

# ***Gladstone Area High School***

## ***CURRICULUM GUIDE***

***2021-2022***



**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.

## **CREDIT RECOVERY CLASSES**

Correspondence classes may only be used as make-up credits for previous failure and may not be used to help a student graduate ahead of schedule. Gladstone High School currently uses the online program, Odysseyware.Academy

## 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

It is imperative that careful consideration be given to the selection of elective subjects as schedule changes are disruptive and difficult to accommodate. Students and parents should understand that classes are planned and teacher schedules are developed on the basis of subjects selected by students during pre-registration. Schedule changes after the first two weeks of the semester must be completed with a parent/teacher/student/counselor conference, and requests for dropping and adding courses without a conference must be made prior to the end of the first week of classes. Also, movement, from a teacher to an online class, must take place within the first two weeks of each semester.

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.) Dual enrollment course drops must occur within the post secondary provider's full refund window or the student will be responsible for the cost of the course.

## 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.

## INDEPENDENT STUDY

Independent studies may be arranged for students on a case by case basis and are intended to extend or enrich standard course offerings. A syllabus must be submitted for an independent study. See Mrs. Herioux for details.

## DELTA-SCHOOLCRAFT INTERMEDIATE SCHOOL DISTRICT (ISD) CTE COURSES Available to grades 10, 11 and 12

Construction Trades I & II	Health Occupations I & II
Automotive Technology I & II	Machining I & II
IT Essentials I & II	Engineering Technology I & II
Careers in Education I & II	Welding Technology I & II
Product Design and Development I & II	

Introduction classes to most of the courses listed above are also available.

## **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:

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 Physical Science or Biology and Chemistry or Physics.
4. Three (3) credits of Social Studies, World History, American History, and Government/Economics are required.
5. Two (2) years of Foreign Language.
6. One credit of Physical Education /Health.
7. One credit in Visual, Performing, or Applied Arts.
8. Graduates are required to earn 22 total credits (16 required + 6 electives).
9. Must have a scorable Michigan Merit Exam.

## **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 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.

## 2021-2022 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.

Required Courses	Freshman 2025	Sophomore 2024	Junior 2023	Senior 2022
<b>English (4)</b>	English 9	English 10	English 11	English 12
<b>Social Studies (3)</b>	World History	U.S. History	Government/Economics	
<b>Math (4)</b>	Algebra Geometry	Geometry Advanced Algebra	Advanced Algebra Trigonometry and Statistics	Trigonometry and Statistics Calculus
<b>Science (3)</b>	Physical Science	Biology or College Prep Biology	Env. Chemistry, Chemistry (CTE students may wait a year)	Physics, Biology II, or Chemistry (CTE students)
<b>Phy Ed/Health</b>	Phy Ed/Health			
<b>Visual, Performing, or Applied Arts</b>	Band, Choir, Art I, or Woodworking I or Auto			
<b>Foreign Language (2)*,**</b>	Spanish I or II (Spanish I credit can come from Jr. High)			
<b>Elective</b>				
<b>Elective</b>				
<b>Total Credits</b>	6	6	6	6

\*Must take required course in any one year.

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## ENGLISH DEPARTMENT

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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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### **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 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 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 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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### **HONORS ENGLISH 9, 10 & 11**

**Credit 1**

These sections cover the same basic curricular materials as the standard English courses an an accelerated and more comprehensive level. Students are challenged with lengthier writings, more complex readings, and added research requirements. (Placement within these sections is competitive and based on teacher recommendation and PSAT test scores.

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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.

### 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.

### AP COMPUTER SCIENCE PRINCIPLES

Grade 10 – 11 - 12

Credit 1

**Prerequisite: Successful completion of Algebra B and an 80% average in a math class.**

AP Computer Science Principles introduces students to the fundamental concepts of computer science and challenges them to explore how computing and technology can impact the world. This class is designed with a goal of creating leaders in computer science fields and attracting students to essential computing tools and multidisciplinary opportunities.

This class will include units on the internet, Digital Information, Algorithms and Programming, Big Data and Privacy, Building Apps, and Creating and Exploring Performance Tasks.

### ADVANCED ALGEBRA

Grade 11-12

Credit 1

**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.

### TRIGONOMETRY AND STATISTICS

Grade 12

Credit 1

**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.

### CALCULUS

Grade 12

Credit 1

**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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**PERSONAL ECONOMICS****Grade 12****Credit 1**

(Also counts as a math credit)

Personal Economics is a one credit course that may be used as a senior level math credit. The purpose of the class is to introduce the concepts of money management and finance. Students will gain an understanding of spending, borrowing, investing, and will apply those financial concepts to real life situations. Students will achieve a more complete understanding of the importance of planning for the future and decision making while they participate in career research, budgeting, and other real world activities. Many of the evaluations for this class are project based.

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**SCIENCE DEPARTMENT**

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**COLLEGE PREP LABORATORY EXPERIENCES (CPLE) Grade 9****Credit 1**

**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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**BIOLOGY****Grade 10****Credit 1**

**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 CPLE 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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**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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**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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<b>PRACTICAL CHEMISTRY - SINGLE</b>	<b>Grades 11-12</b>	<b>Credit 1</b>
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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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<b>BIOLOGY II</b>	<b>Grades 12</b>	<b>Credit 1</b>
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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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<b>PHYSICS</b>	<b>Grade 12</b>	<b>Credit 1</b>
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**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

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<b>WORLD HISTORY and GEOGRAPHY</b>	<b>Grade 9</b>	<b>Credit 1</b>
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World History is a survey course that covers major civilizations of the Western and Eastern world. The subject matter ranges from the development of world religions to current events and from the beginning of the Middle Ages through the Cold War. In addition to the textbook, the course utilizes guest speakers, films, art and music to supplement the text. Study of geography will be integrated throughout the year and will be applied appropriately unit by unit.

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<b>U.S. HISTORY and GEOGRAPHY</b>	<b>Grade 10</b>	<b>Credit 1</b>
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U.S. History is a one-year survey course of the political, social, economic, military, and cultural history of our nation. Our present and future will be consistently discussed in terms of connections with the past. Time periods examined include the Civil War, Reconstruction, Westward Migration, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, and the present era. Study of geography will be integrated throughout the year and will be applied appropriately unit by unit.

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<b>ECONOMICS*</b>	<b>Grades 11-12</b>	<b>Credit .5</b>
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Economics is a one semester course required for graduation in the State of Michigan. The economic forces of scarcity and choice provide the basis of this class. Students will gain an understanding of all economic institutions, supply and demand, monetary and fiscal policy, and the impact of globalization. Evaluations include unit tests and short essay writing. *\*American Government and Economics will be offered as one class, each 1/2 credit.*

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<b>AMERICAN GOVERNMENT*</b>	<b>Grades 11-12</b>	<b>Credit .5</b>
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American Government is a one-semester course required by state law for graduation. The content includes political theory, the Constitution, the legislative process, the growth of the Presidency, the election process, the judicial system, and the evaluation of domestic policy and foreign policy. Emphasis will be placed on organizing, collecting, and utilizing materials to resolve problems, form opinions, and participate constructively within our democracy. *\*American Government and Economics will be offered as one class, each 1/2 credit.*

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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. Skill tests are given. Sports offered: badminton, basketball, flag football, soccer, softball, 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 1

(Signature required)

This is a program of study and training for those students with interest in athletic training, biological science, health, physical education, physiology, sports medicine, and physical therapy.

The primary objective of the course is to provide students with a working knowledge of the physiological and bio-mechanical aspects of human movement and exertion. We will study physiology of training for a sport, sport biomechanics, health and exercise leadership skills, nutrition and sport biomechanics.

The traditional training will also be required in the following areas: cardiovascular endurance, plyometrics, speed drills, quick feet drills, strength and individual sport training. Athletic training principals will be incorporated.

Students with an interest in this field will find careers in corporate/adult fitness, cardiac rehabilitation, clinical graded exercise testing services, clinical exercise physiology, collegiate strength and condition coaching, specific sport coaching and many other fields leading to a Masters/Doctorate degree in fields such as physical therapy, occupational therapy, exercise science, etc.

## 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. Students 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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### ART 1

Grades 9-12

Credit 1

**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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### ART II

Grades 10-12

Credit 1

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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**ART III & IV****Grades 11-12****Credit 1****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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**WOODWORKING I****Grades 9-12****Credit 1**

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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**WOODWORKING II & III****Grades 10-12****Credit 1****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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**CNC EXPERIENCES****Grades 10-12****Credit 1**

This course will introduce the students to many different areas of Industrial Technology. These areas include woodworking basics, planning and CNC routing and machining. The goal of this course is to create an awareness of the many different aspects Industrial Arts and Technology offers that students may not have been familiar with.

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**BASIC AUTOMOTIVE CONCEPTS****Grades 10-12****Credit 1**

To begin an education in automotive technology, the first course a student should take is an introductory course. In an intro to automotive technology class, students take a general look into the major auto systems, which include cooling, engine, steering and suspension, transmission, electrical and braking systems. Students study manuals and focus their studies on potential future career opportunities, shop safety, certifications and environmental issues.

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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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**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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**PEER TO PEER****Grade 12****Credit 1**

This program is designed for general education students interested in learning about students with learning differences and building mutually beneficial relationships. The general education peer will work alongside an I.E.P.'d student to promote socialization, independence and strong friendship bonds that last throughout high school and beyond. Potential activities may include attending general or special education class as an identified peer,

attending scheduled peer to peer meetings, 1:1 meetings with the coordinator, and completion of online curriculum materials. (Placement in this course is determined through an application process.)

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**MEDIAL AND TECHNOLOGY****Grade 9-12****Credit 1**

This hands-on course is designed to enhance students' abilities using technology and exploring medial. Experiences will include use of digital cameras, drone operation, video and picture editing, theater production, social media communication, 3D printing, and basic computer repair. The course will be taught using a team approach, and students will be actively engaged in real-world projects around the school and community.

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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.

**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.

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

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**TRANSPORTATION**

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**INTRO TO AUTOMOTIVE TECHNOLOGY**

**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.

**Prerequisite: None**

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**AUTOMOTIVE TECHNOLOGY I & II**

**Credits 3**

**Prerequisite: Automotive Technology I**

The Automotive Technology 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.

**Prerequisite: Automotive Technology I**

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**CONSTRUCTION**

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**CONSTRUCTION TRADES I**

**Credits 3**

Construction Trades I is designed for students interested in learning basic skills related to 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 introduction 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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**CONSTRUCTION TRADES II**

**Credits 3**

Construction Trades 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 their career goal.

**Prerequisite: Construction Trades I**

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## INFORMATION TECHNOLOGY

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### INTRO TO IT ESSENTIALS

Credits 3

This program is designed to provide students with entry level skills related to the repair, installation and maintenance of desktop computer hardware including PCs, monitors, mice, keyboards, printers and basic networking devices. Students will gain hands-on experience in building new PCs, re-building older systems, installing new devices and troubleshooting computer systems in general.

**Prerequisite: Keyboarding, Computer Classes**

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### IT ESSENTIALS

Credits 3

This program is a continuation of the PC Technician I course, with an emphasis on computer software. Students will install operating systems (predominantly Windows), application software, as well as, software used for networking and the internet. Students will also learn Microsoft Office applications and learn how to install, update and repair all types of software.

**Prerequisite: PC Technology I**

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## EDUCATION AND TRAINING

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### INTRO TO CARRERS IN EDUCATION

Credits 3

The Careers in Education I course introduces high school junior and senior students to careers in teaching and education. It provides students with an orientation to the teaching profession and related fields by providing students with an in-depth look into the profession of teaching. Students study the growth and development of the learner, as well as the social, political, philosophical, cultural, legal and economic forces that shape the United States public education system. In addition, students participate in classroom observations and an extended on-site lab experience assisting a classroom teacher with one-on-one student assistance, group monitoring, and whole class instruction. Students study child development principles and principles of effective teaching practices. All Careers in Education I students will be provided an on-site work experience in the Small Wonders Preschool Lab and will participate in the Future Educators Association (FEA) international leadership organization. A strong interest in exploring a career in education and a desire to work with young children is recommended. If you are interested in teaching as a possible profession and the role education plays in society, this class may be the one for you!

**Recommended: Cumulative Grade Point Average minimum of 2.0 (C) - 4.0 (A).**

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### CAREERS IN EDUCATION

Credits 3

The Careers in Education II course is open to high school senior students who have successfully completed Careers in Education I and wish to broaden their knowledge and skills through more extensive training and work experience. This course reinforces the content learned in the year prior through participation in an internship outside the ISD classroom three days per week. The internship may involve the pre-school level through middle school and is selected to match the student's career focus. All students will participate in the Future Educators Association (FEA) international leadership organization. A sincere interest in pursuing a college degree in an education related field is recommended when enrolling in this course.

**Prerequisite: Completion of Careers in Education I**

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## HEALTH SCIENCE

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### INTRO TO HEALTH OCCUPATIONS

Credits 3

**Health Occupations** students prepare themselves for placement in a wide range of occupational specialties in the health care industry. As a Health Occupations student, you will be observing many health care professionals at work during your hospital, nursing home or other clinical rotations. These include, but are not restricted to: lab techs, x-ray techs, physical and occupational therapists, veterinary techs, etc. The first-year curriculum focuses on medical terminology, basic human anatomy and physiology related to diseases, and specialized skills such as Vital Signs, First Aid and CPR. 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\*. Students will be eligible for three – seven (3-7) college credits for Bay College and NMU.

#### **Certified Nursing Assistant Training\***

- Students will have the opportunity to complete their Nursing Assistant Certification with the State of Michigan as stated under the Omnibus Reconciliation Act of 1991 (OBRA). This training is an integral part of the Health Occupations Program and relates to the nursing home clinical.
- During this phase of the course, students function as an assistant and provide direct, supervised care of elderly patients in a nursing care facility. Those offended or bothered by normal bodily functions, odors or hygiene issues must accept their responsibilities with professionalism and compassion or seek training in some other career field.
- Students must successfully complete the first semester of Health Occupations I to be eligible for the training program.
- 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. You must begin working within one year or the certification expires.

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### HEALTH OCCUPATIONS

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 **Independent Study** classroom instruction, computer modules, Clinical internships, and study in their specific area of interest within the community health care setting. Students will be eligible for an additional five (5) credits from Bay College. 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).

Students will receive a general clinical rotation at OSF St. Francis Hospital as well as in-depth 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\*.

#### **Prerequisite: Health Occupations I**

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## MANUFACTURING TECHNOLOGY

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### **MACHINING I**

**Credits 3**

This course is designed to provide 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.

Students will also be introduced to 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 (Basic Machining, Blueprint Reading, CAD, CAM)

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### **MACHINING II**

**Credits 3**

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). **Prerequisite: Machining I**

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### **WELDING TECHNOLOGY I**

**Credits 3**

This Welding course is designed to develop entry level job skills for students that may be interested in a career in the welding field. The student will study basic Shielded Metal Arc Welding, Gas Metal Arc Welding (Mig), Gas Tungsten Arc Welding (Tig), Oxygen Acetylene welding, and Flux Cored Arc Welding, and demonstrate the processes according to the American Welding Society standards. This course is based on the fundamental welding concepts as they apply to welding carbon steel.

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### **WELDING TECHNOLOGY II**

**Credits 3**

Welding Technology II broadens the students' knowledge and skills through experience and independent study of welding procedures. In depth blueprint reading and welding symbol understanding through the completion projects will also be covered. CNC Thermal Cutting will also be introduced. This course is based on the fundamental welding concepts as they apply to welding carbon steel, as well as aluminum and stainless steel. It emphasizes the interrelationships of the welding processes, material 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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## SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

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### **INTRO TO PRODUCT DESIGN & DEVELOPMENT**

**Credits 3**

Students will learn the fundamentals of engineering design and technical drawing (drafting) through sketching and CAD software. Students learn the language of engineering as they design and fabricate machine and wood products through project based instruction. Instruction includes single and multi-view drawings, 3-D representation, section views and dimension of objects. SolidWorks software will be used for computer drawing. This class is designed for students interested in engineering, construction, manufacturing or trades requiring blueprint reading. Students will have the opportunity to receive a certificate in SolidWorks CAD Software.

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### **PRODUCT DESIGN & DEVELOPMENT**

**Credits 3**

Students will learn about engineering and entry level architecture through project-based instruction and drafting/design computer programs. Projects that enhance team-building skills involve students, parents, and staff. Topics of study include: Advanced CAD solid modeling, design and manufacturing, program management process, GD&T and residential house design. Students identify a creative way of solving a problem or inventing a better product, and then design a possible solution through the use of CAD. When prototypes can be created, they are fabricated and tested for possible use in the manufacturing world. Original thinking and visualization are used throughout the process. This class prepares students for college studies in any area of engineering, and entry level Jobs in engineering, construction and manufacturing.

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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.
- Over learn 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://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.

<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.

**GLADSTONE AREA HIGH SCHOOL**

Andy Jacques .....Principal  
Rick Pepin..... Vice Principal  
Jeffyn Herioux ..... Student Services Director

**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 and Title IX:

Andy Jacques  
Title VI and Title IX  
2100 Hwy M-35  
Gladstone, MI 49837  
906-428-9200