

Port Huron High School



A Handbook for Port Huron High Students

PORT HURON HIGH SCHOOL
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Congratulations!

Welcome to Port Huron High School and to officially being a Red Hawk. We hope that the next four years will be productive and exciting. Port Huron High School has a staff filled with people that are here to help you be successful and prepare you to move on to life beyond high school.

Please take the time to read the information provided in this booklet. It will help you make informed decisions regarding your schedule and activities for the next four years.

Remember that wise decisions now will result in a more enjoyable and satisfying high school experience. Once again, congratulations on entering a new and exciting phase of your life!

COUNSELORS

Gale Simon	Ext. 1421	9 th – 12 th Grades	A - E
Patricia Till	Ext. 1420	9 th – 12 th Grades	F - LA
Jennifer Nichols	Ext. 1435	9 th – 12 th Grades	LE - R
Angela Brough	Ext. 1418	9 th – 12 th Grades	S – Z
Laurel Groner	Ext. 1509	Special Ed Teacher Consultant	
Stefanie Ramales	Ext. 1442	Special Ed Teacher Consultant	

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

DAILY SCHEDULE

Mon/Wed/Fri		Tues/Thurs	
1 st hour	7:35 - 8:35	1 st hour	7:35 - 8:25
2 nd hour	8:40 - 9:40	2 nd hour	8:30 - 9:20
3 rd hour	9:45 - 10:45	Intervention/Enrichment	9:25 - 10:15
4 th hour A lunch	10:50 - 11:17	3 rd hour	10:20 - 11:10
4 th hour B lunch	11:22 - 11:49	4 th hour A lunch	11:15 - 11:40
4 th hour C lunch	11:54 - 12:21	4 th hour B lunch	11:45 - 12:10
5 th hour	12:26 - 1:26	4 th hour C lunch	12:15 - 12:40

6 th hour	1:31 - 2:30	5 th hour	12:45 - 1:35
		6 th hour	1:40 - 2:30

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

(Daily Schedule subject to change)

2024-2025 School Year High School Course Catalog

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

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

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

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GRADUATION REQUIREMENTS		
Content Area	Credits	Course Options
ENGLISH LANGUAGE ARTS	4 Credits	<ul style="list-style-type: none"> • ELA 9 (2 Semesters) • ELA 10 or AP Seminar (2 Semesters) • ELA 11 or AP Language and Composition, AP Research or AP Seminar (2 Semesters) • ELA 12, AP Literature and Composition, AP Research, AP Seminar or AP Language (2 Semesters)
Mathematics	4 Credits	<ul style="list-style-type: none"> • Algebra I (2 Semesters) • Geometry (2 Semesters) • Algebra II (2 Semesters) • Intermediate Algebra II (3 semester course that fulfills the Algebra II requirement) • Math class in the last year of attendance (2 Semesters) • Personal finance (1 semester starting with the class of 2028)
Science	3 Credits	<ul style="list-style-type: none"> • Biology or AP Biology (2 Semesters) • Chemistry or Physics or Anatomy/Physiology (2 Semesters) • 3rd year (2 Semesters) <i>Note: TEC may count for the 3rd credit of science</i>
Social Studies	3 Credits	<ul style="list-style-type: none"> • US History or AP US History (2 Semesters) • Civics (1 Semester) or AP Government for Civics requirement (only 1 Semester of AP Government is required to meet the Civics requirement) • Economics (1 Semester) • World History or AP World History (2 Semesters)

World Language	2 Credits	<ul style="list-style-type: none"> Two years of progressively advanced instruction in world language.
Visual, Performing and Applied Arts	1 Credit	<ul style="list-style-type: none"> One year of instruction in visual, performing or applied arts, or any course on the approved fine arts list.
Health/Physical Education	.5 Credit Each	<ul style="list-style-type: none"> P.E. credit can also be met by 4 years of marching band or 4 seasons of a school sport.
Electives	4 Credits	

REGISTERING FOR CLASSES

Registration Procedure

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

During the regular school year, student-initiated changes must be made before each semester begins.

ENGLISH

ELA Grade 9**2 Semesters****1.0 Credit****9***Prerequisites: None*

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

ELA Grade 10**2 Semesters****1.0 Credit****10***Prerequisites: ELA Grade 9*

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

AP Seminar**2 Semesters****1.0 Credit****10-12***Prerequisites: ELA Grade 9*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using

an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

ELA Grade 11

2 Semesters

1.0 Credit

11-12

Prerequisites: ELA Grade 10

ELA 11 is an integrated experience based on the State Standards that allows 11th grade students the opportunity to be engaged in complex ideas, texts, and tasks through various lenses that illustrate the American experience through literature. Students in this course will be immersed in a chronological study from Puritanism through the modern period and will analyze a variety of historical and informational texts as they grapple with the themes of self-awareness evident in both primary and secondary sources. Throughout the year students will hone their reading, writing, research, technology, listening, viewing and speaking skills while implementing active reading, critical thinking, and a variety of differentiated learning strategies.

Advanced Placement Language & Composition

2 Semesters

1.0 Credit

11-12

Prerequisites: ELA Grade 10 or AP Seminar

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Advanced Placement Research

2 Semesters

1.0 Credit

11-12

Prerequisites: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their progress, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper and presentation with an oral defense.

ELA Grade 12

2 Semesters

1.0 Credit

12

Prerequisites: ELA 11 or AP Language and Composition

ELA 12 is an integrated experience based on the State Standards that allows 12th grade students the opportunity to be engaged in complex ideas, texts, and tasks through various lenses that highlights the theme of transformation through British and Western literature. Students in this course will be immersed in a chronological study from the Anglo-Saxon and Medieval period through Modernism and will analyze a variety of texts including Beowulf, A Shakespearean drama, Frankenstein, Animal Farm, and Lord of the

Flies. Throughout the year students will hone their reading, writing, research, technology, listening, viewing and speaking skills while implementing active reading, critical thinking, and a variety of differentiated learning strategies.

Advanced Placement Literature and Composition

2 Semesters

1.0 Credit

11-12

Prerequisites: ELA 11 or AP Language and Composition

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

Mythology and Folklore

1 Semester

.5 Credit

10-12

Prerequisites: ELA Grade 10

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

Yearbook

2 Semesters

1.0 Credit

10-12

Prerequisites: ELA Grade 9

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

MATHEMATICS

Students must successfully complete a math credit during their senior year.

Algebra I

2 Semesters

1.0 Credit

8-9

Prerequisite: none

Algebra I is a two-semester course required for graduation. Some topics covered include: linear relationships, systems of equations with three unknowns, formalized function notation, exponential and quadratic equations, bivariate data analysis, and an introduction to number theory.

Honors Algebra I

2 Semesters

1.0 Credit

8-9

Prerequisite: none

Algebra I is a two-semester course required for graduation. Some topics covered include: linear relationships, systems of equations with three unknowns, formalized function notation, exponential and quadratic equations, bivariate data analysis, and an introduction to number theory.

Geometry

2 Semesters

1.0 Credit

9-10

Prerequisite: Successful completion of Algebra I.

Geometry is a two-semester course required for graduation. Some topics covered include: spatial visualization; shape properties and relationships, right triangle trigonometry, transformations of linear and quadratic functions, formal logic and proofs.

Honors Geometry

2 Semesters

1.0 Credit

9-10

Prerequisite: Successful completion of Algebra I.

Geometry is a two-semester course required for graduation. Some topics covered include: spatial visualization; shape properties and relationships, right triangle trigonometry, transformations of linear and quadratic functions, formal logic and proofs.

Algebra II

2 Semesters

1.0 Credit

9-12

Prerequisite: Successful completion of Algebra I

Algebra II is a two-semester course required for graduation. Some topics covered include: exponential and logarithmic functions, rational and trigonometric functions, ideas of accuracy, error, sequences, iteration, conic sections, univariate and bivariate statistical applications. *This course may be taken concurrently with Geometry with math department approval.*

Intermediate Algebra II A/B

2 Semesters

1 Credit

11-12

Prerequisite: Successful completion of Algebra I

Intermediate Algebra II A/B is a two-semester course designed to give students the option of studying the Algebra II topics over two years. Some topics covered include: Algebra II pre-M-STEP/SAT topics and M-STEP/SAT review. *Successful completion of Intermediate Algebra II A /B and Intermediate Algebra II C will fulfill the Algebra II MMC requirement.*

Intermediate Algebra II C

1 Semester

.5 Credit

12

Prerequisite: Successful completion of Intermediate Algebra II A/B

Intermediate Algebra II C is a one-semester course designed to complete the Algebra II requirement. Some topics covered include: Algebra II post-M-STEP/SAT topics and problem solving. *Successful completion of Intermediate Algebra II A/B and Intermediate Algebra II C will fulfill the Algebra II MMC requirement.*

Financial Math**1 Semester****.5 Credit****12***Prerequisite: none*

Financial Management is a one-semester course designed to help students understand the impact of individual choices on short and long term financial goals. Topics covered will include income, money management, spending and credit, as well as saving and investing.

Statistics and Probability**2 Semesters****1.0 Credit****11-12***Prerequisites: Successful completion of Algebra I, Geometry, and Algebra II*

Statistics and Probability is a two-semester course built around four themes: data exploration and study design; probability models and their application; statistical inference; model assessment.

Advanced Placement Pre-Calculus**2 Semesters****1.0 Credit****10-12***Prerequisites: Successful completion of Algebra I, Geometry, and Algebra II*

AP Pre-Calculus is a college level course. This course will help you in taking the Advanced Placement Pre-Calculus Exam, which may qualify you for college credit or advanced placement standing in college. In AP Pre-Calculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

Advanced Placement Calculus AB**2 Semesters****1.0 Credit****11-12***Prerequisites: Successful completion of Pre-Calculus*

AP Calculus is a college level course. This course will help you in taking the Advanced Placement Calculus Exam, which may qualify you for college credit or advanced placement standing in college. Most colleges in all states accept this class as equal credit for freshman college calculus. The content of the material covered is advanced, complex and detailed. Class discussions, lectures, multimedia, and slides are used in all sections. The major themes of an AP Calculus class are functions, graphs, and limits; derivatives; integrals.

Advanced Placement Statistics**2 Semesters****1.0 Credit****11-12***Prerequisites: Successful completion of Algebra II*

AP Statistics is a college level course. This course will help you in taking the Advanced Placement Statistics Exam, which may qualify you for college credit or advanced placement standing in college. Most colleges in all states accept this class as equal credit for freshman college statistics. The major emphasis of an AP Statistics course are the concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; statistical inferences. The course prepares students to take the advanced placement exam resulting in possible college credit.

SCIENCE

Biology

2 Semesters

1.0 Credit

9-12

Prerequisites: none

Biology is a two-semester course to introduce students to the major concepts of Biology. The major themes of a Biology course are inquiry, reflection, and social implications; organization and development of living systems; interdependence of living systems and the environment; genetics; and evolution and biodiversity. Many of the above topics will be reinforced by lab activities.

Chemistry

2 Semesters

1.0 Credit

9-11

Prerequisites: Successful completion of Algebra I

Chemistry is a two-semester course to introduce students to the major concepts of Chemistry. The major themes of a Chemistry course are inquiry, reflection, and social implications; properties of matter; changes in matter; forms of energy; and energy transformations. Many of the above topics will be reinforced by lab activities.

Physics:

2 Semesters

1.0 Credits

10-12

Prerequisite concurrent enrollment in Algebra II or Intermediate Algebra II

Physics is for students who are curious how things in the world work. It is a laboratory course that focuses on hands-on, real world examples to describe the physical world. The course is taught through a combination of lab activities, lecture/discussion, demonstrations and guided problem solving. Topics include Newtonian mechanics, work, energy and power, mechanical waves, sound and introductory simple circuits.

Physical Science

2 Semesters

1.0 Credit

10-12

Prerequisite: None

Physical Science is a two-semester course to introduce students to the physical sciences. This course gives students an opportunity to explore the broader ideas of the physical sciences which include both chemistry and physics. Physical Science is a great course to help students decide whether to pursue a Chemistry course or Physics course. Many of the above topics will be reinforced by lab activities.

Anatomy & Physiology

2 Semesters

1.0 Credit

10-12

Prerequisite: Successful completion of Biology

Students may take Chemistry concurrently. Anatomy & Physiology is a two-semester course recommended primarily for students interested in careers in medicine or degrees in science. The major themes of Anatomy & Physiology are organization of the human body; cells, tissues; integumentary system; skeletal system; muscular system; nervous system; endocrine system; cardiovascular system; respiratory system; digestive system; and the reproductive system.

Advanced Placement Physics 1: Algebra Based

2 Semesters

1.0 Credits

11-12

Co-requisite: Algebra 2

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

<u>Advanced Placement Biology</u>	2 Semesters	1.0 Credits	11-12
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Prerequisites: none

This course may be taken as an alternative to Biology with department approval.

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

<u>Advanced Placement Chemistry</u>	2 Semesters	1.0 Credit	9-12
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Prerequisites: successful completion of Chemistry

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

SOCIAL STUDIES

<u>United States History</u>	2 Semesters	1.0 Credit	9-12
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Prerequisite: None

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

<u>Advanced Placement United States History</u>	2 Semesters	1.0 Credit	9-12
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Prerequisite: None

AP U.S. History integrates political, social, economic, cultural, diplomatic, and intellectual history in order to convey the experiences of particular groups within the broader perspective of the American past. At

the same time, it connects events and issues from the past to the concerns of the present. History shows Americans continuously adapting to new developments as they shape the world in which they live. Often, ordinary Americans from a diverse range of backgrounds are thrust into extraordinary circumstances and the result is an exciting study in the "American experiment." As students study this long-term process, they will also encounter the unexpected -- unique events, unintended outcomes, and singular individuals.

Civics

1 Semester

.5 Credit

10-12

Prerequisite: None

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

Economics

1 Semester

.5 Credit

10-12

Prerequisite: None

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

Advanced Placement U.S. Government

2 Semesters

1 Credit

10-12

Prerequisite: none

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

World History

2 Semesters

1.0 Credit

11-12

Prerequisite: None

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

study the world's history and geography through several different lenses to understand the whole most completely.

Advanced Placement World History

2 Semesters

1.0 Credit

11-12

Prerequisite: Civics/Economics or AP US Government

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

Psychology

2 Semesters

1.0 Credit

11-12 *Prerequisite:*

None

This course offers students the opportunity to study the behavior, needs, and motivation of human beings. Some of the topics covered in this course are: Intelligence, Perception, Mental illness, *Intellectual Disabilities*, Learning gender roles, Behavior modification and physical and emotional development. Value selection and goal setting will also be discussed.

Advanced Placement Psychology

2 Semesters

1.0 Credit

11-12

Prerequisite: None

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

Advanced Placement African American Studies **2 Semesters 1.0 Credit 11-12**

Prerequisite: None

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The curriculum also encompasses the exploration of art, literature, music, and other cultural expressions, highlighting the significant impact of African American contributions on American society and global culture.

Current Issues (Global Studies)

2 Semesters

1.0 Credit

11-12

Prerequisite: None

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

Building Tomorrow's Leaders**2 Semesters****1.0 Credit****11-12***Prerequisite: Teacher Approval*

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

WORLD LANGUAGE

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

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

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

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

- American Sign
- French
- Japanese
- Spanish

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

- French 3rd year and 4th year
- Spanish 3rd year, 4th year, and AP Spanish Language and Culture

Advanced Placement Spanish Language and Culture

2 semesters

1.0 credit

11-12

Prerequisites: Spanish 4

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course.

STEAM

Intro To Engineering Design

2 semesters

1.0 credit

9-12

Prerequisite: None

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

Principles Of Engineering

2 Semesters

1.0 credit

10-12

Prerequisite: None

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

Computer Integrated Manufacturing

2 Semesters

1.0 Credit

10-12

Prerequisite: Intro to Engineering Design or Principles of Engineering

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

Engineering Design and Development

2 Semesters

1.0 Credit

10-12

Prerequisite: Intro to Engineering Design or Principles of Engineering or Computer Integrated Manufacturing

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

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

Prerequisite: None

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

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

Prerequisite: Principles of Biomedical Science or AP Biology

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

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

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

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

TECHNOLOGY

Computer Science and Programming

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

Prerequisite: Algebra I

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

AP Computer Science Principles **2 Semesters** **1.0 Credit** **10-12**

Prerequisite: Algebra I

AP Computer Science Principles is an introductory college-level computing course that introduces

students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

AP Computer Science A **2 Semesters** **1.0 Credit** **10-12**

Prerequisite: Algebra I and Computer Science and Programming

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

PHYSICAL EDUCATION

Recreational Sports **1 Semester** **.5 Credit** **9-12**

Prerequisites: None

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

Physical Education **2 Semesters** **1.0 Credit** **9-12**

Prerequisites: None

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

Weights and Conditioning **1 Semester** **.5 Credit** **10-12**

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

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

Weights and Aerobics **2 Semesters** **1.0 Credit** **10-12**

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

Weights and Aerobics is designed to tone muscles throughout the body for complete flexibility and body movements. Weight training and aerobic conditioning routines will be incorporated into the program. Because of the ability of some students, individualized programs may be set up for each student. Students will learn basic-progressive information and techniques concerning weights and conditioning theories. We will cover each general aspect of weights and Aerobics with a progressive application of theories and procedures.

Sports Theory Classes

1 Semester

.5 Credit

10-12

HEALTH EDUCATION

Health Education

1 Semester

.5 Credit

9-12

Prerequisites: none

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

VISUAL ARTS

Art Foundations

1 Semester

.5 Credit

9-12

Prerequisites: None

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

Drawing Foundations

1 Semester

.5 Credit

9-12

Prerequisites: None

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

Ceramic Methods

1 Semester

.5 Credit

10-12

Prerequisites: None

This is a basic course and it is assumed that the student is a beginner. Students will be given the experiments of design, construction and decoration of hand-built pottery.

Ceramic Design

2 Semesters

1.0 Credit

10-12

Prerequisites: Ceramic Methods

Students will experiment with new techniques and experiment with different embellishments (beads, wire, firings) to take them beyond the introductory methods course.

Digital Design

1 Semester

.5 Credit

10-12

Prerequisites: None

This course is an introductory level art class that uses technology as a tool to explore design through the use of industry standard software like Adobe Illustrator and Photoshop. Students will create a variety of projects including posters, logos, photo manipulation and a final online portfolio of their work. A good candidate for this class will be someone who can work independently, have a willingness to try new techniques and be willing to give and accept feedback on their work. A background in computers is helpful but not necessary.

Photography

1 Semester

.5 Credit

9-12

Prerequisites: None

This one semester course is an art class that uses technology as a tool to explore photography through the use of digital cameras and software. The course teaches students how to recognize and create quality photographs using Elements of Art and Principles of Design. A good candidate for this class will be someone who can work independently, have a willingness to try new techniques, and be willing to give and receive constructive feedback.

At the completion of this course students will:

- Use various features on a camera to have creative control over their images
- Understand how to use a variety of photo editing tools to improve the overall appearance of a photograph
- Understand basic file hierarchy, storage and online presentation tools
- Be able to use graphic design basics to organize images and convey meaning
- Will have an online portfolio of work to share with friends and potential clients
- Will have an understanding of copyright and digital ethics
- Understand the potential for photography to interpret the past and present
- Will be able to discuss and comment on their work and the work of others using discipline specific vocabulary

AP Studio Art

2 Semesters

1.0 Credit

10-12

Prerequisites: Teacher Approval

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

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.

- Help students develop technical skills and familiarize them with the functions of visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

PERFORMING ARTS

Performing Arts

2 Semesters

1.0 Credit

9-12

Prerequisites: None

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

Concert Band

2 Semesters

1.0 Credit

9-12

Prerequisites: Audition

This course is for students with a reasonable proficiency on a band instrument. Students will be in a concert setting throughout the year. Objectives include establishing proper fundamentals, observing proper rehearsal etiquette, as well as raising practice and performance standards. All bands participate in a minimum of three traditional concerts, festivals, and other activities. As this is a performance based course, performances are mandatory. Instructor will conduct Spring auditions for Fall placements. Students must possess or be in the process of obtaining a musical instrument.

Symphonic Band

2 Semesters

1.0 Credit

9-12

Prerequisites: Audition

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

Jazz Band

2 Semesters

1.0 Credit

9-12

Prerequisites: Audition

Interested students must obtain audition materials and receive instructor approval prior to enrollment. Objectives include the continuation of the development of correct playing habits, sight-reading, performance standards, intonation, and phrasing with emphasis on improvisation development. This course will provide students exposure to various literatures through performance, including but not limited to Big Band, Swing, Latin, Blues, and Jazz.

Wind Ensemble

2 Semesters

1.0 Credit

9-12

Prerequisites: Audition

This course is designed to reinforce and continue to develop the skills of musical independence through the performance of band literature and chamber ensemble literature of the highest caliber. Students are expected to participate in concerts as well as band festivals. Students in this class may choose to participate in Marching Band and Jazz Band, (by audition). It is strongly recommended that students in

this class participate in the Solo and Ensemble Festival. As this is a performance based course, performances are mandatory. Instructor will conduct Spring auditions for Fall placements. **Private lessons are highly recommended for this course.**

Guitar Lab

2 Semesters

1.0 Credit

9-12

Prerequisites: None

In this year-long course, students will study the rudiments of guitar technique and musicianship, including flatpicking, fingerstyle, tablature, notation, chords, and tuning. This course is open to all students, and complies with the Michigan Arts Standards. Students must bring their own guitars.

Concert Choir

2 Semesters

1.0 Credit

10-12

Prerequisites: Audition

Concert Choir is a select choir composed of mixed voices representing Soprano, Alto, Tenor and Bass. Students are placed in the group by audition or approval of the director of choirs. This ensemble will sing a variety of music as well as engage in vocal and musical development with an emphasis on sight-reading. Acceptable choral discipline is required. This group prepares music for 4 evening performances during the school year. Performance participation is required. This ensemble participates in district adjudication through MSVMA.

BUSINESS EDUCATION

Work-Based Learning (WBL)

2 Semesters

.5 Credit Per Hour

11-12

Prerequisites: Teacher/counselor approval and current or prior coursework within a WBL pathway. The Work-Based Learning Program provides relevant work experience for high school juniors and seniors that align with the student's high school career pathway, post-secondary goals, and career plans to benefit the student, employer, and community. This program allows students the opportunity to receive "real world" work experience while receiving on the job coaching and gaining high school credit.

Port Huron Schools offers three WBL pathways: Business, Management, Marketing & Technology; Engineering; Medical. Students who have taken courses within a specific pathway may be eligible for WBL. Juniors and Seniors may receive ½ academic credit for each hour enrolled in the program up to three class periods. Students must be employed in an established business and abide by the rules of the work experience contract as provided by the Work-Based Learning coordinator.

[Work-based Learning Guide](#)

ONLINE COURSES

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

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

[Statewide online course catalog](#)

It is important for students and their families to understand that any online course taken by a student enrolled in our district is taken for credit and will impact the student's GPA.

We recommend that any student athlete considering an online course discuss the implications for current eligibility with their athletic director and future collegiate eligibility with the NCAA Clearinghouse prior to enrolling in an online course.

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

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

DUAL ENROLLMENT

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

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

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

Educational Development Plan (EDP)

Every student in the state of Michigan is required to have an Educational Development Plan (EDP) starting in 7th grade. The Port Huron Area School District with support from the St. Clair County Regional Educational Service Agency (RESA) uses Xello as its tool for students to develop their EDP. Xello is a web tool designed to help students develop career and educational goals and the path needed to reach these goals. Students can access their EDP through their Clever homepage.

St. Clair County Technical Education Center (TEC)

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

Career and Technical Middle College

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

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

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

The CTMC is available to students in the following programs:

- Computer Programming
- Health

- Information Technology
- Mechatronics
- Metal Machining
- Welding

Blue Water Middle College

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

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

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

Testing Out

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

[Port Huron School Testing Out Guidelines](#)

GRADING SCALE

PM No. 346 REVISED

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

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

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

Grade point average is computed by adding merit points (see above) and dividing by the number of credits attempted. College Board (AP) courses taken during the six hour school during the school year are given one additional merit point. AP courses taken in the summer or outside of the six hour day will not be given the merit point.

*Additional Summa cum laude requirements include: 1 AP Class from each of the four disciplines.

My Four-Year Plan for High School

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

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

ATHLETICS

Fall Sports

Cheerleading Katie Breidenich (kbreidenich@phasd.us)
 Cross Country (Boys/Girls) Dan Patton (dpatton@phasd.us)

*Equestrian	Amy Balon (amy.1horse@yahoo.com)
Football	Dan Perkins (dperkins@phasd.us)
Golf, Girls	Lauren Mehlberg (lmehlberg@phasd.us)
Soccer, Boys	Ray Brown (rbrown@phasd.us)
*Swim, Girls	Aley Minton (mintona4@gmail.com)
Tennis, Boys	Michael Higgins
(coachmhiggins@gmail.com)	
Volleyball, Girls	Derek Arena (darena@phasd.us)
Winter Sports	
Basketball, Boys	Jeremy Rosenau (jrosenau@phasd.us)
Basketball, Girls	Christopher Huss (chrishuss@sbcglobal.net)
*Bowling, Boys	Dustin Delaney (ddelaney@phasd.us)
*Bowling, Girls	Theresa Zimmerman
(tzimmerman@buckland.com)	
Competitive Cheer	Katie Breidenich (kbreidenich@phasd.us)
Hockey, Boys	Ben Pionk (jbpionk@comcast.net)
*Powerlifting Girls	John Johnson (johnson1524.jv@gmail.com)
*Powerlifting Boys	Rob Malick (jeddtractor@gmail.com)
*Swim Boys	Aley Minton (mintona4@gmail.com)
Wrestling	Brandon Wardlow (bwardlow@phasd.us)
Spring	
Baseball	Kevin Goulding (kgoulding@phasd.us)
Golf, Boys	Dan Perkins (dperkins@phasd.us)
*Lacrosse	Brad McDougal (bjmcdougal@phasd.us)
Soccer, Girls	Mary Roman (mroman@abs.misd.net)
Softball	Ryan Mullins (rmullins@phasd.us)
Tennis, Girls	Jeremy Rosenau (jrosenau@phasd.us)
Track, Boys	Ray Brown (rbrown@phasd.us)
Track, Girls	Trisha Allen (tallen@phasd.us)
Athletic Handbook available in the Athletic Office or PH Website	
*Indicates Club Sport	

CLUBS AND ACTIVITIES

Band	Scott Jones
(sjones@phasd.us)	
Blue Water United Figure Skating Team	Amanda Penrod (amandapenrod@icloud.com)
Class of 2025	Trisha Allen/Rayna Palmer
(tallen@phasd.us), (rpalmer@phasd.us)	
Class of 2026	Becky Gilbert/Jennifer Nichols
(bgilbert@phasd.us), (jnichols@phasd.us)	
Class of 2027	Mary Hohmann/Karen Jackson
(mhohmann@phasd.us), (kjackson@phasd.us)	
Class of 2028	Ally Slone/Hannah Wixson
(aslone@phasd.us), (hwixson@phasd.us)	

Cosplay Club	Paul Wilson (pwilson@phasd.us)
Drama	Logan Raney (lraney@phasd.us)
Thunderhawks	Kelly Kania (kaniak@michigan.gov)
Equestrian Club	Amy Balon
(amy.1horse@yahoo.com)	
Fine Arts Festival	Mary Jones/Sarah Pelto/Paul Wilson
(mjones@phasd.us / spelto@phasd.us / pwilson@phasd.us)	
Fun Fitness	Brandie Kindle
(bkindle@phasd.us)	
Flags	Lizzie Woods
(brmmcoach@gmail.com)	
Key Club	Erica Ragsdale
(eragsdale@phasd.us)	
Lacrosse	Brad McDougal
(bjmcdougal@phasd.us)	
Mecanum Knights 3667 Robotics	Kristen McRobie (kmcrobie@phasd.us)
Mock Trial	Sydney Gewe
(sgrewe@phasd.us)	
NHS (National Honor Society)	Richard Schneeberger
(rschneeberger@phasd.us)	
Nondenominational Prayer Group	Rick Collins
Quiz Bowl	Mateo Savedra/Paul Stevens
(msavedra@phasd.us / pstevens@phasd.us)	
Powerlifting, Girls	Mel Tatti (mtatti@phasd.us)
Powerlifting, Boys	Rob Malick
(jeddtractor@gmail.com)	
PRIDE	Kahlan Weir
(kweir@phasd.us)	
SONS Connection	Tyrone Burrell
(tyroneburrell@sonsoutreach.org)	
Student Council	Sydney Gewe
(sgrewe@phasd.us)	
Swim Boys/Girls	Aley Minton
(mintona4@gmail.com)	
Writing Club	Stefanie Ramales
(sramales@phasd.us)	
Yearbook	Kahlan Weir (kweir@phasd.us)
Youth for Christ	David Ash (dave@yfcem.org)

PORT HURON HIGH SCHOOL COUNSELORS

Gale Simon	gsimon@phasd.us	810-984-2611 ext 1421	Grades 9 th -12 th A-E
Patricia Till	ptill@phasd.us	810-984-2611 ext 1420	Grades 9 th -12 th F-LA
Jennifer Nichols	jnichols@phasd.us	810-984-2611 ext 1435	Grades 9 th -12 th LE-R
Angela Brough	abrough@phasd.us	810-984-2611 ext 1418	Grades 9 th -12 th S-Z

Principal Text Line: 810-689-4114. Students and parents can direct message the principal with questions or tips in an anonymous method. This has proven to be a very effective communication tool our students have used responsibly and respectfully.

HONOR CORDS

Red and White Cords - Student Council members

Pink Cords - four-year Academic Band students

Blue Cords - Fine Arts students

(Drama, Choir, Guitar and Yearbook)

Blue and Orange Cords - members of the Key Club

Burgundy Cords are worn by members of the Quiz Bowl

Purple Cords - Baccalaureate

Cords are returned in order to receive a diploma.

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

IMPORTANT WEBSITES

Port Huron Area School District.....www.phasd.us

- Important updates regarding the Port Huron Area School District
- School closing information

Port Huron High School.....www.phasd.us

- Daily announcements
- Links to a variety of information regarding Port Huron High School

Career Cruising.....www.careercruising.com/

- EDP information
- Framework to log a students' four year game plan

Facebook: Search PHS-Port Huron High School

Remind Text: Text to 81010 the message @6f7ac4

Reporting Text Line: 810/689-4114

**Port Huron Area School District
Board of Education**

Ms. Laurie Oldford, President
Mr. Frank Partipilo, Vice President
Mrs. Jessica Totty, Secretary
Mr. Timothy McCulloch, Treasurer
Mr. Joshua Chapman, Trustee
Mrs. Ann Murphy, Trustee
Mr. Matthew Ruiz, Trustee

Theo Kerhoulas, Superintendent

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

Brett VanDrew, Director
Family Engagement and Student Services
2720 Riverside Drive
Port Huron, MI 48060
(810) 984-3101, X4015



Port Huron Schools

Advocate Innovate Educate