credit OR

Eligible for 4th year Math credit if taken in Senior Year

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**5320 METALS TECHNOLOGY - I**  
9 - 12 Semester  1 credit

The first year of Metals Technology is exploratory in nature, introducing the many manufacturing processes of the various trades and/or occupations in the metals industry with emphasis in the areas of: Machining: operating lathes, milling machines, drill presses, saws and grinders; Welding: gas and arc; Sheet metal work: including operating the shear, break, and various hand tools; and Foundry: making patterns, sand molds, and casting the molten metals.
All students will participate in MITES.

**Eligible for 4th year Math credit if taken in Senior Year**

5330  METALS TECHNOLOGY - II
10 - 12  Semester 1 credit
Prerequisite ~ Metals Technology I
The second year of Metals Technology is geared primarily to large project builds, such as: tool cabinets, sheet metal toolboxes, go cart frames, motorcycle frames, cargo racks, workbenches, vises and tables. Students in Metals II will have gained adequate knowledge that will enable them to work independently.

**Eligible for 4th year Math credit if taken in Senior Year**

5340  METALS TECHNOLOGY - III
11 - 12  Semester 1 credit
Prerequisite: Students must be a junior or senior that received a B or better in both metals 1 and 2. Students must also have a signed form from instructor to enter this class.
Metals III is designed to take all the knowledge you have acquired in metals 1 and metals 2 and combine it with a real world application. Metals 3 will be an entrepreneurship based class in which students will acquire jobs, both new construction and repair from the community. Students will also design and construct several projects that will be available for purchase. Students will be responsible for the project design, material ordering, construction, pricing, etc.

**Eligible for 4th year Math credit if taken in Senior Year**

5120  WOODWORKING TECHNOLOGY - I
9 - 12  Semester 1 credit
Woodworking Technology 1 covers the many facets of the woodworking / carpentry industry including structural design and building; study of wood joinery, joint construction, machine operations, hand tool operations, use of fasteners, laminates, stains, and cabinet hardware. The majority of the class will take place in the lab working toward the completion of project builds. The course is designed to cover two years.

**Eligible for 4th year Math credit if taken in Senior Year**

5130  WOODWORKING TECHNOLOGY – II
10 - 12  Semester 1 credit
Prerequisite ~ Woodworking Technology I
Woodworking Technology 2 builds upon the skills learned in Woodworking 1 and allows the student the opportunity to produce such products as: chest of drawers, writing desk, gun cabinets, hutches, end tables, night stands, entertainment centers, bookcases, tables, kitchen cabinets, cedar chests and podiums. A charge for all material will be made for those projects constructed for use at the student's home. There will be no charge for projects built for the school or class by the students.

**Eligible for 4th year Math credit if taken in Senior Year**

MITES
MITES is the Michigan Industrial Technology Education Society. It holds an annual regional and state project competition and show. Being involved requires no cost to the student, but will give you a good opportunity to represent yourself and your school. The MITES organization also offers scholarship opportunities and possible job opportunities as well.
Students in MOST Industrial Technology classes will be expected to participate in the MITES competition.

HEALTH SCIENCES CAREER PATHWAY
and
HUMAN SERVICES CAREER PATHWAY

FAMILY & CONSUMER SCIENCES

7110  INDIVIDUAL AND SOCIETY:
Essential Health & Living Skills; Nutrition & Foods
9 – 10  Semester 1 credit
(11 or 12 with instructor approval)
In this class you will examine a variety of problems facing young adults. You will:
- Learn about adolescent health issues related to psychological, emotional and physical health. Topics such as teen suicide, abuse, drugs and emotional disorders will be looked at on an individual to global scale.
- Learn about the basics in culinary arts. Nutrition/dietetics, fad diet, cooking techniques, food related occupations and international foods will be explored. Students will have the opportunity to create their own recipes.

*This course Meets MDE Health Standards and Benchmarks.

7300  HUMAN DEVELOPMENT - I
Parenthood curriculum emphasis
11-12 1st. Semester 1 credit (10 with instructor approval)

*Credit may be earned at Baker College by successfully completing Human Development I & II.

Prerequisite ~ Individual and Society strongly recommended

Must demonstrate mature behavior in the school setting.

The emphasis of human development I is on Parenthood Education and Human Development up to age 4. This course is designed to help you:

- Develop a broad understanding of family systems and their related parts.
- Examine the responsibilities of parenting & caring for children.
- Analyze societal issues affecting children.
- Examine physical, social, emotional and intellectual development.
- Develop and practice nurturing skills. Observe children from a variety of age groups.
- Practice tolerance and respect for diversity.

Major projects include: Caring for an infant simulator (or an alternative experience). Developing & participating in a variety of projects for children.

7305 HUMAN DEVELOPMENT - II
Human Development with an early Childhood Education focus
11-12 2nd. Semester 1 credit

*Credit may be earned at Baker College by successfully completing Human Development I & II.

Prerequisite ~ Human Development I
Must demonstrate mature behavior in the school setting.

In this class you will:

- Develop a broad understanding of child development theories and their interrelated parts.
- Develop & participate in a variety of projects for children, many involving art, music, food & movement.
- Develop & implement lessons for preschool students;
- Operate The Happy Apple preschool, a site-based licensed preschool. You will have opportunities to do offsite visits and field trips. You will be required to pass a background check to work in the pre-school.

Because there is an emphasis on active participation & group interaction, excellent attendance is a must.

7310 HUMAN DEVELOPMENT - III
12th grade only 2nd. Semester 1 credit

Teacher Education; teacher cadet (Only student who are applying to college for “Education Careers” should apply)

Pre-requisites: Human Development I and Human Development II) Or a strong background in Social Studies with Instructor approval ONLY.

This is a 80 minute block course which is a combination of course work and classroom field experience. Course work activities will focus on textbook readings, reflections, classroom discussion, and teacher education career exploration. Students will also be matched and supervised by a teacher in the K-12 educational setting and obtain practical experience by working directly with children in a district classroom setting. Students participating in this program will be expected to provide their transportation to/from the K-12 classroom field experience. Students are also expected to take the MTTC (Michigan Test for Teacher Certification) in the Spring. Students will need to complete a special application and will be evaluated upon entrance into the program Excellent attendance is a must.

PHYSICAL EDUCATION

8630 ADVANCED PHYSICAL EDUCATION I
10-12 Semester 1 credit

Prerequisite ~ 9th grade P.E. with a “B” or better OR approval of the instructor.

Students will learn and demonstrate rules, skills, and techniques of both team and individual sports that can be participated in throughout their lives. Students will also set fitness goals and develop a personal fitness plan. Sports and activities will vary.

8640 ADVANCED PHYSICAL EDUCATION II
10-12 Semester 1 credit

Prerequisite ~ 9th grade P.E. with a “B” or better OR approval of the instructor.

Strength training and conditioning are the skills taught in this semester class. Students will be expected to build a measurable amount of strength and increase aerobic capacity. Grading is objective based and increased productivity is expected.

NATURAL RESOURCES & AGRI-SCIENCE CAREER PATHWAY

MECHANICS
This course will start off by continuing your FFA interests and the many opportunities it has to offer. **All students are members of the FFA** where they will take part in chapter activities such as working on the FFA land lab, FFA community service projects, and taking part in leadership and skills contests. Other programs students can work with include: animal production, local fairs, pheasants, crop production, and agri-business.

This course will focus on the many areas of mechanics that are needed in the field of Agriculture and Natural Resources. **Areas to be covered will be concrete work, alternative fuels, service of power equipment, hydraulic, pneumatic, basic engine fluids, ventilation for livestock facilities and of course shop safety will be taught and stressed to students in each area.**

**All students are members of the local FFA Chapter. See FFA section for more details.**

### ZOOLOGY & BOTANY

**7510 ZOOLOGY** *(formerly AGRI-SCIENCE I)*

9 - 12 Semester 1 credit

Zoology (Agri-Science I) is a course for both young men and women who have an interest in the broad field of agriculture. It will help student develop skills, experiences and interests needed to enter the agriculture workforce. Students will learn through classroom instruction and many “hands-on” activities, including: working on the school land laboratory, landscaping projects, raising livestock: (such as broilers, swine, lambs, beef and pheasants) and showing at the fair.

FFA activities are integrated into the Agri-Science classes throughout all four years. Students have the opportunity to compete in Leadership and Skills Contests, personal projects, community service activities, and field trips through the FFA.

Zoology not only provides skills in production agriculture, but also provides opportunities in agriculture research, veterinary medicine, plant and soil science, and business-business among many other science-science topics.

On-line experiences will be record keeping forms for state FFA awards, research projects, WebQuest, and reports.

**ALL Students are members of the local FFA chapter. See FFA section for more details.**

**Prerequisite ~ Zoology or approval of the instructor**

This course will start off by continuing your FFA interests and the many opportunities it has to offer. This unit will also tie in many of the career opportunities available in Agriculture and Natural Resources. These topics will also be interspersed throughout different times such as Leadership: students will have a chance to be a member of one of eight leadership teams. Students are all members of the local FFA Chapter. This course will also be a continuation of Animal Science and Plant and Soil Science. As part of this course you will be involved in raising Broiler Chickens for the Michigan FFA Poultry Improvement Contest. This course will also focus on different aspects of plants and soils. Topics include: **Soils**: how to take samples, how to judge soils, how to manage soil, and how to identify soils. **Fertilizer**: How to read soil tests, how to make fertilizer recommendations. **Hydroponics**: The growing and propagating of crops and plants without soil, using nutrient solutions and artificial lighting. **Plant Science**: How to care for field crops, basic plant body structure, seed care and planting. On-line experiences will be record keeping forms for state FFA awards, research projects, WebQuests, and reports.

**ALL Students are members of the local FFA chapter. See FFA section for more details.**
teams and take part in numerous FFA activities. On-line experiences will be record keeping forms for state FFA awards, research projects, WebQuests, and reports.

Eligible for 4th year Math credit if taken in Senior Year

7540 AGRI-SCIENCE III - IV
11-12 Semester 1 credit
Prerequisite – Agri-Science II
(Taught on Even Years. Example: 2008-09)

This course will start off by continuing you FFA interests and the many opportunities it has to offer. This unit will also tie in many of the career opportunities available in Agriculture and Natural Resources. These topics will also be interspersed throughout different times such as Leadership and Skills Contests to prepare students for these contests.

All Students are members of the local FFA chapter. See FFA section for more details.

Major areas of study will include: Genetics: The principles of plant and animal reproduction, genetic engineering, bio-genetics, and how new and improved plants and animals are benefiting today’s agriculture. Ag Mechanics: setting-up, adjusting maintaining, and operating farm machinery. Agri-Business Management: will deal with proper use and sources of credit, figuring inventories, depreciation schedules, income taxes, rent, and insurance needs. Agricultural Marketing: how to figure, use and understand markets. Students will take possession of and market all the grain-harvested from the FFA school farm. Understanding and using the D.T.N. marketing computer in the classroom will be part of the class activity. Class time will be provided to work on personal projects, judging teams, leadership teams, and to take part in numerous FFA activities.

On-line experiences will be record keeping forms for state FFA awards, research projects, WebQuests, and reports.

Eligible for 4th year Math credit if taken in Senior Year

7560 GREENHOUSE MGT. & LANDSCAPING
10 - 12 Semester 1 credit

This course includes instruction on a variety of topics such as plant classification, cell structure, parts and functions, processes, nutrition, pests as well as fertilizer and pesticide applications. A lot of the activities in the course will be conducted in the greenhouse to give students a better understanding of the industry. Also, students will spend time learning the principles and theories of landscape design. Students are required to create blueprints of various landscapes and develop them around the community.

All students are members of the local FFA Chapter. See FFA section for more details.

All students will take part in chapter activities such as working on the FFA land lab, FFA community service projects, and taking part in Leadership and Skills Contests. Other programs students can work with include: animal production, local fairs, pheasants, crop production, and agri-business.

On-line experiences will be record keeping forms for state FFA awards, research projects, WebQuests, and reports.

FFA
The FFA is a very important part of the Agri-Science program. Being a member will open many doors of opportunity. Chapter members carry out swine farrowing, broiler, pheasant, and quail projects. Some students have their own livestock projects using the Corunna Schools facilities. Interested members operate a 40-acre school farm. Plants can be grown using the new hydroponics lab. There are opportunities to serve on leadership and judging teams that get involved in local, regional, and state competitions. Members develop leadership skills serving as Junior and Chapter FFA officers. Members travel yearly to the state FFA convention in East Lansing and the National Convention in Indianapolis, Indiana.

Dues are required for membership in FFA and are the responsibility of the student and the parents.

SPECIAL EDUCATION COURSE DESCRIPTIONS

Students with disabilities are encouraged to enroll in academic courses in general education to the greatest extent possible, utilizing the assistance provided by special education teachers collaboratively teaching in those classrooms. When those classes are not appropriate, the following classes are available. Students taking these courses must have an IEP in place indicating that instruction is required in a special education setting.

9160 LITERACY – B
9 - 12 Semester 1 credit

Literacy encompasses the study of both Reading and Writing. Word attack skills, vocabulary development, reading fluency, and comprehension are taught. Instruction on improving specific reading comprehension skills will be practiced daily. Spelling and writing are integrated into the reading program. Students will practice writing through a Writer’s Workshop utilizing thematic units with various genre including on-line reading and writing.

9230 FUNCTIONAL MATH – B
9 – 12 Semester 1 credit
Functional Math is a Special Education math class with an emphasis on applying arithmetic skills to real life situations. Appropriate grade level story problems are completed daily. These story problems include concepts of time, measurement, graphing, and fractions, as well as basic arithmetic skills. Arithmetic skills of addition, subtraction, multiplication, and division are introduced when appropriate. Basic concepts of fractions, decimals, and percents are introduced also introduced when appropriate.

9210 Pre-Algebra B
9 - 10 Semester 1 credit

Pre-Algebra B is a class designed to prepare students for Algebra 1. Emphasis is placed on ensuring students have solid arithmetic skills. Place value and operations (adding, subtracting, multiplying and dividing) on whole numbers are reviewed. Integers and basic algebra concepts are introduced.

9200 Algebra II-B
11 - 12 Semester 1 credit

Students build on skills learned in Algebra I and Geometry. Students use problem solving skills to develop a rich understanding of real-world mathematical dilemmas. “Habits of mind” are developed that allow for the development and communication of mathematical concepts. Topics covered are: solving systems of equations, matrices, exponential equations, logarithms, and functions. A minimum of 60% of the High School Content Expectations for Algebra II are covered in this class.

9440 IVT–INDIVIDUAL VOCATIONAL TRAINING – B
11 - 12 Semester ½ credit per marking period per block

Prerequisite: Vocational Evaluation and a recognized transition goal on the IEPT.

Individual Vocational Training is an On-The-Job training that would be completed prior to a work-study placement. This opportunity is for, and limited to, students who have an IEP. This experience will help prepare a student for his or her Work Study placement, or allow a student to explore other career options. The student will receive evaluations of their work while working under the direction of a supervisor.

9450 WORK STUDY – B
12 Beginning 2nd Quarter ½ credit per marking period per block

Prerequisite: Vocational Evaluation and a recognized transition goal on the IEPT.

Work Study is an On-The-Job Training experience with related counseling and follow-up services. It is for, and limited to, students who have an IEP. Students may work up to 20 hours per week during the school year. For successful work experience, a minimum of 120 hours is recommended (1 credit). Employers, using a progress report each marking period, evaluate students. Grades are assigned. Students are required to complete accurate time cards.

CO--OP . . .

COOPERATIVE TRAINING
FOR HIGH SCHOOL STUDENTS

CO-OP is a training technique for high school seniors that combine instruction with supervised part-time employment thus enabling a student to apply what they have learned. This program considers the abilities, interests and needs of the student in applying them to work experience. CO-OP involves the student, employer, and school working together to develop training, attitudes, and habits that make the student a more effective citizen. The student is required to abide by the rules and regulations of both the employer and Corunna High School.

The student works a minimum of 15 hours per week and no more than 28 hours per week on the job, while carrying 3 credits in school. One (1) credit is earned each semester for CO-OP, thus 8 credits can be earned in the senior year.

The student receives an hourly wage from the employer. CO-OP training gives the student the advantage of work experience while in school and is often beneficial in securing employment after graduation. Students may also wish to gain experience in an area of their interest prior to going to an institution of higher learning. Upon successful completion of the job-related portion of this course, the CO-OP student will receive a special certificate of progress and participation.

REQUIREMENTS:

- The student must be a senior.
- The student must be at least 16 years old.
- The student must want training in their chosen vocational field.
- The student’s school grades, personality and recommendations must be acceptable in their chosen vocational field.
- The student must be currently enrolled in a class related to their job placement.
- The student must be hired by an employer in an acceptable training position before they are accepted on the program.
- You are encouraged to take a related class in 11th grade to prepare for this work experience. However, you must be enrolled in and successfully completing a related class (for at least one block) during this placement in your senior year.
FREQUENTLY ASKED QUESTIONS ABOUT COOPERATIVE EDUCATION:

Q. Why should I take CO-OP?
A. The students Co-op program is made to fit their individual needs, their interests, and their abilities; permits earning while learning; and enables the student to apply what is learned.

Q. If a student takes CO-OP, how does it affect their other schoolwork?
A. Usually class work is improved. If the student does good work on the job, they are given the incentive and confidence to do good work in school.

Q. What are the responsibilities of the employer?
A. The employer should provide supervision of the student, work with the school to arrange the schedule of the students, keep the school informed of the student's progress, and help the student to develop attitudes and habits that will enable them to work successfully in industry.

SPECIAL PROGRAMS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Program Name</th>
<th>Credit</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9500</td>
<td>INDEPENDENT STUDY</td>
<td>.5/1 credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quarter/Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite—Approval of a principal and the sponsoring teacher. Fulfill the requirements below.</td>
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</tbody>
</table>

Independent Study is potentially available in all subject areas. It is intended to provide students with an opportunity to explore subject area material that is not included in the regular curriculum. However, before a student could be considered as a candidate for Independent Study several conditions must be met:

1. The student must already have demonstrated outstanding potential in the subject area.
2. The student must initiate contact with a teacher willing to mentor, supervise and grade the Independent Study.
3. The student, with assistance from the teacher, must develop an outline for the course-of-study for the Independent Study that will be kept on file in the guidance office.
4. This course-of-study must include an 18 week plan: 3 to 6 unit plans per semester, including “big questions” to be answered, benchmarks addressed and assessments to be used.

The application deadline for a first semester (fall) independent study is May 31.
The application deadline for a second semester independent study is December 31.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Program Name</th>
<th>Credit</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9000</td>
<td>DIRECTED STUDY</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quarter/Semester</td>
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</tbody>
</table>

Topics in this course include: Organizational skills, how to study, note taking, how to take a test, memory improvement, listening skills, applied reading skills, library research, thinking and reasoning skills and development. This course requires principal approval.

ALTERNATIVE ROUTES TO EARNING CREDIT

SUMMER SCHOOL

Summer school is a program that allows a student to "make up" a failing grade during the summer. This generally allows a student to progress to the next level in that subject area without an interruption. Classes offered are usually basics such as English, math, and computers. Summer school programs are usually available in Corunna, Owosso, and Durand and while fees vary greatly between school systems, you can expect a minimum charge of at least $125.00 per half credit. More information is available in the Guidance Office.

Advance Counselor approval is required.

CREDIT RECOVERY PROGRAM

Corunna High School offers credit recovery after school classes.

PLACE: Corunna High School
COST: $100 per .5 credit ($25 if on free/reduced lunch)
TIME: up to four (4) days per week from 2:20-4:00 P.M.

Payment is due in the High School Guidance Office before the class begins.

All school rules apply and students not in compliance will be dropped from the class.

*If a student is dropped due to misconduct there will be no refund.

It is imperative that students are in attendance at class and on time every week. If the student misses two class periods, regardless of the circumstances, credit will not be received for the class.

CORUNNA HIGH SCHOOL GRADING SYSTEM

GRADE POINT AVERAGE (GPA)

GPA is based on all subjects that receive grades “A” through “F”. (See table below for point values). All “CLASSROOM SUBJECTS” will be in this category. Other types of activities such as Work Based Learning may be marked “P” (pass) or “F” (fail). A “P” receives ½ credit, which is not computed in the GPA. An “F” does not receive credit and is computed in the GPA.
Class rank is based on cumulative GPA on a semester basis.

Official rank for the graduating senior class is established at the end of the third quarter.

**HONOR ROLL**

- students who have earned a 3.5 or higher *(If you have an Incomplete on your report card you cannot be on the Honor Roll)*

The following scale is used to compute the grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D-</td>
<td>.7</td>
</tr>
</tbody>
</table>

All grades from classes with an “AP” designation that are taught in a regular class setting will be weighted on a 5.0 scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
</tr>
<tr>
<td>B+</td>
<td>4.3</td>
</tr>
<tr>
<td>C+</td>
<td>3.3</td>
</tr>
<tr>
<td>D+</td>
<td>2.3</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>A-</td>
<td>4.7</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
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<tr>
<td>D</td>
<td>2.0</td>
</tr>
<tr>
<td>B-</td>
<td>3.7</td>
</tr>
<tr>
<td>C-</td>
<td>2.7</td>
</tr>
<tr>
<td>D-</td>
<td>1.7</td>
</tr>
</tbody>
</table>

W = *(Withdraw)* nothing is computed, does not affect GPA.

I = *(Incomplete)* nothing is computed, does not affect GPA. *(NO credit is earned)*

**NOTE:** Students receiving an “I” are responsible for making arrangements with the teacher to complete the required work within a reasonable time agreed upon by the student and the teacher.
GRIEVANCE PROCEDURES
FOR
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
SECTION 504 OF THE REHABILITATION ACT OF 1973
AGE DISCRIMINATION ACT OF 1975
TITLE II OF THE AMERICANS WITH DISABILITY ACT OF 1990

SECTION 1
Any person believing that the Corunna Public School District or any part of the school organization has discriminated against him/her on the basis of race, color, national origin, gender, age, disability, height, weight, religion, or marital status (i.e. has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, and (5) Title II of the Americans with Disability Act of 1990) may bring forward a complaint, which shall be referred to as a grievance, by way of the policy recommended in Section II below.

The Corunna Public School District Civil Rights Coordinator can be contacted directly at the following address and phone number:
Superintendent Dr. Dave Moore
124 N. Shiawassee St.
Corunna, MI 48817
(989) 743-6338

SECTION II
The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the appropriate building administrator or department supervisor (the person responsible for the building/department in which the alleged infraction occurred), who shall in turn investigate the complaint and reply with his/her findings within three (3) business days. If the complainant is not comfortable bringing the grievance to the appropriate administrator/supervisor, he/she is welcome to present the grievance to another administrator/supervisor.

If the complainant feels the grievance is not satisfactorily resolved, he/she may initiate formal procedures according the following steps.

Step 1
A written statement of the grievance signed by the complainant shall be submitted to the appropriate building administrator or department supervisor within five (5) business days of receipt of answers to the informal complaint. The administrator/supervisor shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2
A complainant wishing to appeal the decision of the building administrator/department supervisor may submit a signed statement of appeal to the Civil Rights Coordinator (Superintendent) within five (5) business days after receipt of the administrator/supervisor’s written response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days. If the Superintendent is named in the grievance, he will refer the grievance to the Curriculum Director or a building administrator for investigation.

Step 3
If unsatisfied, the complainant may appeal though a signed, written statement of the Board of Education within five (5) business days of receiving the Superintendent’s response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

Anyone, at any time, may contact the U.S. Department of Education/Office for Civil Rights for information and/or assistance at 216/522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U.S. Department of Education Office for Civil Rights, 600 Superior Avenue East, Bank One Center, Suite 750, Cleveland, OH 44114-2611.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

The local Coordinator, on request, will provide the complainant with a copy of the district’s grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator’s Office.