

Welcome

Class of 2022

Incoming Freshman Night - Parent Program

January 15, 2018

H.H. Dow Administrative Staff

Dr. Steve Poole, Principal
Jennifer Coppens, Assistant Principal
Carla Koch, Assistant Principal & Special Education Supervisor
John Streeter, Athletic Director
Julie Villano, Assistant Principal

H.H. Dow Counseling Staff

Doug Bradford
Jill English
Lori Hallberg

CHARGER SPIRIT

Strength*Pride*Integrity*Respect*Intensity*Tradition

The Charger Shoppe will be open from 5:45-7:30 p.m. for all your Dow High needs.
(Cash, credit card, or checks accepted)

Thanks to the Dow High School Music Department for this evening's performances.
Orchestra at beginning of parent presentation
Choir in the hallways
Band in the student presentations

Incoming Freshman Parent Night 2018

- 6:00 p.m. Welcome - Dr. Poole
 General Overview - Jill English
- 6:30 p.m. Dismiss from cafeteria

Curricular Mini Sessions - Parents can choose any 5 sessions.

- 6:35 - 6:45 Session 1
 6:50 - 7:00 Session 2
 7:05 - 7:15 Session 3
 7:20 - 7:30 Session 4
 7:35 - 7:45 Session 5
- Choir will sing in between sessions and act as the "bell" to change to the next session.

Parents will meet their student in the green gym for information on clubs and athletics.

Curricular Area	Session	Room	Staff
Art	1, 2, 3, 4, 5	Rm 129A	Mr. Gledhill & Dr. Francisco
Career and Technical Education	1, 2, 3, 4, 5	Rm 129B	Ms. Royalty
<i>Automotive Technology</i>			
<i>Business</i>			
<i>CAD/Engineering</i>			
<i>Family & Consumer Science</i>			
English	1, 2, 3, 4, 5	Rm 128	Ms. Moulthrop
<i>Debate</i>			
<i>Journalism and Yearbook</i>			
Health and Physical Education	1, 2, 3	Rm 132	Ms. Williams
International Baccalaureate Program	1, 2, 3, 4, 5	Rm 133	Ms. Pancost
Mathematics	1, 2, 3, 4, 5	Little Theater	Mr. Watkins & Ms. White
Music		Rm 113	
<i>Band</i>	3, 4, 5		Ms. Bruski & Mr. DeRees
<i>Choir</i>	2		Ms. Farison
<i>Orchestra</i>	1		Ms. Thoms
Science	1, 2, 3, 4, 5	Rm 109	Mr. Kobel & Mr. McNamara
Social Studies	1, 2, 3, 4, 5	Room 134	Ms. Outinen
Special Education	1, 2, 3, 4, 5	Room 136	Ms. Koch
World Language		Room 118	
<i>German</i>	4, 5		Mr. Smith
<i>Spanish</i>	1, 2, 3		Ms. Bonotto

DOW HIGH MISSION STATEMENT

We are committed to helping learners acquire and use knowledge, communicate effectively, and become responsible and respectful individuals prepared to meet the challenges of the future.

DOW HIGH VISION STATEMENT

To be the best high school in Michigan

School Song

Onward Chargers, on to victory
Lead us on to fame
We'll fight for green and gold
Our colors bright
We're out to win this game, Go-Fight-Win!

Chargers, we will be true to you
Faithful 'til our struggle is through
Dow High
Our pride lives long
Charging onward to victory strong.
Fight!

The Charger Shoppe Hours during the school year

7:15-7:35 a.m.
10:53-11:23 a.m.
11:53 - 12:23 p.m.
2:25 - 3:00 p.m.

The Charger Shoppe is the official H. H. Dow High School store and place for students, parents, alumni, and staff to shop. Items available at the store for purchase include a wide variety of Dow High apparel, snacks, and drinks. DECA and Advanced Merchandising education students operate the Charger Shoppe as well as organize and produce the Prom Fashion Show. Stop in the Charger Shoppe for great clothing, delicious food, and excellent service.

H. H. Dow High School School Day Schedule

7:40 a.m. – 8:35 a.m. 1st hour
8:41 a.m. – 9:35 a.m. 2nd hour
9:42 a.m. – 10:47 a.m. 3rd hour

10:53 a.m. – 11:23 a.m. 1st Lunch
11:28 a.m. – 12:23 p.m. 4th hour
OR

10:53 a.m. – 11:48 a.m. 4th hour
11:53 a.m. – 12:23 p.m. 2nd Lunch

12:29 p.m. – 1:24 p.m. 5th hour
1:30 p.m. – 2:25 p.m. 6th hour
2:30 p.m. – 3:25 p.m. 7th hour

Special Activities

Homecoming, Magazine Drive, Fall Play, Ren Fair, Spring Musical, School Dances, Concerts (Band, Orchestra, Choir), Prom, Spirit Weeks

Club Directory

Alpine Club	DECA	GURPC	Robotics
Auto Lab	Drama Club	Key Club	SADD/SAVE
Band Club	Equestrian Team	National Art Honor Society	Science Club
Charger Chefs	Finance Club	National Honor Society	Science Olympiad
Chem Club	FGL - Freaks, Geeks, Losers	Ping Pong	Skills USA
Chess Club	French Club	Poetry Club	Spanish Club
Club Med	Gay Straight Alliance	Pom Pon	Student Council
Conservation Club	German Club	Quiz Bowl	

ATHLETICS - The best way to teach sportsmanship is to practice good sportsmanship.

Girls' Sports

Basketball (Winter), **Bowling** (Winter), **Cheerleading** (Fall & Winter), **Cross Country** (Fall), **Golf** (Fall), **Lacrosse** (Spring), **Soccer** (Spring), **Softball** (Spring), **Swimming** (Fall), **Tennis** (Spring), **Track** (Spring), **Volleyball** (Fall)

Boys' Sports

Baseball (Spring), **Basketball** (Winter), **Bowling** (Winter), **Cross Country** (Fall), **Football** (Fall), **Golf** (Spring), **Hockey** (Winter), **Lacrosse** (Spring), **Soccer** (Fall), **Swimming** (Winter), **Tennis** (Fall), **Track** (Spring), **Wrestling** (Winter)

Helpful Tips

We have open campus lunch at Dow High. Students who stay in for lunch still have a menu options. There are three separate lunch lines in the cafeteria and microwaves are available. The Charger Shoppe is also open during both lunch hours and after school.

There are six minutes between each class first through sixth hours and five minutes between sixth and seventh hours. It is always a good idea for students to plan locker stops when looking at their schedule since students cannot take their backpacks to class.

Students share a locker with a same gender and grade level student. Forms to pick a locker partner are available in late April or early May both at Jefferson MS and in the Dow HS main office.

In order to get good grades, organization and preparation are key. In addition, students should make sure they do their homework and participate in class. It is helpful to check *Home Access Center* regularly or email teachers with questions.

Counselors can match students with NHS tutors as needed during lunch or from 2:30 to 4:00 in the Media Center each school day.

MEETING THE HIGH SCHOOL GRADUATION REQUIREMENTS

To graduate, a student needs 22 credits. Students generate credit by **PASSING COURSES**. Each semester course generates .5 semester hours of credit. Each year-long course generates 1 hour of credit per period.

Primarily credits toward graduation are earned in high school, however, high school equivalent math or world language courses taken by a middle school student are counted toward the graduation requirements and minimum 22 credits to graduate from high school. These courses will not be calculated into the high school GPA. GPA calculations begin in the fall when a student attends school as a full-time student in grade 9. Exceptions to this are high school honors courses and the third full year (five days a week) and above in a world language taken by a middle school student. These courses will earn credit towards graduation, honors points and GPA consistent with their high school counterparts.

Required credits include:

4 credits	Mathematics: Students must earn credit for Algebra I, Geometry, Advanced Algebra, and a math or math-related course during the senior year. Students may also select an Integrated Math four course (year) sequence.
4 credits	English Language Arts: Students must earn four credits.
3 credits	Science: Students must earn 1 credit of Biology, 1 credit of Physics or Chemistry, and 1 credit of an additional science course.
3 credits	Social Studies: Students must earn one credit of World History, one credit of US History, .5 credit of Government, and .5 credit of Economics.
2 credits	World Language: Students must earn one credit of world language AND one of these options: <ul style="list-style-type: none"> • Earn one credit in a second year of the same language OR • Earn credit(s) in a full CTE program (typically 2 credits over 2 years, see page 14 for more information) OR • Earn one credit of Visual, Performing, Applied Art in addition to initial required credit of VPAA (see page 13 for list of VPAA courses)
1 credit	Health & Wellness and Physical Education: Students must earn .5 credit of Health & Wellness (no waiver available) AND one of these options: <ul style="list-style-type: none"> • Earn .5 credit of Lifelong Fitness OR • Successful completion of a full year marching band or MPS high school sport – completed exemption form approved by counselor is required. <p>Note: Lifelong Fitness remains a prerequisite for all other physical education courses.</p>
1 credit	Visual, Performing, Applied Arts (VPAA) class: Students must earn one credit of Art, Music, or Applied Arts. Note: If electing to use VPAA credit in lieu of the second year world language requirement, students must have two total VPAA credits. (See VPAA, next page).
4 credits	General Electives
Non-credit requirement	An on-line course or learning experience of 20 clock hours, which can be incorporated into a course. All students will have a minimum of 10 hours in an online learning experience in English and 10 hours in social studies in their required classes. It is expected that students will have well over the 20 clock hours throughout their high school careers.

- All Midland Public Schools' students are required to take all state and federal required assessments (M-STEP, SAT, WorkKeys,) and are expected to put forth their best effort.
- A six-hour day for each of four years is required for graduation. All students attending MPS high schools are required to take a six-hour academic day. This includes freshmen, sophomores, juniors and seniors.
- Students must complete all graduation requirements in order to participate in commencement exercises, unless a special circumstance is approved by the Superintendent.

VISUAL, PERFORMING, AND APPLIED ARTS CREDIT CLASSES

Students are required to pass 1 credit of VPAA for graduation. A second VPAA credit is needed if a student elects to substitute VPAA for the second world language credit.

Course	Department
Beginning Art	Art
Intermediate Art	Art
Advanced 2-Dimensional Composition A	Art
Advanced 3-Dimensional Design A	Art
IB Visual Art	Art
Commercial Art	Art
Building Trades & Advanced Building Trades	Career & Technical Education
Computer Aided Design 1 & 2	Career & Technical Education
Computer Technology 2 .2 & .3 (.5 credit)	Career & Technical Education
Marketing .2 & .3	Career & Technical Education
Merchandising Operations .2 & .3 (.5 credit)	Career & Technical Education
Sales Management .2 & .3 (.5 credit)	Career & Technical Education
IB Business Management	Career & Technical Education
Introduction to Trades (.5 credit)	Career & Technical Education
Web Design & Adv Web Design (.5 credit each)	Career & Technical Education
Hobby Art Welding (.5 credit)	Career & Technical Education
Welding Technology 1 & 2	Career & Technical Education
Wood Working 1 & 2	Career & Technical Education
Greater Michigan Construction Academy	Career & Technical Education
Introduction to Agriculture, Food & Nat'l Resources	Career & Technical Education
Journalism	Language Arts – Publication
Advanced Journalism	Language Arts – Publication
Yearbook	Language Arts – Publication
Debate and Discussion	Language Arts – Speech & Drama
Public Speaking	Language Arts – Speech & Drama
Drama 1 & 2	Language Arts – Speech & Drama
Drama Production	Language Arts – Speech & Drama
Video Communications	Language Arts – Video Communications
Computer Programming 1 & 2	Mathematics
Theory of Knowledge	Miscellaneous
Chorus	Music
Concert Band	Music
Concert Choir	Music
Concert Orchestra	Music
Symphonic Band	Music
Symphony Orchestra	Music
Pre-Vocational Training	Special Education

GUIDELINES FOR POINT LEVEL CLASSES

Below are general guidelines for courses with .2, .3 or .4 designations. Courses offered in each area should fit the description.

Students who desire a very rigorous curriculum should consider registering for mostly .4 and .3 level classes. These courses will also foster acceptance and success at the most selective/competitive colleges. Students seeking a less demanding experience or looking toward attending less selective/competitive colleges or other equivalent post-secondary education should consider a combination of .3 and .2 classes.

	.2	.3	.4
CONTENT	<ul style="list-style-type: none"> • Concepts included in the Core Curriculum will be addressed in a basic manner with appropriate applications to real-life issues and experiences. • Projects require mastery of content standards judged against high school standards. 	<ul style="list-style-type: none"> • Concepts included in the Core Curriculum will be addressed in an in-depth manner with appropriate applications to real-life issues and experiences. • Additional topics will be included. • Projects require mastery that exceeds content standards judged against college/university standards. 	<ul style="list-style-type: none"> • Concepts included in the Core Curriculum will be addressed in an in-depth and extended manner with appropriate applications to real-life issues and experiences. • Additional and increasingly complex topics will be included. • Projects require mastery that exceeds content standards judged against professional standards.
STUDY SKILLS	<ul style="list-style-type: none"> • Study and organizational skills taught and reinforced. 	<ul style="list-style-type: none"> • Advanced study and organizational skills reinforced. 	<ul style="list-style-type: none"> • Study and organizational skills expected at any grade.
PACE OF INSTRUCTION	<ul style="list-style-type: none"> • Average 	<ul style="list-style-type: none"> • Accelerated 	<ul style="list-style-type: none"> • Rapid
ASSESSMENT, EVALUATION, AND GRADING	<ul style="list-style-type: none"> • Frequent assessment and evaluation to check understanding and reflect whether the students can use the information learned. 	<ul style="list-style-type: none"> • Periodic assessment and evaluation to check understanding and reflect whether the students can use the information learned. 	<ul style="list-style-type: none"> • Limited number of assessments and evaluations to check understanding and reflect whether the students can use the information learned.
*HOMEWORK	<ul style="list-style-type: none"> • 60-90 minutes per week • Occasional class time provided to begin homework. • Reinforcement of concepts covered thoroughly in class. 	<ul style="list-style-type: none"> • 100-150 minutes per week • Reinforcement of class work and additional topics/concepts addressed briefly in class as well as preparation for future discussions. 	<ul style="list-style-type: none"> • At least 200 min/week. • Preparation for future class work.

*Application of classroom work/concepts should be part of homework at all point levels and should be used as an opportunity for students to demonstrate understanding.

Grade Point Averages (GPA)

The high school GPA is calculated for high school courses that earn credit towards graduation. Except in specific situations, a student's GPA is calculated beginning the first day of a student's ninth grade year. The exceptions in which GPA is also calculated are middle school students who take high school level honors courses and/or the third year of high school equivalent world language.

The following circumstances earn credit towards meeting the graduation requirements, but do not earn honor points and are excluded from the GPA calculation:

- High school equivalent math or world language courses taken by a middle school student other than the exceptions above.
- Credit for a course earned by a student through the test out process. (See Test Out Guidelines)
- Courses "passed" under the pass/fail option. (See Guidelines for the Pass/Fail Option)
- Independent Study courses. (See Guidelines for the Independent Study)
- Employment Credit. (See Employment Credit)
- Career Training. (See Career Training)
- Dual Enrollment Courses. (See Guidelines for the Dual Enrollment Option)
- College Courses transfer in as high school credit. (See College Courses Option)
- Courses taken through eLearning

A weighted GPA (career GPA on transcript) is calculated according to the below table with appropriate point level factors. An unweighted GPA is calculated with all courses being at the standard level (.2).

CALCULATING THE GPA

GRADE/HONOR POINT EQUIVALENCE TABLE

GRADE EARN	.2 COURSES			.3 ACCELERATED COURSES			.4 HONORS COURSES		
	GRADE EQUIV.	CREDIT	HONOR POINTS	GRADE EQUIV.	CREDIT	HONOR POINTS	GRADE EQUIV.	CREDIT	HONOR POINTS
A	4.0	x 0.5	2.0	4.6	x 0.5	2.3	5.0	x 0.5	2.5
A-	3.6	x 0.5	1.8	4.2	x 0.5	2.1	4.6	x 0.5	2.3
B+	3.4	x 0.5	1.7	4.0	x 0.5	2.0	4.4	x 0.5	2.2
B	3.0	x 0.5	1.5	3.6	x 0.5	1.8	4.0	x 0.5	2.0
B-	2.6	x 0.5	1.3	3.2	x 0.5	1.6	3.6	x 0.5	1.8
C+	2.4	x 0.5	1.2	3.0	x 0.5	1.5	3.4	x 0.5	1.7
C	2.0	x 0.5	1.0	2.6	x 0.5	1.3	3.0	x 0.5	1.5
C-	1.6	x 0.5	0.8	2.2	x 0.5	1.1	2.6	x 0.5	1.3
D+	1.4	x 0.5	0.7	2.0	x 0.5	1.0	2.4	x 0.5	1.2
D	1.0	x 0.5	0.5	1.6	x 0.5	0.8	2.0	x 0.5	1.0
D-	0.6	x 0.5	0.3	1.2	x 0.5	0.6	1.6	x 0.5	0.8
E	0			0			0		

1. Calculate Honor Points for each course.

Honor points for each course are calculated by using the row of the GRADE EARNED in the course. Using the columns for the course level (.2, .3 or .4), the GRADE EQUIVALENT is multiplied by the CREDIT.

Report Card Example:

Course	Course #	Credit	Grade	Honor Points = GRADE EQUIV x CREDIT
<u>Lit Exploration & Composition</u>	EN4202 - 3	0.5	<u>B</u>	= 3.0 x 0.5 = 1.5
<u>Geometry A (.3 Accelerated)</u>	MA4312 - 4	0.5	<u>B</u>	= 3.6 x 0.5 = 1.8
<u>Concert Band</u>	MU3202 - 1	0.5	<u>A</u>	= 4.0 x 0.5 = 2.0
<u>IB AP Adv Bio HL H (.4 Honors 2 hrs)</u>	SC5402-2	1.0	<u>C+</u>	= 3.4 x 1.0 = 3.4
<u>US History</u>	SS4222 - 9	0.5	<u>B+</u>	= 3.4 x 0.5 = 1.7

2. The grade point *average* (GPA) is calculated by dividing total HONOR POINTS by the total CREDITS earned. From example above:

$$\text{Total HONOR POINTS} = 1.5 + 1.8 + 2.0 + 3.4 + 1.7 = 10.4$$

$$\text{CREDITS earned} = 0.5 + 0.5 + 0.5 + 1.0 + 0.5 = 3.0 \text{ CREDITS}$$

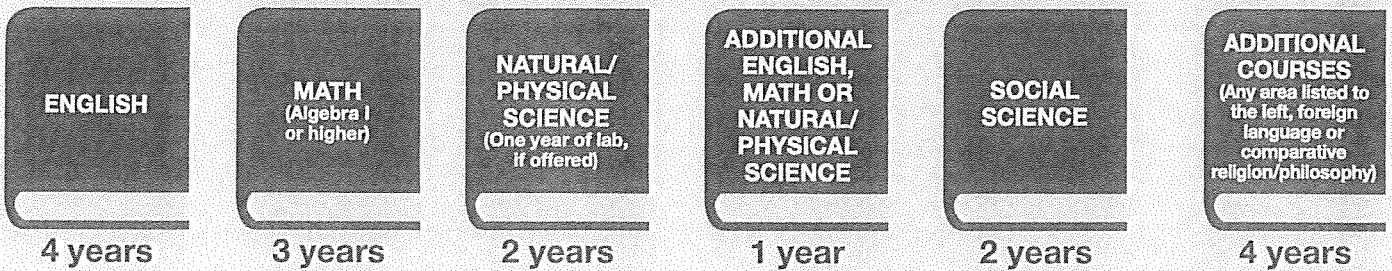
$$\text{GPA} = 10.4 \div 3.0 = 3.4667$$

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscore from different tests are used to meet initial-eligibility requirements.

If a student took the SAT before March 2016 and then took the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the former and redesigned SAT when determining his or her initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the former SAT, the Eligibility Center will apply the College Board's concordance tables when performing academic certifications for students with redesigned SAT scores.

*To compare SAT scores, click [here](#) for a comparison table, or click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			DIVISION I FULL QUALIFIER SLIDING SCALE		
CORE GPA	SAT*	ACT SUM	CORE GPA	SAT*	ACT SUM
	READING/MATH			READING/MATH	
3.550	400	37	2.750	720	59
3.525	410	38	2.725	730	60
3.500	420	39	2.700	740	61
3.475	430	40	2.675	750	61
3.450	440	41	2.650	760	62
3.425	450	41	2.625	770	63
3.400	460	42	2.600	780	64
3.375	470	42	2.575	790	65
3.350	480	43	2.550	800	66
3.325	490	44	2.525	810	67
3.300	500	44	2.500	820	68
3.275	510	45	2.475	830	69
3.250	520	46	2.450	840	70
3.225	530	46	2.425	850	70
3.200	540	47	2.400	860	71
3.175	550	47	2.375	870	72
3.150	560	48	2.350	880	73
3.125	570	49	2.325	890	74
3.100	580	49	2.300	900	75
3.075	590	50	2.299	910	76
3.050	600	50	2.275	910	76
3.025	610	51	2.250	920	77
3.000	620	52	2.225	930	78
2.975	630	52	2.200	940	79
2.950	640	53	2.175	950	80
2.925	650	53	2.150	960	81
2.900	660	54	2.125	970	82
2.875	670	55	2.100	980	83
2.850	680	56	2.075	990	84
2.825	690	56	2.050	1000	85
2.800	700	57	2.025	1010	86
2.775	710	58	2.000	1020	86

ACADEMIC REDSHIRT