

# **GLADSTONE AREA HIGH SCHOOL**



## **CURRICULUM GUIDE 2009 - 2010**

**Career and College Planning Guide  
For Parents and Students**

## **PREFACE**

This booklet has been prepared by the staff to be used by you and your parents in the selection of the courses you will take next year.

Use the booklet to its fullest extent. Read it carefully. Select your courses for both semesters wisely for they will provide you with many future opportunities. Your selections determine the schedule you will have next year. Discuss your course interests with your counselors, teachers, and parents. Ask questions and make certain your selections meet your future needs. Finally, once you have determined your schedule, do your best to put forth the time and effort, which will guarantee a successful year.

It should be noted that the courses described in this book are offerings. The ability to offer any of the courses is directly related to the resources of the school district and there is no guarantee that a specific offering will become part of the formal school day.

## **Mission Statement**

Gladstone High School will educate all students to become productive, well-rounded citizens, by providing a positive and drug-free environment. This environment will include support from parents and community; encompass a progressive, cooperative staff, and implement a diverse curriculum that meets the challenge of today and tomorrow. Our graduates will be knowledgeable, responsible, and self-motivated individuals who exhibit confidence, competence, and the ability to adapt in a changing society.

## **ENROLLMENT POLICIES**

1. Successfully completing a one-year course, one period per day, earns one credit, and successfully completing a one-semester course, one period per day, earns one-half credit.
2. A one-year course that a student failed for one semester may be given one-half credit. To gain a full credit, the semester that was failed must be repeated and passed.
3. If a student fails a prerequisite course, that course must be passed before taking subsequent course work in that course progression.
4. Any course required for graduation must be passed.
5. In certain circumstances where a student has experienced failure, a student may purchase correspondence courses for additional credit.
6. A student must have spent at least 2 semesters in grades 9-11 and at least the first semester of their senior year to qualify for Valedictorian and/or Salutatorian, unless authorization is granted by the Board of Education.
7. Students must be enrolled in a minimum of six credit bearing classes per semester.

## **CORRESPONDENCE CLASSES**

Correspondence classes may only be used as make-up credits for previous failure. Correspondence classes may not be used to help a student graduate ahead of schedule. Gladstone High School currently has an agreement with American School in Illinois for all correspondence make-up credit.

## **DUAL ENROLLMENT**

Students who are eligible for Dual Enrollment may enroll in a post-secondary program providing he/she meets the requirements established by law and by the District. Any interested student should contact his/her building principal to obtain the necessary information.

## **SCHEDULE ADJUSTMENTS**

All schedule adjustments must include consultation with the counselor, teachers, student and parent. Students are committed to take the classes they have chosen on their course selection sheet once school has begun. Counselors make schedule adjustments in the following instances:

1. incomplete schedule
2. processing errors
3. approval for alternate programs
4. failure of a required class
5. changes due to summer school
6. academic misplacement – teacher initiated adjustment
7. parent requests (reviewed by the principal and counselor)
8. classes that are only offered during the same class hour

Students who feel a class is too difficult for them should first discuss their concerns with their teacher and parent(s). Every effort should be made by the student to seek additional assistance. If the difficulties persist, the teacher and or a parent will recommend a schedule adjustment due to academic misplacement.

## **GRADUATION REQUIREMENTS**

Students and Parents:

The following pages describe the subjects that make up the curriculum at Gladstone Area High School. Please examine them carefully, as you will be selecting your program of study from these courses. It is essential that careful consideration be given to your selections; be aware of the requirements for graduation, which are as follows:

### **2001 – 2010 graduates are required to have earned:**

1. Three (3) credits of English.
2. Three (3) credits of Mathematics.
3. Three (3) credits of Science, including CPLE or ELE and CPBiology or Biology.
4. Three (3) credits of Social Studies, World History, American History, and Government/Economics are required.
5. One credit of Physical Education /Health.
6. 2007 graduates are required to earn 22 total credits (14 required + 8 electives).
7. Must take the Michigan Merit Exam.

### **2011 graduates and beyond are required to have earned:**

1. Four (4) credits of English.
2. Four (4) credits of Math, including Algebra, Geometry, and Advanced Algebra. At least one math class must be taken during the student's senior year.
3. Three (3) credits of Science, including CPLE and CPBiology or Biology and Chemistry or Physics.
4. Three (3) credits of Social Studies, World History, American History, and Government/Economics are required.
5. One credit of Physical Education /Health.
6. One credit in Visual, Performing, or Applied Arts.
7. 2007 graduates are required to earn 22 total credits (16 required + 6 electives).
8. Must have a scorable Michigan Merit Exam.

## GENERAL SCHEDULING REMINDERS

1. Students are required to meet certain credit requirements to progress from freshman class status to sophomore, to junior and then to senior and graduation. A student's class status will be determined by the amount of credits earned by June of each school year. A counselor will visit the classrooms during the scheduling process to discuss curriculum choices and student status. Upperclassmen are encouraged to meet with a guidance counselor to ensure they have the necessary required credits for graduation.
2. Because of scheduling conflicts, electives with low enrollments, and prerequisites, students cannot be guaranteed every class requested. Please select at least one alternate class when scheduling.
3. Students are responsible for reading over the course content carefully before requesting a particular course to make sure it is exactly what they want and that they qualify or meet the prerequisite for it.
4. Scheduling is not complete until parents have looked over, discussed, and signed the student's class request. A parent's **signature** indicates this has been done.
5. All vocational classes taught at the ISD require a 3-hour time period to allow for transportation. Student will receive 3 credits for each class.

## ENTRANCE REQUIREMENTS FOR COLLEGES & UNIVERSITIES

The state universities in Michigan have agreed that to be eligible for "regular" admission to a four-year degree program, a high school student graduating in 1995 and thereafter must successfully complete the following course requirements:

4 years English

3 years Mathematics, 4 years **strongly** recommended.

3 years History and Social Sciences - one year of American History and one year of World History **strongly** recommended.

2 years Biological/Physical Sciences - 3 years **strongly** recommended to include one year of physical science and one year of biological science. At least one year of a laboratory course is also **strongly** recommended

### **Recommended courses:**

2 years Foreign Language, **strongly** recommended.

2 years Fine and Performing Arts, **strongly** recommended.

1 year Computer Literacy, one year of hands-on experience in using computers is **strongly** recommended.

Students are encouraged to make the best use of courses that are offered at their high school. By doing so, they are more likely to develop the competencies and skills that are essential for academic success and, at the same time, have greater control over their choice of college and career options.

## ENTRANCE REQUIREMENTS FOR TECHNICAL SCHOOLS

Students applying to technical schools must have a high school diploma. Many technical school programs also require successful completion of Algebra I or its equivalent. Contact your counselor for specific requirements for program entry.

## COURSE SELECTIONS

	<b><u>FRESHMEN</u></b>	<b><u>SOPHOMORE*</u></b>
ENGLISH	English 9	English 10**
MATH	Algebra/Geometry	Algebra/Geometry**/Advanced Algebra**
SCIENCE	College Prep Laboratory Experiences (CPLE)	Biology College Prep Biology
SOCIAL STUDIES	World History	U.S. History Current Issues
INDUSTRIAL ARTS	Woodworking I	Consumer Auto Woodworking II
PHY ED/HEALTH	P.E. /Health	Athletic Conditioning* Initiative Education
FINE ARTS	Band***/Art***/Chorus***/Chorale**	
FOREIGN LANGUAGE	French I Spanish I	French II** Spanish II**
	<b><u>JUNIOR*</u></b>	<b><u>SENIOR*</u></b>
ENGLISH	English 11**	English 12
MATH	Geometry**/Advanced Algebra** Trigonometry & Statistics**	Calculus** Trigonometry & Statistics**
SCIENCE	Biology II** Environmental Chemistry Chemistry**	Physics**
SOCIAL STUDIES	American Gov't/Economics Current Issues Psychology/Sociology	American Gov't/Economics Psychology/Sociology
BUSINESS	School to Work**	School to Work**
INDUSTRIAL ARTS	Consumer Auto (1 hr) Woodworking III** Voc/Tech Courses Listed on pgs. 18-21 Are available to Jrs. & Srs.	Voc/Tech Courses listed on pgs. 18-21 are available to Jrs. & Srs.
PHY ED	Athletic Conditioning**	Athletic Conditioning**
FOREIGN LANGUAGES	French III** Spanish III**	French IV** Spanish IV**

Note in Course Selection: Elective courses with low enrollments will not be offered.

\*Students in 10th, 11th, and 12th may select classes from lower grade levels.

\*\*Prerequisites are required.

\*\*\*May be taken all four years.

The following may be included in the normal school day. A limited number of openings exist as guidance aide, office aide, and library aide. Mr. Florenski, Guidance Counselor, must approve all aide positions. All students who take an aide job will be graded.

Only one year's aide position can be used toward the graduation credit requirement, but students may serve more than one year if they have extra elective hours.

**INDEPENDENT STUDY:** A pre-approved teacher-student contract must be submitted for independent study. See Mr. Florenski for details.

**DELTA-SCHOOLCRAFT INTERMEDIATE SCHOOL DISTRICT (ISD)  
VOCATIONAL COURSES (Juniors and Seniors Only)**

Accounting and Finance I & II	Welding Technology I & II
Automotive Technology I & II	Health Occupations I & II
Building Technology I & II	Machining I & II
Information Processing I & II	Medical Office Assistant I & II
Early Childhood Education I & II	Business Management I & II
PC Technology I & II	CAD I Basic CAD - Computer Assisted Drafting
	CAD 2 3D Modeling – Computer Assisted Drafting

**SPECIAL EDUCATION DEPARTMENT**

The Special Education Department courses and services are available for only those students who have been identified as being eligible for services in accordance with procedures established by State Law (P.A. 451). Educational Programs for these students are identified and implemented by an Individual Educational Planning Committee (I.E.P.C.).

**SERVICES AVAILABLE**

1. Speech Therapy
2. Teacher Consultant
3. Counseling
4. Social Worker
5. Tutorial Support
6. Co-teaching
7. Individualized instruction in the departmental & resource room classes
8. Departmentalized Special Ed Instruction
9. Occupational & Physical Therapy
10. Homebound/Hospitalized Programming
11. Individualized Vocational Training

## EDUCATIONAL PLANNING SHEET

✓ **Current Career Interest Area (Choose One). MOIS\* occupations are grouped in six career areas:**

\_\_\_ Business & Clerical:  
business management, marketing  
finance, sales, promotion, clerical

\_\_\_ Human Resources & Humanities:  
education, human services, law, art  
political/social sciences, sports

\_\_\_ Medical & Related Services:  
physical or mental health of humans  
and animals, related technical support  
services

\_\_\_ Personal & Protective Services:  
protect persons or property, help or  
serve individuals or animals

\_\_\_ Science, Mathematics & Engineering:  
physical and biological sciences,  
mathematics, engineering, scientific  
aspects of agriculture and forestry

\_\_\_ Trades and Industry:  
agriculture, construction, manufacturing,  
production, transportation, equipment  
repair and operation

✓ **Current Post High School Plans (Choose One):**    \_\_\_ 4 - year Degree    \_\_\_ 2 - year Degree

\_\_\_ Voc/Tech School    \_\_\_ Military    \_\_\_ Work    \_\_\_ Other

**The Michigan Occupational Information System or \*MOIS is designed to help students explore occupational and educational information. It is recommended to all students and is available in the high school library.**

### 2009-2010 Class Status Determined by Credits Earned

Certain credit requirements must be met for a student to progress from freshman class status to sophomore, to junior, and then to senior. A student's class status will be determined by the amount of credits earned by June of each school year.

**Freshman - 0 - 5 credits**

**Sophomore - 6 credits beginning the year**

**Junior - 12 credits beginning the year**

**Senior - 16 credits beginning the year**

This Educational Planning Work Sheet gives you an opportunity to work out your full high school schedule.

<b>Required Courses</b>	<b>Freshman 2013</b>	<b>Sophomore 2012</b>	<b>Junior 2011</b>	<b>Senior 2010</b>
<b>English (3)</b>	English 9	English 10	English 11	English 12
<b>Social Studies (3)</b>	World History	U.S. History	Government/Economics	
<b>Math (3)</b>	Algebra Geometry	Geometry Advanced Algebra	Advanced Algebra Trigonometry and Statistics	Trigonometry and Statistics Calculus
<b>Science (3)</b>	CPLE	Biology or College Prep Biology	Env. Chemistry Chemistry	Physics
<b>Phy Ed/Health</b>	Phy Ed/Health			
<b>Visual, Performing, or Applied Arts</b>	*	*	*	*
<b>Elective</b>				
<b>Elective</b>				
<b>Elective</b>				
<b>Total Credits</b>				

\*Must take required course in any one year.

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## ENGLISH DEPARTMENT

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### ENGLISH 12

**Credit 1**

This course is designed to provide college-bound students with skills and knowledge necessary for college academic success. Students will practice various compositions skills, will write a minimum of four essays, and will learn the process of writing a research paper. They will read several classics of English and world literature, including two plays and at least one novel. Grammar will be covered according to the needs displayed by the students. Study skills will be reviewed. The emphasis will be on practical application.

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### ENGLISH 11

**Credit 1**

The goal of English 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English 11, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

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### ENGLISH 10

**Credit 1**

The goal of English 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English 10, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Tenth graders will connect with and respond to texts through critical response and stance. Critical response and stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

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### ENGLISH 9

**Credit 1**

English 9 is a required course in which students review previously learned skills and are introduced to new ones. Emphasis is placed on the following communication skills: grammar, usage, and mechanics of writing, vocabulary enrichment, improving sentence structure, paragraphing, creative composition, and poetry writing. In addition, students are required to study the basics of public speaking and will, during the course of the year, give a least three major speeches. The study of literary terminology and techniques along with the required anthology reading will also be a part of this course. A novel may be studied, if time permits.

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## MATH DEPARTMENT

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### ALGEBRA

**Grade 9 – 10**

**Credit 1**

This level is the study of functional relationships, the connections among ways of representing these relationships, and the use of representations of functions to solve problems. The year begins with data and ways of organizing data. Numerical patterns are explored, which leads to determining relationships formed by patterns. Functional relationships provide the basis for looking at equations and solving them graphically, prior to solving equations symbolically.

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### GEOMETRY

**Grade 10 – 11**

**Credit 1**

**Prerequisite: Successful completion of Algebra.**

This course begins with a strong development of visualization and drawing skills. Both algebraic and geometric models are introduced and are further developed throughout the course. Proof is developed slowly in the first half of the year. Various proof formats are presented, compared, and used whenever appropriate. Students are expected to be actively involved in their own learning.

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<b>ADVANCED ALGEBRA</b>	<b>Grade 11-12</b>	<b>Credit 1</b>
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**Prerequisite: Successful completion of Geometry.**

Geometric and algebraic concepts are extended and connected to topics in probability and statistics, trigonometry, and discrete mathematics. The sequence from variable to equation is extended into using functions as models in a number of applications. Numerical and spatial reasoning, communication in many ways, and problem solving using heuristic approaches are the students' skills that are emphasized. Students are expected to take an active role in their own learning.

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<b>TRIGONOMETRY AND STATISTICS</b>	<b>Grade 12</b>	<b>Credit 1</b>
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**Prerequisite: Successful completion of Advanced Algebra or can be taken concurrently with Advanced Algebra.**

This is a full year college preparatory course with one semester devoted to the study of Trigonometry and the other semester devoted to the study of Statistics. Both classes will be enhanced with the use of graphing calculators. Each student is encouraged to have his or her own graphing calculator for the purpose of homework.

Trigonometry will study the basic trigonometry functions and their application to solving triangles and vector applications. Other topics to be studied are radian measure, trigonometric graphs and identities, and polar equations. Statistics will focus on gathering data, organizing data, and making decisions based on the statistical calculations.

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<b>CALCULUS</b>	<b>Grade 12</b>	<b>Credit 1</b>
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**Prerequisite: Algebra & Geometry.**

Math Analysis is a college-prep course, which includes a balance between theory and practice. It is a tool, which can be used in areas other than mathematical. Emphasis is on limits and continuity of functions, derivatives of functions and applications, the definite integral and applications, exponential and logarithmic functions, transcendental functions, and techniques and applications of integration. Evaluation: daily assignments and tests.

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<b>SENIOR PERSONAL FINANCE</b>	<b>Grade 12</b>	<b>Credit 1</b>
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(Also counts as a math credit)

Personal finances are just that – personal (you) finances (money). Your money includes: savings, checking, investments, retirement funds, insurance policies, credit cards among other things. Whether you plan on working or furthering your education after high school, you need this class. You will learn about banking services, investing, retirement funds and insurances you will need and use throughout your life. You will learn about how to choose a career and how to apply for a job. You will learn about loans and credit. You will learn how to keep a budget. You will learn how to fill out and file federal and state income taxes. You will also learn about the stock market. Your immediate need is to understand day-to-day personal finance. You cannot avoid personal finances. You can learn about it now.

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**SCIENCE DEPARTMENT**

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<b>COLLEGE PREP LABORATORY EXPERIENCES (C.P.L.E.)</b>	<b>Grade 9</b>	<b>Credit 1</b>
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**Prerequisite: C or better in Math required.**

C.P.L.E. is a laboratory-centered course. Students spend approximately two days per week doing experiments and writing up results in a lab book. The studies center on chemical, physical, and biological aspects of our world, including as many practical applications as possible. Students gain hands on experience in many lab skills such as using a balance, handling glassware and other lab equipment, and a large number of chemistry experiments.

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<b>BIOLOGY</b>	<b>Grade 10</b>	<b>Credit 1</b>
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**Prerequisite: Exploring Laboratory Experiences (E.L.E.)**

Biology is a full-year life science course based on labs and activities. Subject matter includes characteristics of living things, Monerans, Protists, Fungi, plants, human biology, heredity, adaptation, and ecology. Grading will be determined mostly from student class performance, work turned in, as well as testing. Biology is primarily for the student who has had below-average performance in previous science courses and difficulty with reading, writing, and math skills.

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**COLLEGE PREP BIOLOGY****Grades 10****Credit 1**

**Prerequisite: Completion of C.P.L.E. required.** College Prep Biology is the scientific study of many living things. It involves laboratory study of plants, animals and microorganisms, how they grow and work, how they reproduce and inherit, and how they affect humans and the environment. Special attention is given to use of the microscope, dissection and scientific classification. An extensive research project is required. In the fall, trees of Gladstone are studied. College Prep Biology is a "must" for college-bound students.

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**BIOLOGY II****Grades 12****Credit 1**

In Biology II, also called Advanced Biology, in-depth examination is given to four major divisions of biological science, genetics, microbiology, comparative anatomy, and human physiology. Reading assignments are from current materials including newspapers, magazines, journals, and internet sources. Emphasis on diseases makes up much of the microbiology study. Comparative anatomy stresses humans using a large mammal (cat) as basis for comparison. Scientific writing skills are emphasized as well.

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**CHEMISTRY - BLOCK****Grades 11-12****Credits 2**

**Prerequisites: Successful completion of Algebra with a B or better average.**

Chemistry Block is a fast-paced, college-preparatory class designed to give students a firm chemistry foundation. Chemistry is necessary for careers in medicine, dietetics, nursing, forestry, conservation, biology, geology, and physics, in addition to many others. One class period per day is devoted to lecture and discussion, while the other is devoted to laboratory experiences, which allows students to connect theory and experiments. **Notice: to seniors taking Chemistry - you are required to take a final exam in the second semester (it will be given before the normal final exam schedule.)**

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**PRACTICAL CHEMISTRY - SINGLE****Grades 11-12****Credit 1**

Chemistry Single is a college-preparatory class that allows students to experience all of the basic principles of chemistry. Approximately one laboratory is performed per week, while the remainder of the time is devoted to lecture and discussion.

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**ENVIRONMENTAL CHEMISTRY -****Grades 11-12****Credit 1**

This course is designed to teach chemistry concepts in an environmental context. The main goals of environmental chemistry are to develop an understanding of chemistry, cultivate problem-solving and critical-thinking skills related to the environment and chemistry, apply chemistry knowledge to decision making about environmental issues, recognize the value of chemistry in daily life, and to understand the benefits and limitations of science and technology. Topics include: environmental problems, pollution and our water resources, atmosphere and climate, energy sources, and especially Michigan's environmental issues. Evaluation will include unit tests, laboratory work, critical thinking activities, and cooperative learning activities. This class is also charged with running the schools recycling program.

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**PHYSICS (1 hour)****Grade 12****Credit 1**

**Prerequisite: Completion of Geometry is required.**

Physics is a college-prep subject. Course content includes: Measurement and mechanics, heat, sound, light, electricity and magnetism, nuclear and particle physics. Emphasis is placed on MKS system of measurement. Evaluation is mainly chapter tests and labs. Basic physical principles are illustrated by means of problems. Use of the metric system in measurement is emphasized. Class meets 1 hour per day.

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**SOCIAL STUDIES DEPARTMENT****AMERICAN GOVERNMENT\*****Grades 11-12****Credit .5**

One-semester class in length required by state law for graduation. Content includes: political theory, the Constitution, the process of passing a bill into law, the growth of the Presidency, evaluation of domestic policy, and evaluation of foreign policy. Evaluation: essay - emphasis will be placed on one method of organizing, collecting, and utilizing materials to resolve problems, and form opinions. *\*American Government and Economics will be offered as one class, each 1/2credit.*

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**U.S. HISTORY****Grade 10****Credit 1**

This is one-year course required of all juniors. It involves a fairly detailed study of political, social, economic, military, and cultural past. Our present and future is consistently discussed in terms of the past. Emphasis will be placed on the Civil War era to the present. The teaching method is almost totally lecture, with the student expected to take notes and to perform on tests in order to do well in the course. Class participation, attentiveness, promptness, etc., are considered good attitude traits and will be recorded as such on the report card.

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**WORLD HISTORY****Grade 9****Credit 1**

World history is a survey course that covers major civilizations of the Western and Eastern world. The subject matter ranges from the Ice Age to current events of the modern world and from the pyramids of Egypt to the Industrial Revolution. In addition to the textbook, the course work utilizes guest speakers, films, artwork and music to supplement the text.

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**WORLD HISTORY 12****Grade 12****Credit 1**

This course is designed specifically for seniors with an interest in social studies. While the topics remain the same as those outlined in World History, the course work will be designed for the mature student.

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**ECONOMICS\*****Grades 11-12****Credit .5**

Economics introduces a decision process that students can use in making informed and relevant choices in the market place, voting booth, and their own social lives. It examines economic choices of what, how, and for whom goods will be produced. It describes the organization of individual business firms and markets, failures of the market system, and individual income. It also explores GNP, unemployment, inflation, the money supply and banking system, and monetary, tax, and fiscal policy. Students will also do practical applications such as checkbook reconciliation, resume writing, participate in a stock market simulation and fill out property, state, and federal income tax forms. *\*American Government and Economics will be offered as one class, each 1/2 credit.*

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**BUSINESS**

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**SCHOOL-TO-WORK****Grades 11-12****Credit 1**

The school-to-work program, which has specific requirements, is a cooperative partnership between parents, student and employer. The program is designed to assist students in preparing for the work force, increase the student's awareness of career opportunities, increase learning opportunities for all students, and promote academic achievement by making the connection between school and careers. Instruction will occur weekly.

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**PHYSICAL EDUCATION AND HEALTH DEPARTMENT**

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**PHYSICAL EDUCATION****Grade 9****Credit .5**

Physical Education offers one semester of physical activity. Emphasis in P.E. will be placed on physical conditioning and physical fitness testing. There will be individual sports as well as team sports. There is an individual unit on weight conditioning as well. Written tests and skill tests given. Sports offered: badminton, basketball, flag football, floor hockey, soccer, softball, track and field, and volleyball.

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**HEALTH EDUCATION****Grade 9****Credit .5**

The State Board of Education considers health an essential component of a balanced school curriculum. Areas covered: disease prevention and control, nutrition, education, family health, emotional/ mental health, substance use/abuse, safety & first aid education, and community health.

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**ATHLETIC CONDITIONING****Grade 10-12****Credit .5**

Advanced Physical Education is a rigorous class centered around weight training, ply metrics, and running workouts aimed at students/athletes who wish to develop a personalized program to better themselves in whatever sport or area they choose. A major emphasis is placed on enhancing sport- specific speed. This is achieved by performing a series of tests to identify weaknesses, then putting a personal program together to eliminate those weaknesses so that the student/athlete becomes faster, stronger, and more explosive in the sport or area that he/she targets.

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## GENERAL ELECTIVES

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The purpose and design of the Visual Art Curriculum is to provide students the opportunity to develop an interest in art skills and knowledge, as well as helping them to develop problem-solving techniques. Student will become more aware of their own abilities, the variety of art material available to them, art history, art criticism, and aesthetics. The course will also provide lifelong learning skills, leisure activity time, resources, and career awareness.

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<b>ART 1</b>	<b>Grades 9-12</b>	<b>Credit 1</b>
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**Prerequisite for students to take further classes.**

Art 1 is a basic introduction to art techniques and materials. It is designed to create an awareness of basic art values and attitudes. Drawing techniques such as line, textural shading, perspective, and design will be stressed, as well as color and color theory. Beginning students will utilize pencils, markers, pen and ink, tempera paint, and watercolors. Three-dimensional artwork will be explored using paper mache and clay. Various cultural artworks will be examined with assignments based on those cultures. Local shows and various competitions will be available for their participation.

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<b>ART II</b>	<b>Grades 10-12</b>	<b>Credit 1</b>
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Art II is an extension of the basic art principles. Electing students should be those with a deep interest in art and those willing to explore in-depth the following areas: drawing, painting, art appreciation, art careers, commercial art, and three dimensional pieces. Students will further develop their studio skills and expand the use of materials to include found objects, acrylic paint, pastels, and colored pencils. Portrait drawing will be introduced. Visual communication will be emphasized. Participation in local shows and various competitions will be available.

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<b>ART III &amp; IV</b>	<b>Grades 11-12</b>	<b>Credit 1</b>
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**Prerequisites: Art 1 & II and the permission of the teacher.**

Art III & IV requires participation in classroom assignments with an emphasis on independent study. Students will be given more opportunity to develop on an individual basis with individualized criticism and evaluation as they further develop their skills. Oil paint will be introduced. Those with an interest in art as a career will develop their portfolio. Again, students will be given the opportunity to participate in local shows and various competitions.

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<b>WOODWORKING I</b>	<b>Grades 9-12</b>	<b>Credit 1</b>
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The course is designed to cover care and use of hand tools, power tools, and production machines. The student will be required to achieve a certain amount of efficiency with the equipment. Some classroom work in planning and design will be done. The instructor sets the first project. Lectures are held once a week with lab work taking up the remaining four days of the week. Shelves, small cabinets, stools are some of the things that have been built in this class.

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<b>WOODWORKING II &amp; III</b>	<b>Grades 10-12</b>	<b>Credit 1</b>
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**Prerequisite: Woods II requires Intro to Woods and Woods III requires Woods II.**

This class will pick up where introductory Woodworking left off. The projects are selected by the students and include cedar chests, gun cabinets, tables and entertainment centers. This class is 90% hands on with most lectures and demonstrations taking place in the lab area using machines for the various set-ups.

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<b>CONSUMER AUTO</b>	<b>Grades 10-12</b>	<b>Credit .5</b>
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This is a 1-hour class, which deals with the costs of owning and operating a vehicle. Topics will include purchase options, insurance coverage, maintenance costs and will explore costs of major malfunctions, which can occur. Hands on activities include basic maintenance of vehicles, parts identification and location, and experiments to figure out how today's vehicles run and the technology used to achieve maximum output with minimal emission. Field trips and/or guest speakers will be included to give the student up-to-date information about today's cars.

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**YEARBOOK****Grades 10 –12\*****Credit 1**

This class will be responsible for producing the Minnewascan. The first semester will be selling ads, choosing the theme, producing the cover, setting the style for the book, and completing the fall sports and class pages. The second semester will be responsible for ad callbacks and producing the remainder of the book. Students will learn PageMaker 6.5 and Photoshop 6.0. Students will be expected to be independent workers and be able to complete assignments successfully and on time. This course does not count for English credit. \*Requires signature from teacher for approval.

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**BAND****Grades 9-12****Credit 1**

All high school band members are required to be in marching band. Band members, who are also varsity football players, must be in this group also; however, they will not be required to march at home football games. Playing members are also used as drum major, twirlers, banner carriers, and color guards. Band members must be prepared to attend pre-season drills a week to two weeks before the beginning of classes, depending on the home football schedule. They perform at all home football games, NMU Band Day, pep rallies, 4th of July parade, Memorial Day, plus a competitive marching trip once every three years.

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**JAZZ BAND****Credit 1**

**Prerequisite: Submission of written signature from instructor.**

The jazz band performs the best of many styles in today's compositions. We perform many local concerts and at least two school concerts a year. Jazz band meets outside regular class time.

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**CHORUS (MIXED)****Grades 9-12****Credit 1**

The chorus is a mixed voice performance group open to all high schools students. No audition or previous experience is necessary. The group will perform three principle concerts - Fall, Christmas and Spring. They will participate in spring choral competition and also give other outside performances as opportunity arises. A wide variety of music will be used during the year ranging from classic choral literature, modern composition, popular music, and many other musical styles.

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**INITIATIVE EDUCATION****Grades 11-12****Credit .5**

This course offers clearly defined problems designed for groups to use teamwork, cooperation, problem-solving, and leadership skills for discovering solutions. The goals of this course are to: 1) Develop character, responsibility and the courage to achieve. 2) Increase the students' sense of personal confidence. 3) Develop cooperation, respect, and support with a group. 4) Develop an understanding of service learning. Students are required to design a service-learning project as well as perform Individual Community Service Hours. Students will participate in a mentoring project. Students will experience an Adventure Challenge, High Ropes course or Climbing Wall. Students will have required reading as well as writing projects on topics such as Ethics, Leadership, Tolerance, and Conflict Management.

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**CURRENT ISSUES****Grades 10-12****Credit .5**

Current Issues is designed to broaden students' knowledge of problems in today's society. Fact-finding, discussions, analysis, etc, will be used to study these issues. Grades will be determined by participation, essays, position papers and a yearlong service learning project where the student develops and implements his/her own project.

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**SOCIOLOGY****Grades 11-12****Credit .5**

Sociology is the science that studies human society and social behavior. During the semester we will look at the following: different cultures, value systems, marriage, dating, the roles of men and women, and a variety of other subjects. Debates and discussion are an important part of this class.

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**PSYCHOLOGY****Grades 11-12****Credit .5**

Psychology is the scientific study of behavior and mental processes. The class will offer a brief overview of psychology and the areas of study associated with it. The following will be studied during the semester: Memory and thought, dreams, hypnosis, phobias, emotions, depression, and eating disorders. The grade will be determined by test scores, journals, and group projects.

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**LANGUAGE DEPARTMENT**

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**SPANISH I****Grades 9-12****Credit 1**

**Prerequisites: Grade of "C" or better for incoming freshmen in English. Freshmen given preference over upperclassmen at registration to accommodate the student whose goal is 4 years of study.**

Introduces the student to basic conversational Spanish. Lays the groundwork for further study. Focuses on hearing, speaking, reading and writing Spanish with the objective of the ability to communicate in Spanish in the future, i.e. college, employment, travel. Introduces the diverse cultures of Mexico, South America, the Caribbean, and Spain through history, geography, customs, songs, etc. and compares and contrasts U.S. culture with Spanish culture. Grading is based upon heard, spoken, read and written work. Spanish Club and travel to Spain or Mexico are options. Amsco Spanish dictionary recommended and can be ordered through teacher for \$13.50.

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**SPANISH II****Grades 10-12****Credit 1**

**Prerequisites: Students should have completed Spanish I or the equivalent. Sophomores given preference over upperclassmen at registration to accommodate the student whose goal is 4 years of study.**

Builds upon the groundwork laid in Spanish I. Fluency in speaking is stressed. The student is expected to work toward comprehending increasingly complicated spoken and written passages. There is more emphasis on grammar. Continues the cultural study introduced in Spanish I. Projects required, i.e. written and verbal translations and skits. Grading is based upon heard, spoken, read and written work. Spanish Club and travel to Spain or Mexico are options. Amsco Spanish dictionary recommended and can be ordered through teacher for \$13.50.

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**SPANISH III & IV****Grades 11-12****Credit 1**

**Spanish III - Prerequisites: Students should have completed Spanish II or the equivalent. Juniors given preference over upperclassmen at registration to accommodate the student whose goal is 4 years of study.**

Spanish III builds upon the groundwork laid in Spanish II. Since fluency in speaking has been accomplished in Spanish I and II, Spanish III focuses on the ability to communicate with a native speaker by increasing the student's capacity to hear, speak, read and write intermediate level material. Continues the cultural study introduced in Spanish II. More difficult projects are required, i.e. written and verbal translations, skits. Grading is based upon heard, spoken, read and written work. Spanish Club and travel to Spain or Mexico are options. Amsco Spanish dictionary is recommended and can be ordered through the teacher for \$13.50.

**Spanish IV - Prerequisites: Students should have completed Spanish III or the equivalent.**

Spanish IV students are preparing for taking the Spanish college placement test. Focuses are on the ability to converse fluently with a native speaker while continuing to study grammar and culture. Students are asked to take a leadership role, i.e. tutoring Spanish I-III students.

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**FRENCH I****Grades 9-12****Credit 1**

**Prerequisites: Grade of "C" or better for incoming freshmen in English.**

First year French will give the students a speaking vocabulary of 700-900 words. The course is directed toward being able to communicate in French on an elementary basis and be understood by a French-speaker. Areas to be covered include: ordering in a French restaurant, the family, sports, school, shopping, dress, numbers, the alphabet, basic French structure, correct pronunciation, general civilization and geography of France and typical French songs. Evaluation will be oral and written quizzes and tests. No term papers or fees required. Optional: French Club.

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**FRENCH II****Grades 10-12****Credit 1****Prerequisites: Completion of French I or equivalent. French II is a continuation of French 1.**

The conversational approach is continued with more emphasis on grammar and reading. Topics covered include French lifestyles and civilization. Fundamental structure should be completed on second level and special attention also given to simple writing. Oral and written tests required periodically. French dictionary recommended.

Optional: French Club, possible travel/study groups.

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**FRENCH III****Grades 11-12****Credit 1****Prerequisites: French 1 and II or equivalent.**

French III is a continuation of French II with much more emphasis on reading and writing. There is some advanced grammar covered as well as readings from French literature and the play, **LeBourgeois Gentilhomme**. French dictionary recommended. Optional: French Club and possible travel/study group.

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**FRENCH IV****Grade 12****Credit 1****Prerequisite: Independent study by teacher approval only.**

French IV is a continuation of French III with emphasis on reading, writing, and discussion in class of the readings and different cultural aspects of France and the French people. The readings and discussions include both historical and contemporary topics relating to both the French and people all over the world. A novel is read in French during second semester on an independent basis. Dictionary recommended.

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**DRIVER EDUCATION**

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**PROCEDURES AND RULES FOR DRIVER EDUCATION****Prerequisite: Passing a full daily academic schedule.**

Students enrolled in the Gladstone School system are automatically placed on a driver's education list by birth date. Students eligible for Driver Education must be 14 years 9 months of age by the time Driver Education class will begin and must be passing six classes. No students can be allowed in class under this age level. Students will be placed on the Driver Education class lists with the oldest students being allowed to take the course first. No exceptions will be made concerning the age placement.

Dates and time of Driver Education classes will be announced and posted when they have been determined. Driver Education classes are held after school hours and State law requires that students be in class twenty-two hours. If students miss these classroom hours, they cannot be allowed to receive their level one certificate. In addition to the classroom hours, all students will be driving with the instructor for a minimum of six hours.

Students whose names appear on Driver Education lists and who later drop out or do not show up for the class will not be given any priority for later class groups unless this has been prearranged and is the result of an emergency situation which would allow the student to participate in that group. Being involved in other school activities will not be considered an emergency situation.

New State law regarding Driver Education, which went into effect on April 1, 1997, may affect some of these procedures and rules.

**DELTA-SCHOOLCRAFT INTERMEDIATE SCHOOL DISTRICT  
VOCATIONAL-TECHNICAL PROGRAMS**

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**TRANSPORTATION CLUSTER**

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**AUTOMOTIVE TECHNOLOGY I**

**Credits 3**

The Automotive Technology I program is designed to provide the student with those skills necessary to attain state certification in auto mechanics for engines and auto electrical. The course deals with a variety of skills; shop/tool safety, precision measurement, electrical diagnostics, logical problem solving, diagnosis and repair of components. The students will also have the opportunity to rebuild their own automobile engine. Additionally, students will receive employability skills training while enrolled in this program. Students who successfully complete the Automotive Technology I program will have the skills necessary for entry-level positions in the automotive repair industry and the Automotive Technology II program.

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**AUTOMOTIVE TECHNOLOGY II**

**Credits 3**

**Prerequisite: Automotive Technology I**

The Automotive Technology II program is designed to provide the student more in-depth instruction in brake system repair, tire balancing, power-train repair, steering/suspension service, wheel alignment, emission controls and engine tune-up. Students will receive in-depth instruction in the skills necessary to attain state certification in the following automotive areas: Brakes, Electrical Systems, Engine Repair, and Steering/Suspension. Each unit deals with a variety of skills; shop and tool safety, precision measurement, logical problem solving, diagnosis and repair of components, and employability skills. Successful completion of this program will provide the student with skills necessary for entry-level positions in the automotive industry, and assist in their future education. The automotive technology instructor is ASE certified and the program is NATEF (National Automotive Teacher Educational Foundation) certified. Additionally, the student may receive NATEF & ASE certification as well as college credit by successfully passing the ASE & NATEF certification tests.

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**BUSINESS MANAGEMENT MARKETING AND TECHNOLOGY PATHWAY (BMMT)**

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The BMMT pathway functions under a cluster concept allowing students to learn all aspects of business education, as well as specializing in specific programs. Students studying Management Principles, Information Processing, and Medical Office Assistant learn concepts preparing them for the careers associated with the business industry. Accounting & Finance and Computerized Accounting students follow mandated standards for the Finance (FN) program. All students are evaluated on state content standards for Cluster Knowledge and Skills. Additionally, students are evaluated on federal content standards for Pathway Knowledge and Skills. To offer students an opportunity to participate in a professional organization, students are required to participate as members of the Business Professionals of America (BPA) student leadership organization. Business Professionals of America is an inter-curricular student organization providing students an opportunity to receive scholarships, community involvement, and professional growth.

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**ACCOUNTING & FINANCE I**

**Credits 3**

This is a beginning accounting course for students. Successful completion of a beginning business skills, bookkeeping, or foundation skills course would be helpful. Students will further develop their skills relating to accounting principles and concepts. Work assignments include chapter reading, worksheets, assessments, group assignments, individual projects, daily class participation, BPA membership, and work ethics. Accounting topics covered include accounting for a service business organized as a partnership, accounting for a merchandising business organized as a partnership, and accounting for a merchandising business organized as a corporation. Finance topics covered include money management strategy, banking, fundamental of investing, stocks, bonds, and mutual funds. Hands-on project simulations are used for students to reinforce the skills they have learned.

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**ACCOUNTING & FINANCE II****Credits 3****Prerequisite: Accounting & Finance I**

This course is for the advanced accounting student who has successfully completed the Accounting & Finance I course. Accounting & Finance II expands on topics introduced in the first-year course and adds new accounting topics. Students learn accounting principles and concepts about management accounting, cost accounting, not-for-profit accounting, and financial management for business, retirement and estate planning, and developing a financial plan. Work assignments include chapter reading, worksheets, assessments, group assignments, and individual projects. Hands-on project simulations are used for students to reinforce the skills they have acquired. Some students may receive a work experience opportunity with a local business. Upon completion of this course, students who satisfactorily have proven their knowledge and skills in the course content and have been an enrollee for two years are eligible for articulation with Bay de Noc Community College. This articulation gives the student the required four credits for Accounting Principles I, tuition free.

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**MEDICAL OFFICE ASSISTANT I****Credits 3**

This is a beginning course for students who have successfully completed a keyboarding class. Students will develop their keyboarding skills to a satisfactory level of accuracy and speed. Students will complete the Medical Transcription coursework in the first semester. Dictaphone machines and Voice Recognition software will be used for a comprehensive experience in transcribing. This curriculum provides students with knowledge in medical terminology, English as it relates to medical language and usage, anatomy and physiology, disease processes, healthcare record, and professional development. Students are encouraged and provided information on becoming an AAMT (American Association of Medical Transcriptionist) member and receiving certification as a medical transcriptionist (CMT). Hands-on project simulations are used for students to reinforce the skills they have learned.

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**MEDICAL OFFICE ASSISTANT II****Credits 3****Prerequisite: Medical Office Assistant I**

Medical Office Assistant II is an advanced course focusing on Medical Terminology for a variety of professional and paraprofessional careers in the medical field, including areas of direct patient care and support services. It integrates the anatomy, physiology, and pathology information for each body system. Exercises and activities are designed to help students in building a foundation of medical terminology. Some students may receive a work experience opportunity with a local business. Upon completion of this course, students who satisfactorily have proven their knowledge and skills in the course content and have been an enrollee for two years are eligible for articulation with Bay de Noc Community College. This articulation gives the student the required four credits for Medical Terminology I, tuition free.

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**INFORMATION PROCESSING I (OFFICE PROCEDURES)****Credits 3**

This course is designed to develop entry-level skills for students interested in office occupation careers. Training is provided for many types of workers who function in an office environment. Students learn information, technology, and teamwork skills needed for office careers in private and governmental organizations. Curriculum exposes students to office procedures in the business world, management information for enhanced productivity, time/task management and record keeping, mail and telecommunication, and career development. Students learn comprehensive concepts relating to software for developing word processing documents and presentations using software in the Microsoft Office Suite 2007 and Windows XP. Students received training using current technology such as downloading and uploading files using a PDA system. Operation of a model office provides realistic experiences reflecting an actual office occupation environment.

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**INFORMATION PROCESSING II (OFFICE PROCEDURES)****Credits 3****Prerequisite: Information Processing I**

Students will continue comprehensive training in Microsoft Office Suite software applications. Microsoft Office Suite programs which include Access (a database software) and Excel (a spreadsheet software) will be completed. Simulations are provided to give students hands-on experience creating documents required in today's office as an Administrative Assistant or Executive Secretary. Some students may receive a work experience opportunity with a local business. Upon completion of this course, students who satisfactorily have proven their knowledge and skills in the course content and have been an enrollee for two years are eligible for articulation with Bay de Noc Community College. This articulation gives the student the required credits for Excel, PowerPoint, Access, or Word, tuition free.

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**BUSINESS MANAGEMENT I****Credits 3**

This is a beginning level management course. Students learn the basic core of economics and entrepreneurship as it connects to the world of business. This helps to prepare students for learning the principles associated with business management. Curriculum for Economics is present through Play Dough Economic activities. Play Dough learning is achieved through hands-on assignments. Students learn comprehensive concepts relating to merchandising business management as they complete software activities using Virtual Business Retailing. Additional topics covered include management movement, international business, producing goods and services, and ethics and social responsibility. Foundation skills for business management are taught through the use of texts and many various hands-on activities from the texts. Crackers Bakery, an entrepreneurial simulation, provides students with an opportunity to strengthen the management concepts they've acquired during the first semester.

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**BUSINESS MANAGEMENT II****Credits 3**

This is an advanced course for students who successfully completed Management Principles I. After studying the second year of Management Principles, the student who intends to complete a college business program will be prepared to pursue a business degree. A comprehensive curriculum provides students with detailed understanding of topics covering human resources, marketing your business, motivation and leadership, strategic management, operations management, and organizational structure. The second year student will continue to expand on their knowledge of business management, focusing more intensely on management. Hands-on activities will increase through the use of the business management text, simulations, and development of a business plan. Students will participate as managers of the simulated "Mean Jeans" business community. Students are expected to create an entire business plan from scratch for a business of their choice. Upon completion of this course, students who satisfactorily have proven their knowledge and skills in the course content and have been an enrollee for two years are eligible for articulation with Bay de Noc Community College. This articulation gives the student the required credits for Introduction to Business (official approval pending) tuition free.

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**BUSINESS SERVICES AND TECHNOLOGY**

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**PC TECHNOLOGY I****Credits 3****Prerequisite: Keyboarding, Computer Classes**

This program is designed to provide students with entry-level skills related to computer hardware/software, repair, maintenance, troubleshooting, upgrading, basic networking, Internet training & access, web page design, flash videos, and hardware/software systems. The course provides students with hands-on experience and skill development to build, install, service and support microcomputers in the computer field.

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**PC TECHNOLOGY II****Credits 3****Prerequisite: PC Technician I**

This program is a continuation of the PC Technician I course, with a broad emphasis on operating systems (Windows XP, Windows 2000, Windows Server 2003, Linux), networking technology, planning and implementing networks, maintaining networks and troubleshooting networks. Students will implement and maintain a local network in the classroom. In addition, students are provided the possibility of a related work experience within the community.

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**BUILDING TECHNOLOGY CLUSTER**

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**BUILDING TECHNOLOGY I****Credits 3**

Building Technology is designed for students interested in learning basic skills related to the construction and maintenance of small and large structures. Hands-on experience will be gained through the construction of a house, from the planning stage to completion, as well as various building/repair projects. Learning experiences will be gained through introductions to hand and power tools use, building materials, blueprint reading, computer-aided design, concrete work, brick and block masonry, carpentry skills, roofing, insulation, windows and doors, interior trim, vinyl siding, plumbing, electrical, cabinetmaking, drywall hanging, and finishing, painting, finishing woodwork, landscaping, and employability skills.

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**BUILDING TECHNOLOGY II****Credits 3****Prerequisite Building Technology I**

Building Technology II students will further develop their construction and leadership skills. They will be assigned as crew leaders, and will focus on their own career interest. Advanced second year students can also be placed on a work experience site with a contractor in the community to further define their career goal.

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**HUMAN SERVICES CLUSTER**

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**EARLY CHILDHOOD EDUCATION I****Credits 3**

The Early Childhood Education program is designed to begin preparing high school students to become qualified and competent early childhood professionals. This includes an introduction to careers in elementary education and various childcare programs for infants, toddlers, preschool and school age children. Besides learning the basics of childcare, students will have an opportunity to observe and work in early childhood settings. Careers involving young children are explored, employability skills are emphasized, and foundation skills and applied academics are taught. Participation in the class leadership organization chapter (Family, Career, and Community Leaders of America – FCCLA) is required. A career interest in elementary education and/or child care, combined with a positive attitude and a sincere desire to work with young children are beneficial.

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**EARLY CHILDHOOD EDUCATION II****Credits 3****Prerequisite: Completion of Early Childhood Education I**

The second year of the Early Childhood Education program broadens the student's knowledge and skills through more extensive training in community early childhood settings to include elementary classrooms, and through additional projects and assignments. Students will be involved in the School-to-Work concept. Students may pursue their own area of interest with concentrated study related to early childhood. The work site placements may include opportunities in elementary classrooms, special education programs, child care settings, and preschool. Participation in the class leadership organization chapter of FCCLA is required.

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**HEALTH OCCUPATIONS I****Credits 3**

This course is designed to assist high school students in making a career decision in a health care or human service field. Students will be exposed to the hundreds of Medical Careers available. Students will also be introduced to general health related information that is beneficial for everyone to know. This includes Medical Terminology, Body Systems, Disease Prevention and Treatments, and specialized skills such as Vital Signs, First Aid, and CPR.

Students will be eligible for 2 college credits: 1 credit from Bay College – BLS for Health Professionals and 1 credit from Ferris State University for Safety in Allied Health.

Employability skills will be stressed throughout the program as well as growth in leadership opportunities through the student organization HOSA (Health Occupation Students of America). During the second semester, students receive in-depth instruction in their chosen profession and clinical non-paid work-based learning and job shadowing such as Mental health, Dental Office, Rehabilitation therapies, Animal Care, Pharmacy, Radiology, Mortuary Science, or Certified Nursing Assistant\*.

Certified Nursing Assistant Training\*

- The Health Occupations Nursing Assistant Training Program is incorporated throughout the entire Health Occupations I course, and prepares students to provide quality care to residents in long-term care. Students must successfully complete the first semester of Health Occupations I to be eligible for the training program.
- Students must show proof that they are free of communicable diseases (RB), and immunizations are up-to-date, including the Hepatitis B series. Students must also pass a criminal background check as required by State of Michigan Law.
- The basic training consists of combined classroom and supervised clinical training that includes personal care skill, care of the patient environment, vital signs, nutritional needs and restorative care of the resident.
- Successful completion of the Nursing Assistant Training Program qualifies the student to take the examination required for the State of Michigan Nursing Assistant Certificate.

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**HEALTH OCCUPATIONS II****Credits 3****Prerequisite: Health Occupations I**

The second year of Health Occupations expands the student's skills and knowledge in health care procedures and applications. This is accomplished through classroom instruction, clinical internships and Independent Study in their specific area of interest within the community health care setting. Students will be eligible for a total of three (3) credits for Bay College in Medical Terminology. Continued development of employability skills will be stressed as well as growth in leadership opportunities through the student organization HOSA (Health Occupation Students of America).

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**MANUFACTURING TECHNOLOGY CLUSTER**

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**MACHINING I****Credits 3**

This course is designed to provide the students with a broad understanding of opportunities in the field of machining. Components of the course will include blueprint reading, basic and finite measurement, basic machining operations, machine and workplace maintenance, workplace safety, and career and employability skills. In addition, students will be introduced to the design process, computer aided design, computerized numerical control (CNC) machining, as well as electronics, hydraulics and pneumatics. Students will also receive instruction in basic robotics and automation technology. Overall, students will have a wide range of hands on experience to assist them in making career choices in the ever-expanding machining industries.

- Precision Machining
- Blueprint Reading
- CAD, CAM

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**MACHINING II****Credits 3****Prerequisite: Machining I**

The second year will focus on the computerized aspect of machining and allow students to gain more knowledge of the topics covered in Manufacturing I. Students will get more involved in designing for manufacturing, just-in-time inventory, and other current manufacturing concepts. They will also be responsible for complete preparation of projects from the design phase to production and through final inspection. Students will receive career and employability training to better market their talents after high school and will also be involved in mentoring 1<sup>st</sup> year students and getting experience leading and training other students.

In addition, opportunities may exist to explore the exciting field of manufacturing through internships with various local industries. Internship eligibility is based on needs of the local manufacturing community and for students in good academic standing.

- Precision Machining

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**WELDING TECHNOLOGY I****Credits 3**

The Welding program is designed to develop job entry-level skills for the students interested in a career in welding. The student will study the basic skills in ARC, MIG, TIG and oxyacetylene with the major emphasis on ARC welding techniques, which meet American Welding Society Standards.

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**WELDING TECHNOLOGY II****Credits 3****Prerequisite: Welding Technology I**

The Welding II course broadens the student's knowledge and skills through experience and independent study of welding procedures, blueprint reading and job analysis. This course is based on fundamental welding concepts as they apply to welding of carbon steel. It emphasizes the interrelationships of the welding process, material's selection, product design, production techniques, quality control, and provides the knowledge necessary to solve day-to-day welding and fabrication problems.

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**CAD I BASIC CAD – Computer Assisted Drafting****Credits 3**

This course is designed to provide students with training in the area of Computer Assisted Drafting. Components of the course include the study of the principles and graphic methods currently employed in this industry. Emphasis is placed on learning basic and higher level CAD concepts in addition to acquiring fundamental computer skills. Drafting topics covered include geometric construction, technical sketching, orthographic projection, axonometric drawing, oblique drawing, perspective drawing, and dimensioning, sectioning, primary and secondary auxiliary views. Computer topics include Windows, CAD systems, configuration of software, and software compatibility. Employability skills will also be taught as a part of this course.

**Segments to be covered:**

1. Safety, Drawing and Classroom Procedures
2. Geometric Construction
3. Orthographic Construction
4. Dimensioning & Tolerancing
5. Sections
6. Pictorial Drawings
7. Fasteners

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**CAD II – 3D MODELING****Credits 3****Prerequisite: Computer Assisted Drafting**

This course is designed to give students basic knowledge of three-dimensional (3D) software. The students will create 3D models using the basic concepts of parametric design. The software packages used in this class are AutoCAD, SoftPlan, Mechanical Desktop, Pro Engineer, and Solid Edge. In the course of the year students will be exposed to the following topics: Basic Architectural Design, Boolean operations, rendering, mass properties, 3D modeling, parametric design and 3D animation.

**Segments to be covered:**

1. Descriptive Geometry
2. Leadership/Employability Skills
3. Assembly/Working Drawing
4. 3D Parametric Drawings
5. Residential Architecture

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**DROP/ADD PROCEDURE**

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1. Requests for dropping and adding courses must be made prior to the end of the first week of classes.
2. There must be approval by a parent to drop the course after the first week of class.
3. Student and parent will be informed by the counselor of the effect of dropping the course would have upon their credit standing. Students should not drop courses that would create a deficiency in credits required for graduation unless a waiver is signed by both parent and student with this understanding.

Dropping a course at a later date will result in a failing grade being registered in the student's records. (This regulation would apply to student and parent requested drops, not those requested by the school or administration.)

**STUDENT STUDY GUIDE****CONDITIONS FOR LEARNING**

- Establish a routine schedule for study time when you are physically alert.
- Be comfortable with an acceptable chair, good lighting and all study aids.
- Keep disturbances/distractions to a minimum.
- Set a definite goal for your study period, i.e., how many chapters to cover.
- Look over the complete assignment and break it down into smaller tasks.
- Short, frequent study periods are most effective.
- Overlearn so you can remember through repetition.
- Take a break in your study period when you become tired or cannot concentrate.

## **MOTIVATION:**

### **THE PREREQUISITE TO ALL LEARNING IS THE DESIRE TO LEARN**

- There is a direct positive correlation between learning and the individual's involvement in the process. Do your homework assignments.
- Education and learning are the means to future gainful employment.

## **READING TECHNIQUES**

- Look over the table of contents.
- Read summary chapters first.
- Read topic, paragraph, and sub-headings.
- Concentrate on the ideas presented.
- Write down items you consider important or do not understand.
- Keep up-to-date on reading assignments and read related outside materials.
- Question yourself on principle ideas; do practice tests.
- Review material (1) immediately after the lecture, (2) a short time before examinations, and (3) one or two times in between. Practice rewriting definitions, ideas, comparisons, and critiques.

## **NOTE-TAKING TECHNIQUES**

- Organize notes; outlining main points and condensing the wording.
- Re-write notes as soon as possible after lecture.
- Review lecture notes.

## **EXAMINATIONS**

- Be prepared by keeping assignments up-to-date and reviewing regularly.
- Do not take too much time on one question; pace yourself.
- In essay exams, organize material *before* writing.
- Know what the instructor wants; ask questions *before* exam if unsure.

## **STUDY SKILLS**

*The following websites are for students to help learn or improve their study habits.*

<http://caps.unc.edu/TenTraps.html> Tips on improving your study skills and preparing for exams.

<http://www.uni.edu/walsh/linda7.html> Collection of web sites that provide tips to help you study more effectively, manage your time, take better notes, and handle the stresses of college life.

<http://www.columbia.edu/cu/augustine/study/> This site has links to other study skills pages, twenty time savers, how to make a schedule, studying foreign languages, and studying with intensity.

<http://www.ucc.vt.edu/stdysk/stdyhlp.html> Here is a great listing of tips and techniques for improving your study skills. Everything from note taking to how to stop procrastinating. Be sure to take the "Study Skills Checklist" to find out where you need to improve.

<http://www.du.mn.edu/student/loon/acad/strat/> Study strategies site from the University of Minnesota contains a study skills survey, information about time management, memorization, learning styles, and study techniques.

## GLADSTONE AREA HIGH SCHOOL

Brady Downey .....Principal  
John Mileski..... Assistant Principal  
David Florenski ..... Guidance Counselor

### NATIONAL HONOR SOCIETY

Persons interested in becoming National Honor Society members and current members should note the following:

- Junior or senior rank
- Minimum GPA of 3.5 (cumulative)
- Six graded classes each semester
- Science, English, Mathematics, and Social Studies courses each year.

Students should keep these requirements in mind when selecting their courses for next year. Other selection criteria are available in the main office.

### YOUR FUTURE AND SCHOLARSHIPS

#### Examples of what scholarship committees look for:

- Community service/involvement – in and out of school
- Grade Point Average (GPA)
- Strength of student’s academic coursework
- Student’s rank in class
- Extra-curricular activities – in and out of school
- Employment
- Leadership roles – in and out of school

Consider adults you know who could write letters of recommendation for you.

### SCHOOL BOARD POLICY

The Gladstone Area School District Board of Education complies with the Federal laws and regulations prohibiting Discrimination and with all requirements and regulations of the United States Department of Education. It is the Policy of the Gladstone Area School District Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it received financial assistance from the United States Department of Education.

Inquiries or complaints may be addressed to the Gladstone Area School District Coordinator for Title VI, Title IX, and Homeless Coordinator:

Brady Downey  
Title VI, Title IX, and Homeless Coordinator  
2100 Hwy M-35  
Gladstone, MI 49837  
906-428-9200