

Goodrich High School Course Guide

2024-2025



INTRODUCTION

Dear Students and Parents:

This handbook has been completed by the staff and administration at Goodrich High School for the purpose of assisting students and their parents with educational planning. A wealth of information is included for the sole purpose of assisting students and parents in making intelligent decisions about their four-year program in this institution.

The planning of a challenging academic program must incorporate a careful reading of this manual, assistance from counseling personnel and the teaching staff, and a great deal of discussion in the home setting involving the student and his or her parents. Courses should be selected based upon career plans as well as on a realistic assessment of the student's interests and academic abilities.

A successful high school career rests heavily upon the quality of decisions made each spring for the fall program. As always, we stand ready to help you in any way we can.

Sincerely,

Travis McDowell
Principal

ADMINISTRATIVE STAFF

Mr. Mike Baszler, Superintendent

Mr. Travis McDowell, High School Principal

Mr. Jesse Nardizzi, High School Assistant Principal

Mr. Rob McRae, Athletic Director

COUNSELING STAFF

Mrs. Mary Gardner

Mrs. Trisha Nelson

EQUAL EDUCATIONAL OPPORTUNITY

Every child, regardless of race, creed, color, sex, national origin, cultural or economic background, or handicap is entitled to equal opportunity for educational development. No student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district.

The board shall treat its students without discrimination as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.

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GRADUATION REQUIREMENTS

Any student desiring a high school diploma from Goodrich High School must show successful completion of the following required courses as part of the 22 credits GHS requires for graduation. It is recommended that you conference with your current core area teacher when considering taking an honors or AP course in the upcoming school year. Remaining credits towards graduation are to be selected from “elective courses”.

English 4 credits

English 9
English or Honors English 10
General or English or AP English 11
General or English or AP English 12

Social Studies 3.5 credits

World History (9)
U.S. History (10)
Civics and Economics (11)
*Social/Global Issues or AP Government (12)

Science 3 credits

Physical Science (9)
Biology (10)
Chemistry or Physics
**Successful completion of GCI may count as the required 3rd year science credit.

Mathematics 4 credits

Integrated Math 1
Integrated Math 2
Integrated Math 3
*Personal Finance (formerly Senior Seminar)
*Math or Math Related Course in 12th grade

Foreign Language 2 credits

Two years of the same language:
Or 1 year of foreign language and an option below:
Option 1: Completion of a formal CTE program or curriculum
Option 2: Additional credit of VPAA
*GHS recommends 2 credits of World Language for college bound students.

Visual/Performing and Applied Arts 1 credit
Physical Education .5 credit
Health .5 credit

***Required for all seniors**

GRADUATION REQUIREMENTS AND **POLICIES** **GRADES 9 - 12**

To qualify for graduation from Goodrich High School students must successfully complete the following requirements and conditions that have been established by the Board of Education and Administration.

1. A student must complete four years of high school attendance. Any exceptions will be made by the administration in accordance with Board of Education policies.
2. A student must be enrolled in a full schedule of classes each year. A full load consists of 6 credits per year.
3. A total of 22 credits are required to graduate from Goodrich High School. See Graduation Requirement page for more details.
4. A student with credit deficiencies may be able to earn make-up credits during summer school or credit recovery classes that are approved by the Counseling Department prior to enrolling in the course. Successful completion of Summer School may be a prerequisite for credit recovery during the school year.
5. The high school principal has delegated authority to modify credits needed to graduate for students who transfer into this school district from other systems which require fewer credits for graduation. Transfer students must complete one full semester of attendance to qualify for graduation.
6. In order to participate in commencement exercises, seniors must have successfully completed all graduation requirements by the established date (varies annually). Also, students are expected to have fulfilled all financial obligations to the school, along with returning school books, equipment, and other property.
7. Any senior who has credit deficiencies will have his/her name removed from the senior class list whenever it becomes certain that he/she cannot meet the requirements for a diploma in time to graduate with his/her class.
8. Classes cannot be dropped after the first week, unless under extreme circumstances.

MARKING SYSTEM

The letter grades will indicate the academic achievement of the student, and the grading system used will be as follows:

| LETTER | PERCENTAGE | |
|--------|------------|-----|
| A | 93 | 100 |
| A- | 90 | 92 |
| B+ | 87 | 89 |
| B | 83 | 86 |
| B- | 80 | 82 |
| C+ | 77 | 79 |
| C | 73 | 76 |
| C- | 70 | 72 |
| D+ | 67 | 69 |
| D | 63 | 66 |
| D- | 60 | 62 |
| E | 0 | 59 |

Any semester grade of “I” must be made up within two weeks. Following this time period the incomplete grade will be changed to an E. Grades will be averaged on the following grade point basis.

Parents contesting a grade or a course requirement are to arrange for a Parent/Teacher conference to seek clarification or resolution of any point in question.

Administrative participation may be sought if no resolution is forthcoming from the initial parent/teacher conference.

POST-SECONDARY PLANS

COLLEGE RECOMMENDATIONS

Liberal Arts/College Preparation is usually related to the five academic areas: English, Science, Social Studies, Mathematics, and Foreign Language. This program could include selections from vocational programs, but it is recommended that students take a majority of their subjects in the academic areas listed.

Colleges strongly recommend/require the following high school background:

- | | |
|-----------------------------------|---------|
| ■ English | 4 years |
| ■ Math | 4 years |
| ■ Biological and Physical Science | 4 years |
| ■ History and Social Sciences | 4 years |
| ■ World Language | 2 years |

Please note that these are optimal recommendations. Entrance requirements vary greatly from college to college. You should consult your counselor and/or the college for specific information when planning your high school courses.

APPRENTICESHIP PROGRAMS

The Department of Labor and Economic Opportunity for the State of Michigan is working to develop resources available for apprenticeship opportunities and training. More information can be found at:

<https://www.michigan.gov/leo/bureaus-agencies/wd/apprenticeships/career-seekers>

Please talk with your counselor for more information and support pursuing these programs.

MULTIPLE CREDIT OPTIONS

The chart below outlines the courses that a student will be able to use to count for multiple graduation requirements.

| Name of Course | VPAA/2nd Year World Language | 4th Yr. Math |
|--|------------------------------|--------------|
| Anatomy | | X |
| AP Calculus AB | | X |
| AP Statistics | | X |
| Art 1 | X | |
| Ceramics | X | |
| Chemistry | | X |
| Choir | X | |
| Computer Science | X | X |
| Conceptual Physics | | X |
| Concert Band | X | |
| Digital Multimedia | X | X |
| Drawing and Painting | X | |
| Earth Science and Environmental Issues | | X |
| Engineering Essentials | X | X |
| Film Appreciation | X | |
| Horticulture | X | X |
| Integrated Math 4 | | X |
| Percussion | X | |
| Physics | | X |
| Physiology | | X |
| Principles of Marketing | | X |
| Retail Marketing | X | X |
| Sculpture | X | X |
| Sports Medicine | X | X |
| Wind Ensemble | X | |
| Yearbook | X | |

COURSE DESCRIPTIONS

BUSINESS

PRINCIPLES OF MARKETING .5 credit - 1 semester 10,11,12

Principles of Marketing introduces students to the basics of business with an emphasis on marketing. The course works to prepare students for college and careers in marketing and sales. Units of study include functions of marketing, selling, promotion, and strategic market planning.

RETAIL MARKETING .5 credit – 1 semester 10,11, 12

PREREQUISITE: Principles of Marketing

This course is designed to build on the foundations of Principles of Marketing. Students will be responsible for the operation of the Martian Market during all lunches as well as other outside of school events. This is a hands-on class and requires participation in the store and components of managing a store, including cleaning, floorplans, and display arrangement. Students will also be working on projects related to financial analysis, human resources, and economics, just to name a few.

****This class can be re-taken as a manager with teacher permission**

COMPUTER SCIENCE

COMPUTER SCIENCE 1 credit – Full Year 9,10,11,12

Students are introduced to the foundational concepts of computer science and challenged to explore how computing and technology can impact the world. Students will be exposed to introductory computer science. The course takes a wide lens approach to computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data.

ENGINEERING ESSENTIALS 1 credit – Full Year 9,10,11,12

In Engineering Essentials, students explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

DIGITAL MULTIMEDIA **.5 credit –1 Semester** **9,10,11,12**
Students will be taught proper etiquette and safety practices for using social media as well as the skills necessary to manage projects from beginning to end. Students will piece all of the digital multimedia components together including text, audio, video, and picture formats into a web based project that will showcase all of their skills. The focus of this class is to develop the technology skills sets necessary to inspire employers.

DIGITAL MULTIMEDIA 2 **.5 - 1 Semester** **9,10,11,12**
PREREQUISITE: Digital Media 1 or equivalent experience
Digital Media 2 builds upon the foundational knowledge acquired in Digital Media 1, delving deeper into cinematic techniques, advanced layout and composition, sophisticated cinematic lighting, and refining skills in recording announcements and podcasting. This course is designed to equip students with the necessary tools to create high-quality digital media content with a focus on visual and auditory storytelling.

ENGLISH

ENGLISH 9 **1 credit – Full Year** **9**
English 9 is designed to promote reading comprehension and analysis skills and writing fluency. Novels, short stories, poetry, drama, and non-fiction material will be studied to provide background for discussion, writing, and presentation. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. Grammar and vocabulary review will be stressed to improve writing skills.

ENGLISH 10 **1 credit – Full Year** **10**
English 10 reinforces literary analysis and 21st-century skills with literature and literary nonfiction. Students will improve their skills in writing analytically about literature and continue to develop their language sense in the areas of grammar and vocabulary. Students will analyze, discuss and write about literary passages and will demonstrate maturity in their writing, mastery of technology and command of diction through a variety of presentations, projects and essays.

HONORS ENGLISH 10 **1 credit – Full Year** **10**
TEACHER RECOMMENDATION REQUIRED
Honors English 10 is a rigorous course designed to ready those advanced students who wish to take A.P. English courses in 11th and 12th grade. Reading, class discussion and individual written response are combined to provide an in-depth analysis of a variety of types of literature. Students will read and analyze both classic and contemporary novels as well as some short stories. In addition, students will be required to write numerous papers of high quality and will intensively review grammar, vocabulary and spelling in preparation for the SAT. Meaningful class participation is a must.

GENERAL ENGLISH 11 **1 credit – Full Year** **11**
This course will cover American Literature, basic composition patterns, creative writing, and communication skills. An emphasis will be placed on comprehending the value of specific authors' materials. Improvement of such basic skills as speaking, spelling, vocabulary, sentence combining, grammar and usage will be stressed to prepare the juniors for the SAT.

ENGLISH 11 **1 credit – Full Year** **11**
English 11 concentrates on preparing students for the rigors of college level work. Students read a mix of classic and contemporary novels. In addition, students explore American Literature through the short stories of classic American authors. Students write a variety of college level papers. Students will undergo a SAT review.

AP ENGLISH 11/ LANG & COMP **1 credit – Full Year** **11**
TEACHER RECOMMENDATION REQUIRED
AP English Language and Composition is a full year course requiring upper senior and college freshmen level work in studying and writing analytical and persuasive essays. Students will focus on various works from different time periods in American Literature. The students experience a complete English grammar usage review to prepare for the standardized tests. Students are strongly encouraged to take the advanced placement exam in May.

GENERAL ENGLISH 12 **1 credit – Full Year** **12**
This course will cover World Literature, basic composition patterns, creative writing, and communication skills. An emphasis will be placed on comprehending the value of specific authors' materials. Improvement of such basic skills as speaking, spelling, vocabulary, sentence combining, grammar and usage will be stressed.

ENGLISH 12 **1 credit – Full Year** **12**
This class is designed to prepare every senior for a smooth and successful transition into his/her post-secondary plans. It is intended to encourage students to have a more global perspective as s/he heads into a much more diverse world. The skills taught in this class are based on the Common Core Curriculum and College Readiness standards set by ACT, with a focus on nonfiction literature. Students will also write across a variety of genres to prepare them for their post-secondary plans, including (but not limited to) personal narratives, letters, and a formal research paper. College English 12 will also explore literature chosen to make them think deeper and make real-world connections.

AP ENGLISH 12/ LIT & COMP **1 credit – Full Year** **12**
TEACHER RECOMMENDATION REQUIRED
Advanced Placement English 12 is a semester-long course requiring college freshmen level work in writing and literary analysis. Enrollment is limited to a select number of students who read widely, have an excellent command of grammar, and think logically and analytically. Students are strongly encouraged to take the advanced placement exam in May.

YEARBOOK**.5 credit – 1 semester****9, 10,11,12****TEACHER RECOMMENDATION REQUIRED**

Communications and Media Writing is the course responsible for producing the school's yearbook. Students in this course will learn journalistic, marketing and business, and graphic design skills essential to producing a high-quality product that chronicles the academic year for Goodrich High School. All students are required to sell yearbooks and advertisements, learn basic photography and journalistic writing, work cooperatively with other staff members, and learn and utilize the fundamentals and programs associated with the graphic design component for yearbook production. This production-based course requires both in class and after school time. This course, which is only available to sophomores, juniors, and seniors, requires teacher recommendations, student application, and interview process.

****This class can be repeated with teacher permission**

CREATIVE WRITING**.5 credit - 1 semester****10,11,12**

Students will learn the concepts of creative writing: Voice, tone, and grammar, how it affects reading/meaning, detail, and flow. Through a series of creative assignments, students will master the above concepts. The latter half of the course is for students to create a writing portfolio consisting of writing of their choosing, and which demonstrates the concepts of creative writing.

FILM APPRECIATION**.5 credit – 1 semester****10,11,12**

This course is a voyage through the world of film. It demonstrates important societal, cultural, and historical perspectives as students view and analyze classic and popular movies from the last 75 years.

FINE ARTS

ART 1**.5 credit – 1 semester****9,10,11,12**

The curriculum is designed for those students with a limited art background. Using a hands-on approach, students will learn basic drawing, painting, printmaking, and assemblage techniques. Students will experience working with charcoal, markers, colored pencils, watercolors, tempera and acrylic paint. Art history will be integrated into the curriculum. Beyond class assignments, a weekly journal entry will be required. Students will also be required to prepare three works to be displayed in the semester show.

DRAWING & PAINTING**.5 credit – 1 semester****9,10,11,12****PREREQUISITE: "C" or better in Art 1**

Designed for the serious art student, the curriculum is a blend of creative self-expression, observing everyday images, and art history. Assignments will be created using charcoal, crayon, colored pencils, pastels, oil pastels, watercolors, and tempera and acrylic paint. Beyond class assignments, a weekly journal drawing will be required homework. Students will be required to mat and display a minimum of three works for the semester show.

SCULPTURE .5 credit – 1 semester 9,10,11,12

PREREQUISITE: “C” or better in Art 1

A fundamental course designed to explore the theories and concepts of three-dimensional art forms. Students will be given an historical overview of sculptural forms throughout the ages. Mechanical, structural, and compositional principles will be studied. Students will be using various media to create their pieces: found objects, wood, clay, and paper mache. Students will be required to display a minimum of three works for the semester show.

CERAMICS .5 credit – 1 semester 9,10,11,12

Designed for the “hands-on” learner, the curriculum is an exploratory course in clay. Students will have the opportunity to create several handmade pieces using different methods of construction: slab, coil, mold, and throwing on the wheel. Students will explore each method throughout history. Information will be given about clay bodies, glazes, kiln firings, and additive/subtractive methods of construction. Students will keep their own journal to record their ideas for pieces, vocabulary, and information given about pottery from different cultures. Students will be required to display a minimum of three works for the semester show. This course may be taken more than once.

****This class can be repeated with teacher permission**

ACTING 1 .5 credit – 1 semester 9,10,11,12

Acting 1 is a performance-oriented course that puts the student as an actor, on stage in front of other members of the Acting I classroom. Students will spend 95% of their time working with other members of the class in the development of various types of performances. Some of the performances will come from scripts and some will be developed from improvisation. Students will be taught the basics of stage presence, projection, and performance techniques. Class work will take place in our classroom as well as the auditorium. This course does not include producing a play for an outside audience.

IMPROVISATION .5 credit – 1 semester 9,10,11,12

Improvisation is the second class in the cycle of “performance style” classes offered at Goodrich High School. This course would be based on the work of Viola Spolin: Improvisation for The Theatre and will focus primarily on comedic improvisation. Students will be engaged daily in improving skills in speaking, listening, and group collaboration as it pertains to acting techniques and technique problems actors encounter in their work. The class work culminates in an Improv Show at the end of the semester.

STAGE DESIGN .5 credit – 1 semester 9,10,11,12

Stage Design and Production is a class devoted to looking at the art of live theatre. Our focus will primarily be on developing the visual and production elements of theatre. The class also focuses on the use and maintenance of the lighting, sound, and scene shop equipment found in the auditorium. A strong element of the course will be working in teams towards goals. Students who take the class are expected to use their knowledge in future productions and events held in the auditorium.

WIND ENSEMBLE**1 credit – Full Year****9,10,11,12****AUDITION REQUIRED**

The Wind Ensemble is composed of the top musicians in the music program and performs music that matches the ability level for these students. To be placed in this ensemble, students are selected from a formal audition with one of the district music instructors. For the audition, students will be required to perform a pre-selected etude and demonstrate their knowledge of musical fundamentals (i.e. – Scales, rhythm reading, and sight reading). This audition will occur in the spring and all band students are required to participate for placement into the following year's ensembles. The wind ensemble participates at district and state festivals, community events, and other state level events that this ensemble qualifies for.

CONCERT BAND**1 credit – Full Year****9,10,11,12**

The Concert Band is composed of students who are working towards mastery of their instruments. This group is meant to develop fundamental musicianship amongst its members and prepare them for entrance into the Wind Ensemble. The Concert Band performs music at the Class C and D levels of the MSBOA classifications. To be placed in this ensemble, students are selected from a formal audition with one of the district music instructors. For the audition, students will be required to perform a pre-selected etude and demonstrate their knowledge of musical fundamentals (i.e. – Scales, rhythm reading, and sight reading). This audition will occur in the spring and all band students are required to participate for placement into the following year's ensembles. The Concert band participates at district and state festivals, community events, and other state level events that this ensemble qualifies.

PERCUSSION**1 credit – Full Year****9,10,11,12**

Percussion Ensemble is offered to students who wish to enhance their percussion performance abilities, be a part of a team atmosphere, as well as having the opportunity to perform in a number of public situations. The intent of the course is to provide a quality atmosphere for upcoming and existing percussionists who have previously participated in band. However, a student who has not previously been a part of the band program may enroll in this course if accepted through an audition process with Mr. Orkisz. The audition process is necessary to ensure that all students enrolling in this course will be able to succeed. Students wishing to audition will be required to read music and may need to purchase a minimal amount of equipment (sticks, stick bag, etc.).

CHOIR**1 credit – Full Year****9,10,11,12**

Choir is offered to male and female students who enjoy singing and would like to learn more about proper technique production of signing. This class introduces various musical styles, composers, music theory and music history. Participants explore and become familiar with these different mediums through performing literature of all types. Members of this class should expect to have required attendance at after school activities (i.e., concerts and choral festivals). They are also encouraged to have special musical experiences by participating in activities as Solo and Ensemble, Honors Choir, music camps, and private lessons. Students should plan on being involved in this course for one full year when selecting it. Dropping or adding choir to a class schedule between semesters is possible with approval by the instructor. Grades in this course are based on daily evaluation of attitude, participation, theory work, working to full potential, as well as attendance at all required performances.

MATHEMATICS

INTEGRATED MATH 1

1 credit – Full Year

8, 9

This course uses real-world situations, often involving data, to pose interesting questions. This involves the gradual learning of statistical, algebraic, geometric, and probabilistic, math topics. Cooperative learning groups will be utilized as the students develop their own mathematical thinking and organizational skills. Making mathematics accessible to all students will be emphasized. The units of this integrated course are:

- 1) Patterns of Change (statistical/algebraic)
- 2) Patterns in Data (statistical)
- 3) Linear Functions (algebraic)
- 4) Exponential Functions (algebraic)
- 5) Patterns in Shape (geometric)
- 6) Quadratic Functions (algebraic) and
- 7) Patterns in Chance (probability/statistical).

INTEGRATED MATH 2

1 credit – Full Year

9,10

PREREQUISITE: Integrated Math 1

This course continues the student's development using more real-world situations, again often involving data, to learn more statistical, algebraic, geometric, and trigonometric concepts. Mathematics as “sense-making” is emphasized. Cooperative learning groups will again be utilized as the students further develop their own mathematical thinking and organizational skills. The units of this integrated course are:

- 1) Functions, Equations, and Systems (algebraic)
- 2) Matrix Methods (algebraic)
- 3) Coordinate Methods (geometric)
- 4) Regression and Correlation (statistical)
- 5) Nonlinear Functions and Equations (algebraic)
- 6) Trigonometric Methods (geometric/trigonometric)
- 7) Probability Distributions (statistical/probability)

INTEGRATED MATH 3

1 credit – Full Year

9,10,11

PREREQUISITE: Integrated Math 2

This course continues the student's development using real-world situations, again often involving data, to learn more algebraic, geometric, probabilistic, and trigonometric concepts. Cooperative learning groups will again be utilized as the students further develop their own mathematical thinking and problem solving skills. Mini-lessons on preparing for the SAT and college entrance exams will also be given. Algebraic reasoning is emphasized throughout. The units of this integrated course are:

- 1) Reasoning and Proof (algebraic/geometric)
- 2) Inequalities and Linear Programming (algebraic)
- 3) Similarity and Congruence (geometric/trigonometric)
- 4) Samples and Variation (statistical/probability)
- 5) Polynomial and Rational Functions (algebraic)
- 6) Circles and Circular Functions (geometric/trigonometric)
- 7) Inverse Functions (algebraic)

INTEGRATED MATH 4**1 credit – Full Year****9,10,11,12****PREREQUISITE: Integrated Math 3**

This course continues the student's development using real-world situations, often involving data, to learn more statistical, algebraic, geometric, probabilistic, and trigonometric concepts. Cooperative learning groups will again be utilized as the students further develop their own mathematical thinking and logical reasoning skills. Mini-lessons on preparing for the SAT and college entrance exams will also be given. Deductive reasoning in algebraic, geometric, and statistical settings is emphasized. The units of this integrated course are:

- 1) Families of Functions (algebraic)
- 2) Algebraic Functions and Equations (algebraic)
- 3) Trigonometric Functions and Equations (trigonometric)
- 4) Exponential Functions, Logarithms and Data Modeling (algebraic/statistical)
- 5) Conic Sections, Piecewise Equations, Polar Coordinates, (algebraic)

AP STATISTICS**1 credit – Full Year****11,12****PREREQUISITE: Integrated Math 3**

The Advanced Placement Statistics course introduces students to the major concepts and tools for gathering, analyzing, and drawing conclusions from data. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. There are seven themes in the AP Statistics course:

- 1) Exploring and Understanding Data
- 2) Exploring Relationships Between Variables
- 3) Gathering Data
- 4) Randomness and Probability
- 5) From the Data at Hand to the World at Large
- 6) Learning About the World
- 7) Inference When Variables are Related

AP CALCULUS (AB)**1 credit – Full Year****9,10,11,12****PREREQUISITE: Integrated Math 4**

The Advanced Placement Calculus AB units will cover approximately 1.5 semesters of traditional college calculus. The beginning units will introduce and develop continuity, limits, and differentiability on an interval. Curve sketching and applications of the derivative will follow. Integration on a continuous interval with area, volume, and logarithmic applications will be introduced and developed in subsequent units. The units covered are:

- 1) Limits and Continuity
- 2) Derivatives-Definition and Fundamental Properties
- 3) Derivatives-Composite, Implicit and Inverse
- 4) Contextual Applications of Derivatives
- 5) Analytic Applications of Derivatives
- 6) Integration and Accumulation of Change
- 7) Differential Equations
- 8) Applications of Integration

Students will take the Advanced Placement Exam for potential college credit in May. After the AP Exam, an Integrated Math unit, Counting Models (algebraic/probabilistic), will be covered. Mini-lessons on preparing for college entrance exams will also be given.

PERSONAL FINANCE**.5 credit – 1 semester****12****(Formally Senior Seminar)****THIS COURSE IS REQUIRED FOR ALL SENIORS**

The beginning of the course will prepare students for the financial “real world” in the developing global economy. Future occupational goals, career exploration and the completion of the Career Pathways program will be included. All seniors must complete a Senior Seminar.

PHYSICAL EDUCATION

PHYSICAL EDUCATION**.5 credit – 1 semester****9**

Physical Education I is the basic 10-week course for freshmen. It is open to both boys and girls, and establishes a foundation in a variety of physical education activities. Instruction, practice, and participation are provided in basketball, physical fitness, tennis, floor hockey, soccer, volleyball, badminton and weight training.

PHYSICAL EDUCATION / MARCHING BAND CREDIT

Students who participate in the Goodrich High School Marching Band for three years, will receive their Physical Education credit and are exempt from taking Physical Education. Since Goodrich High School Marching Band is an extracurricular activity, the students will receive approval for the Physical Education Credit based upon their attendance at all marching band events.

Health is a state required class that all students must take and is separate from Physical Education. Three semesters in marching band does not qualify as covering the Health class. All students are required to take the Health class or go through the proper steps to test out of this class.

HEALTH .5 credit – 1 semester 9
Health Education is a required semester-long class, in which students will learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health. The focus of health education is for students to acquire health knowledge and skills that can be transferred to personal health behavior. Units include Nutrition and Physical Activity, Social and Emotional Health, ATOD (alcohol, tobacco and other drugs), Building Healthy Relationships. Other topics covered include: Reproduction, Sexually Transmitted Infections, HIV/AIDS, and an overview of CPR.

TEAM SPORTS .5 credit - 1 semester 10,11,12
PREREQUISITE: Physical Education / Health Education
The primary focus of this course is to assist each student in the development and utilization of technique related to traditional sports games. In addition, the course is designed to teach the individual student different aspects of physical fitness.
****This class can be repeated with teacher permission.**

SPORTS AND RECREATION .5 credit - 1 semester 10,11,12
PREREQUISITE: Physical Education / Health Education
Students will rotate through a series of dual/solo sports and modified game activities with a focus on the health-related components of physical fitness. Included with each sport will be an opportunity for students to create and modify games/rules. Areas of concentration may include but is not limited to: badminton, tennis, student created games, recreational games, etc.
****This class can be repeated with teacher permission.**

STRENGTH & CONDITIONING .5 credit - 1 semester 10,11,12
PREREQUISITE: Physical Education / Health Education
The primary focus of this course is to assist each student in the development and utilization of technique related to weight training. In addition, the course is designed to teach the individual student different aspects of physical fitness and how to train in each of these. Also, the proper eating habits in order to develop and maintain the desired body composition will be an aspect of the course.
****This class can be repeated with teacher permission.**

SCIENCE

PHYSICAL SCIENCE 1 credit – Full Year 9
This course covers the basic principles of physics and chemistry. This exploration of matter and energy will be accomplished through class discussions, video viewing, textbook reading, observations, problem solving and measurements in laboratory activities.

BIOLOGY **1 credit – Full Year** **10**

Biology is a course designed to provide insight into the thinking processes behind scientific discovery in the field of life science. Students that take Biology will engage in topics that increase their awareness of the interdependence between science and society. Students will be provided with the opportunity to explore Biology through reading, discussion, technology, and hands-on learning experiences in the classroom setting. The curriculum will cover topics such as basic biochemistry, cell structure and function, heredity and the changes in gene frequency per generation.

CHEMISTRY **1 credit – Full Year** **11,12**

Prerequisite: Integrated Math 2

Principles and laws concerning the structure, properties, and behavior of matter, and their applications are covered in this class. Topics include atomic and molecular structure, states of matter, bonding, and chemical reactions. This class will also conduct a variety of labs including flame test analysis and the determination of chemical reactivity.

CONCEPTUAL PHYSICS **1 credit – Full Year** **11,12**

PREREQUISITES: Physical Science and Biology

This course uses analogies and imagery from real-world situations to build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics.

PHYSICS **1 credit -- Full Year** **11,12**

PREREQUISITES: Physical Science and Biology, Integrated 3 is recommended

This course is recommended for students in the Engineering or Health Career pathways. A traditional presentation of mechanics, motion, forces and energy transformations along with additional topics as student interest leads.

ANATOMY **.5 credit – 1 semester** **10,11,12**

PRE OR CO-REQUISITE: Biology

Anatomy (anatomy and physiology) is designed to enhance student's understanding of the intricate inner workings of the human body. Students will spend time investigating the functions of the human body and relating it to real life. This course will cover an overview of all systems and then a deeper study of Cells & Tissues, the Integumentary system, the Skeletal system, the Muscular system, the Nervous system, and the Special Senses.

PHYSIOLOGY **.5 credit – 1 semester** **10,11,12**

PRE OR CO-REQUISITE: Biology

Physiology (anatomy and physiology) is designed to enhance student's understanding of the intricate inner workings of the human body. Students will spend time investigating the functions of the human body and relating it to real life. This course will cover the Endocrine system, the Cardiovascular system, the Lymphatic system, the Respiratory system, the Digestive system, the Urinary system, and the Reproductive system.

EARTH SCIENCE **.5 credit semester** **9,10,11, 12**
AND ENVIORNMENTAL ISSUES

Using topics introduced in Biology and Physical Science, students will be taken through an investigation of the intricacies of the relationships within our natural world, eventually leading toward man's impact and how humans can help to minimize any damage that has occurred.

HORTICULTURE A (Fall) AND B (Spring) **.5 credit – 1 semester** **9,10,11,12**

This course is a hands-on course that will entail the study of plants while working in the greenhouse to support that study. Horticulture is the science of plant cultivation which includes plant physiology, plant breeding and genetic engineering, crop production, plant biochemistry, and tools used for planting and cultivation. The greenhouse will be the exploratory lab in which students will learn the proper techniques of sustaining plant life from seed to mature plants.

**Course can be repeated in the opposite semester only

SPORTS MEDICINE **.5 credit – 1 semester** **9,10,11,12**

Students will learn and research a variety of information about types of careers in sports medicine, fitness and physiological adaptations to conditioning, basic anatomy and physiology, basic types of injuries, and emergency medical situations

SOCIAL STUDIES

WORLD HISTORY **1 credit – 1 Full Year** **9**

The World History course helps students understand the development of the modern world. Major units include Expanding and Intensified Hemispheric Interactions (300 – 1500 A.D./C.E., the Emergence of the first Global Age (15th – 18th centuries), an Age of Global Revolutions (18th Century – 1914), Global Crisis and Achievement (1900-1945) and The Cold War and Its Aftermath (1945 – Present). Students construct meaningful understandings of fundamental themes in history, geography, and economics regarding persisting world problems and issues. The course is chronologically organized and worldwide in scope. It enables students to view themselves as members of a global community who appreciate diversity in the world and are prepared to make decisions about world affairs.

US HISTORY **1 credit – 1 Full Year** **10**

American History provides students an opportunity to comprehend fundamental themes in history, geography, and economics that explain the development of the United States as a nation from 1877 to the present. It fosters an understanding of how our history has affected relationships between the United States and other nations and among the branches of government, levels of government, and groups of citizens here at home. Students explore diversity in American culture and the democratic values which unify the nation. Both orally and in writing, students construct carefully reasoned views expressing their ideas on persisting public issues facing Americans. Issues are analyzed from economic, social, and political perspectives.

AP US HISTORY**1 credit – Full Year****10****TEACHER RECOMMENDATION REQUIRED**

The AP United States History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical material – their relevance to a given interpretative problems, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The AP US History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The AP course will prepare students to take the AP US History exam and possibly earn college credit.

CIVICS (GOVERNMENT)**.5 credit – 1 semester****11,12**

Civics prepares students for informed and responsible participation as citizens in our constitutional democracy. Students deepen their understanding of the democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents in the United States. They learn the purposes and structures of our branches of government and the role and influence of the citizens and the government in our daily lives.

ECONOMICS**.5 credit – 1 semester****11,12**

Economics is designed to give the student an overview of the forces at work in a free enterprise system. Study will focus on economic systems, supply, demand, consumers and savers, trade, and the role of government. Financial choices that must be considered by individuals and businesses will be emphasized.

SOCIAL GLOBAL ISSUES**.5 credit – 1 semester****12****THIS COURSE (OR AP GOV) IS REQUIRED FOR ALL SENIORS**

A wide range of topics will be covered and developed, with an emphasis placed on the local, state, and national influence in world events. The economics portion of the course will then transition into a focus on the world economy and contemporary governmental systems, religions, global, and the United States' role in world events. Students will examine cultures and customs from around the world – bringing diversity, acceptance, and understanding to life. Outside resources – speakers, cultural points of interest, etc. – will be used as frequently as possible. Traditional assessments as well as authentic assessments and various projects will complete each unit. AP Government may be taken in lieu of Social/Global Issues.

AP GOVERNMENT**.5 credit – 1 semester****12****THIS COURSE (OR SOCIAL GLOBAL ISSUES) IS REQUIRED FOR ALL SENIORS**

This AP Government course will prepare students for the advanced placement exam that may entitle them to college credit. This course gives the students an analytical perspective on government and politics in the United States. It includes both the study of general concepts and specific case studies that allow for interpretation of United States politics and requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the political reality of the United States. AP U.S. Government and Politics is a one-semester course that will serve as an alternative to Social/Global Issues.

The following is an outline of the course content:

- I. Constitutional Underpinnings of United States Government
- II. Political Beliefs and Behaviors
- III. Political Parties and Interest Groups
- IV. Institutions of National Government
- V. Public Policy
- VI. Civil Rights and Civil Liberties

ANCIENT WORLD HISTORY**.5 credit - 1 semester****9,10,11,12**

Ancient World History is the study of ancient civilization and their impact on history and modern cultures. The course will analyze the past through the use of geographic themes, archaeological methods, and historical documents. Emphasis will be placed on the definition of written history and what can be learned from the documented records of ancient civilizations.

PRACTICAL LAW**.5 credit - 1 semester****10, 11, 12**

This semester course is designed to provide high school students an opportunity to pursue their interest in practical aspects of the law. The course will provide a framework for civil and criminal law. The course provides practical information and problem-solving opportunities necessary for survival in our society. The course includes roleplaying, small group activities, opinion polls, and visual analysis experiences as well as mock trials.

PSYCHOLOGY**.5 credit - 1 semester****10,11,12**

Psychology studies basic patterns of man's behavior: Personality, emotions, deviant behavior, and the importance of heredity and environment. By providing insights into the unconscious forces underlying our behavior, psychology can equip us with the resources we need to make our lives more successful, fulfilling, and meaningful.

SOCIOLOGY**.5 credit - 1 semester****10,11,12**

Sociology is the study of human behavior in group situations. In this class, students will examine how other people influence the development of their attitudes, beliefs, and personalities. Emphasis is on American social behavior. Major units focus on The Sociological Perspective and Methods of Inquiry; Social Structure including Culture, Institutions and Society; Social Relationships with Self, Groups and Socialization; and Stratification and Inequality.

CONFLICTS OF THE 20th CENTURY**.5 credit – 1 semester****9,10,11,12**

This course will delve into numerous battles that have occurred around the globe from political demonstrations to war. Some topics to be studied will be World War 1, the Russian Revolution, the rise of dictators(Hitler, Stalin, Mussolini), World War II and the Cold War to name a few. Discussion of similarities between these conflicts will be discussed in terms of political and social climate. In addition to the global topics studied the class will also scrutinize conflicts within the United States such as Brown vs. Board of Education, the Civil Rights Movement and the American involvement in the Arab/Israeli Conflict.

WORLD LANGUAGE

Entrance requirements for many major universities in the State of Michigan include two years of study in the same foreign language.**

SPANISH 1**1 credit – Full Year****9,10,11,12**

Spanish 1 students develop a large vocabulary while learning basic grammatical concepts. Accuracy in pronunciation of the language is stressed from the beginning. Students will actively participate to foster the development of their reading, writing, speaking, and listening skills. Students will also explore the culture and customs of Spanish speaking countries as they participate in a number of activities. Students are also strongly encouraged to begin using their language skills outside of the classroom.

SPANISH 2**1 credit – Full Year****10,11,12**

Spanish 2 students will continue to develop their vocabulary and will study more advanced grammatical structures. Some of these structures will include verb tenses such as the preterite, and imperfect. Students are encouraged to become more creative with the language and communicate solely through Spanish when known vocabulary is used. These skills will be displayed through recorded dialogues, skits and conversations groups. Students will listen to Spanish audio and videos to enhance their ability to understand the language, as well as gain a better understanding of Hispanic culture. Students will read authentic materials written by Hispanic authors.

SPANISH 3**1 credit – Full Year****10,11,12**

There will be an emphasis on Spanish 3 students to communicate through Spanish as much as possible, both inside and outside of the classroom. Students will continue to expand their vocabulary. The future and conditional verb tenses will be learned. The subjunctive mood will be introduced. Students will read and study literature written by native Spanish speaking authors. Students will give oral presentations and perform dialogues completely in Spanish.

SPANISH IV**1 credit – Full Year****10,11,12**

Students will acquire advanced level understanding, speaking, reading and writing of the Spanish language. They will continue to develop awareness of Spanish-speaking cultures and their contributions to society through a variety of resources. Students' goals will be to listen to and comprehend main ideas and significant details of authentic Spanish sources. Through authentic stories, literature, essays and articles, Spanish 4 students will read and comprehend main ideas and significant details of current happenings throughout the Spanish-speaking world. Students will write essays that synthesize information from various sources in Spanish. Students will be willing to speak primarily Spanish during class, participating in discussions on common and cultural topics. Students will be working towards preparation for the AP Spanish test.

FRENCH 1**1 credit – Full Year****9,10,11,12**

The French 1 student becomes familiar with all basic structures of the language, while learning vocabulary and practical speaking skills. Accuracy of pronunciation will be stressed from the beginning. Language acquisition is enhanced through tapes, films, skits, projects, and cooperative learning activities. Students quickly find themselves reading and writing French by speaking, reading, and writing French on a daily basis! Special emphasis is placed on cultural awareness as students explore various French-speaking countries throughout the world. Songs, art, and French food are included in order to better understand the French culture.

FRENCH 2**1 credit – Full Year****9,10,11,12**

Two years of a foreign language are highly recommended for college-bound students. The intermediate level French student develops the ability to read and listen to fairly difficult passages with comprehension. Students will learn to use verb tenses beyond the present tense. More personal expression is encouraged through written and oral assignments in order to learn more advanced grammar concepts, applying them correctly in French speaking and writing. Students will be able to communicate with questions and answers, using somewhat advanced sentence structures. When writing in French, students will combine sentences into coherent and fluid paragraphs. Songs, art, films, and French food are still included to emphasize cultural awareness. If a student is dedicated in the high school foreign language program, it is sometimes possible upon going to college to test out of and receive credit for college level foreign language classes.

AMERICAN SIGN LANGUAGE (ASL): May be offered via the Genesee County GenNet Program. See page 31 for annual offerings.

SPECIAL EDUCATION

Math Skills- .5 credit 1 Semester 9, 10, 11, 12

Math Skills is a resource room class for students whose IEP indicates the need for additional support in Math. Curriculum in this course is based upon the IEP needs and Extended High School Content Expectations which will lead to a Diploma based upon a Personal Curriculum or a Certificate of Completion.

English Skills- .5 credit 1 Semester 9, 10, 11, 12

English Skills is a resource room class for students whose IEP indicates the need for additional support in English Language Arts. Curriculum in this course is based upon the IEP needs and Extended High School Content Expectations which will lead to a Diploma based upon a Personal Curriculum or a Certificate of Completion.

Study Skills- .5 credit 1 Semester 9, 10, 11, 12

Study Skills is a resource room class for students whose IEP indicates the need for additional support in overall academics. This class will provide students with supervision and support for homework, organization and test preparation along with study strategies and post-high school transition planning.

Career and Life Skills- .5 credit 1 Semester 9, 10, 11, 12

Career and Life Skills is a resource room class for students whose IEP indicates the need for additional support in transitional skills. This class will provide students with independent living skills such as budgeting, payday math, cooking and cleaning along with practice with customer and food services.

Advanced Career and Life Skills- .5 credit 1 Semester 11, 12

Advanced Career and Life Skills is a 2 hour resource room class for students whose IEP indicates the need for additional support in transitional skills. This class will provide students with independent living skills such as budgeting, payday math, cooking and cleaning along with practice with customer and food services. Students in Advanced Career and Life Skills will work at a job site 2 to 3 days per week. The students in this class will have open cases with Michigan Rehabilitation Services and as available, they will be trained, transported and supervised by MRS or a partner agency.

OTHER COURSE OPTIONS

GENESEE CAREER INSTITUTE

The Genesee Career Institute (GCI) is located between Torrey Road and US 23 expressway, south of Maple Road, and offers classes to all students in Genesee County. It offers a full range of instructional alternatives from the traditional to the highly technical. Students can earn 3 credits per year in most programs.

Junior and senior students in Goodrich High School have the opportunity to attend Genesee Career Institute. Participation at GCI is limited and students must apply to a specific program through the Counseling Office. The enrollment periods will be announced annually. A completed application is not a guarantee to attend GCI, but serves as an intent to enroll. Other factors considered are attendance, behavior, and grades. Most programs at GCI are 2 years in length so participants must begin their studies at the start of their junior year, thus making a one or two year commitment depending on his or her selected program.

*Bus transportation is provided to and from GCI for Sessions 1-3 departing from Goodrich High School.

DISTANCE LEARNING-GenNet

Distance Learning will be a two-way interactive classroom transmission for educational purposes. This will allow students to enroll in classes electronically originating in any member district. Distance Learning courses are worth half credit per semester. Students interested in pursuing any of the following courses need to select DISTANCE LEARNING on their Course Requests in addition to the application process facilitated through the Counseling Office

Please Note: Distance Learning courses are offered by application only with limited enrollment available.

Courses for 2024-2025 are:

ASL 1-Full Year
ASL 2-Full Year

DUAL ENROLLMENT

Dual enrollment is an elective option for qualifying high school students to take college classes as part of their high school schedule. Dual enrollment is available to students with a 2.5 or higher GPA, qualifying PSAT or SAT scores and those who are on track for high school graduation. College policies, procedures, grading and expectations are much different from high school for the students and parents. It is the student's responsibility to fully understand and follow the college expectations, failing to follow these expectations, or failure of a college class can have a multitude of consequences, not only in high school but beyond a student's time in high school as well. Participation in a dual enrollment class should be considered with extreme caution. Below is important information regarding dual enrollment that should be reviewed.

- A. The Post secondary Enrollment Options Act provides for payment from our school districts state aid foundation grant for enrollment of certain high school students in postsecondary education courses. The district is responsible for and will pay an amount not to exceed the states annual portion of the foundation allowance. The student is responsible for the remainder of the tuition, fees, and books if any.
- B. Students must meet Goodrich High School and the college's admission standards to qualify for dual enrollment.
- C. Students must be full-time students and enrolled in both the school district and post secondary institution during the district's regular academic year.
- D. Course selection is the responsibility and choice of the student and must meet the following criteria:
 - a. A course that is NOT offered at the High School.
 - b. All courses must be academic in nature, no hobby, craft, or recreation; no physical education, theology, divinity or religious education courses are allowed
 - c. Course selection is the choice and responsibility of the student. Students should consult multiple resources prior to selecting which college course to register for. .
- E. Guidelines for High school credit and schedule
 - a.

| Total number of college credits | Total number of High School Credits | Number of hours provided in the school day. |
|---------------------------------|-------------------------------------|---|
| 1-3 | .5 | 1 |
| 4-6 | 1 | 2 |
| 7-10 | 1.5 | 3 |
| 11 | 2 | 4 |

- b. The grade earned in college courses will be the grade that appears on the high school transcript and is NOT weighted.
- F. It is the students responsibility to immediately notify the school counselors and principals of withdrawal from any dual enrollment course.
- G. Students must be officially enrolled and registered for their college classes by April 15th in order to have dual enrollment placed on their fall high school schedule and November 15 to have dual enrollment placed on their winter high school schedule.

ACADEMIC SEMINAR

The Academic Seminar provides a location and an atmosphere for study and assisted learning. The goal of the Academic Seminar is to provide the opportunity for students to complete academic work, to access teachers for grade improvement, to make up tests, and to gain assistance to improve their understanding of various subject matter. The Seminar is staffed by certified high school level teachers. Students are expected to bring academic materials with them every day to do their work in the Academic Seminar. Computers, including Internet access, are also available for student use in the Academic Seminar. The Academic Seminar is offered each semester to students in grades 10, 11, and 12 and needs counselor approval.

PEER TO PEER

Peer-To-Peer is a half credit elective class that pairs a student with special needs for one scheduled class hour each day. This class focuses on assisting special needs students with socialization, independence, age appropriate behavior, and life skills. The class teaches general information about disability facts, behavior, myths, and stereotypes. Our goal is to spread awareness not only to students in the Peer-To-Peer course but the whole community. The student enrolled in Peer-To-Peer will be a mentor, role model, and friend to a student with a special need. In this role, the Peer-To-Peer student will be with their assigned student a minimum of one class period per day 4 days out of the week. In addition to being a mentor, role model, and friend, they will assist the student in such things as appropriate classroom behavior, organization of assignments and supplies, and focusing on what the teacher is saying. The Peer-To-Peer student will attend staffing to discuss the progress of their student, and contribute ideas on how to more effectively help their student progress toward his/her goals. There is an application process which will include disciplinary history and teacher recommendation.

VIRTUAL EDUCATION

Grades 9-12

Students enrolled in Goodrich Virtual will be enrolled in courses through Lincoln Learning, and will be assigned a Goodrich mentor. Please note that course selections for virtual students shall align with in-person course offerings.

OTHER IMPORTANT INFORMATION

TESTING OUT

A student currently enrolled in high school will be permitted to “test out” of a class(es), in which they are not currently enrolled, during the specified testing period. The date for testing out will be determined on a yearly basis. See below information for details.

1. Classes which are being taught for the first time may be exempt from testing out.
2. Classes already taken for a grade and/or credit are exempt from testing out.
3. Students will only be given one opportunity to test out per year. For Goodrich High School students testing out will occur. Date to be determined yearly in June through the Office.
4. A score of 77% or higher will earn a “pass.”
5. A score of 77% or higher will allow fulfillment of a departmental requirement and fulfills course sequence; however, this does not replace credit required for graduation.
6. Once the 77% or higher has been achieved through testing out, a student cannot receive credit by any other means for a lower course in that subject sequence.
7. Students must register to test out with the Office in the spring, during the established time frame. This form is usually formatted as a Google Doc.
8. A student must appear on the “testing out” date for participation. An absence will cancel the opportunity to test out.
9. Testing out is of no cost to a student. Goodrich High School will assume all costs relative to testing out.
10. Should a student fail the testing out exam the first time, the student will not be allowed a second attempt for that course.
11. It is highly recommended that a student contemplating testing out of a course, arrange a conference with a school counselor to discuss his/her academic goals.

Students will be provided a “Testing Out” date only if the Office received registration for the process within the timeline determined annually.

NCAA ELIGIBILITY CENTER

If a student-athlete believes he/she may be participating in a Division I or II sport at the collegiate level, the student needs to register with the NCAA Clearinghouse. This does not need to be done until the end of the junior year, but classes taken at the younger grades could have an impact on eligibility. Students must complete a core curriculum of courses taken during grades 9 through 12. The NCAA Clearinghouse is dedicated to making sure students are eligible to play sports at the collegiate level. If there is a possibility you may attempt to play Division I or Division II athletics, please contact your counselor for details. (Qualifications are subject to change without notice). Specifics of course requirements can be found at <https://web3.ncaa.org/ecwr3/>. Please see your counselor about the Clearinghouse process and for a complete list of NCAA approved courses.

PERSONAL CURRICULUM

The Personal Curriculum (PC) is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum requirements and students who need to individualize learning requirements to meet the MMC requirements. The Personal Curriculum (PC) process demands the involvement of many people and should be used only after other options, like the use of supports and research-based interventions, have been exhausted. The PC process may include the student, parent/legal guardian, counselor or principal designee, school psychologist (if available for a student with an Individualized Education Program [IEP]), teacher(s) with content expertise, school district superintendent and school board.