2026-2027

Career Pathway Program of Studies

www.brandywinebobcats.org

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Brandywine High School Administration
Evan Winkler, Principal
Josh Hood, Assistant Principal
David Sidenbender, Athletic Director
Kim Knapp, Principal's Secretary
Abbie Prenkert, Assistant Principal's Secretary

Brandywine High School Important Telephone Numbers

Brandywine High School	(269) 683-4800
Brandywine High School Main Office FAX	(269) 683-1186
Evan Winkler, Principal	(269) 683-4800 ext 3103
Josh Hood, Assistant Principal	(269) 683-4800 ext 3104
David Sidenbender, Athletic Director	(269) 683-4800 ext 3108
Angela Roeder, High School Counselor	(269) 683-4800 ext 3106
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Sue Kruck, Pupil Accounting Specialist	(269) 684-7150 ext 4203
Mary Burge, Athletic Office Assistant & Counseling Office Assistant	(269) 683- 4800 ext. 3109
Attendance Reporting	(269) 683-4800 ext 3102
Transportation/Maintenance Department	(269) 683-4800 ext 3204
Food Services Office	(269) 683-4800 ext 3110

www.brandywinebobcats.org

Message from the Administration

Dear Students and Parents/Guardians,

The Brandywine Community Schools are committed to preparing all of its students to become responsible, contributing citizens. Our purpose is to enable students to reach their potential by providing learning opportunities of the highest quality. To accomplish this the school, student, and parent/guardian work together to develop and complete a four-year course of study that leads to continued education and employment.

In order to accomplish this goal, students need to:

- Work hard at completing their coursework,
- Ask questions and seek help when necessary,
- Become involved in co-curricular and extracurricular activities.

This ***Program of Studies*** is intended as a planning tool to assist students as they set goals and make informed plans for their future. As students prepare for course registration, they should complete the following steps:

- Read this ***Program of Studies,***
- Explore, identify, and declare career plans,
- Develop and annually revise a four-year plan with the help of counselors and parents,
- Seek information about specific courses from the counselors, teachers, and parents.

The faculty and staff of Brandywine Community Schools and the members of the Brandywine Board of Education are committed to helping each student to make the most of the opportunities that are outlined in this ***Program of Studies***. You may also access this book online (www.brandywine bobcats.org).

Please accept our personal best wishes for a positive, involved, and successful school year.

Sincerely,

Evan Winkler,
Brandywine Middle/Senior High School Principal

Vision, Mission, and Beliefs

Vision
"Engage, Educate, and Empower Tomorrow's Global Citizens"

Mission
Brandywine Community Schools empowers critical thinkers, collaborators, and leaders through high expectations in an inclusive environment.

Belief Statements
We believe that bobcats:

- Value a culture of leadership and personal accountability
- Provide a safe, respectful, nurturing environment
- Promote opportunities that allow for the development of individual talents
- Ensure quality learning utilizing innovation and creativity
- Demonstrate respect and kindness for self, school, and community

Open Door Policy
Parents and members of the community are encouraged to visit Brandywine High School. In fact, voluntary assistance at the school is appreciated. Arrangements can be made for school tours, classroom visitations, and teacher conferences. Please feel free to call the school's Main Office and we will do our best to accommodate your request.

Accreditation
The Michigan Department of Education and the North Central Association have accredited Brandywine High School.

Academic Planning

Career Pathways
The Michigan Career Development Model (MI CDM) is designed to provide all students (K-12) in the Michigan educational system with the necessary knowledge and skills for success in a career of their choice and lifelong learning.

Massive changes taking place in all areas of employment in America present new challenges to those seeking productive careers. The impact of rapidly changing technology and an expanding global economy is being felt across all career areas and all levels of education. Employers have expectations for well-prepared, motivated employees possessing academic skills in mathematics, communications, and science. People who possess soft skills such as a good work ethic, teamwork skills, problem solving skills, critical thinking skills, technological literacy, and a desire for continued learning are in high demand. No longer can people graduating from one of Michigan's high schools, colleges, or universities be assured of employment unless they have the necessary knowledge and skills to meet an employer's needs.

During career preparation, high school students refine their career goals and the necessary educational preparation needed to be productive citizens in a global society. Various career preparation activities provide advanced/real-world experiences that help students link their career options and educational decisions. Students learn through coursework consistent with their career interest area, contextual learning, and career preparation while meeting academic standards. Counselors help students and their families plan and prepare for postsecondary education and careers.

The goal is to create learning opportunities that support academic rigor, knowledge and skill development, social emotional learning, and career preparation. Career preparation activities assist students in their academic readiness, connect students to their Career Pathways, and prepare them for high-wage, high-skill, high-demand careers. **Student coursework should be aligned with their academic, technical, and career preparation interests as they begin to develop their employability skills.**

The Brandywine Community Schools Career Pathway Program of Studies represents a commitment to the students of our community. At its core, this commitment is to offer students the opportunity to prepare for a professional or technical career by guiding them in the selection of a career major and the development of a planned career pathway. Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a focus into which one can begin directing energies and determining a tentative career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra –curricular activities, and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. All pathways have equal dignity. It is critical that the home, the school, and the community establish and maintain effective communication in order to assist in meeting both academic and career goals. By recognizing that students can be influenced and motivated by a variety of learning experiences, both within the school and within the community, we encourage collaborative career-related partnerships that will lead to student success. The following partnerships currently exist:

- Local colleges provide a variety of opportunities for Brandywine High School students to explore and earn college credit while still in high school.
- Local business partnerships have established cooperative ventures with Brandywine High School enabling students to gain valuable insight and experience in the workplace.
- The Berrien County Regional Education Service Agency along with the Brandywine Community Schools provides students with career awareness, career exploration, and career experiences through a variety of means.
- Career and Technical Education Advisory Committees meet with instructors to discuss current curriculum and the ways to align our curricular offerings to provide optimal learning experiences for our students.

The Six Career Pathways

The Career Pathway options listed below include required courses for grades nine through twelve and recommended electives that are relevant to the pathway major. Students and parents should study these options carefully using them as guides for high school registration and post secondary planning. School Counselors and teachers are available to students and parents to assist in the academic and career planning process.

Each Career Pathway has a major with a professional or a technical path. Students selecting the professional path should plan for a minimum of four years of post-secondary work. Students selecting the technical fields should consider a community college, technical school, trade school, or other post-secondary training for career level entry.

The following is a brief explanation of each of the six pathways:

- ***Arts and Communications Pathway:*** Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture, graphic design, interior design, writing, film, fine arts, journalism, languages, media, advertising, and public relations.
- ***Business, Management, Marketing, and Technology Pathway:*** Careers in this path are related to all aspects of the business environment. These include accounting, business administration, finance, hospitality and tourism, economics, sales and service, information processing, management, and marketing.
- ***Engineering, Manufacturing, and Industrial Technology Pathway:*** Careers related to technologies necessary to design, develop, install, and maintain physical systems. Such as, architecture, construction, manufacturing, technology, engineering, mathematics, distribution and logistics, and transportation.
- ***Health Science Pathway:*** Careers related to the promotion of health, as well as the treatment of injuries, illness, and disease. This pathway includes research, prevention, treatment, and related health technologies.

- ***Human Services Pathway:*** Careers related to childcare, civil service, education, hospitality, and social services. Such as, education, law, public safety and security, government and public services.
- ***Natural Resources and Agriscience Pathway:*** Careers related to natural resources, agriculture, and the environment. This pathway includes agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

An Educational Development Plan (EDP) is a document showing a student's education and career goals and a way to achieve those goals. It is more comprehensive than a schedule of classes because it includes information a student can use to make wise choices about career options. It is in the best interest of a student to use an EDP to focus and plan in order to successfully complete graduation requirements and prepare for the transition to post-secondary education and on to the world of work. **Students can update their Educational Development Plan at any time by accessing their Xello account.**

Beginning in seventh grade, the EDP program allows students to plan their high school classes according to the career pathway in which they have an interest. Each pathway includes:

- Examples of specific careers
- Fast-growing occupations
- Levels of education required for careers
- Personal characteristics related to success
- Relevant courses in school

The information taught in each career pathway helps students see how school subjects relate to training beyond high school and the world of work. It also helps students examine their interests, abilities, and goals, and how these relate to their chosen career goals. By having this information available to them, students can then select courses that not only prepare them for high school graduation, but for additional education, training, and employment beyond high school.

Student Academic and Career Planning

Planning Your Schedule

It is the goal of the Brandywine Community Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Brandywine students have the opportunity to experience success.

Each year, Brandywine High School students must make extremely important choices about the courses that they will select for the next school year. You, the student, are the most important factor in this selection. Planning your schedule is a serious undertaking. Although some courses are required, you will have many choices to make during your four years of high school. Your interests and your plans should guide the course choices that you make for the future.

Even though it may be tempting to choose less demanding courses, it may not be the best way to prepare for your future. The best general advice is to select as your major fields of study those subjects that stimulate and excite you and in which you do well, keeping in mind at the same time that eventually you must be educated well enough to earn a living in a highly technical world. You will have assistance from your counselor, your teachers, and your parents in the development of an educational development plan. It is important that you carefully read the course descriptions in this booklet so you don't miss an application deadline, a program, or an option. When planning your schedule you must always keep in mind four sets of requirements: graduation requirements, course prerequisites, college and vocational admissions requirements and any required application deadlines. ELECTIVE COURSES MUST BE TIED INTO A STUDENTS' EDUCATIONAL DEVELOPMENT PLAN.

Together with your parents, your counselor and your teachers, use the Four-Year Career Pathway Worksheet (p.90) contained in this *Program of Studies* to project your four-year program, paying particular attention to graduation requirements.

From the school's point of view, it is important that you do your educational soul-searching before, not after, you make out your schedule. Your schedule, along with the schedules of 400 others, will determine the staff needs and curriculum for next year. Obviously, late changes are discouraged because they cause logistical problems for the school. Hopefully, your original choices will reflect your final decisions; however, changes are possible before school begins according to the schedule change policy outlined on page 11.

Student Planners: The planner includes school rules and pertinent information parents will also want to review.

Grade 9: Each student will meet with a counselor to discuss the transition from middle school to high school. The meeting will focus on graduation requirements, updating the student's Educational Development Plan/career goals, and suggestions for next year's class schedule.

Freshmen take the PSAT to gain experience in taking college entrance type tests. This test is also the qualifying test for the National Merit Scholarship Program when taken in the 11th grade.

Grade 10: Each student will meet with a counselor to discuss their four-year Educational Development Plan, their progress toward graduation, and their class schedule for their junior year.

Sophomores take the PSAT to gain experience in taking college entrance type tests. This test is also the qualifying test for the National Merit Scholarship Program when taken in the 11th grade.

Grade 11: Each student will meet with a counselor to discuss their four-year Educational Development Plan, their progress toward graduation, and their class schedule for their senior year. A monthly Guidance Newsletter is given to junior students to assist them in planning for their senior year. The newsletter is also available on the Brandywine Community School's website.

Juniors take the PSAT/NMSQT. The test gives juniors valuable feedback about academic skills and helps prepare college bound students for the ACT and SAT college admission tests. This test is also the qualifying test for the National Merit Scholarship Program.

Students are required to take the Michigan Merit Exam in order to graduate from high school. The MME consists of the SAT, WIN Test, and Michigan components. The MME covers five areas: Math, Science, Writing, Reading, and Social Studies. Students may choose to retake the SAT if they wish to better their scores. Students can register for the test online on the College Board's website. Students may also wish to take the ACT. They can register for the test on the ACT's website.

College bound students should take the ACT and/or SAT tests for college admission in the spring of their junior year. If you do not wish to have your test scores on your transcript, please contact the Counseling Office.

Juniors are allowed two college days to visit campuses of schools they are interested in attending. If these days are pre-approved, they will be considered non-counting absences. Forms are available in the Counseling Office. You must return this form to our office three days prior to your planned visit and have parent/guardian permission. Students may also sign up to visit with college representatives who visit the high school.

Grade 12: Students maintain close contact with their counselor as they complete their academic requirements for their high school diploma. The counselor will meet with each student individually and go over graduation requirements. A monthly Guidance Newsletter is given to seniors to notify them of scholarship opportunities and upcoming events. Just click on the

student link and then go to the High School Counseling Site. Students may pick-up college applications and scholarship information in the Counseling Office. If a student does not want their test scores on their transcript they must notify the Counseling Office.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Clearinghouse. It is your responsibility to make sure the Clearinghouse has the documents it needs to certify you. These documents are: Your NCAA application, your official transcript sent electronically using Parchment, and your ACT or SAT scores mailed directly from the test company. You can apply at the Eligibility Center's website.

All seniors who are planning on going to college should have their college applications submitted by Thanksgiving Break. Most college applications will be completed online at the college's website where they are applying for admission.

Seniors are allowed two college days to visit campuses of schools they are interested in attending. If these days are pre-approved, they will not be included in the student's allowed days of absence before credit is lost. Forms are available in the Counseling Office. You must return this form to our office 3 days prior to your planned visit and have parent/ guardian permission. Students may also sign up to visit with college representatives here at school.

Schedule Change Policy

Brandywine High School staff will work with parents and students to plan a four-year educational program and select specific courses for the following year. It is the school's position that making schedule changes after the school year begins disrupts instructional time. Since staffing and the master schedule are determined by student course selection, students are expected to honor their commitment and the spring deadline for making schedule changes. There are, however, circumstances that warrant a schedule change. Only incomplete schedules and scheduling conflicts will be resolved on the schedule revision days.

CHANGES MUST BE MADE WITHIN THE FIRST FIVE DAYS OF THE SEMESTER. Schedule change requests must meet at least one of the following criteria:

Criteria for changes between the spring schedule change deadline and the beginning of school:

1. Failure to meet course prerequisites
2. Failure to meet graduation requirements
3. Elective changes due to change in college or career plans
4. Course changes due to completion of summer school
5. Inappropriate level placement

All parties must sign the schedule change form. Department chairpersons are involved as needed. A course level change requested after the end of week two could result in a grade of "F" on the student's transcript. Please note that requests for teacher changes are not automatically honored. (A parent conference is required with the principal, counselor and teacher.)

Brandywine High School Graduation Requirements

COURSE NAME	Credits
English English 9, English 10, English 11, English 12	4
Mathematics Algebra I Algebra II **OR** CAD **OR** Con. Trades **OR** Machine Shop **OR** Woods Geometry From Paychecks to Profits: Business & Finance for Life	4
Science Biology I Chemistry **OR** Anatomy **OR** Physics One additional science class **OR** qualifying Shared-Time class	3
Social Studies Civics, Economics, U.S. History, World History	3
Fine Arts Art, Auto Technology, Band, Broadcasting, CAD, Choir, Investigative Journalism, Machine Shop, qualifying Shared-Time class, Theater, Woods, or Yearbook	1
Health	.5
Physical Education	.5
Foreign Language In place of the second year of a foreign language a student may take either Art, Auto Technology, Band, Broadcasting, CAD, Choir, Finance Frontiers, Investigative Journalism, Machine Shop, qualifiying Shared-Time class, Theater, or Woods	2
Elective Credit Possibility	10
Required Credits for Graduation	26
Total Available Credit Opportunities	28

Students must obtain a "C" or better for the CTE classes that they are using towards graduation substitutes.

Graduation Requirements

A. To graduate from Brandywine High School, a student shall have completed a minimum of 26 credits in several areas of study while in grades 9-12.
B. The credits necessary for graduation shall consist of credits earned in the areas specified below, and credits earned as Board approved electives.

a. English Language Arts	4 Credits
b. Mathematics	4 Credits
c. Science	3 Credits
d. Social Studies	3 Credits
e. Fine Arts	1 Credit
f. Health	.5 Credit
g. Physical Education: Lifetime Sports	.5 Credit
h. Foreign Language	2 Credits

Required Specific Course Credits	18 Credits
Elective Credits	10 Credits
Total Credits Required for Graduation	26 Credits
Total Available Credit Opportunities	28 Credits

Courses that may be counted among the above required credits are subject to the following provisions:

The Social Studies requirement shall include:
One (1) credit in U.S. History (Grade 9)
One-half (.5) credit in Civics (Grade 10)
One-half (.5) credit in Economics (Grade 10)
One (1) credit in World History (Grade 11)

Four years of Math must be taken in grades 9, 10, 11, and 12. The math courses must include Algebra I, Algebra II **OR** CAD **OR** Con. Trades **OR** Machine Shop **OR** Woods, Geometry, and From Paychecks to Profits: Business & Finance for Life (including the AP version of this class). This will ensure that Brandywine students have met the math expectations that are required by the Michigan Merit Curriculum.

The (3) credits of Science shall include: Biology I, Chemistry **OR** Physics **OR** Anatomy, and one additional science course **OR** a qualifying shared-time class.

Two years of a foreign language **may** be required for entrance into a college or a university. The student is responsible for checking entrance requirements to ensure proper preparation. Two years of a foreign language is required for graduation from high school. In place of the second year of foreign language a student may take either Art, Auto Technology, Band, Broadcasting, CAD, Choir, Finance Frontiers, Investigative Journalism, Machine Shop, qualifiying Shared-Time class, Theater, or Woods.

C. In addition to the courses listed above, students may use the courses listed in the Brandywine High School Program of Studies that have been approved by the Board in completing the (26) credits required for graduation. Also, the Board recognizes for graduation credit, courses approved by: College Board, college and university courses for which students receive dual and/or direct credit, and courses as specified by the Michigan School Code. For credits from non-registered and non-accredited schools to be accepted the student must 1) present a course description and a list of the course objectives attained 2) validate the learning through the competency testing procedure.
D. The high school will offer courses it deems relevant to the educational goals of the Brandywine Community Schools. These offerings will be contingent upon budgetary constraints, staff availability and minimum student enrollment for such courses. The Board directs the administration to develop guidelines for minimum student enrollments and procedures by which such guidelines will be implemented and adhered to.

E. A student must be enrolled in the equivalent of seven classes per semester to be classified as a full-time student.
F. In order to receive a Brandywine High School diploma, a student must successfully complete their senior year as a full-time student.
G. In order to be ranked in a class, a student needs to have completed two semesters as a full-time student. Transfer-in seniors are NOT ranked.
H. Complete an online experience: Students must complete a meaningful online experience of at least 20 hours.
I. Students are required to take a Personal Finance class in high school.
J. Students must have exposure to CPR/AED.
K. All students are required to take all sections of the Michigan Merit Exam.

Course Objectives and Course Examinations
Every teacher will provide the students in his/her classes with a course outline, course objectives and classroom policies and procedures at the beginning of the school year every year. Every teacher will give a comprehensive semester exam or semester project that will count for 20% of the final semester grade. Each nine week grade will count for 40% of the final semester grade.

Semester Grade Breakdown:

- 40% Nine weeks grade
- 40% Nine weeks grade
- 20% Semester Exam

SENIOR FINAL EXAM EXEMPTION (CAT PASS):
Seniors are encouraged to take all semester exams. However, any senior who meets the following criteria could be given an exemption. If a student scored proficient or advanced on the M-STEP in Science or Social Studies or if they met or exceeded the SAT Benchmarks in Math or English, they do not have to take a final exam their senior year in that core subject area (English, Math, Science, Social Studies) as long as they have a 80% or higher semester grade. It is the student's choice whether or not to use this exemption. If they choose to use the exemption and DON'T take their final exam in a class, their semester grade will be calculated by averaging their two 9 week grades for the semester. This exemption does not include AP, CTE, college, or online classes. If a student has an exam exemption, they do not have to come to school for that hour. However, if they are at school during their exempt exam, they must remain in the classroom. Exams must be made up as close to the original test date as possible.

HIGH SCHOOL EXAM EXEMPTION:
High School Students who meet the following criteria in any individual class could be given an exam exemption. If a student has 4 or fewer absences for a semester. Only school-related absences are not counted toward your total. A grade of 70% or higher per nine weeks. It is the student's choice whether or not to use this exemption. If they choose to use the exemption and DON'T take their final exam in a class, their semester grade will be calculated by averaging their

two 9 week grades for the semester. This exemption does not include AP, CTE, college, or online classes. If a student has an exam exemption, they do not have to come to school for that hour. However, if they are at school during their exempt exam, they must remain in the classroom. Exams must be made up as close to the original test date as possible.

Grading Standards

The letter grades listed below are used to designate the student's progress. Only semester grades are recorded on the permanent record. Brandywine High School is on a weighted five-point system to determine grade point average.

Percent	Letter Grade	Points	GPA	Weighted (+1)	Weighted (+.5)
93-100	A	12	4.000	5.000	4.500
90-92	A-	11	3.667	4.667	4.167
87-89	B+	10	3.333	4.333	3.833
83-86	B	9	3.000	4.000	3.500
80-82	B-	8	2.667	3.667	3.167
77-79	C+	7	2.333	3.333	2.833
73-76	C	6	2.000	3.000	2.500
70-72	C-	5	1.667	2.667	2.167
67-69	D+	4	1.333	2.333	1.833
63-66	D	3	1.000	2.000	1.500
60-62	D-	2	0.667	1.667	1.167
0-59	F	0	0.000	0.000	0.000
0	W	0	0	0	0
0	W/F	0	0	0	0
0	I	0	0	0	0
0	CR	0	0	0	0
0	NC	0	0	0	0

- A "**NC**" grade means No Credit.
- Dual Enrollment and AP classes are weighted by adding 1 full point to the letter grade.
- Honors classes and Andrews Math/Science Center classes are weighted by adding ½ point to the letter grade.
- There are no official Valedictorians/Salutatorians or Top 10
- High Honors Students will be identified based on a combination of their cumulative grade point average and SAT score. High Honors Students are determined at the end of the 7th semester. They will be recognized annually at the Senior Honors Program and at Commencement

Incompletes

Students who receive a grade of "I" (Incomplete) must complete necessary make-up work no later than the first five days of the subsequent grading period. Students who receive a grade of Incomplete because of prolonged illness or unusual circumstances must obtain approval from the Principal before the end of the five-day period to extend the deadline. Depending upon the circumstances of the situation, a grade of "F" (failing) may be used after the end of the second week of the grading period.

Withdrawals

When it is determined by a teacher and a counselor that a student lacks sufficient academic ability or background preparation for success in a scheduled course a grade of "W" (Withdrawn) will be given during

the first three weeks of a semester. Any course withdrawals after the end of the third week will result in a grade of “F”.

Course Repeats
Under certain circumstances a student may repeat a course. For example, a student may want to repeat a prerequisite course in order to continue with the next course level in a sequence of courses. Retaking a course will not cause the removal of a previous course and course grade from a permanent record or from the calculations of Grade Point Average. It is not possible to remove an “F” grade from a permanent record by repeating the class. The repeated course is also calculated in the Grade Point Average but credit is earned only once for a course. Courses may be repeated with teacher recommendation.

Student Classification
Students must meet the Brandywine High School graduation requirements in order to graduate. To assure that students know where they stand at all times in regards to their credits and graduation requirements, a school counselor will meet individually with students who are in jeopardy of not graduating at the end of each semester. At that time, the student will be made aware of their credit status. The student will be asked to sign a letter to that effect and the letter will be mailed to the student’s home. Students are classified by the number of credits that they have earned and not the number of years that they have attended high school. The classification requirements are:

- *Sophomore Student- students must have a minimum of 5 credits to be considered a sophomore student.
- *Junior Student- students must have a minimum of 12 credits to be considered a junior student and have junior privileges.
- *Senior Student- students must have a minimum of 19 credits to be considered a senior student and have senior privileges.

Once a student is 3 ½ credits (1 semester) behind, it is NOT recommended that the student return to the high school. Students in this situation are most likely too far behind in their credits and will not be able to catch up and graduate at the high school. There are other educational opportunities for these students to pursue in order to earn a high school diploma.

Course Credit
One-half (.5) credit equals one (1) semester of class work successfully completed. One (1) credit equals two (2) semesters of class work successfully completed.

Transfer Students
Transfer students who come to Brandywine High School will have their credits evaluated by the School Counselor. Inclusion into the class ranks will also be determined at this time. **Senior transfer students will not be ranked.**

Grade Reports
Parents may check their student’s grades at any time by logging on to their PowerSchool account. You will need to set up a parent account. Contact the High School Counseling Office if you need assistance.

Progress Reports
Progress reports MAY BE sent home approximately halfway through each quarter to any student receiving a “D” or “F” in a class. Teachers may send a Student Progress Report for either of two reasons:

1. The student’s work is considerably below the level of expectation.
2. The student has exhibited outstanding achievement, or has improved since the last grading period.

Commencement Participation Policy
Only those students who meet all graduation requirements and all obligations due to the school, in their entirety, may participate in the graduation ceremony. Students wishing to participate in Commencement must complete all graduation requirements prior to participating in the commencement ceremony. All

students who have completed the requirements for high school graduation may participate in the graduation exercises unless participation is denied for just cause by the principal.

Special Programs

Shared-Time Programs
Brandywine students may participate in shared-time programs that are run in the high schools throughout Berrien County. This opportunity provides an economical means to expand the curricular options for all students. Students may participate in these programs when they are juniors and seniors in high school. The student must complete the course with a grade of "**C**' or they will be required to reimburse the school district for all tuition and fees that have been paid for by the district. These tuition /fees must be paid before a student can graduate. A student may not enroll in a shared-time course if that course is offered at Brandywine High School unless a schedule conflict exists, course cancellation occurs, or required prerequisites are met. Students are required to enroll in the shared-time course for the entire school year. To learn more information and to see the course offerings go to https://www.berrienresa.org/programs/career-technical-education/cte-programs.

Dual Enrollment Credit
Brandywine students may participate in a college, junior college, technical, or trade school program and receive both high school and postsecondary credit. This opportunity provides an economical means to expand the curricular options for all students and also begins to build a bridge between the high school experience and the college experience. A student in good academic standing while attending Brandywine High School may, with the prior approval of the principal, enroll in postsecondary credit classes at approved institutions and earn high school credit as well as postsecondary credit. Also, in order to be eligible for dual enrollment credit, students must have qualifying standardized test scores. **If a student receives an "F" in a dual enrollment course they MUST reimburse the school district all tuition and fees. These tuition/fees must be paid before a student can graduate.**

Direct Credit
Lake Michigan College offers Brandywine High School students college credits for certain classes that are taught at Brandywine High School. In order to be eligible students must: have qualifying standardized test scores and fill out a Lake Michigan College application. If a student receives an "F" in a direct credit course they MUST reimburse the school district all tuition and fees. These tuition/fees must be paid before a student can graduate.

Lake Michigan College- EARLY COLLEGE ACADEMY
The academy is a more intensive Early College experience. You can take up to 12 contact hours per semester, compared to the two courses generally recommended for traditional dual enrollment plans. Those who attend during their junior and senior years and during the summer semesters can complete enough credits to earn an Associate's Degree and enter college full time as a junior following high school graduation. All academy classes take place on Lake Michigan College's Bertrand Crossing Campus in Niles, giving you the full college experience with other college students. Classes meet in the mornings, five days a week. The second half of your school day is spent at your high school, allowing you to participate in sports, music, and club activities. You can also choose to be part of the many LMC clubs and activities available to students. Students must have a 3.5 cumulative GPA and have qualifying standardized test scores. **If a student receives an "F" in an Early College Academy course they MUST reimburse the school district all tuition and fees. These tuition/fees must be paid before a student can graduate.** Go to https://www.lakemichigancollege.edu/audience/early-college for additional information.

5th Year Early/Middle College (E/MC)
The Berrien County 5th Year Early/Middle College (E/MC) is an exciting and effective way for students to earn up to an Associate's Degree while still in high school. Through this innovative program, students will be able to save both time and money as they pursue a college credential. This program is designed to provide all students an opportunity to earn a high school diploma AND a career certificate, a MEMCA Certificate or an

Associate degree, all of which can assist a student on a Bachelor's degree track or employment. **In order to complete the coursework required for this program, students will commit to spending three years in the E/MC, grades 11, 12, and 13. Also, students can only participate in Senior Activities, including the Commencement Ceremony, ONCE.** To be eligible for this program students must be on track for graduation and have qualifying standardized test scores. If a student receives an "F" in an Early/Middle College course they MUST reimburse the school district all tuition and fees. These tuition/fees must be paid before a student can graduate. Go to https://www.berrienresa.org/programs/berrien-early-middle-college for more information.

Berrien County Mathematics and Science Center

Students with high aptitude may apply to participate in the Berrien County Mathematics and Science Center at Andrews University. This program provides students with exciting and challenging explorations in mathematics, science, and technology through an enriched environment and rigorous curriculum. Students wishing to participate should contact their counselor for additional information. Go to https://www.berrienresa.org/programs/math-science-center for additional information.

Testing Out - Purpose: Schedule conflict or to meet prerequisite classes.

Any high school student may "test out" of a course. The "test out" option cannot be used for any course that a student is presently attending or has attended in any previous semester for one day. A student may attempt to "test-out" of a course only once. Earned credits will receive a "pass" grade only and will not be used in the computation of Grade Point Average.

A student wishing to "test out" of a course must comply with the following procedures:

1. The student will pick up an application from the Counseling Office to be approved by the student's counselor and the building principal. If the student is a senior, this must be completed by Thanksgiving break. (None will be allowed 2nd semester senior year.)
2. The student must have his/her parents sign the application.
3. The student must return the application to the School Counselor.
4. A course description may be obtained by the student prior to taking the test.
5. Tests will be given by the School Counselor or teacher. Students will be notified prior to the test as to the exact time and location of the test.
6. The student will contact the teacher of the course(s) from which they plan to test out.
7. The student will request from the teacher the course outline, and the description of the test out requirements, including the texts used and a listing of any related material.
8. Students will be notified of their test results.
9. An overall passing grade of C+ is required to have successfully tested out of a course. This would include projects, labs, or any additional activities that the student may be required to complete.

Physical Education Graduation Requirement Waiver

A student with a physical handicap will be provided with an alternative or adaptive PE program. Students enrolled in the Andrews Math/Science Center are the **ONLY** students who may file for a waiver of the physical education graduation requirements. A student who receives a physical education waiver will receive a "pass" grade only and the waiver will not be used in the computation of Grade Point Average. The following steps must be followed:

1. The student must pick up an application from the Counseling Office to be approved by the student's counselor and the building principal prior to selection of classes in February/March of his/her junior year.
2. The student must have his/her parents sign the application.
3. The graduation requirement for physical education will be waived for those students who: either
    a. Participate fully in three (3) interscholastic sport seasons during their four years Brandywine High School career, or
    b. Participate fully in two (2) interscholastic sport seasons and one (1) full season of marching band during their four year Brandywine High School career.

Internet Based Courses
Students are able to take up to two on-line courses per semester. View course offerings at the MiCourses website and Edmentum. Before enrolling, check with your school counselor for permission and/or information on how to earn this kind of credit. Students must submit an application requesting the course(s) they would like to take online the semester BEFORE they wish to take the online course(s).

Brandywine Innovation Academy
An alternative education program of studies has been developed for students in grades 9-12 who are experiencing difficulties in the traditional school setting. Students may apply for the program through their School Counselor. Referral to Brandywine Innovation Academy (BIA) comes from the home school upon recommendation of the administration. If a student wishes to transfer back to Brandywine High School from BIA, their credit will be transferred back to the high school on an appropriate pro-rated basis. Alternative school grades are computed into a student's Grade Point Average.

Credit Recovery
Students who are in danger of not having enough credits to graduate due to failure will have the opportunity to take online classes in the evening. This opportunity will allow students the ability to recover their credits and possibly graduate on time. Students must complete each class with a final score of 60% or above and they will receive a corresponding letter grade on their transcript. There may be a cost for credit recovery classes.

Summer school courses may be available at the high school. Students must complete each class with a final score of 60% or above and they will receive a corresponding letter grade on their transcript. Summer school courses are also available at area schools and can be taken to assist students who are behind on their high school credits due to failure. Students must get all summer school courses that they wish to take approved by the high school counselor PRIOR to enrolling in the course(s).

Personal Curriculum (PC)
A Personal Curriculum 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 (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements. Contact the school counselor for additional information.

Foreign Exchange
Brandywine High School welcomes all Foreign Exchange students involved in State Board of Education approved programs. We believe that a Foreign Exchange Program can do much to create a better understanding between young people of different countries. For enrollment of a foreign exchange student at Brandywine, it is expected that the student be enrolled in a high school in their home country and is residing with a current Brandywine resident and Brandywine High School student. It is expected that Foreign Exchange students must be able to communicate in proficient English. We also require the application to be completed in the spring prior to enrollment. Foreign Exchange students must enroll for the entire school year (September – June). Applications can be obtained from the Principal's Office. Brandywine High School will only accept up to 5 Foreign Exchange students per year.

The staff at Brandywine High School stands ready to assist the foreign exchange student in any way possible to make the transition a comfortable one. Special effort will be made to enter the student into classes comparable with their ability and interest based upon the evaluation of the transcript as signed by an official of the sending school.

Most exchange students receive an *Attendance Certificate* at the end of the school year, not a Brandywine diploma. If an exchange student would prefer to determine his/her eligibility to receive a *Brandywine High School Diploma*, the transcript must be evaluated, at student expense, by a professional evaluator. Please note that in order to receive a Brandywine High School Diploma, a student must satisfy all of the Brandywine High School and State of Michigan requirements for such a diploma.

Foreign Exchange students are always encouraged to take part in school activities-clubs, athletics, band and chorus, and other school wide events. Several services not provided by the school

include free lunches, books, class rings, yearbooks, caps and gowns and the cost of field trips. The school is not responsible for recruiting families from its area to provide homes for students.

To summarize, Brandywine High School supports the Foreign Exchange Student Program. The school and staff will continue to strive toward developing a positive educational experience for all foreign exchange students. Brandywine High School students who desire to enroll in a foreign exchange school through a State Board of Education approved Foreign Exchange Program should contact their school counselor to pre-arrange course work to comply with state and local graduation requirements and simultaneously meet career planning goals.

Guidance

Guidance and Counseling Services
Guidance and Counseling Services are offered to all students. The emphasis is on the total development of each individual, addressing the educational, career, personal, and social needs of all students. Counselors meet with students individually, in small groups, and in classes. The primary goals of Guidance Services are to help each student prepare for a meaningful future and develop self-understanding. Visit the Brandywine Community School website for more information.

Some of the guidance and counseling programs and services include:

Academic Development
- Complete a career centered Educational Development Plan (EDP)
- Assist with course selection and placement
- Interpret test results
- Provide financial aid information
- Provide scholarship information
- Assist with postsecondary planning
- Help students with academic problems
- Provide information on postsecondary institutions
- Sponsor college/military representative program

Career Development
- Conduct computerized career/educational/military program
- Provide career speaker program
- Conduct interest inventories
- Assist with postsecondary planning
- Provide and maintain the career/educational resource room

Personal/Social Development
- Provide individual counseling as needed
- Offer group counseling

Other
- Consult with parents, teachers, administrators and support staff
- Coordinate various classroom guidance programs with teachers
- Coordinate and implement college nights, orientation programs, financial aid nights, postsecondary education night programs
- Assist with Student Recognition and Commencement

- Provide testing programs and information on PSAT, SAT, ACT, MME, WIN, NWEA, ASVAB, and achievement tests
- Check credits and graduation requirements, and maintain records

College Admissions Test Dates
It is **highly** recommended that college-bound juniors take the SAT and/or ACT in the spring of their junior year. Information and applications for both of these tests are available in the Counseling Office and students must register for testing 4-6 weeks prior to the test. You may also register on the ACT website for the ACT or the College Board website for the SAT.

The Brandywine High School ACT/SAT School Code is 232-807.

Test	Preliminary Test Dates
SAT	August, October, November, December, March, May
ACT	September, October, December, February, April, June, July
PSAT/NMSQT	October
NWEA	September, January, April/May
MME	April

Awards

A/B Honor Roll
Students who earn all A's and B's are eligible for the A/B Honor Roll. No "X"s or No Fail to Earn Credit will be accepted.

Academic Excellence Honor Roll
Students who earn a 4.0 grade point average are eligible for the Academic Excellence Honor Roll. No "X"s or No Fail to Earn Credit will be accepted.

Academic Letter
An Academic Letter will be awarded to all students who have maintained a cumulative GPA of 3.50 or higher at the conclusion of their third semester.

*Once the student has received an Academic Letter, he/she is eligible for the Lamp of Knowledge if a cumulative 3.50 GPA or higher is maintained at the conclusion of their fifth semester.

*Once the student has received the Lamp of Knowledge pin, he/she is eligible for a Bar pin if a cumulative 3.50 GPA or higher is maintained at the conclusion of their seventh semester.

National Honor Society
Teachers at Brandywine participate in the selection of students that are sophomores, juniors or seniors for National Honor Society, a national organization for the recognition of outstanding students. Membership in the National Honor Society is an honor and is based equally upon scholarship (3.3 Minimum Grade Point Average), leadership, service and character.

National Foreign Language Honor Society (Spanish/French National Honor Society)
Selection into these separate societies is made by the sponsor of each society. Students who are selected must have completed three semesters of their respective language with an "A" and have an overall 3.3 Grade Point Average.

Presidential Academic Awards
Brandywine High School offers the President's Award for Educational Excellence and the President's Award for Educational Achievement at the Honors Program for SENIOR students who qualify.

ALPHA/BETA AWARD
The ALPHA/BETA Award is given to the student who represents the characteristics of scholarship, service, leadership, and character that are held in highest esteem by the school community. They are the heart of Brandywine. The faculty will select the recipient of this award. The award will be presented at the Honors Assembly and they will be recognized at Commencement.

High Honors Students
High Honors Students will be identified based on a combination of their cumulative grade point average and SAT score. High Honors Students are determined at the end of the 7th semester. They will be recognized annually at the Honors Program and at Commencement.

Departmental Awards
An award will be presented to a senior student by each of the departmental areas based upon exemplary academic performance in that area. Students receiving these awards will be recognized at the Honors Assembly.

Scholarships
Colleges, businesses and industry, as well as civic, fraternal and educational groups offer other scholarship opportunities. In past years, Brandywine students have gathered over two million dollars in scholarship monies. Students should refer to the monthly Guidance Newsletter and also consult with their counselor in an effort to discover those scholarships. The newsletter along with other important information is posted on the High School Counseling web page.

Career Pathway Descriptions

Arts & Communications Occupations

Fine & Performing Arts	Graphic Arts	Journalism
Technical: Accompanist, Actor/Actress, Artist, Asst. Director, Asst. Producer, Band/Orchestra Member, Furniture Designer, Cartoonist, Choreographer, Chorus Member, Composer, Dancer, Disc Jockey, Fashion Designer, Illustrator, Light Technician, Model, Musician, Painter, Sculptor, Set Decorator, Theatre Technician, Vocal Performer	**Technical:** Desktop Publishing, Graphic Art, In-Plant Printing, Layout Artist, Printing Press Operator	**Technical:** Assistant News Writer, Assistant Production Manager, Assistant Writer/Editor, Journalism Technician, Layout Planner, Technical Writer
Professional: Accompanist, Actor/Actress, Art Director, Artist, Band/Orchestra, Member, Choreographer, Chorus Member, Composer, Dancer, Director, Historian, Interior Designer, Lighting Director, Musician, Painter, Producer, Sculptor, Set Designer, Vocal Performer	**Professional:** Computer Animator, Customer Service Representative, Desktop Publisher, Graphic Art Educator, Graphic Designer, Graphic Artist, Quick Printing, Screen Printing, Photographer, Point-of-Purchase Display Artist, Pre-press Supervisor, Print Shop Manager, Webmaster	**Professional:** Author, Columnist, Editor, Media Announcer, Newspaper Reporter, Production Manager, Publisher, Radio/TV Broadcaster, Technical Writer, Writer

Arts & Communication
Recommended Course Sequence

Technical: 2 Years Of College		Professional: 4 Years Of College	
Grade 9	**Grade 10**	**Grade 9**	**Grade 10**
English 9	English 10	English 9	English 10
Math	Math	Math	Math
U.S. History	Civics (1/2 credit)	U.S. History	Civics (1/2 credit)
Science	Economics (1/2 credit)	Science	Economics (1/2 credit)
Physical Ed (1/2 credit)	Science	Physical Ed (1/2 credit)	Science
Health (1/2 credit)	Foreign Language	Health (1/2 credit)	Foreign Language
Foreign Language	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**
English 11	English 12	English 11	English 12
Math	Paychecks to Profits	Math	Paychecks to Profits
World History	Elective	World History	Science
Science	Elective	Science	Foreign Language
Elective	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Suggested Career Core Classes		**Suggested Career Core Classes**	
Advanced Art	Choir	Advanced Art	Digital Media
Advanced Broadcasting	Digital Media	Advanced Broadcasting	Dual Enrollment
Art	Finance Frontiers	Art	Early College Academy
Band I-IV	Graphic Design	Band I-IV	Early/Middle College Acad.
Broadcasting	Jazz Band	CAD I	Graphic Design
CAD I	Theater	CAD II	Jazz Band
CAD II	Yearbook	CAD III	Theater
CAD III	3D Art	CAD IV	Yearbook
CAD IV		Choir	3D Art
Some Post-Secondary Options		**Some Post-Secondary Options**	
Bay De Noc Comm. College	Northwestern Mich.	Albion College	Indiana Un.- South Bend
Delta College	Oakland Community	Alma College	Ivy Tech
Glen Oaks Comm. College	Southwestern Mich.	Andrews University	Kalamazoo College
Grand Rapids Comm. Coll.		Baker College	Michigan State. Un.
Henry Ford Comm. College		Calvin College	Michigan Tech.
Ivy Tech.		Central Michigan University	Northern Mich. Un.
Kalamazoo Valley Comm.		Concordia University	Northwood University
Kellogg Comm. College		Eastern Michigan University	Oakland University
Kirtland Comm. College		Ferris State University	Olivet College
Lake Michigan College		Grand Valley State University	Saginaw Valley
Lansing Comm. College		Hillsdale College	Western Michigan Un.
Macomb Comm. College		Hope College	University of Michigan

Business, Management, Marketing & Technology Occupations

Marketing	Computer Information System	Accounting	Office Technologies
Technical: Advertising Agent, Art Director, Assistant Buyer, Asst. Distribution Manager, Asst. Public Relations Officer, Asst. Sales Manager, Business Manager, Claims Manager, Copywriter, Department Manager, Entrepreneur, Insurance Adjuster, Insurance Agent, Marketing Research Specialist, Media Buyer, Merchandise Displayer, Project Director, Real Estate Appraiser, Real Estate Agent, Small Business Manager, Telemarketing, Trade Show	**Technical:** Computer Operator, Computer & Office Machine Repair, Computer Science Technician, Data Entry Technician, Data Processing, Microcomputer Applications Clerk	**Technical:** Assistant Accountant, Bank Teller, Bookkeeper, Credit Analyst, Loan Officer	**Technical:** Bank Teller, Billing Clerk, Court Reporter, Credit Clerk, Executive Assistant, Executive Secretary, General Office Clerk, Hotel Clerk, Information Clerk, Legal Secretary, Medical Secretary, Paralegal, Receiving Clerk, Receptionist, Secretary, Shipping Clerk, Work Processing, Specialist
Professional: Account Executive, Advertising Director, Agency Manager, Automobile Dealer, Bank Manager, Corporate Manager, Credit Union Manager, Wholesale Manager, Distribution Manager, Entrepreneur, Foods Manager, Insurance Risk Manager, International Manager, Lobbyist/Public Relations, Manager, Manuf. Representative, Purchasing Agent/Buyer, Real Estate Broker, Retail Manager, Sales Manager, Small Business, Owner, Telemarketing Manager	**Professional:** Computer Programmer, Data Processing Supervisor, Systems Analyst, Systems Designer	**Professional:** Accountant, Analysis Consultant, Auditor, Budget Analysis, Buyer, Certified Managerial Accountant, Certified Public Accountant, Controller, Financial Analyst, Hotel Manager, Loan Officer, Management, Purchaser, Stock Broker	**Professional:** Administrative Assistant, Administrative Service Manager, Business Manager, Clerical Supervisor, Data Processing Manager

Business, Management, Marketing & Technology Recommended Course Sequence

Technical: 2 Years Of College		Professional: 4 Years Of College	
Grade 9	**Grade 10**	**Grade 9**	**Grade 10**
English 9	English 10	English 9	English 10
Math	Math	Math	Math
U.S. History	Civics (1/2 credit)	U.S. History	Civics (1/2 credit)
Science	Economics (1/2 cr)	Science	Economics (1/2 cr)
Physical Ed (1/2 credit)	Science	Physical Ed (1/2 credit)	Science
Health (1/2 credit)	Foreign Language	Health (1/2 credit)	Foreign Language
Foreign Language	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**
English 11	English 12	English 11	English 12
Math	Paychecks to Profits	Math	Paychecks to Profits
World History	Elective	World History	Science
Science	Elective	Science	Foreign Language
Elective	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Suggested Career Core Classes		**Suggested Career Core Classes**	
AD. Finance Frontiers	Graphic Design	AD. Finance Frontiers	Early Middle College
AD. Broadcasting	Independent Living	AD. Broadcasting	Finance Frontiers
Broadcasting	Investigative Journalism	Broadcasting	Graphic Design
Computer Systems	Psychology	Computer Systems	Independent Living
Current Events	School To Career	Current Events	Psychology
Digital Media	Sociology	Digital Media	School To Career
Finance Frontiers		Dual Enrollment	Sociology
		Early College Acad.	
Some Post-Secondary Options		**Some Post-Secondary Options**	
Baker College	North Central Michigan	Albion College	Kalamazoo College
Bay De Noc Comm. Coll.	Northwestern Michigan	Alma College	Kettering College
Bay Mills Comm. Coll.	Oakland Comm. College	Andrews University	Manchester College
Glen Oaks Comm. Coll.	Schoolcraft College	Baker College	Marygrove College
Henry Ford Comm. Coll.	Southwestern Michigan Coll.	Calvin College	Michigan State University
Ivy Tech.	Washtenaw Comm. Coll	Central Michigan Un.	Michigan Tech. University
Jackson Comm. College		Eastern Michigan Un.	Northern Michigan Un.
Kalamazoo Comm. Coll.		Ferris State Univ.	Northwood University
Lake Michigan College		Grand Valley State Un.	Olivet College
Lansing Comm. College		Hope College	Saginaw Valley State Un.
Macomb Comm. College		Indiana University -S. B.	University of Michigan
Mid Michigan Comm. Coll.		Ivy Tech	Western Michigan University

Engineering/Manufacturing and Industrial Technology Occupations

Building Construction	Transportation	Electricity and Electronic	Research Occupations	Manufacturing Technology
Technical: Assistant Builder, Asst. Building Superintendent, Brick/Cement Mason, Building Contractor, Carpenter, Energy Technician, Estimator, Furniture Maker, Millwork, Painter/Finisher, Paper Hanger, Plaster/Dry Wall Installer, Plumber, Structural Steel Worker, Surveyor's Helper, Tile/Floor Installer	**Technical:** Aeronautical Technician, Aircraft Mechanic, Airplane Pilot-Licensed, Auto Body Technician, Auto Mechanic, Bus/Taxi/Limo Driver, Collision Estimator, Flight Engineer, Heavy Equipment/Truck/Bus, Mechanic, Marine Mechanic, Motorcycle Mechanic, Railroad Engineer, Truck Driver	**Technical:** Aircraft Electronics Technician, Audio and Sound Specialist, Audio Service Technician, Automated Equipment Tech, Biomedical Tech, Broadcast Tech, Camera Operator, Computer Tech, Digital Computer Tech, Electrical Appliance Repair, Electrical Technician, Electrician, Electronics Instructor, Electronics Technician, Guided Missile Technician, Industrial Elect. Apprentice, Marine Electronics Specialist, Photo-Optics Technician, Quality Control Technician, Sound Technician, Video/Radio/TV Tech	**Technical:** Apprentice Machine Designer, Architectural Drafter, Comp-Aided Design Operator, Machine Designer, Mold Designer, Tool & Die Designer	**Technical:** Automated Equipment Tech., Automated Systems Programmer, Computer Numeric Control, Indust. Main. Mechanic Appr., Industrial Welder, Machine Builder Apprentice, Machine Maintenance Tech, Machine Repairer Apprentice, Mechanical Technician, Model Maker, Plastics Technician, Precision Machinist, Quality Control Technician, Tool & Die Maker
Professional: Builder, Building Contractor, Building Inspector, Building Superintendent, Estimator, Scheduler	**Professional:** Aircraft Pilot-Commercial, Auto Body Owner/Manager, Auto Mechanic Master, Auto Service Manager, Automotive Engineer, Aviation Maintenance Manager, Flight Engineer-Commercial, Trucking Fleet Manager	**Professional:** Acoustical Engineer, Aeronautical Engineer, Biomedical Engineer, Circuit Engineer, Communications Engineer, Computer Division Manager, Computer Science Engineer, Consulting Engineer, Control Engineer, Electrical Engineer, Electronics Engineer, Electronics Engineer Technician, Electronics Manager, Electrician, Engineering Education, Environmental Engineer, Field Service Engineer, Illuminating Engineer, Mechanical Engineer, Nuclear Engineer, Physicist, Radio Engineer, Sound Director	**Professional:** Actuary, Agricultural Economist, Applied Math, Artificial Intelligence, Computer Scientist, Market Research/Analyst, Mathematician, Network Engineer/Analyst, Operations Research Analyst, Physicist, Rate Analyst, Social Scientist, Sociologist, Statistician, Urban Planner	**Professional:** Aeronautical Engineer, Agricultural Engineer, Chemical Engineer, Die/Mold Engineer, Industrial Engineer, Mechanical Engineer, Nuclear Engineer, Plastics Engineer, Production Technology Mgr.

Engineering/Manufacturing and Industrial Technology Recommended Course Sequence

Technical: 2 Years Of College		Professional: 4 Years Of College	
Grade 9	**Grade 10**	**Grade 9**	**Grade 10**
English 9	English 10	English 9	English 10
Math	Math	Math	Math
U.S. History	Civics (1/2 credit)	U.S. History	Civics (1/2 credit)
Science	Economics (1/2 cr)	Science	Economics (1/2 cr)
Physical Ed (1/2 credit)	Science	Physical Ed (1/2 credit)	Science
Health (1/2 credit)	Foreign Language	Health (1/2 credit)	Foreign Language
Foreign Language	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**
English 11	English 12	English 11	English 12
Math	Paychecks to Profits	Math	Paychecks to Profits
World History	Elective	World History	Science
Science	Elective	Science	Foreign Language
Elective	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Suggested Career Core Classes		**Suggested Career Core Classes**	
Auto Technology I	Finance Frontiers	AD. Finance Frontiers	Ind. Living
Auto Technology II	Ind. Living	Auto Technology I	Machine Tech
Auto Technology III	Machine Tech	Auto Technology II	Machine Eng. Tech
Cabinet Making	Machine Eng. Tech	Auto Technology III	Manufacturing Acad. I
Cad I	Manufacturing Acad. I	Cabinet Making	Manufacturing Acad. II
Cad II	Manufacturing Acad. II	Cad I-IV	Math/Science Center
Cad III	Mechatronics	Calculus	Mechatronics
Cad IV	School To Career	Construction Trades	Physics
Construction Trades	Welding	Dual Enrollment	Pre-Calculus
Electrical Installation	Woods	Early College Academy	School To Career
		Early/Middle College Acad.	Welding
		Electrical Installation	Woods
		Finance Frontiers	
Some Post-Secondary Options		**Some Post-Secondary Options**	
Alpena Comm. College	Lansing Comm. College	Adrian College	Michigan State University
Bay De Noc Comm. Coll	Lincoln Tech	Baker College	Michigan Tech. University
Delta College	Macomb Comm. College	Central Michigan University	Northern Michigan Un.
Glen Oaks Comm. Coll.	Mid Michigan Comm. Coll.	Eastern Michigan University	Northwood University
Gogebic Comm. College	Schoolcraft College	Ferris State University	Oakland University
Grand Rapids Comm.	Southwestern Michigan	Grand Valley State University	Saginaw Valley State Un.
Henry Ford Comm. Coll	Un. of Northwestern Ohio	Hope College	Trine University
Ivy Tech	Universal Tech. Institute	Ivy Tech	Un. of Northwestern OH
Jackson Comm. College	Washtenaw Comm. College	Kettering College	Universal Tech. Institute
Kalamazoo Valley	Lake Michigan College	Lake Superior State	University of Michigan
Kellogg Comm. College	Western Michigan Un.	Lawrence Tech University	Wayne State University

Health Science Occupations

Technical	Professional	Professional Plus Advanced Degree
Cardiovascular Tech, Certified Nursing Asst., Community Health Worker, Cytotechnologist, Dental Hygienist, Dental Laboratory Tech, Dietary Technician, Emergency Medical Tech., Fitness Coach, Hearing Testing Tech., Health Records Professional, Medical Imaging Tech, Medical Laboratory Tech., Medical Transcriptionist, Medical Secretary, Nuclear Medicine Tech., Nurse (LPN), Occupational Therapy Asst., Optometric Tech., Patient Advocate, Pharmacy Tech., Physical Therapy Asst., Psychiatric Aide, Radiologic Technologist, Sports Instructor, Ultrasound Technologist, Veterinary Technician	Audiologist, Bioethicist, Caseworker, Coroner Cytotechnologist, Dietician/Nutritionist, Geneticist, Kinesiologist, Medical Technologist, Medical Imaging, Nuclear Medicine, Nurse, Nurse Practitioner, Occupational Therapist, Patient, Advocate, Pharmacist, Physical Education Teacher Physical Therapist, Radiologist Nurse, Registered Nurse, Social Worker, Speech Pathologist, Sports Medicine Therapist Sports Psychology Consult,	Allergist, Anesthesiologist, Cardiologist Chiropractor, Dentist, Dermatologist, Family Physician, Internist, Microbiologist, Naturopath, Neurologist, Oncologist, Ophthalmologist, Pathologist, Pediatrician, Physician, Physical Therapist, Plastic Surgeon, Podiatrist, Psychiatrist, Psychologist, Radiologist, Surgeon, Veterinarian

Health Sciences
Recommended Course Sequence

Technical: 2 Years Of College		Professional: 4 Years Of College	
Grade 9	**Grade 10**	**Grade 9**	**Grade 10**
English 9	English 10	English 9	English 10
Math	Math	Math	Math
U.S. History	Civics (1/2 credit)	U.S. History	Civics (1/2 credit)
Science	Economics (1/2 cr)	Science	Economics (1/2 credit)
Physical Ed (1/2 credit)	Science	Physical Ed (1/2 credit)	Science
Health (1/2 credit)	Foreign Language	Health (1/2 credit)	Foreign Language
Foreign Language	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**
English 11	English 12	English 11	English 12
Math	Paychecks to Profits	Math	Paychecks to Profits
World History	Elective	World History	Science
Science	Elective	Science	Foreign Language
Elective	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Suggested Career Core Classes		**Suggested Career Core Classes**	
Agriscience	Independent Living	Agriscience	Independent Living
Allied Health	Investigative Journalism	Allied Health	Lifetime Sports
Anatomy	Lifetime Sports	Anatomy	Math/Science Center
Biology I	Parenthood Ed.	Biology II	Pathways to Possibilities
Chemistry I	Pathways to Possibilities	Chemistry II	Physics I
EMT	Physics I	Dual Enrollment	Prof Health Careers Acad
Family Health	Prof Health Careers Acad	Early College Academy	Prof Health Careers Acad II
Finance Frontiers	Psychology	Early Middle College Academy	Psychology
Firefighting	School To Career	EMT	School To Career
	Sociology	Finance Frontiers	Sociology
	Sports Medicine	Firefighting	Sports Medicine
Some Post-Secondary Options		**Some Post-Secondary Options**	
Albion College	Macomb Comm. College	Alma College	Kalamazoo College
Bay De Noc Comm.	Southwestern Michigan	Andrews University	Madonna University
Bay Mills Comm.		Baker College	Michigan State University
Glen Oaks Comm.		Calvin College	Michigan Tech University
Gogebic Comm.		Central Michigan University	Northern Michigan Un.
Henry Ford Comm. Coll.		Cornerstone University	Northwood University
Indiana University		Eastern Michigan University	Oakland University
Ivy Tech		Ferris State University	Saginaw Valley State Un.
Kalamazoo Valley		Grand Valley State University	Siena Heights University
Kellogg Comm. Coll.		Hillsdale College	University of Michigan
Lake Michigan Coll.		Hope College	Wayne State
Lansing Comm. Coll		Indiana University - S. Bend	Western Michigan University

Human Service Occupations

Fire Science	Teaching Occupations	Law Enforcement	Hospitality and Food Services	Child/Adult Care
Firefighter, Fire Investigator	**Technical:** Elementary Education Teaching Assistant, Library Assistant, Paraprofessional, Secondary Education Teaching Assistant, Teaching Assistant	**Professional Plus Advanced Degree:** Corrections/ Probation/ Parole Officer, FBI, Lawyer/Judge, Officer/Police Chief, Private Detective, Security Director, Sheriff/ Detective, State Police Commander	**Technical:** Asst. Conference Manager, Asst. Hotel/Motel Manager, Baker, Bartender, Butcher, Card Dealer, Cashier, Chef, Cook, Flight Attendant, Front Desk Manager, Special Events Director, Tourism Assistant, Travel Agent, Wait Staff	**Technical:** Child Care/ Nursery Attendant, Cosmetologist/Barber, Day Care Assistant, Day Care Director, Home Care Attendant, Nursing Home Worker, Preschool Aide, Recreational Technician, Social Services Worker
	Professional: College Instructor/ Professor, Counselor/Social Worker, Elementary Teacher (K-6), Librarian, Secondary Teaching (7-12), Special Education Teacher (K-12)		**Professional:** Concierge, Conference Manager, Convention Director, Cruise/Tour Director, Executive Chef, Food Services Manager, Home Economist, Hotel/Motel Manager, Special Events Coordinator, Tourism Director	**Professional:** Caseworker, Child Care Administrator, Early Childhood Educator, Nursing Home Administrator, Preschool Teacher, Recreational Supervisor, Social Worker

Human Services
Recommended Course Sequence

Technical: 2 Years Of College		Professional: 4 Years Of College	
Grade 9	**Grade 10**	**Grade 9**	**Grade 10**
English 9	English 10	English 9	English 10
Math	Math	Math	Math
U.S. History	Civics (1/2 credit)	U.S. History	Civics (1/2 credit)
Science	Economics (1/2 cr)	Science	Economics (1/2 credit)
Physical Ed (1/2 credit)	Science	Physical Ed (1/2 credit)	Science
Health (1/2 credit)	Foreign Language	Health (1/2 credit)	Foreign Language
Foreign Language	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**
English 11	English 12	English 11	English 12
Math	Paychecks to Profits	Math	Paychecks to Profits
World History	Elective	World History	Science
Science	Elective	Science	Foreign Language
Elective	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Suggested Career Core Classes		**Suggested Career Core Classes**	
Agriscience	Fire Fighting	AD. Broadcasting	EMT
Broadcasting	Independent Living	Agriscience	Fiance Frontiers
Cosmetology	Investigative Journalism	Broadcasting	Fire Fighting
Culinary Arts	Law Academy	Cosmetology	Investigative Journalism
Current Events	Parenthood Ed.	Culinary Arts	Law Academy
EMT	Psychology	Dual Enrollment	Psychology
Finance Frontiers	Sociology	Early College Acad.	Sociology
	School To Career	Early Middle College	School To Career
Some Post-Secondary Options		**Some Post-Secondary Options**	
Bay De Noc Comm. Coll.	Lansing Comm. College	Albion College	Kalamazoo College
Bay Mills Comm. College	Macomb Comm. College	Alma College	Kettering College
Glen Oaks Comm. College	Oakland Comm. College	Andrews University	Marygrove College
Gogebic Comm. College	Schoolcraft College	Baker College	Michigan State University
Henry Ford Comm. College	Southwestern Michigan College	Calvin College	Michigan Tech. University
Ivy Tech	Washtenaw Comm. College	Central Michigan Un	Northern Michigan University
Kalamazoo Valley Comm.		Eastern Michigan University	Northwood University
Kellogg Comm. College		Ferris State University	Olivet College
Kirtland Comm. College		Hope College	Saginaw Valley State University
Lake Michigan College		Indiana University - S. Bend	Western Michigan University

Natural Resources and Agriscience: Occupations

Technical	Professional
Agricultural Technician	Agricultural Educator
Ag. Chemical Technician	Agricultural Engineer
Animal Breeder	Agricultural Extension Agent
Animal Caretaker	Agricultural Scientist
Animal Services Worker	Agronomist
Animal Trainer	Aquaculturist
Asst. Farm Manager	Arborist
Beekeeper	Botanist
Farmer Equipment Tech	Climatologist
Farmer	Conservation Officer
Fish and Wildlife Worker	Coop Extension Service Worker
Fishery Technician	Ecologist
Floral Designer	Environmental Consultant
Forest Firefighter	Farm Manager
Forestry Technician	Fish and Wildlife Specialist
Groundskeeper	Forester
Horse Trainer	Gardens Manager
Horticultural Technician	Geneticist
Landscape Design Technician	Geologist
Landscape Gardener	Horticulturist
Oil & Gas Well Drilling	Hydrologist
Pest Controller	Landscape Architect
Petroleum Engineering Tech	Limnologist
Solar Energy Tech	Meteorologist
Tree Harvester	Mining Engineer
Water Treatment Operator	Naturalist
Wildlife Tech	Park Manager
Zookeeper	Petroleum Engineer
	Oceanographer
	Soil Conservationist
	Taxidermist
	Toxicologist
	Zoologist

Natural Resources and Agriscience Recommended Course Sequence

Technical: 2 Years Of College		Professional: 4 Years Of College	
Grade 9	**Grade 10**	**Grade 9**	**Grade 10**
English 9	English 10	English 9	English 10
Math	Math	Math	Math
U.S. History	Civics (1/2 credit)	U.S. History	Civics (1/2 credit)
Science	Economics (1/2 cr)	Science	Economics (1/2 credit)
Physical Ed (1/2 credit)	Science	Physical Ed (1/2 credit)	Science
Health (1/2 credit)	Foreign Language	Health (1/2 credit)	Foreign Language
Foreign Language	Elective	Foreign Language	Elective
Elective	Elective	Elective	Elective
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**
English 11	English 12	English 11	English 12
Math	Paychecks to Profits	Math	Paychecks to Profits
World History	Elective	World History	Science
Science	Elective	Science	Foreign Language
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Suggested Career Core Classes		**Suggested Career Core Classes**	
Agriscience	Independent Living	Agriscience	Finance Frontiers
Auto Technology I	Machine Tech	Auto Technology I - III	Independent Living
Auto Technology II	Machine Eng. Tech	Biology I	Machine Tech
Auto Technology III	Manufacturing Acad. I	Cabinet Making	Machine Eng. Tech
Biology I	Manufacturing Acad. II	CAD I - IV	Manufacturing Acad. I
Cabinet Making	School To Work	Dual Enrollment	Manufacturing Acad. II
CAD I - IV	Woods	Early College Acad.	School To Work
Finance Frontiers		Early Middle College	Woods
Some Post-Secondary Options		**Some Post-Secondary Options**	
Bay De Noc Comm. College	Washtenaw Comm. College	Andrews University	Hillsdale College
Glen Oaks Comm. College	Southwestern Michigan College	Aquinas College	Marygrove College
Grand Rapids Comm College		Baker College	Michigan State University
Lake Michigan College		Central Michigan University	Michigan Tech. University
Oakland College		Cornerstone University	Northern Michigan University
St. Clair County Comm. College		Grand Valley State University	University of Michigan

Have you ever asked "Why do I need this class?"

School work and jobs are closely connected. Look at the jobs below that require *SCIENCE* classes.

Science is required for the following jobs:

Animal Caretakers
Bakers
Blasters and Explosive Workers
Butchers and Meat Cutters
Chemical Equipment Controllers
Chemical Plant Operators
Cosmetologist
Dental Assistants
Electro Biomedical Equipment Repairers
Electricians
Farmers, Farm Operators, and Managers
Firefighters
Foundry Mold and Core Makers
Gardeners and Groundskeepers
Lithography and Photo Engraving Workers
Machinists
Mechanics, Installers, and Repairers
Nursing Aides, Orderlies, and Attendants
Occupational Therapy Assistants
Petroleum Refinery and Control
Panel Operators
Pharmacy Assistants
Physical & Correctional Therapy Assistants
Plumbers, Pipefitters, and Steamfitters
Printing Press Operators
Rotary Drill Operators

Advanced science courses are required for the following jobs:

Aircraft Pilots and Flight Engineers
Broadcast Technicians
Dental Hygienists
Dental Laboratory Technicians
Dietetic Technicians
Electrocardiograph Technicians
Electroencephalographic Technicians
Emergency Medical Technicians
Engineering Technicians (all specialties)
Licensed Practical Nurses
Medical Records Technicians
Nuclear Medicine Technologist
Occupational Therapy Asst.
Physical and Correctional Therapy Asst.
Physical and Life Science Technicians
Radiologic Technicians
Radio Operators
Ship Engineers
Surgical Technicians
Surveyors

Extensive science background is required for the following jobs:

Agricultural and Food Scientists
Astronomer
Architects, including Landscape Architects
Biological Scientists
Chemists
Chiropractors
Curators, Archivists, Museum Technicians, and Restorers
Dentists
Engineers (all specialties)
Foresters and Conservation Scientists
Geologists, Geophysicists, and Oceanographers
Medical and Clinical Laboratory Technologists
Meteorologists
Occupational Therapists
Optometrists
Pharmacists
Physical Therapists
Physicians
Recreational Therapists
Registered Nurse
Respiratory Therapists
Speech Pathologists and Audiologists
Teachers, Secondary and College (Sciences)
Veterinarians and Veterinary Inspector

Have you ever asked "Why do I need this class?"

School work and jobs are closely connected. Look at the jobs below that require *SOCIAL STUDIES* classes.

Social Studies is required for the following jobs:
Advertising Agents
Arbitrators
Biographers
Child Care Workers
Community Organizers
Family Relations Specialists
Land Use Technicians
Market Research Analysts
Political Scientists
Public Relations Specialists
Purchasing Agents
Real Estate Agents/Brokers
Recreation Therapists
Rehabilitation Counselors
Reporters and Correspondents
Securities and Financial Services Salespersons
Sheriff
Underwriters

Advanced social studies courses are required for the following jobs:
Accountants
Archivists
Anthropologists
Career Planning Counselors
Clergy
Community Planning Specialists
Demographers
Ethnologists
Geographers
Health Policy Planners
Historians
Industrial Managers
Librarians
Parole Officers
Psychiatric Nurses
Psychiatric Social Workers
Public Administrators
Research Analysts
Resource Management Specialists
School Counselors
Social Workers
Sociologists
Stockbrokers
Teacher's, all levels
Urban Planners

Extensive social studies backgrounds required for the following jobs:
Archaeologists
Criminologists
Economists
FBI Agents
Hospital Administrators
Lawyers
Psychiatrists
Psychologists
School Administrators

Have you ever asked "Why do I need this class?"

School work and jobs are closely connected. Look at the jobs below that require *ENGLISH* classes.

English is required for the following jobs:

Bellhops/Bell Captains
Blue Collar Worker Supervisors
Counter & Rental Clerks
Dental Hygienists
Food & Beverage Service Workers
Home Health Aides
Information Clerks
Optometric Assistants
Police
Postal Clerks
Receptionists
Secretaries
Social Service Aides

Advanced English courses are required for the following jobs:

Agricultural Scientists
Clerical Supervisors
Compositors & Typesetters
Computer Service Technicians
Court Reporters
Dentists
Employment Interviewers
Engineers (all fields)
Flight Attendants
Food Service Managers
Funeral Directors
Geologists & Geophysicists
Hotel/Motel Managers & Asst.
Insurance Agents
Legal Assistants
Medical Assistants
Medical Record Technicians
Optometrists
Physicians
Salespersons (all fields)
Teacher's Aides
Travel Agents

Extensive English background is required for the following jobs:

Architects
Announcers
Computer Programmers
Computer Systems Analysts
Counselors (all fields)
Clergy
Curators & Archivists
Educational Administrators
Lawyers
Judges
Librarians
Management Analysts & Consultants
Newscasters
Producers, Directors, Actors, and Entertainers
Proofreaders
Public Relations Specialists
Reporters & Correspondents
Research Workers
Social Workers
Sociologists
Speech Pathologists
Teachers (all levels)
Technical Writers
Translators & Interpreters
Writers & Editors
Urban & Regional Planner

Have you ever asked "Why do I need this class?"

School work and jobs are closely connected. Look at the jobs below that require *MATH* classes.

Math is required for the following jobs:
Automobile Mechanics
Bricklayers and Stonemasons
Broadcast Technicians
Carpenters
Construction Inspectors
Electrical and Electronic Equipment Repairers
Electricians
Industrial Machinery Mechanics
Inspectors, Testers, and Graders
Jewelers
Layout Workers
Machinists
Mechanics and Installers
Metalworking and Plastic working
Machine Operators
Millwrights
Numerical Control Tool Programmers
Ophthalmic Laboratory Technicians
Plumbers, Pipefitters, and Steamfitters
Precision Instrument Repairers
Sheet Metal Workers
Shipfitters
Structural Metal Workers
Surveying/Mapping Technicians
Tool-and-Die Makers
Welding and Cutters

Advanced math courses are required for the following jobs:
Accountants and Auditors
Aircraft Pilots/Flight Engineers
Bank Tellers
Bookkeepers and Accounting
Auditing Clerks
Brokerage Clerks
Cashiers
Computers Programmers
Dentists
Drafters
Economists (applied)
Electrical and Electronic Technicians
Financial Managers
Insurance Sales Workers
Landscape Architects
Loan and Credit Clerks
Management Analysts and Consultants
Optometrists
Order Clerks
Payroll and Timekeeping clerks
Physical and Life Science Technologists/Technicians
Physicians
Real Estate Agents and Brokers
Reservation and Transportation
Ticket and Travel Agents
Sociologists
Statement Clerks
statistical Clerks
Stock and Inventory Clerks
Tax Examiners, Collectors, and Revenue Agents
Traffic, Shipping, and Receiving Clerks
Veterinarians
Weighers, Measurers, and Checkers

Extensive math background is required for the following jobs:
Actuaries
Agricultural and Food Scientists
Architects
Biological Scientists
Chemists
Computer Systems Analysts
Economists (theoreticians)
Engineers
Foresters and Conservation Scientists
Geologists, Geophysicists and Oceanographers
Mathematicians
Mathematics Teachers (secondary school and college)
Operations Research Analysts
Physicists and Astronomers
Statistician

Art

The Art Department is dedicated to the achievement of visual literacy for all Brandywine students. Art is essential to a student's total educational and personal development. Brandywine advocates experience in the arts for every student. The Art Department teaches students to understand and evaluate imagery of their own making and that of past and present cultures. Courses teach art processes and techniques and also emphasize technical skills and craftsmanship.

All art classes offer opportunities for students to:

- cultivate original thought
- develop analytical and problem-solving skills,
- evaluate, critique and articulate ideas,
- identify their own experience as unique, and
- improve tolerance and appreciation of different ideas and theories

Goals and Objectives of the Art Department include the following:

- increasing awareness and improving perception
- encouraging and understanding of the history and vocabulary of the visual arts
- using the concepts and techniques of the arts as vehicles for the expression of ideas
- offering a broad range of experiences with meaning and depth in each area of study in the Art curriculum.

INTRO TO ART

1 Year Grades 9-12

Intro to Art is an introductory art course designed for any student grades 9-12, who has had no previous experience in a high school art course. The course is designed to provide students with the foundations of artistic creation and expression. Students will learn how to use the design elements and principles of art, to create successful works of art in a variety of 2-D mediums. This course will provide students with the foundational skills needed to further their studies in an Advanced Art course, provided they pass this course with a "C" or better. A sketchbook is required for this course.

ADVANCED ART

1 Year Grades 10-12

Prerequisite: C or better in Introduction to Art

Advanced Art students will be exposed to advanced techniques in drawing, painting, printmaking, and mixed media. Mediums explored will include: colored pencil, charcoal, pastel, pen and ink, acrylic paint, and water-based oil printing inks, among others. The emphasis throughout the course will be on the development of the student's personal expression, and independent thinking while solving aesthetic and practical art and design problems. Advanced Art is an essential course for students interested in pursuing art-related careers. This course is designed for the student to start experimenting more extensively with art mediums and techniques that speak to them as individual artists. The student should become comfortable in executing successful works with various types of artistic mediums. Advance Art courses are designed for students that have a desire to further their study of the visual arts beyond the high school setting. Although students in Advanced Art will be expected to complete certain projects, they are still allowed many artistic freedoms so that they may begin to develop their own style. A sketchbook is required for this course.

3-DIMENSIONAL DESIGN
1 Year Grades 10-12
Prerequisite: C or better in Introduction to Art

In this course, students will design and create both realistic and abstract sculptural forms using a variety of materials, tools and techniques. Students will also examine, analyze and interpret traditional and contemporary works of art and artifacts throughout the history of three-dimensional art. All students will be responsible for learning the skills, techniques, and vocabulary needed in order to create successful sculptural pieces of art. Individual and group experiences will promote problem-solving, creative thinking, and formal expression.

ADVANCED 3-DIMENSIONAL DESIGN
1 Year Grades 11-12
Prerequisite: C or better in Introduction 3D Design or by individual teacher recommendation/permission in cases in which students have taken Adv. Art and are interested in taking this course).

This year-long Advanced 3-Dimensional Design course is designed for students who have successfully completed the Introductory 3D Design course with a "C" or better, and are ready to deepen their technical abilities, conceptual thinking, and personal artistic voice. While we continue to reinforce the foundational skills learned in the introductory course — such as understanding form, structure, balance, and the elements and principles of design — this advanced class centers almost entirely on ceramics/clay as the primary medium.

Students will explore both hand-building (pinch, coil, slab) and wheel-throwing techniques to create functional and sculptural pieces. We will emphasize advanced construction methods, surface decoration, glazing, and firing processes. Students will gain hands-on experience with the complete ceramics process, from clay preparation to finished work.

They will develop a portfolio of projects that demonstrates increasing complexity, conceptual growth, and technical mastery. Self-directed projects are encouraged, allowing students to pursue personal themes and artistic directions.

Business

The Business Education Department has two objectives:

- Financial Literacy Mastery: Equip students with a comprehensive understanding of financial concepts, tools, and strategies to enhance their financial literacy. By the end of the course, students should be able to confidently manage personal finances, create budgets, interpret financial statements, and make informed decisions in both personal and professional financial scenarios.
- Entrepreneurial Empowerment: Foster an entrepreneurial mindset among students by providing them with the knowledge and skills necessary to conceptualize, plan, and execute business initiatives. By the end of their high school business education, students should be capable of developing viable business plans, understanding market dynamics, and demonstrating creative problem-solving skills essential for success in the dynamic world of entrepreneurship.

While Brandywine students may gain valuable business knowledge and skills suitable for entry-level positions in various workplaces, the majority don't anticipate an immediate transition into their chosen field upon graduation. Consequently, there is a strong focus on grasping fundamental principles that not only serve as a solid foundation for advanced business training at the college level but also prove beneficial for practical, personal applications.

FINANCE FRONTIERS: NAVIGATING THE ECONOMIC LANDSCAPE

1 Year Grade 10-12

Can count as 2nd year of World Language as long as a grade of “C” or higher is earned.

In this high-energy business finance class, students will embark on a thrilling journey through the world of money management and economic exploration. From deciphering the mysteries of budgets to unraveling the secrets of savvy investments, students will begin to unlock the financial wizard within themselves. Students will dive into real-world scenarios, analyze case studies, and even embark on a virtual stock market adventure. Whether they dream of launching their own business empire or simply want to master the art of personal finance, this class is their ticket to financial fluency. Students will

join for a year of fiscal fun, where numbers come to life, and their financial future gets a head start! An emphasis is placed on employment skills, including Professional Ethics and Skills, Applied Mathematics, Personal Vision, Careers & Education.

ADVANCED FINANCIAL HORIZONS: STRATEGIZING SUCCESS

1 Year Grade 11, 12

Prerequisite: Finance Frontiers

Can count as 2nd year of World Language as long as a grade of “C” or higher is earned.

Building on the foundation of our Business Finance class, this sequel takes students deeper into the complexities of financial management and strategic decision-making.

In Business Finance 2, students will explore advanced topics such as risk

management, financial modeling, and investment portfolio strategies. Students will dive into real-world case studies, conduct in-depth financial analysis, and engage in dynamic discussions about economic trends. Whether students are considering a future in finance, entrepreneurship, or simply want to elevate their financial acumen, this class is their VIP pass to the next level of fiscal expertise. Students will have financial finesse, unravel intricate financial challenges, and emerge as a financial guru in the making!

FROM PAYCHECK TO PROFITS: BUSINESS & FINANCE FOR LIFE
1 Year Grade 12 **Required**

Teachers may recommend students for an Advanced Placement version of this course if offered.

Ready to crush life after high school? This exciting course for seniors combines the best of personal finance and business management to give you the skills you need to thrive in the real world.

Learn how to manage your money like a boss—build a budget, invest smartly, avoid debt traps, and even grow your savings for the future. At the same time, step into the world of business where you'll learn to lead, collaborate, and think strategically. From creating your own business plans to analyzing real-world companies and brainstorming marketing campaigns, you'll unlock your inner entrepreneur.

With hands-on projects, fun challenges, and guest speakers who've been there, this class is all about helping you take charge of your future. Whether you're building the next big brand or just want to master your paycheck, you'll leave ready to crush your goals and take on whatever comes next. Your future starts now—let's make it epic!

Foreign Language

2 years recommended for Professional Pathway and college

Foreign Language is an essential core experience. The addition of Foreign Language to a student's career pathway will be beneficial. It will expose the student to new cultures, new horizons and help him/her understand English better.

SPANISH I
1 Year Grades 9-12

This course is designed to give the student a very basic understanding of the spoken and written language. Students will learn the Spanish sound system, vocabulary - such as numbers, colors, weather and time expressions - and will practice active responses to simple commands given in Spanish. A great deal of emphasis will be placed upon oral response to teacher directed questions. Short conversations will be memorized and students will write short exercises in the present tense. The past tense will be introduced during the last marking period of the second semester. Emphasis will be on comprehension and building an active, rudimentary vocabulary.

SPANISH II
1 Year Grades 9-12

Spanish II is highly recommended for those students who plan to attend college or who hope to develop fluency in the language. The second year course shifts to developing a better understanding of Spanish grammar. Students will learn to communicate in past, future and conditional tenses using dialogues, plays, short stories, and readings on Hispanic culture as the basis for class study. Students will also expand their active vocabularies, refine pronunciation and generally improve their language skills and understanding of Hispanic culture. A great deal of emphasis will be placed upon oral response to both teacher and student directed questions.

SPANISH III
1 Year Grades 10-12
Prerequisite: C grade in Spanish II or instructor permission

Spanish III is recommended for students who wish to communicate well in the language. Students will read short stories then discuss the topics conversationally in Spanish. Other activities include participation in spontaneous dialogues, writing short essays, increasing active vocabulary and improving grammatical usage. The subjunctive tense and the perfect tenses are introduced.

SPANISH IV
1 Year Grades 11, 12
Prerequisite: C grade in Spanish III/instructor permission

This course is recommended for students who wish to continue language study in college or who simply desire some significant degree of fluency in Spanish. Primary emphasis will be placed on reviewing and refining vocabulary and grammar learned on previous levels, as well as learning to write and speak in a more sophisticated manner. Through constant practice in all four skills of reading, writing, listening and speaking, students will gain confidence and expertise in their linguistic abilities.

SPANISH V
1 Year Grade 12
Prerequisite: C grade in Spanish III/instructor permission

This course will help the student expand his or her abilities in the target language with continued emphasis on the five C's. The student will demonstrate creativity and enhance his or her critical thinking

abilities. He or She will better understand the issues facing Americans who speak a language other than English. The student will develop his or her grammatical and speaking skills through demonstrations, essays, and reading short stories. This experience will give the student more ability to speak with ease. There will be more attention paid to syntax in this course and there will be more reading involved. He/ She will follow a course outline that will help him or her to develop language proficiency and cultural understanding. Writing skills will continue to be developed through compositions and essays and review of previously learned grammar.

Language Arts

The Language Arts Program is a four-year sequence that encourages students to become actively-engaged, thinking persons in a complex, dynamic world. The curriculum offers an opportunity for students to develop their language potential in courses that are challenging and commensurate with their abilities.

All Language Arts courses emphasize the acquisition and development of the skills of disciplined reading, discussion and oral presentation as well as mastery of the various forms, modes, and strategies of written composition. From the richness of ideas explored in the study of literature, the student can recognize and empathize with the varieties of the human experience and gain an understanding of the enduring power of the human mind and spirit.

In the Language Arts Program, students acquire the habits of scholarship, growth in written and spoken self-expression, and a developing responsiveness to important works of literature, giving them an effective pattern for examining ideas and a solid basis for successful pursuit of higher education and careers.

ENGLISH 9
1 Year Grade 9 **Required**

Teachers may recommend students for an Honors version of this course if offered.

English 9 is designed to develop students' awareness of the world in literature as well as examine the universality of cultures and basic codes of humanity. Beginning in 800 b.c. to present, the literature incorporates aspects of history, music, cultural beliefs, etc. Students will write expository, descriptive, and persuasive papers, participate in cooperative group activities, make presentations, and recognize and analyze various forms of literature.

ENGLISH 10
1 Year Grade 10 **Required**
Prerequisite: English 9

Teachers may recommend students for an Honors version of this course if offered.

American Literature students analyze and synthesize literary concepts and themes in a variety of compositional formats, including essays, journals, and personal response papers. An emphasis on American issues and traits, as reflected in the literature, is the cornerstone of the course. Students will be required to imitate different types of poetry, write papers, participate in cooperative group discussions, make oral presentations, and recognize and analyze various forms of literature.

ENGLISH 11
1 Year Grade 11 **Required**
Prerequisite: English 10

Teachers may recommend students for an Honors version of this course if offered.

English 11 focuses on the literature and culture of the United States in the 19th century, from Romanticism through Regionalism. Authors covered include Irving, Hawthorne, Poe, Dickinson, Thoreau, Twain. Special emphasis is given to *The Adventures of Huckleberry Finn*. Writing assignments stress the writing process and include regularly scheduled writing prompts and a research paper that adheres to MLA guidelines. Students also sharpen their public speaking skills by presenting their research to the class. Grammar and mechanics are refreshed as needed. Latin and Greek morphemes are covered throughout the year if they were not studied in a previous year.

ENGLISH 12
1 Year Grade 12 **Required**
Prerequisite: English 11

Teachers may recommend students for an Honors version of this course if offered.

English 12 focuses simultaneously on the history of English and the Hero's Journey. Students learn about Old English through the text of Beowulf, Middle English through Chaucer, and Modern English beginning with Shakespeare. Exploration of the Hero's Journey begins with Beowulf and ends with *Their Eyes Were Watching God*. Writing assignments emphasize the writing process and include regularly scheduled writing prompts. The major paper for the class is a position/issues paper composed as a classical argument that adheres to MLA guidelines. Students have numerous opportunities to present to the class, including their position papers. Elements of rhetoric, grammar, and mechanics are refreshed as needed.

ELA FOUNDATIONS
1 Year Grades 9-12
Perquisite: Staff Recommendation Only

Students enrolled in ELA Foundations classes or pull-out sessions are placed based on NWEA Reading scores and other assessment data indicating below grade level performance. Students' reading skills will be examined in depth. We will be reviewing and practicing various skills needed in order to get students to perform closer to or at grade level with proficiency. Some skills addressed based on need: decoding, spelling, text structure, drawing inference, visualization, reading comprehension and stamina. **This class is a credit or no credit course.**

TECHNICAL ENGLISH 12
1 Year Grade 12
Prerequisite: English 11 and staff Recommendation

Technical English 12 prepares students for reading and writing in their prospective careers. Students use the case study method to compose memos, letters, and reports and to give presentations to solve problems and address issues in the workplace. Readings focus on the written materials generated at work: reports, notices, scientific papers, etc. Students will also complete a job package that includes letters of interest (solicited and unsolicited), resumes, references, philosophies, etc. This class may be taken in place of English 12.

TEST PREP
1 Year Grades 10-11

This class is designed to help sophomore and junior students prepare for the SAT through a variety of different activities.

RESOURCE ROOM
1 Year Grades 9-12
Perquisite: Staff Recommendation Only

This class is designed to help students who have traditionally struggled with organization, submitting, work on time, and doing high quality assignments. Students are expected to do weekly progress reports and daily grade checks in all of their classes, which in turn are handed in as part of their weekly grade. They are also expected to bring all assignments to class for help and teacher evaluation. Students may also be put into study groups with their peers if similar schedules and assignments present themselves. There is much more personal responsibility expected of students in Academic Support than just in a basic study hall. **This is a credit/no credit course so students are not given a letter grade for this class.**

YEARBOOK
1 Year Grades 10-12

Students who take this class should be committed to accepting job assignments and responsibilities as a staff member of our yearbook publication. Activities include instruction and hands-on experience in basic photography, interviewing, caption and copywriting, computer-based layout and design. Responsibilities will require meeting deadlines, designing assigned layouts, writing and proofreading copy, taking or obtaining photos, and marketing our publication.

Life Management Education

Life Management is a study of personal, home and family life, incorporating and utilizing knowledge from science, art, mathematics, language and social studies. A changing society makes great demands on women and men, requiring them to master the techniques of homemaking, as well as to contribute to the financial welfare of the family and to participate in community life. The program is designed to prepare students for multiple roles.

FAMILY HEALTH
1 Semester Grades 9-12
Required

This is a comprehensive course that identifies the basic health topics that will affect a student's immediate and future development. It also promotes an attitude of respect and concern for self and others and enhances responsible decision making skills. Some of the topics that will be covered in this class are: Mental Health, Tobacco, Alcohol, Drugs, Sex Education/Family Planning, Disease Prevention, and Sexually Transmitted Infections.

INDEPENDENT LIVING
1 Semester Grades 10-12

This course allows the students to obtain self-knowledge and to practice the skills necessary for a successful and responsible life. The student will learn practical skills in decision making, communication, goal setting, self-motivation, and the understanding of independent living which includes the following: banking needs, the components to living on your own, buying a car, getting insurance, obtaining and maintaining good credit.

PARENTHOOD EDUCATION
1 Semester Grades 9-12

Parenthood Education teaches parenting skills via simulation, interaction with people who are parents and/or caregivers, and through direct interaction with

children. Parenting will include the study of the conditions that influence the intellectual, social, emotional, and physical development of children and recognizing the special needs of children. This course examines personal readiness to become a parent and the issues important to raising healthy children with positive parent-child relationships.

PERSONAL LIVING
1 Semester Grades 9-12

Students will examine basic needs, development of interpersonal skills, appropriate use of assertiveness, elimination of stereotyping, dealing with stress, conflict, abuse and practicing problem solving techniques.
Personal Living allows the student to obtain self-knowledge and to practice the skills necessary for a successful and responsible life. This class will also integrate essential health and the importance of taking care of yourself, even from a young age. How to take care of your total health throughout the stages of life. The emphasis is for each person to grow and achieve his or her full potential.

Mathematics

Mathematics as a discipline is an important and beautiful human endeavor, and mathematics has applications in many areas. All students, to the extent of their abilities, should have the opportunity to take part in the broader aspects of mathematics as a way of thinking, as a cultural heritage, and as an experience in grasping ideas, seeing their interrelations, and communicating them to others.

The goals for students reflect those stated in the *Principles and Standards for School Mathematics* published by the National Council of Teachers of Mathematics:

- to value mathematics;
- to become confident in one's ability to do mathematics;
- to become a mathematical problem solver;
- to communicate mathematically;
- to reason mathematically; and
- to use technology appropriately

ALGEBRA I
1 Year Grades 9-12 **Required**

Teachers may recommend students for an Honors version of this course if offered.

Algebra I is the study of operations related to positive and negative numbers. These operations are applied to equations, inequalities, polynomials, linear equations and their graphs, and word problem solving of various types. It is intended to build the foundation for the future study of mathematics and is designed for the college bound student.

ALGEBRA II
1 Year Grades 10-12
Prerequisite: B or better in Algebra I or approval from Math Department.

Teachers may recommend students for an Honors version of this course if offered.

This course is designed to help give students the mathematics background needed for college. Most college programs have a math requirement and this course will help prepare for that. It will also help provide a foundation for those that wish to pursue math and science-related studies after graduation. Algebra 2 continues the study of topics introduced in Algebra I and goes into quadratics, radicals, systems of equations, and conic sections.

ALGEBRA IIA
1 Year Grades 10-12

Prerequisites: This class is for students that earned a C or below in Algebra I or approval from Math Department.

This course is designed for students that struggled with some of the basic concepts taught in Algebra I. Topics to be covered include but may not be limited to Integer Operation, Rational Number Operations, Order of Operations, Equation Solving, Function Notation, Evaluating Functions, direct and indirect functions, linear functions, quadratic functions and imaginary and complex numbers. Students that take this course will be expected to take Algebra IIB the following year.

ALGEBRA IIB
1 Year Grades 11-12
Prerequisites: This class is for students who took Algebra IIA or have approval from Math Department.

This course will cover topics that include but not limited to: Logarithmic relationships; arithmetic, geometric sequences and their sums; addition, subtraction, multiplication and division polynomials; inverses of functions, conic sections, and statistics.

GEOMETRY
1 Year Grades 9-12 **Required**

Prerequisite: Algebra I or approval from Math Department.

Teachers may recommend students for an Honors version of this course if offered.

Geometry includes the study of angle and line relationships, properties of triangles, congruence, similarity, applications to quadrilaterals and other polygons, circles, their properties and relationships to other geometric figures, area and volume of solids and constructions. Logical proof of geometric principles is emphasized in the first semester and practical applications are made in the second semester.

AP PRECALCULUS
1 Year Grades 11, 12
Prerequisite: Geometry and Adv. Algebra: Recommended a "C" or better in Adv. Algebra.

This course is designed to integrate and apply previously learned mathematical concepts and to present solutions from multiple perspectives - algebraic, graphic and numeric. High level thinking skills will be required to solve real-life application problems. The course will include the study of analytical trigonometry, advanced algebra skills.

AP CALCULUS
1 Year Grade 12
Prerequisite: Pre-Calculus, Algebra II & Geometry.

Calculus is the mathematics of change. This course is designed to prepare students to take a first-year calculus course at the university level and prepare them for math/science related studies beyond high school. This course is divided into the following areas of study.

Derivatives: The use of derivative rules to compute slopes of curves will be explored in depth. The development by the delta-process of derivatives will be derived. Application of the derivative theory and rules will be applied to various story problems; especially time, distance, and velocity-type problems.

The inverse of the derivative called integration will be explored. Its application to mathematical problems will be taken up in detail. Plane analytic geometry with regard to curves, planes, conic sections, and general equations.

MATH FOUNDATIONS
1 Year Grades 9-12
Perquisite: Staff Recommendation Only

Students enrolled in Math Foundations classes are placed based on NWEA math scores and other assessment data indicating below grade level performance. Students' math skills will be examined in depth. We will be reviewing and practicing various skills needed in order to get students to perform closer to or at grade level with proficiency. This class is a credit or no credit course.

Music

Music Education is the education of human feeling through the development of a responsiveness to the aesthetic qualities of sound. Performance classes provide intimate contact with these expressive qualities. In this context, performance is not an end in itself, but a means to an end, which includes:

- The augmentation of knowledge and understanding of the structural elements of music, and of music as a creative art form;
- The cultivation of habits, attitudes, and appreciations;
- The development of each student's aesthetic potential sensitivity and responsiveness to that which is beautiful in music.

Students who have participated in the music program should demonstrate a knowledge of music as a creative art form in a historical and cultural context; and understanding of the structural elements of music; and a relevant eye, ear and hand-oriented musical skills.

It is the intent of the Music Department to help students develop their aesthetic potential, to give them an understanding of their own culture and the cultures of others, and to provide a unique vehicle for achieving excellence either alone or in cooperation with others.

While some students will discover talents leading to careers in music, many will find that music has the potential to enrich their lives either through performance, study or appreciation. Any exceptions to the course prerequisites, selection process, ensemble membership and/or auditions must be approved by the Music Department Chair. **Music classes are a full-year commitment and can not be added/dropped at semester.**

HIGH SCHOOL BAND
1-4 Years Grades 9-12

High School Band consists of students in grades 9-12 who have previously been a member of band during middle school or with lessons at the discretion of the director. In the fall, all students participate in marching band which includes a band camp before school, evening rehearsals, performances at football games, and a few Saturday performances including parades and festivals. All students are then members of the concert band for the remainder of the year. This includes performing at the holiday concert in December, Pre-Festival concert and Festival in March, a spring collage concert in May, and all required

commencement ceremonies. Students have the opportunity to perform at District Solo & Ensemble festival on any band or orchestra instrument in February, with the chance to qualify for State Solo and Ensemble in March. As a member of an instrumental ensemble, each person learns to be a member of a team and learn about discipline, dedication, and musicianship. If you're in band, you'll remember it for the rest of your life!

JAZZ BAND
1-4 Years Grades 10-12

Students will learn how to play different styles of jazz and jazz-inspired music, in addition to learning the history of jazz music. Band is a prerequisite for Jazz Band. Only Saxophones, Trumpets, Trombones, Drum Set, Guitar, and Bass Guitar students are allowed into Jazz Band and students *must* be able to read music. Special permission to be admitted may be granted up to the discretion of the band director.

MUSIC THEORY
1 Year Grades 9-12
Prerequisite: Teacher approval, music reading skills.

This course will provide students a study of the fundamental elements of music.

THEATER
1-4 Years Grades 9-12

Theater students learn to cast aside inhibitions in order to present an act, character, scene or play. Students explore the basic techniques, language, and movements of acting through participation in warm-ups, dramatic games, pantomimes, improvisations, monologues, and plays. Also, they study musical and dramatic theater styles. They participate in the school musical and class performances (at least one of which is mandatory) to develop and enhance their presentation and performance skills as well as gain confidence before an audience. Students will participate in in-class play production, which will require some after-school participation for performances for a grade. This class is a year-long class, and can be retaken. As students progress, more complexity is added, and different responsibilities are given.

TREBLAIRES
1 Year Commitment Grades 9-12
Prerequisite: A) Audition only. B) Successful completion of a middle school or previous vocal music experience.

Treblaires is for students who demonstrate a high level of interest in singing and exploring their vocal potential and developing their vocal skills. Students will be expected to participate in a variety of performances outside of the school day. Members of this choir will also be expected to develop vocal performance, production and music reading skills. They will also expand their music theory and history knowledge, as well as study and perform a variety of music from musical styles such as: Classical to Contemporary style Art Songs, Multicultural music to American music & our wide variety of present day vocal music styles and categories.

VARSITY CHOIR
1-4 Years Grades 9-12
Prerequisite: A) Interview with the Director for possible vocal placement. B) Successful completion of a middle school or previous vocal music experience preferred but not required. Auditions are held in January for this choir and its ensembles.

Varsity Choir is for students who demonstrate a high level of interest and ability in vocal music, both as an individual and as a positive ensemble member. Students will be expected to participate in a variety of performances outside of the school day. Members of this choir will be expected to develop an advanced level of vocal performance, production and music reading skills. They will also expand their music theory and history knowledge, as we perform and study a variety of musical styles that include; Classical to Contemporary style Art Songs, Multicultural music to American music and our wide variety of present day vocal music styles and categories.

Physical Education

The Physical Education Department endeavors to create an environment in which students learn to take responsibility for their own health and physical well-being. The following statements identify essential understandings around which courses in Physical Education have been built:

- Participation in physical activity provides opportunities for enjoyment, fitness, challenge, self-expression, and social interaction.
- The creation of a healthy life-style is predicated on knowledge of an engagement in health-enhancing behavior.
- Ethical behavior in sport and dance occurs when individuals mindfully demonstrate a sense of responsibility to the community through personal choices that reflect concern and understanding for others.
- Movement oriented problem-solving, cooperative learning, critical thinking, and self-expression occur when participants can engage in activity with minimum risk and maximum enjoyment.
- Risk behaviors are reduced when individuals are skilled in accessing, assessing, and applying information that contributes to healthy decisions.
- Exposure to CPR basics.

ADAPTED PHYSICAL EDUCATION

1 Year Grades 9-12

The Adapted Physical Education course provides a structured and inclusive environment where students of diverse abilities engage in meaningful physical activity. Through modified exercises and personalized instruction, students improve motor skills, physical health, social interaction, and confidence. This course ensures all students benefit from physical education while developing lifelong fitness habits and essential life skills.

LIFETIME SPORTS

1 Year Grades 10-12
Prerequisite: B or better in Physical Education I and/or approval of the instructor.

This advanced course aims to promote physical wellness through sport and to introduce not only lifetime activities, but non-traditional activities as well. Some activities that students will participate in throughout the course include: tennis, volleyball, spikeball, football, blitz ball, soccer, basketball, pickleball, floor hockey, badminton, kan jam, handball, and tchoukball.

PHYSICAL EDUCATION

1 Semester Grade 9 **Required**

This class will help students develop the knowledge, fitness levels, motor skills, and personal and social skills to obtain the ultimate goal of a lifetime of

physical activity and health. Students will participate in a variety of lifetime and non-traditional sports and be introduced to fitness concepts.

STRENGTH AND CONDITIONING

1 Year Grades 10-12
Prerequisite: B or better in Physical Education I and/or approval of the instructor.

This advanced class is designed to develop, maintain, and enhance the students' physical fitness. Students will participate in weight lifting, plyometrics, agility drills, and other forms of fitness so that they have the necessary tools to live a healthy and active lifestyle. Pre and post fitness tests will be administered throughout the course along with developing personal fitness plans to monitor and assess students' fitness levels and to help students set goals for themselves to improve their overall health and fitness.

Science

The science curriculum is oriented toward investigative processes designed to meet the individual student's needs and abilities. Through a variety of cooperative learning experiences, students are encouraged to engage in scientific inquiry to investigate phenomena central to science. Students will observe scientific principles which are established through careful observation; weighing of facts to arrive at valid conclusions; appreciate the historical contributions of scientists; develop models, analyze and interpret data, construct explanations, and recognize that science does not consist merely of facts and dogma, but that it is an exciting, dynamic process!

The goals of the department are that students will develop the following:

- an understanding of the fundamental laws of our universe
- an understanding of how to apply these laws to physical and biological systems
- an awareness of the manner in which science and technology affect the quality of their environment
- a knowledge of the processes which will facilitate the making of informed decisions regarding issues concerning science-technology-society skills and attitudes that will enable them to protect and improve the environment, not only for the present, but also for future generations.

BIOLOGY I
1 Year Grades 9-12 **Required**

Teachers may recommend students for an Honors version of this course if offered.

Biology I is a course based on the following core topics: structure and function; inheritance and variation of traits; matter and energy in organisms and ecosystems; interdependent relationships in ecosystems, and natural selection and evolution. Instruction will focus on developing student understanding that scientific knowledge is gained from observation
of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures. Both scientific and practical applications of biology will be covered. The course will include topics that show how biology is applied in our
everyday life. Introductory laboratory procedures will be used in this course.

BIOLOGY II
1 Year Grades 10-12
Prerequisite: B or better in Biology I and/or approval from Science Department.

Biology II is a follow up course to Biology 1 with greater emphasis on college level material. Lab and field work will be stressed. Topics will include areas of student interest within the core topics of: structure and function; inheritance and variation of traits; matter and energy in organisms and ecosystems; interdependent relationships in ecosystems, and natural selection and evolution. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

CHEMISTRY I
1 Year Grades 10-12

Prerequisite: Algebra I or Algebra II.

Teachers may recommend students for an Honors version of this course if offered.

Chemistry I is a study of matter and energy with emphasis placed upon phenomena involved in the composition of materials and the changes in composition which these materials undergo. The course involves theoretical concepts with laboratory work to enhance these concepts. The course is based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gasses; thermochemistry; solutions; acids and bases. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

CHEMISTRY II
1 Year Grades 11, 12
Prerequisite: Chemistry I and Instructor approval.

Chemistry II is an extended laboratory, field, and literature investigations-based course. Chemistry II will examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

HUMAN ANATOMY AND PHYSIOLOGY
1 Year Grades 11, 12
Prerequisite: Biology I and/or approval of science department.

Teachers may recommend students for an Honors version of this course if offered.

This class is intended for students interested in science and the human body. It is especially helpful for those with any interest in entering the medical or teaching fields. The structure and function of the human body will be presented in detail. All the major systems will be discussed and lab work will accompany the lecture material. Literature investigations and dissection are an integral part of the course.

INTEGRATED CHEMISTRY/PHYSICS
1 Year Grades 9-12

This course is focused on the following core topics: structure and properties of matter, chemical reactions, forces and interactions, energy, and waves and electromagnetic radiation. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Attention will be given to how these topics apply to everyday experiences. Some algebra will be used in this course in solving problems.

PHYSICS I
1 Year Grades 11, 12

Prerequisite: Algebra 2 , Trigonometry, or permission of instructor.

Physics is the study of the behavior and interactions of matter and energy in space and time. It is especially helpful for those students planning to continue their education in a university or technical school regardless of the area of study. Topics include kinematics, kinetics, gravitation, circular motion, conservation of energy and momentum, rotational dynamics, statistics, and fluid mechanics. Emphasis is placed on developing problem solving skills, laboratory skills, and conceptual understanding.

Social Studies

The social sciences are in search of patterns which reflect human experience. Laws, languages, institutions, arts, industries, political experiments, economic theories, religious quests and military ambitions - all project the image of that experience. The social studies offerings provide insights about what has been, what is and what might be, and develop in students a curiosity about and sensitivity to the environment in which they live. All the courses in the Social Studies Department have been developed to raise questions. Furthermore, the courses challenge students to assess and interpret and to provide a framework for recognizing and accepting responsibility as individuals and as citizens.
The Social Studies Department contributes to the total Brandywine experience by encouraging students to acquire:

- the ability to grasp a question: the capacity to gather relevant data, to analyze that data and then to marshal pertinent arguments, and to reach sound conclusions;
- the ability to communicate, both in oral and written expression, with clarity and conviction;
- a quality of open-mindedness reflected in respect for other points of view, in tolerance for ambiguity, in passion for truth, and in respect for facts;
- the ability to be sensitive to religious and ethical differences;
- the ability to make personal choices which are characterized by courage, dedication and moral decisiveness

U.S. HISTORY
1 Year Grade 9 **Required**

Teachers may recommend students for an Honors version of this course if offered.

This course offers the student a chronological history of the United States from 1890 to the present. Throughout, the authors have placed emphasis upon the themes of Reconstruction, Immigration, Technology and the emergence of the United States as a world power. A variety of research projects will incorporate many themes that illustrate how the United States became the nation that we know today. Teachers may recommend students for an Honors version of this course if offered.

CIVICS
1 Semester Grade 10 **Required**

Study will be concentrated on the structure and operation of the federal government. Our form and ideals of government will be contrasted with other forms, especially communism. Some consideration will be given to state and local government. A major goal of the course is to develop knowledgeable and participating citizens.

ECONOMICS
1 Semester Grade 10 **Required**

Study will concentrate on economic theories such as supply and demand, scarcity and choice. The students will determine the governmental role and historical perspective of economics on the U.S. Market. Focus will be given to world market affairs and international trade. Students will have an understanding of personal finance and economic value. This class will also expose students to basic personal financial literacy.

WORLD HISTORY
1 Year Grade 11 **Required**

This survey course will trace the chronological development of ancient civilizations and cultures up to the present day. Social, political, religious and economic beliefs/institutions will be studied, while special emphasis will also be given toward including the literature, art, music, and scientific contributions of

various civilizations. Teachers may recommend students for an Advanced Placement version of this course if offered.

AP WORLD HISTORY
1 year Grades 11, 12

Students of Advanced Placement World History: Modern will study and explore important events, people, and developments from throughout the world. Students will examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students will participate in a variety of learning strategies, including research, analysis, and knowledge synthesis, taking into account the diversity of students' academic capabilities.

In this Advanced Placement course, students will participate in a rigorous course curriculum designed to encourage and challenge historical thinking. The study of primary and secondary source documents, and the development of critical analysis in writing and discussion is of the utmost importance. The course will focus on the AP World History Course Themes, as well as the four Historical Thinking Skills that will help prepare the students for the AP World History exam in May. The AP World History curriculum spans the history of the world from around 1200 CE to the present.

CURRENT EVENTS
1 Year Grades 10-12

This course will combine geography, economics, government, culture and current events. Emphasis will be on man's effect on the environment, population, and political/economic developments in the context of current news and trends. A goal for this course is to develop a knowledgeable/ self-aware citizen. This course will take an interdisciplinary approach to current global issues, themes, and problems. The student will complete various projects, demonstrations, exhibitions incorporating reading, writing, and technology skills.

PSYCHOLOGY
1 Semester Grades 10-12

This course is designed to give the beginning psychology student an understanding of the mind and individual behavior. Topics covered include mental illness, intelligence, addiction, phobias and fears, personality disorders, theory, dreams, and treatments. A project will be assigned each 9 weeks.

SOCIOLOGY
1 Semester Grades 10-12

This course is designed to study the structure of our social system. Topics include socialization, patriarchy, crime, family, gender roles, counter cultures, mass media, prejudice and discrimination, and religion. A project will be assigned each 9 weeks.

Special Education

Special Education services are available to all students who are eligible according to the Federal and State guidelines and who have current Individual Education Plans (I.E.P.s) specifying the type and amount of services to be provided. These services include, but are not limited to the following:

Consultation Services
The student is served in the general education classroom with consultation and support from the special education teacher. Accommodations may be made to the curriculum, materials, tests, classroom management, or classroom environment.

Inclusion Services
The student is served in the general education classroom but receives regular, direct support from the special education teacher. Direct support may include remedial tutoring, testing and direct instruction. Resource services can be provided for 24% of the school day or less.

Mild Cognitive Impairment Classroom
Students attend a general education school but are taught by a special education teacher in a separate classroom 60% or more of the time.

For more information about Special Education programs, please contact Elise Sorensen at (269) 683-8805.

Berrien County Transition Planning Programs
Transition Planning is the process in which students with disabilities develop a plan that will help them adjust to their next step in life. During the transition planning process, it is important to keep in mind that students with disabilities have different levels of impairment and capabilities; requiring the plan to be flexible to meet a variety of needs. It is also important to be aware of available resources and services that will help develop an individual's transition plan. Call Berrien RESA for more information. These programs include:

A Seal of Employability (SOE) represents an alternative pathway for high school special education students who, even with a Personal Curriculum, supplementary aids and services, modifications and/or accommodations and special education programming, are unable to meet the Michigan requirements for a high school diploma.

Occupational Education Programs are to provide entry level job skills. With this, Occupational Education is a designed program that will allow students access to specific career goals, which are outlined with student planning in a detailed curriculum that has educational and industry expectations. All of this is developed with specific school and community-based learning, with the end result of students being able to transition from the educational setting into the workforce.

Technical Education

Career Technical Education, or CTE as we call it, presents learning within a career context. Many of the core academic competencies found in classes like math, science, and English are embedded into our curriculum but delivered in practical, career-focused, relevant ways. Our programs are laboratories of real-world application where we put learning into practice each day while also developing invaluable employability and technical skills that develop career and college readiness. That is, students will develop skills that can be applied in entry-level employment and continuing education in post-secondary programs of study.

The majority of students who complete a CTE course of study do continue their education into college. Each year, about 9 months after graduation, we contact CTE program completers to conduct a Follow-up Study. We have found that on average about 90% are continuing their education! CTE is always about both career and college readiness; it is never a choice between the two. Did you know that more than 65% of jobs are of a skilled and technical nature?

Getting into college does not guarantee successful completion. Many well-intentioned students never make it past that first or second year. Research has shown us that college success requires two types of maturity: Academic maturity (appropriate level of academic, technical, and employability skills), and career maturity (appropriate level of career direction and goals). Career Technical Education helps to develop both academic and career maturity as students navigate the interconnected paths of interest, academic knowledge, technical skills, and relevant application. A curriculum that focuses on relevance and real-life context takes advantage of what we know about brain- compatible learning. It should be no surprise that learning within the framework of an area that interests us makes learning more meaningful and motivates us more. CTE instructors are teachers plus! In addition to teacher training, they each have a minimum of 4,000 hours of work experience in the related industry and take specialized coursework to earn occupational endorsement(s) in their area of expertise. They also frequently upgrade their skills. CTE offers programs in a variety of interest areas. Students may choose from:

- Automotive Technology
- Business, Business Management
- Accounting and Finance
- Manufacturing Technology
- Design Technology/Engineering

CTE offers some additional unique benefits and opportunities.

- Internships for credit are available to seniors who have previously completed two \HDUV in the related CTE program (usually in their sophomore or junior year), have teacher recommendation, and are enrolled in a concurrent related CTE course in the senior year.
- Articulation offers qualified students in some CTE programs the opportunity to earn college credit or advanced standing at the college level. Please consult your counselor or CTE instructor for details.
- Visual, Performing & Applied Art credit is required for all students. 6RPH CTE programs are approved to fulfill this requirement. Please consult your counselor for details.

Career Technical Education benefits both young men & women! Don't be afraid to explore CTE programs that may be considered nontraditional for one gender or another. For example, Auto Technology offers a mechanically inclined student with the training and skills to pursue a career path in this high tech, high wage, and high demand area. Young women

with an interest should not hesitate to enroll, or at least explore the possibility. Our staff will provide nontraditional students with the support and encouragement they need to succeed.

It is the policy of Brandywine Community Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be subjected to discrimination in any program, service, or activity for which it is responsible, or for which it receives financial assistance from the U. S. Department of Education. For further information, contact the Civil Rights Coordinator, Office of Career and Technical Education, P. O. Box 30712, Lansing, Michigan 48909. 517-241-2091.

AUTOMOTIVE TECHNOLOGIES I
1 Year Grades 9-12
Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

Focus will be on the completion of the competencies developed by NATEF (National Automotive Technicians Education Foundation) in the area of MLR (Maintenance and Light Repair). It is a performance-based course that will require students to complete tasks that deal with all areas of automotive systems. Students will be working on a combination of shop set up demos and some real life job based customer work on vehicles in the auto shop. The majority of the time is spent in the auto lab with some classroom instructions worked in the weekly schedule. The course is designed to make a student knowledgeable of all the systems of a vehicle and to maintain their own vehicle for the life of their vehicle. The students Will take

the ASE Entry Level Certification test at the end of the year for industry certification. Must maintain a "B" average, complete all MLR tasks, or have instructor's approval to advance to Auto II course. This is a mandatory 2 period class.

AUTOMOTIVE TECHNOLOGIES II
1 Year Grades 10- 12
Prerequisite: Successfully Complete Auto I with a "B" average and pass the ASE certification test or have the Instructors approval. Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

Focus will be on the real life work in an auto shop, with some lab based set up for students to complete. The class will be a completely work based participation grading scale. Class will be based off the work completed in Auto I to next the knowledge skills gained one step further, students will be dealing with customer based skills of ordering parts, making estimates of repairs and talking directly with the customers to inform them of the problems with their cars. This is a mandatory 2 period class.

AUTO TECHNOLOGY III
1 Year Grade 11, 12
Prerequisite: Successful completion of Auto I and II AND instructor approval. Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

Approved students will work closely with the instructor to learn and practice the skills and tasks performed by auto service management personnel. Students will learn and perform in roles of shop foreman, service-writer, and parts Manager.

AUTO TECHNOLOGY IV
1 Year Grade 12
Prerequisite: Successful completion of Auto I, II, and III AND instructor approval. Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

Approved students will work closely with the instructor to learn and practice the skills and tasks performed by auto service management personnel. Students will learn and perform in roles of shop

foreman, service-writer, and parts Manager.

ADVANCED BROADCASTING
1 Year Grades 10-12
Prerequisite: Intro to Broadcasting.
Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

Class will operate as a working broadcast studio. Students will use the basic broadcasting skills learned in Intro to Broadcasting to report on current events throughout the year. The class will require students to put in hours outside of school hours to film and report on extracurricular activities. This course requires student leadership. Brandywine students should expect to help catch up shared- time students on basic skills that they learned during Intro to Broadcasting. Students will work as a team to put together weekly "Week in Review" YouTube broadcasts that will be shared with the rest of the school, among various other projects. Students should expect to come to class prepared to work everyday to earn their daily "wage" (class participation points).

INTRO TO BROADCASTING
1 Year Grades 9-12
Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

Students will be introduced to the wide range of occupations in the Broadcasting Industry. Professional grade video cameras, microphones and production hardware will be used to generate audio podcasts, video podcasts, news reports, live streams and mini-documentaries. Students will learn and demonstrate all aspects of audio and video productions ranging from basic outlining and storyboarding, to the final stages of video and audio editing. Along with actual production skills, students will also learn about the role that media plays in society and the ethical responsibilities of Broadcast Journalism. Students will also learn to be proficient in using professional audio and video editing software, Including: Adobe Premier, iMovie, Final Cut Pro and Audacity. This course will help students prepare for the potential to have a career in the Broadcasting field. Students should expect to come to class prepared to work everyday to earn their daily "wage" (class participation points).

INVESTIGATIVE JOURNALISM
1 Year Grades 9-12
Prerequisite: Intro to Broadcasting.
Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

In this course students will be tackling real world problems and working toward solutions. Class will operate as a working investigative podcast studio. The class will select a major topic to investigate throughout the year. Students will do real investigative work with the goal of affecting real change. The class will require massive amounts of research, analysis and production skills learned in Intro to Broadcasting. The goal for this class is to produce a serialized, long-form podcast series on the topic chosen by the end of the school year. This podcast will be made available to the public. Students need to be willing to share their work with the public. Students should expect to come to class prepared to work everyday to earn their daily "wage" (class participation points).

MASTER BROADCASTING
1 Year Grades 11-12
Prerequisite: Intro to Broadcasting, Advanced Broadcasting, and/or Investigative Journalism, plus instructor approval. Can count as a Fine Arts credit and 2nd year of World Language as long as a grade of "C" or higher is earned.

The course is designed to provide an outlet to students who have a genuine interest in Broadcasting / Journalism as a future career. After completing both the Intro and an advanced level course, the next step to mastery is to move on to teaching others. Students in the Master class will be

assigned real world broadcast journalism work. I'll be making connections with outside media outlets to arrange for students to work directly with industry. Aside from those tasks, Master students will be assisting in teaching Intro and Middle School students.

CAD I: TECHNICAL DESIGN
1 Year Grades 9-12
Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

This is the first course of a possible four-year design program. Students will be introduced to methods of Computer Aided Design (CAD), drafting, free-hand design and digital media to develop professional drawing, design and visualization skills. Students will learn engineering based innovative techniques of free-hand sketching, lettering, measuring, geometric construction, pictorial techniques, orthographic projection and 3D modeling basics. Projects will include a focus on "green" technologies, alternative/renewable energy, and related innovations used by today's designers, engineers, and service technicians.

CAD II: MECHANICAL DESIGN
1 Year Grades 10-12
Prerequisite: Passing grade of a "C "or better in CAD I: Technical Design. Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

This second year course continues development of visualization skills, use of digital media, technical design, and basic design elements of dimensioning, sectioning, auxiliary projection, with the introduction of simple assembly designs. This course gives students an in-depth look at the utilization of CAD and drafting related careers as future options. Students are introduced to the concepts of design techniques including 3D parametric modeling, solid modeling, surface modeling, rendering and mechanical assemblies in a technical design environment. In addition students will be introduced to fabrication lab safety through the construction of small design and build projects.

CAD III: ENGINEERING DESIGN
1 Year Grades 11-12
Prerequisite: Passing grade of a "C" in CAD II: Mechanical Design. Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

In this third year course, students take an advanced look at the engineering design profession. Students will learn to apply design concepts, engineering problem solving, and visual graphic techniques while maintaining professional ethics, and responsibility. Students will be introduced to design theory of basic machine elements through the introduction of dies, jigs and other industrial applications. Students will accomplish typical industry design practices including the preparation of complete production tool designs using the CAD system. Understanding the theory of detail design procedures will be explained through the latest design methods, technical skills, industrial applications, and practices of mechanical assembly. Topical areas may include: bill of materials, subassemblies, standard parts, fasteners, dimensioning, visualization and advanced 3-dimensional CAD techniques. Students will incorporate rapid prototyping technology for model design, analysis and verification of a fully defined new part. The building of simple projects will be included in the course experience while maintaining personal safety in the fabrication lab.

CAD IV: RESEARCH AND DEVELOPMENT
1 Year Grade 12
Prerequisite: Passing grade of a "C" in CAD III: Engineering Design. Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of

World Language as long as a grade of "C" or higher is earned.

In this fourth-year course students will have the opportunity to design and develop a variety of new products and mechanisms using the latest in engineering design techniques. With concept sketching and visualization as a foundation, projects will be designed, engineered, prototyped, fabricated and tested for performance and durability. Students will focus on 3-D solid part design and analysis using the CAD system. Results from the applications of various digital media may include; Photo-Realistic Rendering, Animation, Finite Element Analysis (FEA) and Plastic Rapid Prototyping of 3-D solids. Special emphasis is placed on the Research and Development of fully defined new products. Students will use all essential metal and woodworking tools in the BHS fabrication lab to manufacture and assemble their final projects. Students will be required to give a final portfolio presentation of their research and will depart the class with a greater understanding of the development of tangible industry processes, methods, new product development and equipment.

MACHINE TECHNOLOGY & WELDING
1 Year Grades 9-12
Freshmen may apply for the course with instructor's permission. Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

The students in this course will learn safety, semi-precision and precision measurement, layout and basic operation of mills, lathes, drill presses, welding, saws, and an introduction to computerized machines. Projects will be built to teach the basic skills on these machines. This course precedes the vocational Machine Engineering Technology 1 course which helps the student develop skills to be employable as tool and die makers, mold makers, and helps with college machine engineering courses.

MACHINE ENGINEERING TECHNOLOGY
1 Year Grades 10-12
Prerequisite: Machine Technology
Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

This course is a continuation of work started in Machine Technology. The student will be expanding his/her talents into more advanced and more precise operation of the machine tools along with learning more advanced tool setup. They will also learn how to make special purpose cutters. This is a vocational course designed to help the student to become employable in any of the many types of machinist occupations. This course is also very helpful for machine engineering courses offered in college.

MANUFACTURING ACADEMY I
Periods 1-3 Grades 10-12
Lake Michigan College at Brandywine
Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

First semester will include a fundamental course prepared by industry and education for students intending to focus on technical hands-on experiences in manufacturing. Included will be precision machining, manufacturing graphics, plastic processing, and machine building/repair. This course will explore a variety of career opportunities and manufacturing processes, and provide visitation to key local industries. In addition to stressing employability skills, students will be expected to develop and demonstrate skills in the following:
- print reading and drafting
- mathematics & science
- precision measurement
- careers & employment
- machine tool operations
- communication

Achievement of selected competencies would qualify the student for entry into PRECISION MACHINING second semester. This second semester course is designed for the student interested in obtaining machine tool skills required for one of the following: Entry into an advanced on-the-job training schedule, entry into a machine tool occupation as a beginning technician, and entry into a postsecondary study. This course will enable the student to articulate required technical competencies and related academic instruction to an accredited post-secondary program.
Articulation for community college credit will be addressed on an individual basis.

MANUFACTURING ACADEMY II
Periods 1-3 Grades 11, 12
Lake Michigan College at Brandywine
Prerequisite: Successful completion of Manufacturing Acad. I. Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

Manufacturing Academy II will reinforce and build on the concepts introduced in the first year of this program. Several options are offered at various sites. Each includes a worksite-based component and placement assistance. Articulation for community college credit will be addressed on an individual basis.

WOOD TECHNOLOGY
1 Year Grades 9-12
Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

This course is designed to teach students basic woodworking and cabinetry skills. The class will emphasize reading the fractional inch, hand/power tool identification and use, basic furniture design, woodworking machinery use, and most importantly safety in the woodworking environment. With the instructor's guidance students will complete an individual project designed to provide practical experience in construction theory and woodworking techniques. The Wood Technology Class is meant to provide a foundation which will allow advancement into the Cabinetmaking and Furniture Design class.

CABINETMAKING AND FURNITURE DESIGN
1 Year Grades 10-12
Prerequisite: 70% in Wood Tech and instructor's approval. Can count as Algebra II (when taken in 11th or 12th grade), Fine Arts credit, and 2nd year of World Language as long as a grade of "C" or higher is earned.

This is an advanced level class. In Cabinetmaking and Furniture Design students will learn to build everything from custom cabinets to fine furniture. Skills learned in Wood Technology will be built upon to design and build custom projects. Students will also be working on larger scale class projects that incorporate more areas of the carpentry field. Due to the amount of freedom students have to select and work on specific individual projects, this level of class requires an uncanny amount of self-discipline, motivation, and maturity to pass.

Other Elective Courses

DIRECT CREDIT
1 Semester or 1 Year Grades 10-12
Prerequisite: Approval from counselor and principal and have qualifying standardized test scores

Southwestern Michigan College and Lake Michigan College offers Brandywine High School students college credits for certain classes that are taught at Brandywine High School. In order to be eligible students must:
1. Pass the SMC/LMC College assessment test.
2. Fill out a SMC/LMC application.
3. The school district will pay the student's tuition and mandatory course fees, material fees, books, and registration fees charged by the eligible post-secondary institution (up to the allotted amount that is determined by the State).
4. If a student receives an "F" in a direct credit course they MUST reimburse the school district all tuition and fees. This tuition/fees must be paid before a student can graduate.
5. Grades will be recorded on the student's transcript and will be computed into a student's Grade Point Average if the student chooses to take the class for high school credit.
6. Grades will be used to determine athletic eligibility.

DUAL ENROLLMENT
1 Semester or 1 Year Grades 9-12
Prerequisite: Approval from counselor and principal and have qualifying GPA and standardized test scores

Brandywine students may participate in a college, junior college, technical, or trade school program and receive both high school and postsecondary credit. This opportunity provides an economical means to expand the curricular options for all students and also begins to build a bridge between the high school experience and the college experience. A student in good academic standing while attending Brandywine High School may, with the prior approval of the principal, enroll in postsecondary credit classes at approved institutions and earn high school credit as well as postsecondary credit. The Counseling Office will provide students with information on the application procedure. The following steps must be followed:
1. The student must pick up an application from the Counseling Office to be approved by the student's counselor and the building principal.
2. The student must have his/her parents sign the application.
3. Students must meet the dual enrollment score requirements on a dual enrollment qualifying score assessment.
4. Students must be enrolled in both the school district and Postsecondary institution during the local school district's regular academic year, and must be enrolled in at least one high school class.
5. Students must meet the prerequisites of each course taken at the institution.
6. The college courses must not be offered by the district. An exception to this could occur if it is determined that a scheduling conflict exists, which is beyond the student's control.
7. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education. The school will not pay for remedial courses and all classes are subject to approval.
8. The school district will pay the student's tuition and mandatory course fees, material fees, books, and registration fees charged by the eligible post-secondary institution (up to the allotted amount that is determined by the State).
9. Students and parents are required to provide their own transportation.
10. Not more than 10 courses may be taken overall.
11. If a student receives an "F" in a dual enrollment course they MUST reimburse the school district all tuition and fees. This tuition/fees must be paid before a student can graduate.
12. Grades will be recorded on the student's transcript and will be computed into a

student's Grade Point Average if the student chooses to take the class for high school credit.
13. Grades will be used to determine athletic eligibility.

5TH YEAR EARLY MIDDLE COLLEGE (EMC)
Periods 1-4 Grades 11, 12
Lake Michigan College @ Bertrand Crossing
Prerequisite: Be on track for graduation, and have qualifying scores on a standardized test.

The Berrien County 5th Year Early Middle College (EMC) is an exciting and effective way for students to earn up to an Associate's Degree while still in high school. Through this innovative program, students will be able to save both time and money as they pursue a college credential. This program is designed to provide all students an opportunity to earn a high school diploma AND a career certificate, a MEMCA Certificate or an Associate degree, all of which can assist a student on a Bachelor's degree track or employment. In order to complete the coursework required for this program, students will commit to spending three years in the EMC, grades 11, 12, and 13.

The EMC is structured so that students gradually increase their exposure to college courses throughout their High School experience. Students apply for admission to the E/MC in grade 10, and if accepted, begin taking college classes in grade 11. Students will be half-time high school students and half-time college students during grades 11 and 12. By the time they reach the 5th year of high school, they'll be a full-time college student and all of their coursework will be completed on-site at a Lake Michigan College or Southwestern Michigan College.
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INTERNSHIP
1 Semester or 1 Year Grades 11, 12
Prerequisite: Approval from School To Career Coordinator

A period of time spent in business, industry or other agency for the purpose of providing students with opportunities to gain insight and direct experience related to one or more functions of the organization. Internship gives a student paid or unpaid work experience in a career field of study. Juniors may have 1 period of internship and seniors may have up to three periods of internship per semester.

LIBRARY INTERN
1 Semester or 1 Year Grades 11, 12
Prerequisite: Approval from librarian and School To Career Coordinator

Library assistants are carefully chosen for their willingness to learn library clerical skills and to carry out their duties efficiently and cheerfully with the ability to maintain confidentiality, accuracy and dependability. Duties include processing periodicals and newspapers, reading shelves, sorting and shelving of materials, assisting with book processing and performing miscellaneous duties. Students may work in the library for one period per semester. This is a credit/no credit course so students are not given a letter grade for this class.

LMC EARLY COLLEGE ACADEMY
Periods 1-4 Grades 11, 12
Lake Michigan College @ Bertrand Innovation Center
Prerequisite: 3.5 GPA and have a qualifying standardized test score

The academy is a more intensive Early College experience. You can take up to four, three-credit college courses per semester (12 contact hours maximum per semester), compared to the two courses generally recommended for traditional Early College plans. Students who attend the academy for one year typically earn 20 to 24 college credits. Those who attend during their junior and senior years and during the summer semesters can complete enough credits to earn an Associate's Degree and enter college full time as a junior following high school graduation. All academy classes take place

on Lake Michigan College's Bertrand Crossing Campus in Niles, giving you the full college experience with other college students. Classes meet in the mornings, five days a week. The second half of your school day is spent at your high school, allowing you to participate in sports, music, and club activities. You can also choose to be part of the many LMC clubs and activities available to students. The school district will pay the student's tuition, books (up to $300 maximum per semester) and mandatory course fees, material fees and registration fees charged by the post-secondary institution (up to the allotted amount that is determined by the State) up to 12 contact hours. Students must take a minimum of 6 contact hours per semester to be in this program. The purchase of books by the school is subject to change at any time based on the school budget and/or State law.

MATH/SCIENCE CENTER

4 Years Grades 9-12
Meets at Berrien Springs - Andrews University

Students with high aptitude may apply to participate in the Berrien County Mathematics and Science Center at Andrews University. This program provides students with exciting and challenging explorations in mathematics, science, and technology through an enriched environment and rigorous curriculum. Students wishing to participate should contact their counselor for further information

ON-LINE LEARNING COURSES

1 Semester or 1 Year Grades 9-12

Students are able to take up to two on-line courses per semester. Visit MiCourses and Edmentum for more information to view course offerings.

Before enrolling, check with your school counselor for permission and/or information on how to earn this kind of credit. Students must submit an application requesting the course(s) they would like to take online the semester BEFORE they wish to take the online course(s).

The following steps must be followed:
1. The student must pick up an application from the Counseling Office to be approved by the student's counselor and the principal. Students can not take more than two internet based classes per semester.
2. Students may only choose classes from the statewide online course catalog.
3. The on-line course cannot be a hobby, craft, or recreation course, or in the subject areas of theology, divinity, or religious education.
4. The district will not pay more than 1/12th of the school district's foundation allowance for a semester on-line course.
5. On-line courses must be completed within 1 semester of enrollment. Students will have 5 days into the semester to drop the on-line class. Senior students who are taking an on-line course 2nd semester of their senior year must have the course completed by Memorial Day.
6. On-line course grades will be recorded on the student's transcript and will be computed into a student's Grade Point Average. Grades will also be used to determine athletic eligibility.
7. Students must sign up for the online class with the school counselor the PRECEDING semester.

TECHNOLOGY INTERN

1 Semester or 1 Year Grades 11, 12
Prerequisite: Approval of Technology Staff and School To Career Coordinator

Students are selected to work in the office for one to two periods per semester. This is a project based course that will include work in: Software, Hardware and Network installation and troubleshooting. Students will receive a credit based on Formative and Summative assessments. This is a credit/no credit course so students are not given a letter grade for this class.

Shared-Time Programs

Several public schools in the area are providing additional courses for high school students through the Berrien County CTE Consortium. Shared-time simply means that the students from one school may take advantage of a program offered in a neighboring school. When students select one of these classes they are automatically under the jurisdiction of the operating school and must observe the rules of that school as well as those defined in the program. Below average skills in English are not a barrier for admission to any shared-time program. **Some of these courses may count as a fine art credit, a third year of a science, and the 2nd year of a World Language as long as a grade of "C" or higher is earned.**

Once these courses are part of a student's schedule they cannot be dropped without the permission of the high school counselor. If a student selects one of these programs it is a year long commitment. The student must complete the course with a grade of "C' or they will be required to reimburse the school district for all tuition and fees that have been paid for by the district. *Transportation for Shared-Time Programs is arranged by the home school. Students must ride arranged transportation or could possibly lose credit in their program.* To learn more information and to see the course offerings go to https://www.berrienresa.org/programs/career-technical-education/cte-programs.

AGRISCIENCE
Periods 1-3 Grades 11, 12
Niles High School

The Agriscience and Natural Resources program gives students the opportunity to participate in the planting, fertilizing, harvesting and marketing of farm products. Students learn about natural resources, plant science, bio-technology, landscaping design, floriculture, sales, marketing, customer relations and mechanical maintenance/repair.

ALLIED HEALTH
Periods 5-7 Grades 11, 12
Niles High School

Students will explore major medical occupations and receive certification in CPR (AHA)/First Aid (ARC). Additional certificates of competency can be acquired in Automated Electronic Defibrillator (ATC) and a second certificate in CPR (AHA)/First Aid (ARC)

both endorsed by Lakeland Medical Systems and Career Technical Education. Theory is enhanced by laboratory experiences in a well-equipped classroom and clinical visitations at Lakeland Medical Centers. A certificate of competency is awarded upon completion of the program that can lead to employment as a multi-skilled (acute care) patient assistant or nursing assistant (long-term care). Upon endorsement of the instructor, students may have an opportunity to earn credits for this course.

ATHLETIC TRAINER/SPORTS MEDICINE
Periods 1-3 Grades 11, 12
Buchanan High School

The Sports Medicine program assists students in career exploration and a mastery of basic injury care skills. The course provides students with a combination of classroom instruction and clinical experience that leads to career exploration in various sports medicine fields. Students learn the skills needed to provide basic injury care skills in their area of interest**.** Students may earn college credits for this course.

COMPUTER FUNDAMENTALS/ NETWORKING
Periods 1-3 Grades 11, 12
Buchanan High School

This class is an alliance between CISCO Systems, academy curriculum sponsors,

private institutions, education, business, government, and communities. This program trains students to build and maintain network systems and prepares them for the demands and opportunities of the information economy. Students who successfully complete this program and their Certified CISCO Network Academy (CCNA) certification will be on their way to a high tech career in network administration.

CONSTRUCTION TRADES
Periods 1-3 Grades 11, 12
Berrien Springs

The Construction Trades program prepares students with the skills necessary to work in the construction field building residential and light commercial buildings. The content areas of this class are: Hand and Power Tools, Masonry, Siding, Rough and Finish Carpentry, Roofing, Drywall, Electrical, and Plumbing

CORRECTIONS ACADEMY
Periods 1-3 Grades 11, 12
Berrien Springs

This course will prepare students for a career as a Correctional Officer. Students will have in-class instruction, complete industry designed and State approved training modules, and physical and agility conditioning. Students will have the opportunity to learn and train alongside current and retired Correctional Officers. This is the third high school level corrections academy in Michigan. Students 18 or older who successfully earn their credentials will strengthen their opportunity towards obtaining a job as a Correctional Officer right after graduation with starting pay around $50,000/year. Students may need to provide/share rides to any off site job observations/training sessions they may need to attend. This course requires students to participate in physical drills and fitness tests.

COSMETOLOGY
Periods 5-7 Grades 12
Buchanan

This certified program is regulated by the Michigan State Board of Cosmetology and meets the required 1500 hours of classroom and clinic floor experience. Students may enroll in the program during their junior or senior year of high school; however, students are encouraged to enroll as juniors so they will have time to complete the entire program during high school.

The cosmetology program trains students in the theory and practical aspects of cosmetology. The goal is to prepare students for immediate employment opportunities with special emphasis placed on enhancing technical skills with practical communication and people skills. The course is designed to help students develop proper habits in sanitation, health, and safety in the practice of cosmetology. A positive attitude and ethical business practices are emphasized throughout the course.

CULINARY ARTS
Periods 1-3 Grades 11, 12
Buchanan & Niles High Schools

The Culinary Foods Program is designed to teach the fundamentals of the culinary arts and to prepare students for entry into rewarding careers in the food industry. Students could also earn State Sanitation Certification through this course. Certification serves as a bonus for graduates who plan to enter the culinary field. There will be a great deal of practical application, including cooking, principles, knife skills, preparation of meats and fish, baking, catering, safety/sanitation procedures, food preparation, customer service, cashiering, waiter, busing skills, use of food service industry equipment, and a good deal of interaction with the school's food service program.

CYBERSECURITY
Periods 5-7 Grades 11, 12
Buchanan High School

This course will expose students to the duties and daily activities of a Cybersecurity professional. Students will participate in in-class instruction, complete a State-approved basic cybersecurity training course, and observe and train alongside professionals at local cybersecurity firms in real-world and training-based scenarios. Students will gain insights into what the job of a Cybersecurity expert entails and obtain the training, experience, and credentials that will enhance their candidacy for potential employment in this high-demand field directly after high school, with starting pay around $107,000/year.

DIGITAL MULTIMEDIA
Periods 1-3 Grades 11, 12
Buchanan High School

The course provides students with the basic hands-on skills and knowledge that a business professional is expected to understand and use, with an emphasis on the internet. Students will develop databases, evaluate website designs, generate website icons and graphics, and explore digital/multimedia careers that may interest them. CONTENT AREAS: Database development, networking, employability skills, website design.

EDUCATION
Periods 5-7 Grades 11, 12
Buchanan High School

This course will expose students to the duties and daily activities of an Education Professional. Students will participate in in-class instruction, participate in the state-approved Reading Scholars program, and observe and train alongside professionals at local educational professionals in real-world and training-based scenarios. Students will gain insights into what the job of an Educator entails and obtain the training, experience, and credentials that will enhance their candidacy for potential employment in this high-demand field directly after high school, with starting pay around $54,000/year. This course does qualify students for a bi-weekly stipend as well as qualifies them for a scholarship after graduation.

ELECTRICAL
Periods 1-3 Grades 11, 12
Buchanan High School

This course will expose students to the duties and daily activities of an Electrician. Students will participate in in-class instruction, complete a State-approved basic electrical training course, and observe and train alongside professionals at local electrical companies in real-world and training-based scenarios. Students will gain insights into what the job of an Electrician entails and obtain the training, experience, and credentials that will enhance their candidacy for potential employment in this high-demand field directly after high school, with starting pay around $67,000/year.

EMERGENCY MEDICAL TECHNICIAN-EMT
Periods 1-3 Grades 11, 12
Berrien Springs

This program provides an opportunity to earn emergency medical technician and specialist certificates. Courses are college level and the student must earn a grade of "C" or better on all tests/homework, dress as required by clinics and complete 32 hours of clinical work with local ambulance service and hospitals (earned concurrently with class). Information and paperwork will be provided to register in the National Registry and to make reservations for the State examination.

FIRE SERVICE
Periods 1-3 Grades 11, 12
Berrien Springs

Students enrolled in Fire Fighting I & II will become part of the Berrien Springs Oronoko Fire Department Cadet program. Cadets must be at least 16 years old and have a medical release form for emergency medical treatment. Cadets will be issued full personal protective equipment along with training manuals. This is a half-day program that includes more than 225 hours of state mandated training and testing. Students who successfully pass all written and authentic testing will become state certified in Fire Fighting I & II upon reaching their 18th birthday and membership in a fire department. This certification is valid for employment anywhere in the state of Michigan.

Graphic Design & Production:
Periods 1- 3 Grades 11, 12
Niles High School

Students advance their graphic design skills through designing, creating and publishing in several different platforms of web, photography, print media, and multimedia. Software training includes Adobe Creative
Cloud. Students continue to use professional industry-standard imaging-editing technologies and software which contains tools for designers to produce sophisticated graphics for the web, multimedia and print medias. Emphasis will be given to product advertising, portfolio development, technology demonstrations, visual and interactive displays, and point-of-purchase advertising.

LAW ENFORCEMENT ACADEMY
Periods 1-3 Grades 11, 12
Berrien Springs

Students in Law Enforcement will discuss the overall structure of the criminal justice system in the United States, understand the impact of crime on victims, discuss the process of the judicial and juvenile justice systems, and the current state of America's penal system. Courses in CPR and Emergency First Aid are incorporated into this program of study. In addition to the academic setting, students participate in field trips and will experience guest lectures in each field of study. With the cooperation of the law enforcement community, students also receive hands-on courses in basic crash reconstruction and crime scene investigations. This class gives excellent exposure to students that are interested in further knowledge of, or a career in, the criminal justice field.

911 TELECOMMUNICATOR
Periods 5-7 Grades 11, 12
Berrien Springs High School & Berrien County Central Dispatch
Berrien Springs

This course will expose students to the duties and daily activities of a 911 Emergency Telecommunicator. Students will have in-class instruction, complete a State approved 911 basic training course, practice with AI generated virtual simulation call training, as well as observe and train beside our partners at Berrien County Central Dispatch in real world and training based scenarios. Students will be able to see and experience what the job of a 911 Telecommunicator entails and obtain the training, experience and credentials that will strengthen them as a candidate for potential employment in this high needs field directly out of high school with starting pay around $50,000/year.
Students will need to provide/share rides to a number of job observations/training sessions at Berrien County Central Dispatch.
Students may be exposed to the harsh realities of emergency situations while participating in the course. Our social workers will be available for any debriefings and emotional coaching/education.

ELECTRICAL & AUTOMATION TECH

Periods 5-7 Grades 11, 12
Southwestern Michigan College in Niles

Mechatronics combines electrical, mechanical, telecommunications, and computer engineering to design and run robotic manufacturing equipment. A mechatronics engineer unites these fields to create a simpler, more economical, and reliable manufacturing system. Students will learn the process to install, maintain and repair electric and electronic equipment. Subject matter covers hydraulics, pneumatics, and welding, as well as networked controllers and interactive web-based asset management. Digital principles are presented in the context of programmable logic devices and microcontrollers.

PROFESSIONAL HEALTH CAREERS ACADEMY
Periods 1-3 Grades 11, 12
Niles High School 3.0 GPA

The Professional Health Careers Academy program introduces high school juniors and seniors to professional health careers through both course work and rotating internships in area healthcare facilities. It is a partnership between the Lakeland Regional Health System, Lake Michigan College, Western Michigan University, the PA 56 Consortium, and the Berrien RESA. Students may earn college credits for this course.

WELDING
Periods 1-3 Grades 11, 12
Southwestern Michigan College in Niles

This class is designed for the student who has a genuine interest in learning to weld as a part of his/her future occupation. Many areas of welding, including oxyacetylene, electric arc, MIG (Metal Inert Gas welding), and TIG (Tungsten Inert Gas welding) will be taught. Manual and automatic flame cutting will also be included. Primary emphasis will be on job entry skills.

School-To-Career

The Brandywine High School Career Pathway system is designed to prepare students to make effective school-to-career connections. Students will participate in a work-based learning experience as part of their career pathway and individual academic/career plan. Through learning experiences that connect school-based learning to work-based experiences the student will be better prepared to realize both academic and career potential.

SCHOOL-TO-CAREER
1 Year Grades 11, 12

The School-to-Career course is an employment-based program; i.e. work experience. Students will participate and earn credit in supervised work experiences that supports their Career Pathway. Students will be expected to model and demonstrate punctuality, good communication skills, cooperative work habits and team efforts supportive of the industry and employer. An individualized plan, which links the school and work-based experience, will be developed by the student, employer and teacher/coordinator. All work sites and plans must be approved by the School-to-Career Coordinator.

Juniors may have 1 period of School-To-Career per semester and seniors may have up to 3 periods per semester. Each class period that a student has School-To-Career they must work 5 hours at their job.

SCHOOL TO CAREER- AUTO TECH
1 Year Grades 11, 12
Prerequisites: Completion of Auto Tech 1 with a 70% or better AND instructor approval.

This advanced, capstone course bridges the gap between the classroom and the professional world. Designed for highly motivated juniors and seniors, this course allows students to spend their scheduled class time directly embedded within a local industry. Whether working as a registered apprentice or a corporate intern, students gain hands-on, real-world experience under the direct mentorship of industry professionals.
Students will apply the technical and "soft" skills learned in their prerequisite CTE coursework to actual workplace projects, building a professional network and a robust portfolio before graduation. Students will meet with the “teacher of record” at least once per week.

SCHOOL TO CAREER: MASTER BROADCASTING
1 Year Grades 11, 12
Prerequisites: Completion of Intro to Broadcasting with a 70% or better AND instructor approval.

This advanced, capstone course bridges the gap between the classroom and the professional world. Designed for highly motivated juniors and seniors, this course allows students to spend their scheduled class time directly embedded within a local industry. Whether working as a registered apprentice or a corporate intern, students gain hands-on, real-world experience under the direct mentorship of industry professionals.
Students will apply the technical and "soft" skills learned in their prerequisite CTE coursework to actual workplace projects, building a professional network and a robust portfolio before graduation. Students will meet with the “teacher of record” at least once per week.

SCHOOL TO CAREER- BUS. /FINANCE
1 Year Grades 11, 12
Prerequisites: Completion of a level 1 Business or Finance class AND instructor approval.

This advanced, capstone course bridges the gap between the classroom and the professional world. Designed for highly motivated juniors and seniors, this course allows students to spend their scheduled

class time directly embedded within a local industry. Whether working as a registered apprentice or a corporate intern, students gain hands-on, real-world experience under the direct mentorship of industry professionals.
Students will apply the technical and "soft" skills learned in their prerequisite CTE coursework to actual workplace projects, building a professional network and a robust portfolio before graduation.
Students will meet with the “teacher of record” at least once per week.

SCHOOL-TO-CAREER- CABINETMAKING
1 Year Grades 11, 12
Prerequisites: Completion of Wood Technology with a 70% or better AND instructor approval.

This advanced, capstone course bridges the gap between the classroom and the professional world. Designed for highly motivated juniors and seniors, this course allows students to spend their scheduled class time directly embedded within a local industry. Whether working as a registered apprentice or a corporate intern, students gain hands-on, real-world experience under the direct mentorship of industry professionals.
Students will apply the technical and "soft" skills learned in their prerequisite CTE coursework to actual workplace projects, building a professional network and a robust portfolio before graduation.
Students will meet with the “teacher of record” at least once per week.

SCHOOL-TO-CAREER- CAD
1 Year Grades 11, 12
Prerequisites: Completion of CAD-1 with a 70% or better AND instructor approval.

This advanced, capstone course bridges the gap between the classroom and the professional world. Designed for highly motivated juniors and seniors, this course allows students to spend their scheduled class time directly embedded within a local industry. Whether working as a registered apprentice or a corporate intern, students gain hands-on, real-world experience under the direct mentorship of industry professionals.
Students will apply the technical and "soft" skills learned in their prerequisite CTE coursework to actual workplace projects, building a professional network and a robust portfolio before graduation.
Students will meet with the “teacher of record” at least once per week.

SCHOOL-TO-CAREER- MACHINE TOOL
1 Year Grades 11, 12
Prerequisites: Completion of Machine Tech & Welding with a 70% or better AND instructor approval.

This advanced, capstone course bridges the gap between the classroom and the professional world. Designed for highly motivated juniors and seniors, this course allows students to spend their scheduled class time directly embedded within a local industry. Whether working as a registered apprentice or a corporate intern, students gain hands-on, real-world experience under the direct mentorship of industry professionals.
Students will apply the technical and "soft" skills learned in their prerequisite CTE coursework to actual workplace projects, building a professional network and a robust portfolio before graduation.
Students will meet with the “teacher of record” at least once per week.

Brandywine Athletics

Mission Statement
The Brandywine Community School District is committed to providing quality athletic programs as a complement to academic excellence. We will strive to provide the best athletic instruction, equipment, and facilities possible. We will provide academic support for our student-athletes through cooperation and communication between administration, coaches, teachers, students and parents. We believe participation in athletics can build confidence, self-esteem, teamwork, and a positive mental attitude. The experience and skills learned through athletics will help prepare our students for life's activities.

All freshmen are eligible to participate in high school sports. Eligibility for participation is checked regularly to ensure that students don't fall behind in their coursework. The following is a list of sports available at Brandywine High School:

HIGH SCHOOL SPORTS

Fall	Cross Country
Fall	Football
Fall	Men's Soccer
Fall	Volleyball
Fall	Men's Tennis
Fall/Winter	Cheer
Winter	Bowling
Winter	Men's Basketball
Winter	Women's Basketball
Winter	Wrestling
Spring	Baseball
Spring	Softball
Spring	Track and Field
Spring	Women's Tennis
Spring	Women's Soccer
Spring	Golf

Mr. David Sidenbender
Athletic Director
(269) 683-4800 ext. 3108

Extra-Curricular Activities

Extra-Curricular activities and school sponsored clubs enhance the school environment Participation in school and out of school is encouraged. The following is a list of some of the extra-curricular activities available at Brandywine High School:

Academic Challenge Team
Quiz Bowl type activity which competes against other schools

Art Club
Meets weekly after school to explore different art media that are not covered in class. The purpose of the Art Club is to give extra time to develop students' artistic skills and abilities.

Board Game Club
This club is open to all 9th-12th grade students. Board Game club is an opportunity to come together with friends and learn new games, improve your mind, have a great time, and even to use board game experiences to design your own and play test it with others. We meet weekly and play games like Settlers of Catan, Incan Gold, and Betrayal in the House on the Hill.

Chess Club
Chess is one of the oldest and most beloved games in western society. Our chess club practices and competes with other schools as we hone our strategic decision-making skills.

Dungeons and Dragons
At its heart, Dungeons & Dragons is a game that focuses on storytelling and teamwork. There's dice rolls, quests, loot, monsters, and everything in-between. Join our D&D Club community to take part in the adventure!

eSports
eSports takes the competitive nature of physical sports and applies it to video games. Our teams practice mechanical, tactical, and social skills in order to compete against other schools while working toward team-based objectives.

History Club
Students will explore history through various activities, including field trips.

Instrumental Music
Concerts, Jazz Band, Marching Band, Solo & Ensembles

Key Club
Key Club is a student-led, high school organization. Our members make the world a better place through service. In doing so, we grow as individuals and as leaders by answering the call to lead and serve.

National Honor Society
Sophomores, juniors, and seniors who have a cumulative G.P.A. of 3.0 or higher and based on service and leadership.

National Technical Honor Society
NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Students must have a 3.0 GPA and be recommended by a CTE instructor to join.

Science Olympiad
Students compete against other schools in science competition

Spanish National Honor Society
Students maintain an “A” average in Spanish for at least three semesters.

Student Council
Show leadership and responsibility. Sponsor dances and Homecoming events.

Recommended by University Boards

Four-Year Course of Study

Below are four different levels of education after high school to guide you in making course selections. When making academic choices, it is important to have a realistic perception of your abilities and to make your selection accordingly. Very few students would qualify for the requirements necessary to be admitted into Plan 1, the most competitive four-year plan. The colleges that accept students under Suggested Plans II and III are excellent colleges and the majority of our students would qualify for these two categories.

- **MOST COMPETITIVE COLLEGES**
  Average ACT 28/SAT 1320 Minimum GPA 3.50
  4 years of English - English 9, 10, 11, and 2 semesters of strong college prep electives
  4 years of Math or more - Students need to take the most rigorous courses possible.
  3 years of Lab Sciences (minimum) - Students need to take the most rigorous courses possible.
  3 years of Social Studies – Civics/Economics, US History, and two semesters of strong college prep electives
  2-4 years of Foreign Language
  4 core classes taken the senior year

- **COMPETITIVE COLLEGES**
  Average ACT 25/SAT 1220 Minimum GPA 3.0
  4 years of English - English 9, 10, 11, and 2 semesters of strong college prep electives
  3 years of Math (minimum) - Algebra 1, Geometry, Algebra 2
  3 years of Social Studies – Civics/Economics, US History, 2 semesters of electives
  2-3 years of Science - Biology, Chemistry, Physics, and Anatomy/ Physiology
  2-4 years of a Foreign Language is encouraged and in some cases required.
  4 core classes taken the senior year

- **LESS COMPETITIVE COLLEGES**
  Average ACT 20/SAT 1050 Minimum GPA 2.5
  4 years of English - English 9, 10, 11, and 2 semesters of strong college prep electives
  2-3 years of Math - Algebra 1, Geometry, Algebra II
  2-3 years of Science - Environmental/Earth Science, Biology, and Chemistry
  3 years of Social Studies – Civics/Economics, US History, 2 sem. of electives
  2 years of a Foreign Language is encouraged but not required.

- **COMMUNITY COLLEGE, BUSINESS SCHOOL, TRADE SCHOOL OR APPRENTICESHIP PROGRAMS.**
  3 years of English (Minimum)
  3 years of Social Studies
  Completion of Algebra, however some trade schools or apprenticeship programs may want more math background
  1 year of Science
  Students should take classes within the department of their major field of study or interest area.

TIPS FOR COLLEGE ADMISSION

Colleges consider the following areas when reviewing college applications for admission:

1. The high school academic record is the most important. This includes:
    a. College prep classes (5 academic areas: English, Math, Science, Social Studies and Foreign Languages)
    b. Level and intensity of courses such as Dual Enrollment, Honors and AP courses completed.
2. Grade point average and rank in class.
3. Test Scores - ACT and/or SAT
4. Recommendation from high school (which include student's character and personality)
5. Extracurricular activities

Michigan Colleges and Universities

It is the understanding of the students and staff at Brandywine High School that continuing education is necessary for both college and university pathway students so they can better compete in the future job market.

Upper Peninsula
Suomi College--Hancock
Michigan Tech. University--Houghton
Northern Michigan University
Gogebic Community College
Bay De Noc Community College
Lake Superior St. University

Northern Michigan
North Central Michigan College
Alpena Community College
Kirtland Community College
Northwestern Michigan College
Baker College of Cadillac
Ferris State University
West Shore Community College

Mid Michigan
Mid Michigan Community College
Northwood University
Central Michigan University
Alma College
Great Lakes Junior College
Montcalm Community College
Delta College
Saginaw Valley State University
Baker College of Port Huron
St. Clair Community College
Baker College of Muskegon
Muskegon Community College

Lansing Area
Michigan State University
Lansing Community College
Davenport College of Business
Great Lakes Christian College
Baker College of Owosso

Grand Rapids Area
Grand Valley State
University--Allendale
Grand Rapids Community College
Aquinas College
Calvin College
Davenport College of Business
Grace Bible College
Cornerstone College
Kendall College of Art and Design
Reformed Bible College
Hope College

Kalamazoo Area
Western Michigan University
Kalamazoo Valley Community College
Davenport College of Business
Kalamazoo College

Lower Michigan
Lake Michigan College
Southwestern Michigan College
Andrews University
Glen Oaks Community College
Olivet College
Baker College--Jackson
Albion College
Kellogg Community College
Hillsdale College
Jackson Community College
Spring Arbor College
St. Mary's College
Adrian College
Siena Heights College
Eastern Michigan University
Monroe County Community College

Flint Area
University of Michigan--Flint
Charles S. Mott Community College
Baker College of Flint
Kettering (formerly GMI)

Detroit Area
U. Michigan--Dearborn
Wayne State University
Henry Ford Community College
Macomb Community College
Oakland C.C.--Bloomfield Hills
Schoolcraft College--Livonia
Wayne County Community College
Center for Creative Studies
Detroit College of Business
Lawrence Technological University
Lewis College of Business
Madonna University--Livonia
Marygrove College
Sacred Heart Seminary College
University of Detroit Mercy
Walsh College of Acct. & B.A.--Troy
William Tyndale College--Farming Hills
Baker College of Mt. Clemons

Rochester Area
Michigan Christian College
Oakland University
Baker College of Auburn Hills

Ann Arbor Area
University of Michigan
Washtenaw Community College
Cleary College
Concordia College

Website Directory – Michigan Colleges and Universities

PUBLIC FOUR-YEAR COLLEGES & UNIVERSITIES

Central Michigan University
(www.cmich.edu)
Eastern Michigan University
(www.emich.edu)
Ferris State University
(www.ferris.edu)
Grand Valley State University (www.gvsu.edu)
Lake Superior State University
(www.lssu.edu)
Michigan State University
(www.msu.edu)
Michigan Tech University
(www.mtu.edu)
Northern Michigan University
(www.nmu.edu)
Oakland University
(www.oakland.edu)
Saginaw Valley State University
(www.svsu.edu)
University of Michigan
(www.umich.edu)
Wayne State University
(www.wayne.edu)
Western Michigan University
(www.wmich.edu)

PUBLIC JUNIOR & COMMUNITY COLLEGES

Alpena Community College
(www.alpenacc.edu)
BayDeNoc Community College
(www.baycollege.edu)
Charles Stewart Mott Comm. College
(www.mcc.edu)
Delta College
(www.delta.edu)
Glen Oaks Comm. College
(www.glenoaks.cc.mi.us)
Gogebic Community College
(www.gogebic.cc.mi.us)
Grand Rapids Community College
(www.grcc.edu)
Great Lakes Maritime Acad.
(www.nmc.edu/maritime)
Henry Ford Community College
(www.hfcc.edu)
Jackson Community College
(www.jccmi.edu)
Kalamazoo Valley Comm. College
(www.kvcc.edu)
Kellogg Community College
(www.kellogg.edu)
Kirtland Community College
(www.kirtland.edu)
Lake Michigan College
(www.lakemichigancollege.edu)
Lansing Community College
(www.lcc.edu)
Macomb Community College
(www.macomb.edu)
Mid Michigan Comm. College
(www.midmich.edu)
Monroe Count. Comm. College
(www.monroeccc.edu)
Montcalm Community College
(www.montcalm.edu)
Muskegon Comm. College
(www.muskegon.cc.mi.us)
North Central Michigan College
(www.ncmich.edu)
Northwestern Michigan College
(www.nmc.edu)
Oakland Community College
(www.oaklandcc.edu)
Schoolcraft College
(www.schoolcraft.edu)
Southwestern Michigan College
(www.swmich.edu)
St. Clair County Community College
(www.sc4.edu)
Washtenaw Community College
(www.wccnet.edu)
Wayne County Community College
(www.wccc.edu)
West Shore Community College
(www.westshore.edu)

NONPUBLIC TWO & FOUR-YEAR COLLEGE & UNIVERSITIES

Adrian College
(www.adrian.edu)
Albion College
(www.albion.edu)
Alma College
(www.alma.edu)
Andrews University
(www.andrews.edu)
Aquinas College-MI
(www.aquinas.edu)
Baker College
(www.baker.edu)
Calvin College
(www.calvin.edu)
Cleary College
(www.cleary.edu)
College for Creative Studies
(www.ccsdetroit.edu)
Cornerstone College
(www.cornerstone.edu)
Davenport College
(www.davenport.edu)
Great Lakes Christian College
(www.glcc.edu)
Hillsdale College
(www.hillsdale.edu)
Hope College
(www.hope.edu)
Kalamazoo College
(www.kzoo.edu)
Kendall College of Art and Design
(www.kcad.edu)
Kettering University
(www.kettering.edu)
Kuyper College
(www.kuyper.edu)
Lawrence Technological University
(www.ltu.edu)
Madonna University
(www.madonna.edu)
Marygrove College
(www.marygrove.edu)
Northwood University-MI
(www.northwood.edu)
Olivet College
(www.olivetcollege.edu)
Rochester College
(www.rc.edu)
Spring Arbor College
(www.arbor.edu)
University of Detroit Mercy
(www.udmercy.edu)
Walsh College
(www.walshcollege.edu)

NCAA Initial – Eligibility Clearinghouse

YOUR RESPONSIBILITY AS A PROSPECTIVE STUDENT ATHLETE

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. It is your responsibility to make sure the Clearinghouse has the documents it needs to certify you.

Initial-eligibility standards help ensure you are prepared to succeed in college. The eligibility process also protects the fairness and integrity of college sports by ensuring student-athletes are amateurs. If you want to practice, compete and receive an athletics scholarship during your first year at a Division I or II school, the NCAA Eligibility Center must certify you as eligible. As a college-bound student-athlete, you are responsible for your eligibility — that means planning ahead, taking high school classes seriously and protecting your amateur status.

9th Grade: Start planning now! Register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements. Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/course list to ensure you are taking the right courses, and earn the best grades possible!

10th Grade: If you are being actively recruited by an NCAA school and have a Profile Page account, transition it to the right Certification account. Monitor the task list in your NCAA Eligibility Center account for next steps. At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account. If you fall behind academically, ask your high school counselor for help finding approved courses you can take

11th Grade: Ensure your sports participation information is correct in your Eligibility Center account. Check with your high school counselor to make sure you are on track to complete the required number of NCAA-approved core courses and graduate on time with your class. Take the SAT/ACT and submit your scores to the Eligibility Center using code 9999*. At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

12th Grade: Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org. Take the SAT/ACT again, if necessary, and submit your scores to the Eligibility Center using code 9999.* Complete your final NCAA-approved core courses as you prepare for graduation. After you graduate, ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

Core Units Required for NCAA Certification

Courses	Division I	Division II
English Core	4 years	3 years
Math Core (including Algebra I or higher)	3 years	2 years
Science Core (including at least one year of lab science, if offered.)	2 years	2 years
Social Studies Core	2 years	2 years
Additional English, Math, or Science	1 year	3 years
Additional Core (from any areas above, Foreign Language, Philosophy, and Non Doctrinal Religion)	4 years	4 years
TOTAL CORE UNITS REQUIRED	16	16

Division I: Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. Earn a corresponding test score that matches your core-course GPA (minimum 2.3) on the Division I sliding scale. Submit your final transcript with proof of graduation to the Eligibility Center.

Division II: Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. Earn a corresponding test score that matches your core-course GPA (minimum 2.2) on the Division II sliding scale. Submit your final transcript with proof of graduation to the Eligibility Center.

The NCAA has approved the following courses for use in establishing the initial-eligibility certification status of student-athletes from this school.

NCAA Approved Core Courses

ENGLISH
English 12
English 11
English 10
English 9
English Comp. I
English Comp. I
Journalism
Public Speaking
MATHEMATICS
Algebra I
Algebra II
Calculus
Calculus DE
Geometry
MSC Algebra II
MSC AP Cal
MSC Geometry
MSC Pre-Calc
Pre-Calculus- DE
Trigonometry/Pre-Calculus

SOCIAL SCIENCE
Econ
Civics
Psychology
Sociology
US History
World Geography
World History
Current Events
NATURAL/PHYS-ICAL SCIENCE
Anatomy
Biology I CP
Biology II
Chemistry I
Chemistry II
Earth Science
Environmental Science
MSC Biology I
MSC Biology II
MSC Chemistry I
MSC Chemistry II
MSC Physics I
MSC Physics II
Physical Science
Physics I
Physics II
ADDITIONAL CORE COURSE
French I
French II
French III
French IV
French V
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V

Four Year Career Pathway Worksheet

Student Name: _____

Career Pathway:_____

It is important for parents/guardians and their students to plan out a four-year educational plan. This page is provided to assist you with this process. The classes listed, often called core classes, are those which are required. Where “elective” is indicated the student may choose the course he/she wishes to take. When selecting electives be sure to read the course description for the elective. Certain electives can only be taken during specific years and/or require prerequisites.

Freshman	
Semester I	**Semester II**
English 9	English 9
Math	Math
Science	Science
US History	US History
Health/P.E.	Health/P.E.
Elective	Elective
Elective	Elective

Sophomore	
Semester I	**Semester II**
English 10	English 10
Math	Math
Science	Science
Economics/Civics	Economics/Civics
Elective	Elective
Elective	Elective
Elective	Elective

Junior	
Semester I	**Semester II**
English 11	English 11
Math	Math
Science	Science
World History	World History
Elective	Elective
Elective	Elective
Elective	Elective

Senior	
Semester I	**Semester II**
English 12	English 12
Paychecks to Profits	Paychecks to Profits
Elective	Elective
Elective	Elective
Elective	Elective
Elective	Elective
Elective	Elective

Brandywine High School Schedules

Daily Schedule			
Period 1	7:45am - 8:40am	Class	55 minutes
Period 2	8:45am - 9:35am	Class	50 minutes
Period 3	9:40am - 10:30am	Class	50 minutes
Period 4	10:35am - 11:25am	Class	50 minutes
Period 5	11:55am - 12:45pm	A Lunch	Lunch time 11:25am - 11:50am
	11:30am - 11:55am/ 12:20pm - 12:45pm	B Lunch MS	Lunch time 11:55am - 12:20pm
	11:30am - 12:20pm	C Lunch	Lunch time 12:20pm - 12:45pm
Period 6	12:50pm - 1:40pm	Class	50 minutes
Period 7	1:45pm - 2:35pm	Class	50 minutes

Late Start Schedule (2nd and 4th Wednesdays)			
Period 1	9:45am - 10:15am	Class	30 minutes
Period 2	10:20am - 10:50am	Class	30 minutes
Period 3	10:55am - 11:25am	Class	30 minutes
Period 4	11:30am - 12:00pm	Class	30 minutes
Period 5	12:25pm - 12:55pm	A Lunch	Lunch time 12:00pm - 12:25pm
	12:00pm - 12:30pm	B Lunch MS	Lunch time 12:30pm - 12:55pm
	12:05pm - 12:55pm	C Lunch	Lunch time 12:55pm - 1:20pm
Period 6	1:25pm - 1:55pm	Class	30 minutes
Period 7	2:00pm -2:35pm	Class	30 minutes

Thanks to our high school staff for their implementation of our Career Pathways Program.

Evan Winkler
Josh Hood
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Wynne Baumgartner
Rebecca Brandt
MariBeth Burge
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Abilyn Janke
Teddi Kella
Richard Kennedy
Julie Kern
Nate Knapp
Kim Knapp
Tammy Lee
Ruth Livengood
Grace Loveless
Drew Markel
Taylor Masse
Rory McLaughlin
Brian McNamara
Jeff Miller
Aimee Miracle
Jenn Murray
Gaige Nelson
George Nelson
Cody Ostrander
Sara Paul
Rex Pomranka
Abbie Prenkert
Angie Roeder
David Roeder
Ryan Schau
Kirk Shafer
David Sidenbender
Mariah Srmek
Barbara Starr
Cindy Swem
Becky Turner
Alli Ulrickson
Lindy Valenzuela
Al Westendrop
Tim Witherow

Brandywine Community Schools does not discriminate on the basis of race, color, religion, sex, national origin, height, weight, marital status, political belief, genetic information, disability or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities. Title IX: Elise Sorensen, Director of Adult, Alternative and Special Education. Section 504 Coordinator: Matt Severin, Principal. Civil Rights Coordinator: Travis Walker, Superintendent. For procedural information, please review Brandywine Community Schools Board policies.