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# Gaylord Community Schools

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Jeff Hervela.....Guidance Counselor (Last Names P-Z)

## WEBSITE ADDRESS/CONTACT INFORMATION

[www.gaylordschools.com](http://www.gaylordschools.com)  
90 Livingston Blvd.  
Gaylord, MI 49735  
(989) 731-0969

## **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. Please read this guide carefully and use it to its fullest extent. 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 counselor, 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.

## **Statement of Non-Discrimination**

It is the policy of Gaylord Community Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, marital status or any other legally protected characteristic be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to: Civil Rights Coordinator, 615 S. Elm Street, Gaylord, MI, 49735, (989) 705-3080.

## **Guidance and Counseling Services**

The purpose of this section is to acquaint you with the services available in the counseling center. An understanding of the roles of the Gaylord High School counselors will better enable you to utilize the counseling services provided to students and parents. These services include counseling, consulting and coordinating.

- I. In their counseling role the counselors:
  - A. Conduct career development consultations with students.
  - B. Meet with students to fuse interests, skills, and abilities in the formulation of an Educational Development Plan
  - C. Provide personal counseling
  - D. Monitor student progress
- II. In their consulting role, the counselors are consultants to parents, teachers and other school personnel. The most frequent areas of concern are:
  - A. Educational and career opportunities
  - B. Individual student progress and test interpretation
  - C. Financial Aid
- III. The coordinating role is facilitated through meetings of the counselors with the administrator, faculty meetings, and meetings as needed with teacher, principals and committees.
  - A. Scheduling - Coordinating the course selection for grades 9-12.
  - B. Post-high school information
    1. Educational Opportunities
      - a. Maintain catalogs and pamphlets for colleges, trade schools, etc.
      - b. Assist in processing college applications for students and alumni.
      - c. Schedule visitations and meet with college admissions counselors, business and trade school representatives, and Armed Forces representatives.
    2. Scholarships
      - a. Publicize scholarship opportunities
    3. Financial Aid
      - a. Maintain and publicize up-to-date financial aid information and applications.
      - b. Assist parents and students in interpreting financial aid applications.

4. Career Information
  - a. Assist students with career exploration.
- C. Testing
  1. Coordinate registration for PSAT, SAT, and the ASVAB.
  2. Administer PSAT, SAT, MME, M-Step, & AP tests.
  3. Interpret test results to staff and students.
- D. Student Records
  1. Maintain records for students in high school, GHS non-graduates and graduates.
  2. Provide copies of records for current and past GHS students, including all alumni, upon written request.
  3. Obtain and process course requirements for all high school transfer students' records and plan appropriate programs to meet graduation requirements.

## **Introduction to Educational Development Plans and Career Pathways**

It is important that the student, parent and counselor work together to create an Educational Development Plan (EDP). The EDP should reflect the student's interests and goals as well as satisfy all high school graduation requirements. Students and parents should review the Career Pathways to assist in making course selections.

It is strongly recommended that all students pursue a challenging course of study. The curriculum at Gaylord High School is designed to integrate academic and technical programs to prepare students for post-secondary education, military service or the world of work.

There are six broad career pathways from which to choose:

- **Arts and Communications**: careers related to the humanities, the performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations
- **Business, Management, Marketing, and Technology**: careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics and management.
- **Engineering /Manufacturing and Industrial Technology**: careers related to technologies necessary to design, develop, install, or maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.
- **Health Sciences**: includes careers related to the promotion of health as well as the treatment of injuries, conditions, and disease. These include research, prevention, treatment and related health technologies.
- **Human Services**: includes careers in child care, civil services, education, hospitality, and the social services. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services and personal services.
- **Natural Resources and Agriscience**: careers related to natural resources, agriculture, and the environment. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

Students will access Career Cruising/Xello, a career exploration and planning tool. Students assess their interests and skills while matching them to possible career and education options. The system helps students make initial decisions about their college and career goals while helping them create an EDP.

## Articulation Agreements for Gaylord High School

By identifying comparable coursework, GHS has partnered with local colleges to create agreements that give students free college credit for the high school classes they are taking that have equivalent content as college classes. By completing a Career and Technical Education course in high school, students have the opportunity to be eligible to obtain credit for their work at the following higher education colleges:

Alpena Community College  
Baker College  
Davenport University  
Delta College  
Ferris State University  
Kirtland Community College

Lake Superior State University  
Michigan State University  
Mid-Michigan Community College  
North Central Michigan College  
Northwestern Michigan College  
Oakland Community College  
Washtenaw Community College

For additional information, go online to our articulation website: [www.nemi-earncollegecredit.com](http://www.nemi-earncollegecredit.com).

## Dual Enrollment Classes at GHS

Gaylord High School students can take college classes at GHS, or on a college campus, and GHS will pay the tuition. Classes may be taught during the normal school day, in the evening, or online, and students may earn high school credit, college credit, or both. The State of Michigan has created an agreement with all State colleges and universities that will automatically transfer credit, for a select group of classes, in which grades of C or better are earned.

### **Why take a dual enrollment class?**

- ✓ Be challenged academically.
- ✓ Begin the transition to a full-time college student.
- ✓ Complete college in four years or less and save money.

### **Who is eligible?**

Students (9-12) may take a dual enrollment class under the following criteria:

- Students must have a qualifying score on either ACCUPLACER, PSAT, or SAT in order to register.
- Current GPA, class progress, and attendance will also be evaluated before dual enrollment approval.
- Students must be enrolled in both the school district and post-secondary institution during the local school district's regular academic year.
- Students must be enrolled in at least one class per semester on GHS campus.
- The college courses must be academic courses and cannot be a hobby or recreation course.
- If AP classes are offered, GHS students must take those classes prior to enrolling in similar dual enrollment classes.
- When high school credit is being used, the grade will be computed in the high school GPA.
- Dual enrollment not taken for high school credit may affect a student's cumulative GPA.
- Dual enrollment courses must consist of objectives/critical learnings above those courses offered in GHS and must be approved by administration prior to the student enrolling.

### **Dual Enrollment Drop/Add/Withdrawal:**

- ✓ Dropping or adding dual enrollment classes must go through GHS guidance office.
- ✓ If you withdraw from your dual enrollment class, it will result in a “W” on your high school transcript and will be figured into your GPA.
- ✓ If you fail a dual enrollment class, the “F” will be placed on your high school transcript and will be calculated into your GPA whether you have taken the class for high school credit or not.

School districts are required to pay the lesser of (1) the actual charge for tuition and fees or (2) the student’s state school aid foundation allowance, adjusted to the proportion of the school year the student has attended the post secondary institution.

### **Credit/Enrollment Policies**

1. Successfully completing a course for one semester earns 1/2 credit.
2. Courses need to be selected on the basis of graduation requirements and the student’s personal EDP (Educational Development Plan).
3. Correspondence credits will be counted toward graduation provided course work was completed through an accredited institution.
4. If a student fails a pre-requisite course, that course must be passed before taking subsequent course work in that area.
5. A student must have spent at least 3 semesters in grades 9-12 including two semesters of the senior year to qualify for Valedictorian and/or Salutatorian. (A.P. classes are weighted on a 5.0 scale and will affect G.P.A.)
6. Students must be enrolled in a minimum of 6 classes per semester.
7. Credit and grades given in educational settings not accredited by the North Central Association will be assessed and confirmed through GHS and/or State testing.
8. A student may test out of any class during their high school career. However, if the class is a prerequisite for a “required” class, the student must test out of the class prior to taking the “required” class. The student can only test during the predetermined test out window as set forth by administration.

### **Schedule Adjustments**

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 schedules and/or processing errors
2. Approval for alternate programs
3. Failure of a required class
4. Academic misplacement – teacher-initiated adjustment
5. Availability of courses offered based upon student interest and staffing

## **Drop and Add Course Procedure**

1. Drop and add time periods will end one week after the start of the semester. If a student withdraws after six weeks this will result in a failure (F) on the transcript.
2. An exception to the above includes emergency withdrawal. A parent/principal/counselor conference and teacher's consent can allow a student to drop with no grade penalty.
3. Interdepartmental level switches of classes with department approval may be made at any time.

## **Testing**

**PSAT 8/9**-The PSAT 8/9 establishes a baseline for college and career readiness as students enter high school.

**PSAT 10**-The PSAT 10 assessment serves as a "check in" on student progress and pinpoints areas for development.

**PSAT/NMSQT**-The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is a qualifier for the National Merit Scholarship. This test is administered in the fall of the student's junior year. Students can register in the counseling office if interested. A testing fee is charged.

**SAT**-The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions.

**ASVAB**-The Armed Service Vocational Aptitude Battery test academic ability in verbal, math, and aptitude of career areas. Scores are used to place enrollees in proper military programs and screen for G.I. Bill Benefits. Counselors use the scores for career counseling. The test can be arranged on an individual basis through a recruiter. This test is free and given annually through the guidance office.

**MME**-Michigan High School's Michigan Merit Exam (MME) Test has been developed to measure what all students should know and be able to do in each of the subject areas tested. The subject areas of the High School MME Test are Mathematics, Science, Reading, Writing and Social Studies. Each test is based upon the Michigan Merit Curriculum approved by the State Board of Education in 2006. The tests have been designed to emphasize real world applications and problem solving. Students are scheduled to take the MME test during their junior year.

### **Advanced Placement Testing**

Advanced Placement (AP) classes are the equivalent of a college-level course and each utilizes a college-level textbook. Both students and parents should be aware of the increased workload that accompanies AP courses. Like college students, you will be expected to read and complete assignments outside of class. For example, in some AP classes you will be assigned reading on a daily basis, or be expected to do a minimum of 30 minutes of homework each night. In designing AP courses, the College Board aimed to help students gain the higher-order thinking skills that are necessary to be successful in college. Students who complete the course, and pass the AP exam in May, have the chance to earn college credit. (There is a fee associated with each test; however, there may be some funding available to assist students and families who are in financial need.) Individual colleges and universities set their

own standards for scores required to earn credit. For additional information, go online to [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy) or check with a guidance counselor for details.



## **Gaylord High School** **Credit Requirements**

### **Required for Graduation**

Students must complete 8 full semesters in order to be eligible for graduation.

<b>Courses</b>	<b>Credits</b>
<b>English</b> -Grade 9 (1 cr.), English 10 (1 cr.), English 11 (1 cr.), English 12 (1 cr.)	4
<b>Social Studies</b> -American History (1 cr.), Government/Economics (1 cr.), World History (1 cr.)	3
<b>Science</b> - Biology (1 cr.), Chemistry, Living Chemistry, Physics, or Conceptual Physics (1 cr.), 1 Elective (1 cr.)	3
<b>Mathematics</b> -Algebra 1 (1 cr.), Geometry (1cr.), Algebra 2 (1 cr.), 1 Elective (1 cr.) <u>ALL</u> students must take a math class during their senior year	4
<b>Visual, Performing &amp; Applied Arts</b>	1
<b>Physical Education* and Health</b> (.5 cr. and .5 cr.)	1
<b>World Languages**</b>	2
Total Required Credits for Michigan Merit Curriculum	
	18
<b>Additional credits required for graduation (electives, vocational, other core classes, etc.)</b>	3
Total credits required to graduate:	
	21 credits

\*Students who participate in one high school sanctioned sport or 1 fall semester of band offered by Gaylord Community Schools may be granted a .5 physical education credit. This credit does not meet the .5 health credit and can only be granted once. Successful completion of the sport/class will be determined by the principal or his/her designee. Credit will be granted on credit/no credit basis.

\*\*Students may substitute the 2<sup>nd</sup> World Language credit with either an additional Virtual, Performing or Applied Arts course, or by completing a formal CTE program.

## Graduation Ceremony

No senior will be allowed to participate in the graduation ceremony if the student lacks any of the graduation requirements.

### Class Rank

To determine class rank a student's GPA is ranked highest to lowest. If two or more students have identical averages, they are ranked the same. The rank of the student who immediately follows a tie position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her. A student's GPA and rank in class shall be entered on his/her record and shall be subject to the school board's policy on release of student records.

### Grading Scales

#### Standard Grading Scale

A	=	4.00
A-	=	3.70
B+	=	3.33
B	=	3.00
B-	=	2.70
C+	=	2.33
C	=	2.00
C-	=	1.70
D+	=	1.33
D	=	1.00
D-	=	.70

#### Advanced Placement Scale

A	=	5.00
A-	=	4.70
B+	=	4.33
B	=	4.00
B-	=	3.70
C+	=	3.33
C	=	3.00
C-	=	2.70
D+	=	2.33
D	=	2.00
D-	=	1.70

### Student Services

#### Special Services

Special education supportive services are available in accordance with state and federal guidelines. Credits received through supportive services will comply with the Gaylord Community School's Board of Education Graduation Requirements and mandated state and federal requirements.

Seniors who do not have enough credits or have not passed the required course work for graduation with their class, have the following options:

1. Return to high school the following year for required course work with permission of the high school principal.
2. If the student has failed required course work and the course/s cannot be scheduled during the regular school day, the student may be eligible to take course/s through an accredited correspondence course.
3. Opportunities for remediation/credit recovery may be available through on-line classes. Consult your school counselor for more information.

#### Student Reports

Student report cards are issued four times a year, one every nine weeks.

## **Student Transcripts**

Students may go online to [www.parchment.com](http://www.parchment.com) to request transcripts be sent to colleges and universities. There is no fee for this service.

## **NCAA Clearinghouse**

In order to participate in Division I or Division II athletics, there are certain academic requirements that must be met.

For both Divisions I and II, you must take 16 core courses. Core courses are considered Math, English, Science, Social Studies, & Foreign Language. Visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for additional information and approved GHS courses. There are specific GPA and SAT (or ACT) requirements as well. (Please see the Guidance Department for further information.)

## **Work Permits**

Work Permits are required by employers for students who are under 18 years of age. Work permits may be obtained at the Gaylord High School Office for students who have employment. Co-op students do not need work permits. The training agreements cover this requirement. See co-op coordinator for more information.

# 4-Year Plan Recommendations

## Freshmen

- \* Get involved in extra-curricular activities at school and within the community (log your hours with the Volunteer Center)
- \* Familiarize yourself with college and career resources
- \* Look at specific college prep programs (collegeboard.com)
- \* Decide on a career pathway using the curriculum guide
- \* Outline classes you want to take during high school (take core courses if you are college bound)
- \* Develop good study habits and organization skills
- \* Take the PSAT 8/9
- \* Learn more about Gaylord's Early College program
- \* Discuss test-out options with guidance counselor
- \* Encourage your student to explore different career pathways through Career Cruising/Xello ([www.careercruising.com](http://www.careercruising.com))
- \* Research future dual enrollment options for college credit (optional)

## Sophomores

- \* Improve your grade point average
- \* Take the PSAT 10
- \* Continue researching colleges; attend College Night
- \* Prepare for the SAT (Take online practice tests at <http://sat.collegeboard.org/practice/>)
- \* Encourage your student to explore different career pathways through Career Cruising/Xello ([www.careercruising.com](http://www.careercruising.com))
- \* Research future dual enrollment options for college credit (optional)

## Juniors

- \* Consider taking Advanced Placement courses
- \* Research colleges; check degrees offered
- \* Make college visits and meet with college representatives that come to the school
- \* Sign up for the PSAT/NMSQT in the fall (optional), see pg. 7
- \* Take the Michigan Merit Exam in April (includes SAT, WorkKeys, and M-Step)—required for graduation
- \* Check graduation requirements
- \* Attend College Night
- \* Meet with military recruiters; take ASVAB (optional)
- \* Take challenging courses and keep your grade point average up
- \* If enrolled in A.P. classes, sign up for Advanced Placement tests
- \* Research dual enrollment options for college credit
- \* Re-take SAT in June if unhappy with scores
- \* Encourage your student to explore different career pathways through Career Cruising ([www.careercruising.com](http://www.careercruising.com))

## Seniors

- \* Double-check graduation requirements (remember: completion of the Michigan Merit Exam is required for graduation)
- \* Apply to colleges in the fall
- \* Check scholarships available (outside Guidance Office in senior hallway), plus listen to announcements
- \* Pay attention to deadlines for graduation materials, college applications, scholarships, etc.
- \* Attend Financial Aid Night
- \* Check dates of SAT if planning on re-taking test
- \* Fill out the FAFSA for state and federal aid in October/November
- \* If enrolled in A.P. classes, sign up for Advanced Placement tests
- \* Research dual enrollment options for college credit
- \* Encourage your student to explore different career pathways through Career Cruising/Xello ([www.careercruising.com](http://www.careercruising.com))

# COURSE OFFERINGS

## Language Arts

Course	Credit	Grade Level	Length
English 9	1	9	2 Sem
English 10	1	10	2 Sem
English 11	1	11	2 Sem
LC English 11	1	11	2 Sem
English 12	1	12	2 Sem
LC English 12	1	12	2 Sem
A.P. English Language and Composition	1	11	2 Sem
A.P. English Literature and Composition	1	12	2 Sem
ELA Essentials	1/2	10, 11, 12	1 Sem

### **English 9**

#### **Grade 9**

**1 credit**

Following the Michigan Merit Curriculum, the goal for English Language Arts Grade 9 is 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. Ninth graders will connect with and respond to texts by analyzing relationships within and across families, communities, societies, governments and economies. They will consider how they building relationships, how their relationships impact others, and their responsibility to society. These concepts will be learned through units centering on short stories, *To Kill a Mockingbird*, *The Odyssey* and *Romeo and Juliet*. Successful completion is required for graduation.

### **English 10**

#### **Grade 10**

**1 credit**

Following the Michigan Merit Curriculum, the goal for English Language Arts 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. Tenth graders will connect with and respond to texts through critical response and stance which offers students the lens to assess and modify their beliefs, views of the world, and how they have the power to impact them. These concepts will be learned through units centering on *The Crucible*, *Macbeth*, *Of Mice and Men*, and *Lord of the Flies*. Successful completion is required for graduation.

### **English 11**

#### **Grade 11**

**1 credit**

Following the Michigan Merit Curriculum, the goal for English Language Arts 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. Eleventh graders will connect with and respond to texts through transformational thinking which will focus on analyzing arguments. These concepts will be learned through units centering on *Station Eleven*, *Memoirs*, *Fahrenheit 451*, and *Hamlet*. Successful completion is required for graduation.

### **LC English 11**

#### **Grade 11**

**1 credit**

**Prerequisite: IEP placement**

Meets the requirements of English 11.

## English 12

### Grade 12

1 credit

This class is recommended for those students who wish to improve their reading and writing skills for college but are not interested in taking an AP course. This course will follow the Michigan Merit Curriculum and will 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. Twelfth graders will connect with and respond to texts through a focus on leadership qualities. The concepts will be learned through units centering on *Their Eyes Were Watching God*, *Things Fall Apart*, *Animal Farm*, *1984*, *The Great Gatsby*, *The Grapes of Wrath*, *Antigone*, "Letter from Birmingham Jail," *The Night Thoreau Spent In Jail*, and *Principle-Centered Leadership*.

## LC English 12

### Grade 12

1 credit

**Prerequisite:** IEP placement

Meets the requirements of English 12.

## A.P. English Language and Composition-Grade 11

1 credit

**Prerequisites:** **Successful competition of English 10.** An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. (Course and Exam Description, College Board, 2019).

## A.P. English Literature and Composition-Grade-12

1 credit

**Prerequisites:** **Successful completion of English 11.** College bound students with an overall grade point average of 3.0 and strong grades in English classes will find the most success. Following the A.P. College Board curriculum, students will read classic literature, produce literary essays, create informative essays, and improve vocabulary in reading and writing. Upon successful completion, students receive **high school credit by semester**, but depending on the **college or university, credit may** be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students **must check** with individual colleges or universities for credit standards. The **cost** of the national test is the responsibility of the student.

## ELA Essentials

1/2 credit

### Grades 10-12

The purpose of this class is to develop reading and writing skills so that the student can demonstrate achievement, growth, and, ultimately, mastery of the most relevant ELA skills in order for that student to recover credits toward graduation, be successful in future English classes, and bolster a solid foundation useful for the many instances in school and beyond where reading and writing skills contribute to effective communication and achievement.

## **Social Studies**

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
U.S. History	1	9	2 Sem
Civics	1/2	10	1 Sem
Economics	1/2	10	1 Sem
A.P. U.S. Government	1	10, 11, 12	2 Sem
A.P. U.S. History	1	11, 12	2 Sem
A.P. Comparative Government and Politics	1	11, 12	2 Sem
World History & Geography	1	11	2 Sem
A.P. World History	1	11, 12	2 Sem
Law I	1/2	11, 12	1 Sem
Law II	1/2	11, 12	1 Sem
Sociology	1/2	11, 12	1 Sem
Psychology	1/2	11, 12	1 Sem
A.P. Psychology	1	11, 12	2 Sem

### **U.S. History**

#### **Grade 9**

**1 credit**

The study of U.S. History from Reconstruction to the present with an emphasis on mastering the following perspectives: Geopolitical - A historical perspective on the relationship between the U.S. and the rest of the world. Historical Sequencing - Gain an understanding of historical eras relating to the present time. Major Contributions - Gain an understanding of interactions and contributions of minorities in history. The students will be able to communicate effectively in both written and oral forms. Successful completion is required for graduation.

### **Civics**

#### **Grade 10**

**1/2 credit**

Civic education is essential for active participation by informed citizens. Students will learn about the rights and responsibilities of the United States citizenship. The course explores the structure of the federal government, as outlined in the U. S. Constitution, and the basics of the American free enterprise system and United States foreign policy. Civic understanding helps students develop the skills to make informed decisions, to resolve conflicts peacefully, to articulate and defend positions, and to engage in the civic and political life of their communities. Civics will help students understand what is expected in their role as productive members of a democracy and how to participate fully in American society. This course is required for all sophomores. Successful completion is required for graduation.

### **Economics**

#### **Grade 10**

**1/2 credit**

An understanding of Economics is becoming essential for citizens in our national and increasingly interconnected world economy. Productive members of society must be able to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. This course will prepare students to master fundamental economic concepts, applying the economic way of thinking and tools (graphs, statistics, equations, concepts, topics) from other subject areas to the understanding of operations and institutions of economic systems. Students will study the basic economic principles of micro and macroeconomics, and comparative economics systems. This course is required for all sophomores. Successful completion is required for graduation.

## **A.P. U.S. Government**

**Grades 10-12**

**1 credit**

### **Prerequisite: U.S. History**

AP US Government is a college level class that follows the A.P. College Board curriculum. It is an intensive, in-depth study of the federal government from its origins and constitutional development to its current workings. Areas of study include U.S. government philosophy, the Constitution, political beliefs and behaviors, political parties and interest groups, elections, the media, branches of government, and public policy. Upon successful completion, students receive **high school credit by semester**, but depending on the **college or university, credit may** be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students **must check** with individual colleges or universities for credit standards. The **cost** of the national test is the responsibility of the student. This course meets the Michigan graduation requirement for Civics. Students will have the opportunity to test out of the Economics requirement after the AP Exam has been completed.

**A.P. U.S. History** (Offered on a rotating basis: 2023, 2025, ...)

**Grades 11-12**

**1 credit**

### **Prerequisite: U.S. History and Civics**

*This course is a comprehensive review of U.S. History with an emphasis on original source material. Discussion and readings will be the focus of this course. The student should be prepared to take the Advanced Placement Examination in U.S. History. Upon successful completion, students receive **high school credit by semester**, but depending on the **college or university, credit may** be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students **must check** with individual colleges or universities for credit standards. The **cost** of the national test is the responsibility of the student.*

**A.P. Comparative Government and Politics** (Offered on a rotating basis: 2024, 2026, ...)

**Grades 11-12**

**1 credit**

Recommended: World History and A.P. U.S. Government

AP Comparative Government and Politics is a college level class that introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Mexico, Nigeria, Russia and Iran. Areas of study include sovereignty, authority and power; political institutions; citizens, society, and the state; political and economic change; and public policy. Upon successful completion, students receive **high school credit by semester**, but depending on the **college or university, credit may** be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students **must check** with individual colleges or universities for credit standards. The **cost** of the national test is the responsibility of the student.

## **World History and Geography**

**Grade 11**

**1 credit**

World History and Geography is the study of history from ancient to modern times. The past is studied to understand the present, avoid repeating the mistakes of the past, and to prepare for the future. It will also focus on economic, political, and social factors that shape our modern world. The course includes content from ancient times to medieval history to modern times. Successful completion is required for graduation.



## **A.P. World History**

**Grades 11-12**

**1 credit**

**Recommended: Civics and Economics, or A.P. U.S. Government**

AP World History is a college level class that introduces students to basic themes and ideas in world history. The purpose of the AP World History course is to develop greater understanding of the changes over time in various global processes in different types of human societies. The course highlights the causes and consequences of global change within and among major societies. This is achieved through acquiring relevant factual knowledge and analytical skills needed to evaluate historical evidence. The discussions of explicit periods of history form an organizing principle to address change and continuity throughout world history. Upon successful completion, students receive *high school credit by semester*, but depending on the *college or university, credit may* be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students *must check* with individual colleges or universities for credit standards. The *cost* of the national test is the responsibility of the student. This course meets the Michigan graduation requirement for World History & Geography.

## **Law I**

**Grades 11-12**

**1/2 credit**

This is a course that includes general or most common legal situations that a person is likely to come into contact with in today's society. Units of study will include basic information about our legal system, court procedures, policy making, rights and responsibilities dealing with the law.

## **Law II**

**Grades 11-12**

**1/2 credit**

**Prerequisite: Law I**

This class should be considered by those who are interested in a law related career. Constitutional law, contract law, torts, family law, individual rights and responsibilities and career information are among the units in the class for those who wish a more in-depth study of the subject.

## **Sociology**

**Grades 11-12**

**1/2 credit**

Sociology is the study of man and his relationships; with self, others, and social systems. A basic concept of sociology includes a discussion of the natural, social, and cultural environments. The units of study will include development of a personality and the social being, marriage, family, and social problems of race, poverty, old age, and crime.

## **Psychology**

**Grades 11-12**

**1/2 credit**

This course is offered to college prep students as an intensive study of the mental processes and behaviors of living organisms. Emphasis is placed upon the different methods and philosophies, learning, cognition, child development, intelligence, personality, stress management and abnormal behavior. The influence of both heredity and environment (nature/nurture) on personal development is stressed.

## **A.P. Psychology**

**Grades 11-12**

**1 credit**

### **Prerequisite: Sociology and Psychology**

The A.P. Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human being and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. A College Board test is expected to be taken in May. Before taking this AP course it is strongly recommended that a student take the general psychology course. The course will include: History and Approaches, research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Development Psychology, treatment of Psychological Disorders, and Social Psychology. The readings, writings, and work are expected to be at college levels. Upon successful completion, students receive ***high school credit by semester***, but depending on the ***college or university, credit may*** be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students ***must check*** with individual colleges or universities for credit standards. The ***cost*** of the national test is the responsibility of the student.

## Science

Course	Credit	Grade Level	Length
Biology I	1	9, 10, 11, 12	2 Sem
A.P. Biology	1	11, 12	2 Sem
Bio Field Studies/Limnology	1/2	11, 12	1 Sem
Living Chemistry	1	10, 11, 12	2 Sem
Chemistry I	1	10, 11, 12	2 Sem
A.P. Chemistry	1	11, 12	2 Sem
Conceptual Physics	1	10,11, 12	2 Sem
Physics	1	11, 12	2 Sem
A.P. Physics 1	1	11, 12	2 Sem
Human Anatomy and Physiology	1	10, 11, 12	2 Sem
Applied Botany/Horticulture	1	10, 11, 12	2 Sem
Advanced Applied Botany/Horticulture II	1	11, 12	2 Sem
Sustainable Operations Advisor/Hort. III	1	12	2 Sem

### **Biology I**

**Grades 9-12**

**1 credit**

This class provides a strong basis in general biology. The main concepts are: inquiry, reflection and social implications; organization and development of living systems; interdependence of living systems and the environment; genetics, evolution and biodiversity.

### **A.P. Biology**

**Grades 11-12**

**1 credit**

**Prerequisite: Biology**

**Recommended: Earned a B or better in both Biology and Chemistry or approved from Instructor**

A.P. Biology conforms to the standards instituted by the College Board for all Advanced Placement courses and covers all of the topics in the A.P. Biology Course Description. These include biochemistry, cell structure and function, metabolism, genetics, molecular basis of inheritance, DNA technology, evolution, microbiology, classification, plants, animals, animal physiology and ecology. Furthermore, all of the above topics are integrated throughout the course using the eight major themes for the A.P. Biology Curriculum Requirements. There is strong laboratory emphasis which covers all major themes. Upon successful completion, students receive *high school credit by semester*, but depending on the *college or university, credit may* be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students *must check* with individual colleges or universities for credit standards. The *cost* of the national test is the responsibility of the student.

### **Bio Field Studies/Limnology**

**Grades 11-12**

**1/2 credit**

**Prerequisite: Biology**

This course will investigate such topics as water chemistry, aquatic micro/macro-invertebrates, algae, exotic species, fish, ecology, birds, plants and animals associated with lakes, streams and rivers. In addition, students will spend numerous hours out of the classroom and in the field gathering data on these topics and presenting this data to local groups. Students will hear from guest speakers and interact with professionals from the Soil Conservation District, DNR, DEQ, and numerous community groups.

## **Living Chemistry**

**Grades 10-12**

**1 credit**

Living Chemistry is a course that includes the regular content of chemistry, such as: matter, energy, atomic structure, chemical formulas, chemical equations and mole, gas laws, solutions, acids and bases, carbon chemistry, and real-world applications of chemistry. Participating in lab is an important part of the course as well as developing mathematical skills in chemistry. This course meets the Michigan Standards for a required chemistry course.

## **Chemistry I**

**Grades 10-12**

**1 credit**

**Prerequisite: Algebra I**

Chemistry I is a college prep course with a rigorous approach to the regular content of chemistry such as: matter, energy, atomic structure, stoichiometry, chemical formulas, chemical equations, gas laws, solutions, acids, bases, and an introduction to organic chemistry. The lab is an important part of the course and ***strong*** algebra skills are emphasized.

## **A.P. Chemistry**

**Grades 11-12**

**1 credit**

**Prerequisites: Algebra II and Chemistry I**

This rigorous course in Advanced Placement Chemistry will cover the topics of stoichiometry, acid base chemistry, re-dox, chemical equilibrium, nuclear chemistry, significant figures, solution chemistry and colligative properties, electrochemistry, thermodynamics, rates of reactions and organic chemistry. A major emphasis of the course will be college level lab experiments and preparation for college board Advanced Placement tests. Upon successful completion, students receive ***high school credit by semester***, but depending on the ***college or university, credit may*** be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students ***must check*** with individual colleges or universities for credit standards. The ***cost*** of the national test is the responsibility of the student.

## **Conceptual Physics**

**Grades 10-12**

**1 credit**

**Prerequisite: Algebra II**

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding. Topics to be covered include: motion, gravity, mechanics, waves and electricity. Participating in lab is an important part of this course as well as developing mathematical skills in physics. This course meets the Michigan standards for a required physics course.

## **Physics**

**Grades 11-12**

**1 credit**

**Prerequisite: Algebra II**

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding along with problem-solving ability using algebra and trigonometry. This is a one-year course that includes a formal laboratory component. This course provides a foundation in physics for students who plan to study life sciences, pre-medicine, engineering, as well as other fields not directly related to science. Topics to be covered include: motion, forces, gravity, special relativity, waves and electricity.

## **A.P. Physics 1**

**Grades 11-12**

**1 credit**

**Prerequisite: Algebra II**

This rigorous course in Advance Placement Physics will cover the topics of Newtonian Mechanics, work, energy, power, mechanical waves and sound, and an introductory to simple circuits and relativity. A major emphasis of the course will be on college level lab experiments and preparation for the College Board Advance Placement test. Upon successful completion, students will receive *high school credit by semester*, but depending on their choice of *college or university*, *credit may* be awarded for completion of course work and/or scores from Advance Placement standardized national tests. Students *must check* with individual colleges or universities for credit standards. The *cost* of the national test is the responsibility of the student.

## **Human Anatomy and Physiology**

**Grades 10-12**

**1 credit**

The course is offered for students interested in learning more about the structure and function of the human body. The students will learn the basics of anatomy and physiology, medical terminology, disease process and prevention of each body system. (This course may be applied towards a science elective credit.)

## **Applied Botany/Horticulture**

**Grades 10-12**

**1 credit**

**Prerequisite: Biology**

This course is designed to develop skills in the areas of plant science and the horticulture field. Students will follow the Michigan Center for Career and Technical Education curriculum. Areas covered include: forestry, plant ID, plant physiology, soil analysis and nutrients, greenhouse management, IPM, landscape design, landscape construction and maintenance, hydroponics, pomology and viticulture and careers in the horticultural field. This is a science-based course with many opportunities for hands-on learning. (This course may be applied towards a science elective credit.) See articulation agreements for this course on pg. 5.

## **Advanced Applied Botany/Horticulture II**

**Grades 11-12**

**1 credit**

**Prerequisite: Applied Botany/Horticulture**

This course is the continuation of the Applied Botany/Horticulture curriculum and covers material from the remaining required segments. These segments include leadership, careers in the industry, irrigation, turf grass, alternative energy/sustainable agriculture, landscape design & maintenance and floral design. (This course may be applied towards a science elective credit.)

## **Sustainable Operations Advisor/Horticulture III**

**Grade 12**

**1 credit**

**Prerequisite: Successful completion of Horticulture I & II**

This course allows students to further develop skills learned in Applied Botany/Horticulture I & II. Students will focus on maximizing production from systems established by the horticulture class. This entails collecting data, trouble-shooting disease/growth problems, daily lab maintenance, establishing and coordinating planting schedules and rotations, facilitating and verifying operations required of lab groups and communicating ordering needs to instructor. Final assessment includes student-developed portfolio of horticulture experience.

## Mathematics

Course	Credit	Grade Level	Length
Algebra I	1	9, 10, 11, 12	2 Sem
LC Algebra I	1	9, 10, 11, 12	2 Sem
Geometry	1	9, 10, 11, 12	2 Sem
LC Geometry	1	9, 10, 11, 12	2 Sem
Algebra II	1	9, 10, 11, 12	2 Sem
LC Algebra II	1	9, 10, 11, 12	2 Sem
Pre-Calculus	1	10, 11, 12	2 Sem
Everyday Statistics	1/2	11, 12	1 Sem
A.P. Statistics	1	11, 12	2 Sem
A.P. Calculus	1	11, 12	2 Sem
Financial Management	1	12	2 Sem
LC Financial Management	1	12	2 Sem
CTE Courses**	1	12	2 Sem

\*\*CTE Courses that are approved for a senior math credit include: Accounting I or II (pg. 32), Automotive Technology A or B (pgs. 36-37) and Intro to Restaurant Mgmt. & Culinary Arts or Restaurant Mgmt. & Culinary Arts (pg. 34).

[Other senior math options include AP Computer Science Principles (pg. 32), Mechatronics (pg. 40), Construction Trades (pg. 41), and AIS Heavy Equipment Technology (pg. 38)]

### **Algebra I**

**Grades 9-12**

**1 credit**

This course builds upon a number of key concepts developed in the middle grades, such as patterns of change and linear relationships with multiple representations. Units will cover basic linear equations, symbolic forms of equations, analyzing rates of change, quadratic, exponential and polynomial functions, rules of exponentiation, and problem-solving applications.

### **LC Algebra I**

**Grades 9-12**

**1 credit**

**Prerequisite: IEP placement**

Meets the requirements of Algebra I.

### **Geometry**

**Grades 9-12**

**1 credit**

**Prerequisite: Algebra I**

This course explores the definitions and properties of lines, angles, 2-dimensional, and 3-dimensional figures. Students will develop and apply such concepts as congruence and similarity, transformations, perimeter, area, volume, trigonometry, and parallel and intersecting lines.

### **LC Geometry**

**Grades 9-12**

**1 credit**

**Prerequisite: IEP placement**

Meets the requirements of Geometry.

**Algebra II****Grades 9-12****1 credit****Prerequisite: Algebra I**

Concepts studied include: applications of linear equations, quadratics, exponential and logarithmic functions, probability, and polynomial functions. Use of graphing calculator is taught and emphasized throughout the year. It is strongly recommended that students entering Algebra II have earned at least a C+ in Algebra I.

**LC Algebra II****Grades 9-12****1 credit****Prerequisite: IEP Placement**

Meets the requirements of Algebra II.

**Pre-Calculus****Grades 10-12****1 credit****Prerequisite: Geometry & Algebra II**

An excellent preparation for any advanced math study, this course is an important class for the college prep or technical career curriculum. The student will learn and expand many advanced math concepts such as polar coordinates, conics, complex numbers, sequences and series, function behavior and trigonometry. Students will learn about the circular functions and apply them to science and practical situations. Additional topics include polynomial and rational functions, exponential and logarithmic functions, and vectors. Students will also use graphing calculators extensively.

**A.P. Calculus****Grades 11-12****1 credit****Prerequisite: Pre-Calculus**

Emphasis is placed on the study of limits, rates of change, differential and integral calculus and their applications. Students will be encouraged to take the A.P. Test and may earn up to 5 college credits based on the test score and school of their choice. Upon successful completion, students receive *high school credit by semester*, but depending on the *college or university, credit may* be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students *must check* with individual colleges or universities for credit standards. The *cost* of the national test is the responsibility of the student.

**Everyday Statistics****½ credit****Grades 11-12**

This course primarily focuses on statistical literacy, data exploration, data analysis, modeling, and prediction using real-world data sets. Within these concepts you will be expected to use current and fundamental statistical methods to gain insights and make informed decisions derived from analysis. Algebra and geometry are used minimally, but a knowledge of fractions, decimals, and percentages is critical. There is an emphasis on using technology—especially Google Sheets, Google Docs, and TI graphing calculators—to perform calculations and present your findings. More time is spent on the correct interpretation of statistics and results rather than the calculations. Topics of study include types of data, tables and graphs that summarize data (frequency tables, histograms, scatterplots, etc.), measures of center (mean, median, mode), measures of variation (standard deviation, variation), linear correlation and regression, probability, probability distributions, hypothesis testing, and ANOVA (Analysis of Variance).

**A.P. Statistics****Grades 11-12****1 credit****Prerequisite: Algebra II**

This course is a project-oriented course designed around the exploration of statistical methods, and inference. Students will learn to design experiments and surveys, collect and analyze data, and draw conclusions based on statistical methods. This course may be taken concurrently with another math course. Credit may be awarded for completion of coursework and/or scores from Advanced Placement standardized national tests. Students must check with individual colleges or universities for credit standards. The cost of the national test is the responsibility of the student.

**Financial Management****1 credit****Grade 12**

This course will cover personal financial planning and money management strategies. Discussion topics and projects will include paying for college, investment strategies, understanding the stock market, probability, data analysis, expected value, games of chance, establishing credit, credit cards, budgeting, insurances, mortgages and consumer loans, understanding your paycheck, taxes, budgeting, and saving for that awesome vacation. This course meets the Michigan standards for a required senior math credit.

**LC Financial Management****Grade 12****1 credit****Prerequisite: IEP placement**

This course meets the Michigan standards for a required senior math credit.



## **World Languages**

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
Spanish I	1	9, 10, 11, 12	2 Sem
Spanish II	1	9, 10, 11, 12	2 Sem
Spanish III	1	10, 11, 12	2 Sem
AP Spanish Language and Culture	1	11, 12	2 Sem

### **Spanish I**

**Grades 9-12**

**1 credit**

This is a fast-paced, academic introductory course open to students motivated to put in time and effort to acquire the Spanish language and culture through vocabulary, verbal, and written expression.

### **Spanish II**

**Grades 9-12**

**1 credit**

**Prerequisite: Successful completion of Spanish I**

**(It is recommended that students who score below 76% in Spanish repeat the class prior to taking Spanish II.)**

This course will incorporate previous learned material into a more in-depth look at oral and written competency within the Spanish language. Also, additional verb tenses and grammar.

### **Spanish III**

**Grades 10-12**

**1 credit**

**Prerequisite: Successful completion of Spanish II**

Previous learned material will be incorporated into a more in-depth look at oral expression. Several verb tenses will be introduced. Emphasis will be placed on conversation and written expression.

### **AP Spanish Language and Culture**

**Grades 11-12**

**1 credit**

**Prerequisite: Successful completion of Spanish III**

AP Spanish Language and Culture is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The cost of the national test is the responsibility of the student.

## **Fine Arts – Performing\***

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
Concert/Symphony Band	1	9, 10, 11, 12	2 Sem
Concert Choir (Introductory)	1	9, 10, 11, 12	2 Sem
Woman’s Chorale (By audition)	1	9, 10, 11, 12	2 Sem
Bella Voce (By audition)	1	9, 10, 11, 12	2 Sem
Chamber Singers (By audition)	1	9, 10, 11, 12	2 Sem
Theatre I & II	1/2	9, 10, 11, 12	1 Sem
Music Theory/Ear Training I	1/2	9, 10, 11, 12	1 Sem
Debate	1/2	9, 10, 11, 12	1 Sem
Forensics	1/2	9, 10, 11, 12	1 Sem

\*All of the following courses meet the Michigan standards for a required Visual, Performing & Applied Arts credit.

### **Concert/Symphony Band**

**Grades 9-12**

**1 credit**

#### **Prerequisite: 8<sup>th</sup> Grade Band**

This class is open to all interested high school students who have at least a ninth grade playing proficiency on a traditional band instrument. It is a performance oriented, ensemble class, and its primary instructional method is rehearsal, preparation and performance of the highest quality, appropriate repertoire. Rehearsals and performances are required of **ALL** enrolled students, including local concerts and MSBOA Band Festivals. Enrolled students have the opportunity to participate in **\*\*Marching Band, Solo and Ensemble Festivals, \*\*Jazz Band, Pep Band, All-State Ensembles, and District 2 Honors Band.** Instructor to determine band placement.

**\*\*After-school Ensembles:**

1. Students enrolled in Symphony Band are eligible to participate in Marching Band.
2. Students are required to be in Symphony Band to participate in Jazz Band.

### **Choir**

Based on enrollment and part balance, there will be up to three choirs offered at Gaylord High School. Each choir focuses on age-appropriate vocal development, ensemble training, sight-reading, ear-training, and general musicianship. The three course offerings are as follows:

#### **Concert Choir (Introductory)**

**Grades 9-12**

**1 credit**

**Prerequisite: Previous vocal experience is preferred, but not required. Students will interview with the High School director and be placed on vocal parts based on range.**

Students should join if they have a desire to learn to sing, or further develop their singing voice. Performances are presented at choral concerts and choral festival throughout the school year. Any student may join Concert Choir.

#### **Woman’s Chorale (Advanced)**

**Grades 9-12**

**1 credit**

**Prerequisite: Audition with Instructor**

Woman’s Chorale is an advanced SSA ensemble. Auditions will be held in the spring of each year. The members of Woman’s Chorale will be expected to attend extra rehearsals and sectionals in order to meet the

demands of this fast-paced group. Performances are presented at choral concerts and choral festivals throughout the school year.

### **Bella Voce (Advanced)**

**Grades 9-12**

**1 credit**

#### **Prerequisite: Audition with Instructor**

Bella Voce is an advanced SSA ensemble. Auditions will be held in the spring each year. The members of Bella Voce will be expected to attend extra rehearsals and sectionals in order to meet the demands of this fast-paced group. Performances are presented at choral concerts and choral festivals throughout the school year.

### **Chamber Singers (Advanced)**

**Grades 9-12**

**1 credit**

#### **Prerequisite: Audition with Instructor**

Chamber Singers is an advanced SATB ensemble. Auditions will be held in the spring each year. The members of Chamber Singers will be expected to attend extra rehearsals and sectionals in order to meet the demands of this fast-paced group. Performances are presented at choral concerts and choral festivals throughout the school year.

### **Music Theory/Ear Training I (Introductory)**

**Grades 9-12**

**1/2 credit**

This class is open to any student interested in studying how music is constructed and organized. Students will study the fundamentals of music, major scales, music intervals, triad chords, V7 chords, and musical forms. Students will learn to accurately write and compose their own music. Students will also study ear training, including singing solfege, musical intervals, and melodies.

### **Theatre I**

**Grades 9-12**

**1/2 credit**

This exploratory theatre course covers many basic aspects of live theatre, including theatre vocabulary, set design, lighting, sound, costumes, etc. Through a combination informational/hands-on approach, students will receive an introduction to live theatre. This class is mainly participatory and requires class discussion and design projects.

### **Theatre II**

**Grades 9-12**

**1/2 credit**

#### **Prerequisite: Theatre I**

Theatre II continues and builds on the basics learned in Theatre I using a more hands-on approach. Students will learn advanced information and vocabulary through theatrical application projects. Some theatre history will also be explored.

### **Debate**

**Grades 9-12**

**1/2 credit**

Students will develop skills in formal debate procedures such as: research, analysis, logic, application of arguments, and competition. Emphasis is also placed on developing persuasive speaking skills. Students may compete in formal debates beyond the normal school day.

### **Forensics**

**Grades 9-12**

**1/2 credit**

Students will act out dramatic scenes, prepare sales and informative speeches and learn broadcasting skills. Students will also develop specialized speaking skills and participate in forensics tournaments in their chosen field beyond the normal school day.

## **Fine Arts – Visual\***

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
Drawing and Design	1/2	9, 10, 11, 12	1 Sem
Drawing and Painting	1/2	9, 10, 11, 12	1 Sem
Folk Art I	1/2	9, 10, 11, 12	1 Sem
Folk Art II	1/2	9, 10, 11, 12	1 Sem
Sculpture and Ceramics I	1/2	9, 10, 11, 12	1 Sem
Sculpture and Ceramics II	1/2	9, 10, 11, 12	1 Sem
Studio Art	1	10, 11, 12	2 Sem
Yearbook	1	9, 10, 11, 12	2 Sem

\*All of the following courses meet the Michigan standards for a required Visual, Performing & Applied Arts credit.

### **Drawing and Design**

#### **Grades 9-12**

**1/2 credit**

This class is for the beginning artist. Students will learn the process of drawing, and will focus on the essentials of drawing realistic images. Students will practice sketching from sight using organic and geometric approaches, creating the illusion of depth, and developing skills for creating good compositions. Students will use various materials and techniques, including: drawing pencils, colored pencils, chalk drawings, etc. The students will create a variety of art projects and will leave the class with improved drawing skills. They will also be introduced to some design and art history topics related to the projects.

### **Drawing and Painting**

#### **Grades 9-12**

**1/2 credit**

In this class, students will spend the majority of their time painting with various materials. They will learn about color theory and build upon their design skills. Students will practice smooth and painterly techniques, explore realism, shading, and have some freedom to be creative. They will experience various drawing media, as well as paint media in acrylic, watercolor, and mixed media. The students will also explore some topics in design and art history as it relates to their many creative painting projects.

### **Folk Art I**

#### **Grades 9-12**

**1/2 credit**

This class will concentrate on folk art found in the Western Hemisphere. This will include Northern, Central and South American cultures. Students will learn about folk art cultures and tie this into a printmaking project. Students will further explore cultures through their bell work, art history and further projects.

### **Folk Art II**

#### **Grades 9-12**

**1/2 credit**

This class will focus on folk art found in the Eastern Hemisphere. This will include such cultures found in Europe, Africa, Asia, and Oceanic islands. Some lessons that may be included are: Asian Dragons, African reclaimed materials project, Middle Eastern Text art, and South Pacific. Students will further explore cultures through their bell work, art history and further projects.

**Sculpture and Ceramics I** **1/2 credit**

**Sculpture and Ceramics II (Prerequisite: Sculpture and Ceramics I)** **1/2 credit**

**Grades 9-12**

Students will design in 3D and experience various media in additive and subtractive methods of sculpture. They will construct free-standing stable sculptures, as well as relief sculpture and printmaking projects. Students will practice hand-building ceramic techniques such as pinch, coil, slab, potter's wheel, as well as create sculptures with clay.

**Studio Art**

**Grades 10-12**

**1 credit**

**Prerequisites: Drawing and Design & Drawing and Painting, or recommendation from art teacher.**

This class is designed for highly motivated art students interested in exploring and further developing interests in artistic practice. There is potential for independent study in personal and/or group art projects, as well as personal portfolio development. Students may also have opportunities to help plan art exhibitions, set up displays, and possibly participate in teams that execute murals within the school.

**Yearbook**

**Grades 9-12**

**1 credit**

The student's English grade must be turned into the Yearbook instructor as well as a short essay indicating why he or she wants to be in Yearbook prior to receiving the instructor's signature. Students will learn the necessary skills to complete the yearbook. Students will be expected to sell and design ads, write articles, conduct interviews, design layouts, use computers, and meet deadlines to complete the current year's book. Communication skills in groups will also be emphasized. In addition, students will be exposed to student press laws. Some activities may require attendance beyond the normal school day. This class may be repeated for elective credit.

## **Fine Arts - Applied Arts\***

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
Intro Engineering and Architectural Drafting	1	9, 10, 11, 12	2 Sem
Engineering Drafting	1	10, 11, 12	2 Sem
Architectural Drafting	1	10, 11, 12	2 Sem
Applied Technology	1	10, 11, 12	2 Sem
Other CTE Courses**	1	9, 10, 11, 12	2 Sem

\*All of the following courses meet the Michigan standards for a required Visual, Performing & Applied Arts credit, except Applied Technology.

\*\*CTE Courses that are also approved for an applied art credit include: Business and Computer Technology I (pg. 32), Business and Computer Technology II (pg. 32) and Business and Computer Technology III (pg. 32).

### **Introductory Engineering and Architectural Drafting**

**Grades 9-12**

**1 credit**

Students will study the fundamental concepts of engineering and architectural drafting through freehand sketching, as well as mechanical drafting and computer aided design. Students will apply these concepts by creating projects which help them understand how engineers and architects design products. Post high school educational and career opportunities will also be explored.

### **Engineering Drafting**

**Grades 10-12**

**1 credit**

**Prerequisite: Introductory Engineering and Architectural Drafting.**

Students will utilize Computer Aided Design (CAD) in 2D and 3D. Those concepts will be applied with the aid of hands-on projects, 3D printing, and engineering design problems. Post high school educational and career opportunities will also be explored.

### **Architectural Drafting**

**Grades 10-12**

**1 credit**

**Prerequisite: Introductory Engineering and Architectural Drafting.**

Students will study the advanced concepts of modern architectural design through two- and three-dimensional drawings, color rendering, models and computer aided design. Students will apply these concepts by designing their dream home. Post high school educational and career opportunities will also be explored.

### **Applied Technology**

**Grades 10-12**

**1 credit**

**Prerequisite: Introductory Engineering and Architectural Drafting**

Students will study the fundamental different types of technology. Examples include: manufacturing, engineering and design, bio and medical technology, alternative energy, transportation, aeronautics, astronautics, and construction technology. Concepts will be taught through hands-on projects, research, and real-world examples. Post high school educational and career opportunities will also be explored.

## **Physical Education**

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
Physical Education I	1/2	9, 10, 11, 12	1 Sem
Physical Education II	1/2	10, 11, 12	1 Sem
Physical Training	1/2	10, 11, 12	1 Sem

\*All of the following courses meet the Michigan standards for a required .5 credit of physical education.

### **Physical Education I**

#### **Grades 9-12**

**1/2 credit**

Students will participate in a variety of movement activities. Content will include individual and team sports, assessing and improving physical fitness, weight room instruction, & cooperative and competitive games. In addition to movement skills, students will work to demonstrate self-management skills, teamwork and good sportsmanship, & knowledge of rules and procedures.

The ultimate goal of PE is to provide students with the knowledge, skills, fitness, and attitudes needed to lead a healthy lifestyle.

### **Physical Education II**

#### **Grades 10-12**

**1/2 credit**

#### **Prerequisite: Physical Education I**

Many favorite activities from Physical Education I will be included in this course. Content will include individual and team sports, assessing and improving physical fitness, weight room instruction, cooperative and competitive games.

Students will participate in games at an advanced level of competitive play.

### **Physical Training**

#### **Grades 10-12**

**1/2 credit**

This course is designed for students to assess and improve their levels of physical fitness. Students will define individual fitness goals and create a long-term program to achieve them. Record-keeping skills will help students to monitor their progress. All five health-related physical fitness components will be addressed (cardiovascular, strength, endurance, flexibility, and body composition). Students will train every day. Workouts will include weight room work, yoga, aerobic work, plyometric exercises, and more.

## Health Sciences

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
Human Anatomy and Physiology	1	10, 11, 12	2 Sem
Medical Occupations I/Adv. Med. Occ.	2	11, 12	2 Sem BLOCK
Co-operative Work Experience	1/2-1	12	1-2 Sem

### **Human Anatomy and Physiology (Intro to Medical Occupations)**

#### **Grades 10-12**

**1 credit**

The course is offered for students interested in a career in the field of health and medicine. The student will learn the basics of anatomy and physiology, infection control, medical terminology, disease process and prevention. This course provides the core instruction for all health occupation programs. (This course may be applied towards a science elective credit.)

### **Medical Occupations I/Advanced Medical Occupations**

#### **Grades 11-12**

**2 credits**

#### **Prerequisite: Human Anatomy**

This introductory program invites students to explore and develop skills used in all traditional and non-traditional career opportunities in the field of Health Science and Medicine. This includes veterinary medicine, dentistry, forensic medicine, biomedical engineering, health administration, rehabilitation careers, physician specialties, nursing, emergency medicine, radiology, pediatrics, holistic medicine and psychology.

Students will have the opportunity to evaluate the educational pathway and requirements for all medical professions and develop their own personalized plan.

This program follows the National Health Science Standards as developed by the National Consortium for Health Science Education NCHSE. For information on the curriculum standards visit [healthscienceconsortium.org](http://healthscienceconsortium.org). The annual flu shot and a TB test will be required for students to participate in all local work-based experiences. Munson Otsego Memorial Hospital MAY require initial Covid vaccination to participate in hospital work-based experiences. Covid boosters are NOT required at this time. Students without Covid vaccination may participate in work-based experience outside the hospital.

Each of our students will have the unique opportunity to earn 100 hours of diverse hands-on work based experience through Munson Otsego Memorial Hospital and local Healthcare Providers in a variety of medical specialties including veterinary medicine and dentistry. Students are prepared for entry level positions in medicine and also have the opportunity to earn formal certifications in the following areas upon completion of the program:

- Clinical Medical Assistant (CCMA)
- Pharmacy Technician (CPhT)
- Phlebotomy Technician (CPT)
- Patient Care Technician (CPCT)
- EKG Technician (CET)
- Billing and Coding Specialist (CBCS)

### **Semester 1--Medical Occupations I**

Classroom work and lab practice are combined to provide instruction in basic health care skills such as vital signs, body mechanics, medical terminology, and infection control.

### **Semester 2---Advanced Medical Occupations**

#### **Prerequisite: Must have had a C or better in Medical Occupations I.**

Students work towards building their personal portfolio as a future health care provider.



## **Co-operative Work Experience**

### **Grade 12**

**1/2-1 credit**

Students who find employment in the health care field may receive co-operative work experience credit. To qualify, a student must be enrolled in one of the Medical Occupations classes and be a senior in good standing for graduation.

## **Business, Computers and Accounting**

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
Business and Computer Technology I	1	9, 10, 11, 12	2 Sem
Business and Computer Technology II	1	10, 11, 12	2 Sem
Business and Computer Technology III	1	11, 12	2 Sem
Accounting I	1	10, 11, 12	2 Sem
Accounting II	1	11, 12	2 Sem
Accounting III	1	12	2 Sem
A.P. Computer Science Principles	1	11, 12	2 Sem
Marketing I	1	10, 11, 12	2 Sem
Marketing II	1	11, 12	2 Sem
Co-operative Work Experience	1	12	2 Sem

## **Business and Computer Technology I**

### **Grades 9-12**

**1 credit**

Students will develop hands-on computer-oriented skills with instruction based on technology and its application in the business world. Students will use Microsoft Word, Excel, Access, PowerPoint, Publisher, and Outlook, to complete projects which incorporate CORE academic benchmarks to assist students in mastering those concepts. Some of the topics covered are safety in the workplace, internet safety, cyber safety, hacking and phishing scams, ethics, career exploration, basic checking and payroll functions, multimedia powered presentations, international business travel and etiquette, creation of business forms using various programs, linking and embedding between applications, and other self-paced hands-on projects using multiple applications. Students will also assume a leadership role in managing their own personal finances by completing an online simulation. This course will meet the Michigan standards for a required Visual, Performing & Applied Arts credit.

## **Business and Computer Technology II**

### **Grades 10-12**

**1 credit**

#### **Prerequisite: Business and Computer Technology I**

This is a course to expand and enhance students' knowledge in Word, Excel, Access, PowerPoint, Publisher, and Outlook. Students will complete a variety of hands-on projects which will include marketing research, creating a business plan, cyber security, ethics, hacking and phishing scams, safety in the workplace, global etiquette, negotiations, supply and demand, career research and budgeting. Students will assume a leadership role in managing their own business by completing an online simulation. Students will also be working in an office environment on self-paced hands-on projects using multiple applications to complete each project. This course will meet the Michigan standards for a required Visual, Performing & Applied Arts credit.

### **Business and Computer Technology III**

**Grades 11-12**

**1 credit**

#### **Prerequisite: Business and Computer Technology II**

Students will complete a variety of hands-on activities which will include investing, human resources, finance, entrepreneurship, sales, credit, e-commerce, ethics, accessing on-line databases and spreadsheets, risk management, insurance, retirement, technology impacts and much, much more. They will acquire advanced skills in Microsoft Office Suite programs and will be completing a variety of multi-media presentations. Students will also assume an entrepreneurship role in the creating their own businesses by completing an online simulation. This course will meet the Michigan standards for a required Visual, Performing & Applied Arts credit.

### **A.P. Computer Science Principles**

**Grades 11-12**

**1 credit**

This course is a full-year, rigorous, entry-level course that introduces high school students to the foundation of modern computing. Students will learn a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students will be completing the Code.org curriculum that is aligned with AP Curriculum Framework standards and the AP CSP assessment. The course seeks to provide student with a “future proof” foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live meaningfully participate in our increasingly digital society, economy and culture. The cost of the national test is the responsibility of the student. This course meets the Michigan standards for a required senior math credit.

### **Accounting I**

**Grades 10-12**

**1 credit**

This course is recommended for all students interested in pursuing a career in all business related fields. The course will be an introduction to the study of accounting principles and theory. A computerized accounting program will be used during this course, along with spreadsheet software. Several hands on simulations are integrated throughout the course as well as opportunities to research business topics. Additional topics covered include financial statements, basic procedures, the accounting cycle, general and columnar journals, payroll accounting, and other topics as related to sole proprietorships, partnerships, and corporations. Spreadsheet software will be used during this course. Topics covered are investments, receivables, inventories, payables, interpreting financial statements, statement of cash flows, departmental accounting, internal control, and accounting for business decisions. This course meets the Michigan standards for a required senior math credit.

### **Accounting II**

**Grades 11-12**

**1 credit**

#### **Prerequisite: Accounting I**

Accounting II is a continuation of the study of accounting principles. This course covers accounting for a merchandising business organized as a corporation. Some topics include accounting for partnerships, plant assets, depreciation, and intangible assets; as well as recording international and internet sales. Successful completion of Accounting I & II earns articulated credit with the following colleges/universities: Baker College, Davenport University, Ferris State University, Kirtland Community College, and North Central Michigan College. This course meets the Michigan standards for a required senior math credit.

### **Accounting III**

**Grade 12**

**1 credit**

#### **Prerequisite: Accounting II**

Accounting III is a continuation of the study of accounting principles. The course introduces accounting for the formation and operation of corporations; stocks and bonds; process and job order cost procedures; special reports, statements and analysis; and cash flow statements. We will also include an introduction to computer-

based accounting, using the latest version of QuickBooks Pro which is one of the most popular general ledger software packages used by small and medium sized businesses. The accounting program provides the student with conceptual knowledge necessary to build the problem-solving skills that he or she will need when using computerized accounting in the workplace. This course meets the Michigan standards for a required senior math credit.

### **Marketing I**

**Grades 10-12**

**1 credit**

This course is designed to develop skills in major occupational areas of marketing (advertising and promotion, distribution, marketing management, selling, global marketing and e-commerce). Students will apply core economic, communication and interpersonal skills. Also, students will have an opportunity to travel and meet new people with their involvement in DECA (an association of marketing students).

### **Marketing II**

**Grades 11-12**

**1 credit**

**Prerequisite: Marketing I**

This course is designed to further develop competencies learned in marketing I. It is much more project based, as Marketing II students take a leadership role in the management and operation of the school store. Students will be involved in product and service planning sessions and entrepreneurial skill building. Also, students at this level are encouraged to participate in DECA.

### **Co-operative Work Experience**

**Grade 12**

**1 credit**

Students who find employment in the business services field may receive co-operative work experience credit. To qualify, a student must be enrolled in one of the Business and Information Technology courses and be a student in good standing for graduation. In addition, the student must maintain a minimum of 15 hours of work per week. Students with an interest in working in the business services field should see the Co-op Coordinator for assistance in possible job placements.

See articulation agreements for the majority of these courses on pg. 5.

## Human Services

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>	
Health	1/2	9, 10, 11, 12	1 Sem	
Intro to Restaurant Mgmt. & Culinary Arts	1	9, 10, 11, 12	2 Sem	
Restaurant Management & Culinary Arts II	2	10, 11, 12	2 Sem	BLOCK
Restaurant Mgmt. & Culinary Arts III/IV	2	11, 12	2 Sem	BLOCK
Elementary Tutor Lab	1/2	11, 12	1 Sem	
Teacher Academy	1/2	11, 12	1 Sem	
LINKS	1/2	12	1 Sem	
Co-operative Work Experience	1/2 - 1	12	1-2 Sem	

### **Health**

#### **Grades 9-12**

**1/2 credit**

This class is required in order to provide students with the skills they will need to achieve a healthy lifestyle. The student will learn about the relationship of physical, mental, and social health. Topics covered will include making healthy choices throughout the life span, prevention of infectious disease, and issues related to reproductive health, including sexually transmitted diseases and AIDS.

#### **Intro to Restaurant Management & Culinary Arts (Intro to ProStart) 1 credit (1 credit toward an elective or SENIOR MATH credit)**

**Students will take the ServSafe Foodhandler Exam**

#### **Grades 9-12**

ProStart® is a career and technical education (CTE) program that unites the foodservice industry and the classroom to teach high school students' culinary skills and restaurant management principles, as well as employability skills such as communication, teamwork, professionalism and time management.

Students in this class will learn the basics of culinary arts: food safety, work safety, culinary math, basic cooking techniques, and plating techniques. This course focuses on cooking for the foodservice industry, but skills learned can naturally be applied to life skills.

Students will take the ServSafe Foodhandler Exam, and earn CPR certification as well as a other ServSafe certifications for the workplace.

#### **Restaurant Management & Culinary Arts II (ProStart Block) 2 credits (2 credits toward an elective or SENIOR MATH credit)**

**Students will take the ServSafe Manager's certification Exam and ServSafe Allergen's Exam.**

#### **Grades 10-12**

- **STUDENTS WHO COMPLETE THE FULL TWO YEAR PROGRAM WITH A "C" OR BETTER WILL NOT BE REQUIRED TO EARN A SECOND WORLD LANGUAGE CREDIT.**

ProStart® students can spend up to two years in the classroom/lab mastering the fundamental management and culinary skills needed for success in the restaurant industry. ProStart trains students on industry-specific skills that can be used in all aspects of the restaurant and foodservice industry. Students also leave the program with employability skills – like leadership, accountability, teamwork and responsibility – that they can take with them to positions in all industries. Students receive training in the following areas:

- Kitchen essentials
- Safety & sanitation
- Nutrition
- Purchasing, inventory and cost control
- Culinary arts (cooking skills)

Students follow the new Foundations of Restaurant Management & Culinary Arts curriculum, developed by the foodservice industry and academic experts. The textbooks include:

- A blend of culinary and management skill topics
- Profiles of industry leaders to introduce students to career paths
- Real-life case studies that build a stronger connection between the classroom and the industry

Students will take the ServSafe manager certification test, a 5-year certification. They will also have the opportunity to compete in ProStart culinary and management competitions where they can earn scholarships. Students will cook for various events throughout the year, including community and school events.

For more information log on to: [www.prostart.com](http://www.prostart.com)

**Restaurant Management & Culinary Arts III/IV** **2 credits**  
**Grades 11-12**

Students continue training for the restaurant industry focusing on the Culinary Arts in a more independent environment. Students are required to work in Rouxbe, an online culinary program, and are required to build a portfolio of their work; they are required to maintain a daily log of their activities and be responsible for their success.

***STUDENTS MAY EARN COLLEGE CREDIT THROUGH ARTICULATION AGREEMENTS WITH:  
Northwestern Michigan College's Great Lakes Culinary Institute***

**Elementary Tutor Lab**  
**Grades 11-12**

**1/2 credit**

Elementary tutor lab is a hands-on class that trains the high school student to tutor a child at the K-4 level. After learning about language arts, learning styles, and how to tutor young ages, the high school student is paired with an elementary classroom. The high school student travels daily to the elementary classroom to apply the skills they have learned. Tutors are graded by observation, journals, letters, and special projects. Successful completion of English 9 and 10, plus consistent regular attendance will be considered for enrollment in this course. This class may be repeated.

**Teacher Academy**  
**Grades 11-12**

**1/2 credit**

**Prerequisite: Elementary Tutor Lab**

The Teacher Academy program is an innovative hands-on course designed for high school students who want to become educators. An instructional component will be integral to the “in-classroom” experience, with a strong emphasis on writing. Students will work with fellow students in as many capacities as possible: tutoring, working on special projects, supervising small groups, and eventually teaching a lesson to the entire class. Students may also help with various classroom preparation duties. Students will strengthen their understanding of the teaching process by documenting their observations and achievements in a “Careers in Education Portfolio”. Excellent attendance is required. This class may be repeated.

## **LINKS**

**Grade 12 (11<sup>th</sup> graders with LINKS' instructor's approval)**

**1/2 credit**

LINKS is an accredited class that pairs a student with special needs with a LINK for one scheduled class hour each day. This class focuses on assisting special needs students with socialization, independence, age-appropriate behavior, and life skills. In addition to being a mentor, role model, and friend, they will assist the student in such things as appropriate classroom behavior, organization of assignments and supplies, and focusing on what the teacher is saying.

## **Co-operative Work Experience**

**Grade 12**

**1/2-1 credit**

Students who find employment in the hospitality field may receive co-operative work experience credit. To qualify, a student must be enrolled in one of the Hospitality classes and be a senior in good standing for graduation. In addition, the student must maintain a minimum of 15 hours of work per week.

## Trades and Industry

Course	Credit	Grade Level	Length	
Intro to Automotive Technology	1/2	9, 10, 11, 12	1 Sem	
Automotive Technology (Session A)	2	10, 11, 12	2 Sem	BLOCK
Automotive Technology (Session B)	2	10, 11, 12	2 Sem	BLOCK
Automotive Technology III	2	12	2 Sem	BLOCK
Automotive Technology Service Advisor	1	12	2 Sem	
AIS Heavy Equipment Technology Program	2	11, 12	2 Sem	BLOCK
Co-op Work Experience	1/2 - 1	12	2 Sem	



### **Intro to Automotive Technology**

**Grades 9-12**

**1/2 credit**

This course will consist of introductory skills required to properly maintain modern automobiles. Students will also develop basic skills to safely work in the auto shop environment. Areas covered include: shop safety, basic hand tool use and safety, vehicle maintenance, cooling system operation-maintenance, tire and wheel repair, four stroke operation and basic braking systems. (Not open to students enrolled in the Block class)

### *Automotive Technology*

*Suspension and Steering, Engine, Engine Performance and Transmissions*

*Start Session A (i.e. 2023, 2025, ...)*

*NATEF (National Automotive Technician Education Foundation) Certified Program*

**Grades 10-12**

**2 credits**

*This course is designed to develop a broad familiarity with the automotive industry as well as cover the NATEF task list. The course is structured to accommodate the beginning automotive student in a lecture/laboratory setting.*

### **Semester 1**

*Students are instructed in automotive fundamentals including shop safety, proper tool use, technical manuals, jacks, jack stands, hoists and other basic automotive areas. The majority of the semester concentrates on automotive steering and suspension following the NATEF standards task list. Some of the areas include power steering system operation, diagnosis, and repair, as well as suspension system operation, diagnosis, wheel alignment diagnosis, adjustments, repair, wheel and tire diagnosis and repair.*

### **Semester 2**

*Students are instructed in engine operation and the Four Stroke Process, as well as engine performance and operation with a focus on fuel injection and computer operations. Students will also be instructed in manual transmission operation and maintenance as well as automatic transmission following the NATEF standards task list. This course meets the Michigan standards for a required senior math credit.*

## **Automotive Technology**

**Braking Systems, Electrical/Electronics and HVAC systems**

**Start Session B (i.e. 2024, 2026, ...)**

**NATEF (National Automotive Technician Education Foundation) Certified Program**

**Grades 10-12**

**2 credits**

This course is designed to develop a broad familiarity with the automotive industry as well as cover the NATEF task list. The course is structured to accommodate the beginning automotive student in a lecture/laboratory setting.

### **Semester 1**

Students are instructed in automotive fundamentals including shop safety, proper tool use, technical manuals, jacks, jack stands, hoists and other basic automotive areas. The majority of the semester concentrates on automotive braking systems following the NATEF task list. Some of these areas include general brake system diagnosis, hydraulic system diagnosis and repair, drum brake diagnosis and repair, and disc brake diagnosis and repair.

### **Semester 2**

Students are instructed in Electrical/Electronic Systems following the NATEF task list. Some of the areas include general electrical system diagnosis, battery diagnosis and service, starting system diagnosis and repair, charging system diagnosis and repair, lighting systems diagnosis and repair, and accessories diagnosis and repair. Students are also instructed in vehicle climate control systems, including air conditioning system service and operation. This course meets the Michigan standards for a required senior math credit.

## **Automotive Technology III**

**Prerequisite: Successful completion of Sessions A & B of Automotive Technology, plus instructor permission**

**Grade 12**

**2 credits**

This course will further implement students' skills learned in automotive technology. Further understanding of base curriculum and NATEF standards will be essential for student success. Student will be required to assist in daily shop operation, including vehicle repair priorities, shop maintenance, work distribution, monitoring repair time tables, verifying proper repair procedures and parts ordering.

## **Automotive Technology Service Advisor**

**Grade 12**

**Prerequisite: Successful completion of Sessions A & B of Automotive Technology, plus instructor permission**

**Semester 1 and 2**

**1 credit**

This course allows students to further develop skills learned in automotive technology. Student will be required to assist in daily shop operation, including vehicle repair priorities, shop maintenance, work distribution, monitoring repair time tables, verifying proper repair procedures and parts ordering.

See articulation agreements for the above courses on pg. 5



## **AIS Heavy Equipment Technology Program**

**Grades 11-12**

**2 credits**

**Prerequisite: Intro to Automotive Technology or Automotive Technology**

This course may be taken for one or two years. Engines and Electrical will be taught during the 2023/2024 school year, and Drivetrains and Hydraulics will be taught during the 2024/2025 school year. Tasks and skills learned will include: diesel engine diagnosis and repair; basic electricity and electronics; fundamentals of hydraulics including tearing down and assembling hydraulic components and cylinders; heavy equipment powertrains and axle assemblies; applying all course content to the latest technology coming in from construction and farm equipment manufacturers. All students are exposed to heavy equipment operation as it relates to diagnosing and troubleshooting equipment components. This course meets the Michigan standards for a required senior math credit.

## **Co-op Work Experience**

**Grade 12**

**1 credit**

Students who find employment in the automotive field may receive co-operative work experience credit. To qualify, a student must be enrolled in an Automotive Technology course and be a student in good standing for graduation. In addition, the student must maintain a minimum of 15 hours of work per week. Students with an interest in working in the automotive field should see the Co-op Coordinator in possible job placements.

## **Special Services**

<b>Course</b>	<b>Credit</b>	<b>Grade Level</b>	<b>Length</b>
LC Guided Study	1	9, 10, 11, 12	2 Sem
Functional English 9-12	1	9, 10, 11, 12	2 Sem
Functional Social Studies 9-12	1	9, 10, 11, 12	2 Sem
Functional Science 9-12	1	9, 10, 11, 12	2 Sem
Functional Math 9-12	1	9, 10, 11, 12	2 Sem
LC Life Skills	1	9, 10, 11, 12	2 Sem

### **LC Guided Study**

#### **Grades 9-12**

**1 credit**

#### **Prerequisite: IEP placement**

Support class for students with specific accommodations. CR/NC grading.

### **Functional English 9-12**

#### **Grades 9-12**

**1 credit**

#### **Prerequisite: IEP placement**

Students follow curriculum for Extended Grade Level Content Expectations (EGLCE). Meets criteria for 1 English credit per year.

### **Functional Social Studies 9-12**

#### **Grades 9-12**

**1 credit**

#### **Prerequisite: IEP placement**

Students follow curriculum for Extended Grade Level Content Expectations (EGLCE). Meets criteria for 1 Social Studies credit per year.

### **Functional Science 9-12**

#### **Grades 9-12**

**1 credit**

#### **Prerequisite: IEP placement**

Students follow curriculum for Extended Grade Level Content Expectations (EGLCE). Meets criteria for 1 Science credit per year.

### **Functional Math 9-12**

#### **Grades 9-12**

**1 credit**

#### **Prerequisite: IEP placement**

Students follow curriculum for Extended Grade Level Content Expectations (EGLCE). Meets criteria for 1 Math credit per year.

### **LC Life Skills**

#### **Grades 9-12**

**1 credit**

#### **Prerequisite: IEP placement**

Strong life skills are foundational to independence and success in daily life. Instruction in the various skills of functional independence will be addressed throughout this course. A variety of skills will be practiced in order to support students through the process of skill acquisition. The mastery of these skills will enable students to be successful in endeavors outside of the classroom as well.

## Kirtland Community College dual-enrollment offerings:

(classes taken during the traditional school day)

Course	College Credit	Grade Level	Length	
Mechatronics	7.8	9, 10, 11, 12	2 Sem	BLOCK
Welding & Fabricating Technology	7.0	9, 10, 11, 12	2 Sem	BLOCK
CNC/Machining	12.0	9, 10, 11, 12	2 Sem	BLOCK
Construction Trades	13.8	11, 12	2 Sem	BLOCK

### **MECHATRONICS**

What is mechatronics? Combining mechanical and electrical skills! Mechatronics has been identified as one of the 10 emerging technologies that will change the world. This in-demand industry cluster specializes in the repair and maintenance of manufacturing equipment, operation systems and the related computer programming components that keep businesses operating efficiently and cost effectively.

The first half of this yearlong class will expose you to basic electricity and controls and programmable logic controllers. Learn relevant fundamentals of AC/DC electrical systems, safety, electrical circuits, measurement, circuit analysis, inductance, capacitance and transformers. Relay logic control circuits are present for students to understand in commercial and industrial applications. Additional concepts include solenoid valves, sequencing controls, time delay functions, proximity sensors, photo electric sensors and Hall-effect sensors. During the second half of the class you will learn how to program, operate and interface the SLC500/01 programmable controller and RSLinx PLC programmable software in a variety of industrial applications. Students will also learn industry-relevant skills including PLC orientation, operation, programming, motor control, discrete I/O interfacing, event sequencing, application development, timer instructions and counter instructions. This course meets the Michigan standards for a required senior math credit.

Students will have the opportunity to earn 7.8 college credits.

### **WELDING & FABRICATING TECHNOLOGY**

MAKE SOME SPARKS!!! Anything made of metal, no matter how big or small, can be welded. Examples are everywhere, from vehicles like cars, trucks and motorcycles to rail cars, ships, aircraft, rockets, space stations and medical instruments. Construction is a huge market, and skyscrapers, bridges and highways would be impossible to build without welding, as would oil and natural-gas pipelines, offshore oil platforms, giant wind turbines and solar panels. Welders help install and maintain boilers, antipollution systems and other large structures, as well as piping for industrial, commercial and residential facilities. Welding is even used by artists to create sculptures and decorative items.

Welding, sometimes described more as an art than as a craft, is a modern profession with many faces and levels. It should not be surprising that it appeals to many young and not so young people, male and female alike.

In this yearlong class you will be exposed to skills necessary to weld, braze and cut metal using oxygen and acetylene. Other cutting processes such as plasma arc cutting and carbon arc gouging will also be taught. Students will learn how to weld using the shielded metal arc welding, gas metal arc welding and flux core welding processes. Students will also learn the skills necessary to fabricate a variety of projects using drilling, rolling, forming, bending and cutting techniques. Students will learn how to calculate material sizes needed to accommodate bend radius, saw and torch kerf. This course will meet the Michigan standards for a required Visual, Performing & Applied Arts credit.

Students will have the opportunity to earn 7 college credits.

### **CNC/Machining**

The Computer Numerical Controls (CNC) Machinist program teaches the beginning skills needed to enter the workforce and be successful in today's manufacturing industry. Skills include proficiency in manual metal working machines including vertical mills, lathes, surface grinders and drill presses. The CNC portion of the curriculum gives students fundamental knowledge of programming skills on milling machines and turning centers. Students also learn about precision measuring tools and the Machinery's Handbook. Students successfully completing this class can go on to complete the certificate program that will qualify them for gainful employment as a Machinist, CNC Machinist/Programmer or Toolmaker.

Students have the opportunity to earn 12 college credits.

### **Construction Trades**

Become part of a community service team in the building of an energy-efficient Habitat for Humanity home in Otsego County. This program will allow students to earn industry certifications (OSHA10 and NCCER) while learning about Heating, Ventilation, Cooling, Electrical, Core Construction, and Carpentry. This course meets the Michigan standards for a required senior math credit.

Students have the opportunity to earn 13.8 college credits.

# North Central *Now!* Early College

North Central *Now!* Early College is a program for high school students in the northern Michigan region which allows students to receive both their high school diploma and associate degree after their fifth year of high school. Students will complete their course work at their home high school and at North Central Michigan College campuses-Petoskey, Gaylord or Cheboygan.

The goal of the early college is to provide students and parents in the region an exceptional academic experience that promotes student success through achieving a college credential while reducing the time and expense of college education beyond high school. Increasing the number of area residents with college degrees is an important regional and national goal.

North Central *Now!* Early College **allows you to:**

- *Jump start your college experience*
- *Earn an accelerated associate degree*
- *Enjoy tuition cost savings*
- *Receive personalized support services*

## Who can participate?

Currently, North Central *Now!* Early College is a partnership available to all area high schools. Currently, Petoskey, Boyne City, and Gaylord are in partnership with North Central. The Early College begins in a student's sophomore year.

## How does it work?

Students should obtain an admission packet from their high school counselor.

Students will be selected for admission into the early college in accordance with North Central and the High School admission requirements. Early College students who are accepted into the early college program will work with advisors and counselors from the high school and North Central to develop their educational plan leading to the completion of the Michigan Merit Curriculum requirements, as well as an associate degree from North Central upon successful completion of the early college.

## Why Early College?

A study sponsored by the Bill and Melinda Gates Foundation showed that Early College students are more likely to graduate from high school than students in comparison groups. They are also more likely to earn a college degree. Participating students will realize significant college tuition cost savings and be on an accelerated path to a college degree and career. In addition, students will have the opportunity for personalized support services to gain greater success while in college.

## Which degrees are available with North Central *Now!* Early College?

- *Associate of Arts*
- *Associate of Science*
- *Associate of General Studies*

## For further details

Contact Corey Lansing- Director of Student Outreach and Engagement, North Central Michigan College  
231-439-6349 or [clansing@ncmich.edu](mailto:clansing@ncmich.edu) or

Dennis Keck - Director of Curriculum and Special Education, Gaylord Community Schools  
989-705-3080 or submit your questions by using the "contact us" icon at [www.gaylordcommunityschools.com](http://www.gaylordcommunityschools.com)