

Jeffers Junior-Senior High School

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COUNSELOR

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Table of Contents

School Information:

Board Members	Page 1
Telephone and Fax #'s	Page 1
Table of Contents	Page 2

Comprehensive Guidance Programs:

Mission Statement
Goals and Objectives
Counselor Assignment
Career Folder & EDP
K-12 Curriculum
Academic and Career Planning

Preparatory Programs:

School-to-Work
Career Preparation

Planning:

Career Pathways
Michigan & US Department
Career Clusters
4-Year Plan

Michigan Career Pathway System:

Individual Pathways
Arts & Communication
Business, Management,
Marketing & Technology
Health Careers
Engineering, Manufacturing & Industrial Technology
Human Services
Natural Resources & Agricultural Science

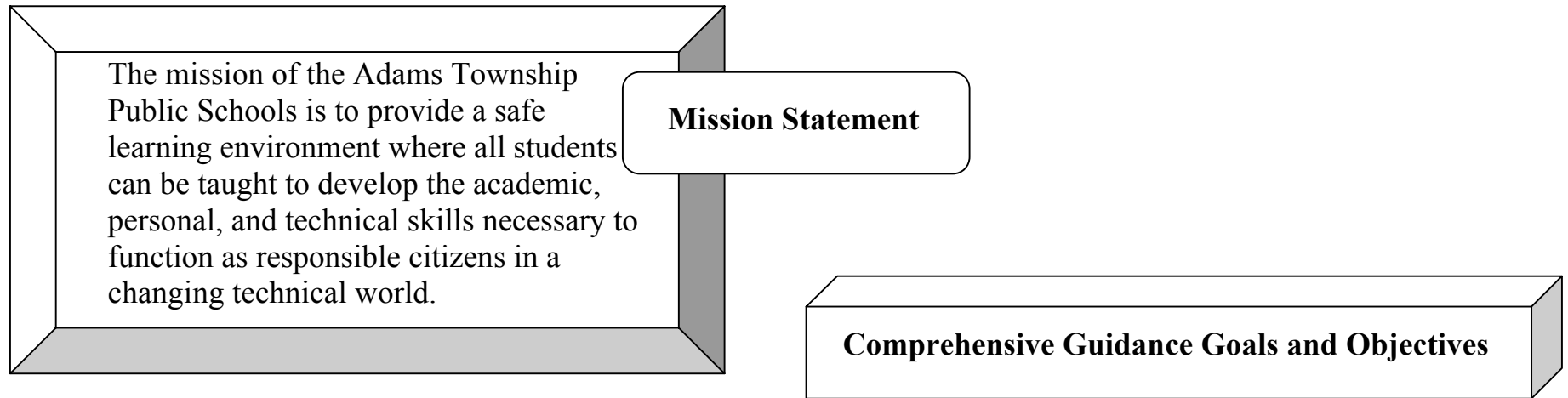
Jeffers High School Curriculum:

Graduation Requirements
Course Descriptions
Business
Language Arts
Fine Arts
Mathematics
Science
Social Studies
Vocational Education
Career and Technical Education
Physical Education
Special Education

Extra Curricular Programs:

NCAA Requirements
Clubs and Organizations
Sports

Jeffers Junior-Senior High School



It is the goal of the guidance staff to provide a K-12 curriculum based upon the Michigan Comprehensive guidance curriculum. All students in the Adams Township schools will receive guidance, support, and education in the following areas: **Career Planning and Exploration, Knowledge of Self and Others, and Educational/Career-Technical Development.**

Through the *Guidance Curriculum* students will receive education directly from the guidance counselor in a classroom setting (at least one session per month). *Individual Planning* is scheduled for all seniors and as an optional service to all other students throughout the school year. The guidance counselors are available to all students and their families (K-12) on a need basis for *Responsive Services*. The guidance staff provides a variety of services such as curriculum development, character education, testing, tutorial and remedial educational planning, and many other *System Support Services*.

Counselor Assignment

Monica Regis, Counselor at Jeffers High School—Grades 7-12

Responsible for maintaining and updating the Career Center, student EDPs, 4-year high school plans, All Scholarship and Financial Aid materials, yearly scheduling, and the Comprehensive Guidance Curriculum. All MEAP testing, ACT, SAT, ASVAB and military services are organized through the guidance office.

Career Folder and EDP

Every student in the Adams Township Schools will have a career folder containing summaries of field trips, guest speakers, career related research, job shadow experiences, and a variety of interest inventories. Students will begin to develop this folder in elementary school and continue through the 12th grade. All students will write and update a career goal including an educational plan and a Pathway.

The EDP (Educational Development Plan) is a more formal extension of the career folder. Students will have the opportunity to complete their EDP electronically through *Career Cruising*. This is an on-line product; therefore, students can update their EDP anywhere in the world. The EDP compiles information such as test scores, personal information used for resume' building, job experience, personal and career references, and career goals. One can discover interests, skills, information on most any career, direct links to job searches, colleges and many topics related to specific careers.

The students at Jeffers High School also have an opportunity to utilize a web-based career center entitled, Career Cruising. This site is very user-friendly for those who may not have much experience with computers. Students ages 10 through adults will find this site useful for career exploration, college search, resume writing and general career information. Career Cruising is structured through the Michigan Career Pathway System.

To provide our students with a complete career plan, parental involvement is critical. You are encouraged to utilize Career Cruising by logging on to:

www.careercruising.com

As a user you must enter:

User ID: **jeffers**

Password: **careers**

To Create an EDP click on *EDP* at the top and “create a new EDP” continue to build an EDP and Resume’.

The Comprehensive Guidance Curriculum

At the Elementary level:

- Promote student success in school by learning the necessary skills and attitudes
- Emphasize decision-making
- Begin exploring future educational and occupational possibilities
- Stress self-concept developments
- Acquire skills to develop interpersonal relationships

At the Middle School level:

- Focus on the rapid changes with adolescence
- Provide skills and understanding for identity issues
- Balance the demands of academic, career, and social competence
- Preliminary planning for the future, including a 4-year high school plan
- A 4-year plan includes students' interests, educational and occupational plans

At the High School level:

- Assist students to become responsible adults
- Develop realistic and fulfilling life plans
- Understand themselves, their needs, interests, and skills
- Review and update the 4-year plan in accordance with postgraduate educational and occupational goals
- Provide skills for decision making, career planning, working with others, and responsibility for their own behaviors

Student Academic and Career Planning Guide

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
<p><u>Exploration:</u> Career Unit “Touch the Future”</p> <p><u>Personal Preferences:</u> Self-assessments Interviews Worksheets</p> <p><u>Research:</u> Career Cruising “Enter Here” videos “Career World” magazine</p> <p><u>Documentation:</u> Career unit presentation EDP</p> <p><u>Career Path Decision:</u> “Touch the Future” 4-year educational plan</p>	<p><u>Career and Personal Assessments:</u> Career Cruising “Career Choices & Educational Opt.”</p> <p><u>Research:</u> Michigan Pathways Career Goals</p> <p><u>Documentation:</u> Career Folder EDP and EEDP Career Cruising</p> <p><u>Refine Career Path:</u> 2 goals 2 Career Pathway choices</p> <p><u>Assessments:</u> ACT—Explore test</p>	<p><u>Career Planning:</u> Review EDP –Oct. Update EEDP –Nov.</p> <p><u>College/Employment Research:</u> <i>Plan</i> results –Dec. Job Shadow-optional</p> <p><u>Educational Planning:</u> Goals-review and update –Jan. <i>Plan</i> results –Dec. Update 4-year plan-Mar.</p> <p><u>Documentation:</u> EEDP EDP</p> <p><u>Assessments:</u> ACT—Plan test</p>	<p><u>Career Planning:</u> <i>ASVAB</i> results-Dec. Review EDP –Dec. Update EEDP –Feb.</p> <p><u>Educational Planning:</u> Update EEDP honors, awards, employment, skills Graduation credit audit Review college/ employment requirements Service Learning (optional) Job shadow(optional)</p> <p><u>Testing:</u> <i>PSAT</i> – Oct. <i>MME/ACT</i> –March <i>ASVAB</i> –Nov.</p> <p><u>Documentation:</u> EEDP/EDP Career Cruising</p>	<p><u>Career Planning:</u> 2 plans of action -- post high school Job shadow/Service Learning Research colleges & careers</p> <p><u>Educational Planning:</u> Update EDP & EEDP Job Shadow/Service Learning Dual Enrollment Service Learning (optional)</p> <p><u>College Prep:</u> FAFSA – Jan. Scholarship Search College Search – Sept. www.fastweb.com</p>

School-To-Work Programs

Work-Based Learning

Students in grades 11 & 12 have an opportunity to directly explore careers of interest through a variety of programs. These programs involve traveling to a local place of business to work with a skilled person in the field. Opportunities are sometimes limited, because of legal age requirements, transportation problems, and time constraints. Although the positions are unpaid, students will earn high school vocational credits based upon the hours of on-the-job training completed each semester. Eighty-five hours of work time are equivalent to a semester long class or .5 credit. Students may earn up to a total of four credits throughout high school. Below is a description of each program.

Work-Place Learning-

A period of time spent in business, industry, or other agency for the purpose of providing a student with opportunities to gain insight and direct experience related to one or more functions of the organization. Internships give a student unpaid work experience in a career field of study.

Service Learning--

A period of time spent, usually at the hospital or other nonprofit agency, for the purpose of providing community service. Students planning for careers in medicine, mental health, law, and other agency positions are strongly encouraged to build Service Learning hours prior to applying for college admittance. Service Learning hours are very important when applying for scholarships.

Individual Vocational Training (IVT)-

A planned program for special education students who are participating in a supervised special education school-to-work transition program coordinated by a school official. In some instances these positions may be paid.

Co-op-

A training agreement between a business and a student in the Business, Management, Marketing, and Technology Pathway. The student must have taken BMA I and II and be enrolled in a business course while working. This is a paid position with a 10 hour per week minimum requirement.

Career Preparation Programs

These programs are directly related to the student's Pathway Plan.

Students electing to take career prep courses must travel to the Career and Technical Education Center located at various buildings in Hancock. The courses will provide students with hands-on training and experience with professionals currently employed in the field. Many of these offer opportunities for students to work toward certifications related to the career. A student must be in at least grade 11 to elect a career prep course. Each course requires scheduling a 2-hour block of time for extended learning and travel. Transportation is provided through the Adams Township Schools.

Health Occupations-Health Science Pathway

This program provides students with the medical theory foundation, basic health care skills and experience necessary to establish a career in the health care profession through a combination of classroom instruction and clinical experience. Health care exploration is accomplished through student research, field trips, job shadowing and internships in health care environments.

Nursing Assistant-Health Science Pathway

Students study basic anatomy, medical terminology, and nursing mathematics. Clinical experience is done in nursing homes and hospitals. Upon completion students are eligible to take the state certification exam and have their name placed on the state registry to obtain employment as a Certified Nursing Assistant (CNA).

Automotive Technology-Engineering, Manufacturing & Industrial Technology Pathway

This program provides a "head to hands-on" approach that will lead to success in post-secondary training and into an expanding automotive related field. Students involved in this program may range from technician trainees to pre-engineering students. The instructional areas are: braking systems, front-end alignment, suspension, on-board computers, sensors, fuel injection, oscilloscope, engine analysis, and related support systems. Students may be given the opportunity to take state and national certification tests. (ASE).

Early Childhood Education-Human Service Pathway

Students in this program are provided with the opportunity to develop skills in the Early Childhood field that will enable them to work in preschools, day care centers, and early elementary programs. Training will take place in actual early childhood environments where knowledge of child growth, development, health, safety, nutrition, and observation techniques can be achieved. Students are introduced to Child Development Associate (CDA) assessment, and course work meets CDA requirements. This program provides an excellent foundation for careers in education, pediatrics, psychology and social work.

Jeffers High School CAREER PATHWAYS

Natural Resources & Agricultural Science

Environmental
science
Natural
Sciences:
Forestry,
Geology,
Anthropology,
etc.
Farming

Arts and Communication

Fine & Performing Arts
Humanities
Communication/Media
Sports Professionals
Pre-Professional
Television and Radio
Graphic Arts

Business, Management, Marketing & Technology

Administration
Accounting
Marketing
Computer Science
Data Processing
Office Technologies

Health Sciences

Nursing Services
Radiation Technician
Medical Technologist
Pharmacy
Dental Health Care
Animal Health Care
Physical Therapy

Engineering, Manufacturing & Industrial Technology

Construction Trades
Design Technologies
Industrial Trades and
Services
Equipment Operations
Engineers
Computer Design

Human Services

Law
Enforcement
Teachers
Child
development
Civil Services
Social Services
Human
resources
Hospitality
Industry

General Requirements

*4 Math

*4 English

*3 Science

*4 Social Studies

*1 P.E./Health

*1 Computer Technology

*1 Online Learning Experience

*1 Fine or Performing Arts

*4 General Electives

*2 Pathway Electives

Professional Requirements

State Universities strongly recommend:

2 Years Foreign Language

1 Year Fine & Performing Arts

1 Year Computer Literacy

1 Year hands-on experience in using computers

Technical Requirements

Entrance requirements for technical schools:

High School Diploma or Equivalent

Successful completion of at least Algebra 2 and Geometry

Basic computer knowledge

Michigan Career Pathways

Arts & Communication

Business/Management/Marketing & Technology

Engineering, Manufacturing & Industry Technology

Health Sciences

Human Services

Natural Resources & Agriscience

U.S. Department of Education Career Clusters

Arts, A/V Technology & Communications

Business, Management & Administration
Finance
Hospitality & Tourism
Information Technology
Marketing, Sales & Services

Architecture & Construction
Manufacturing
Science, Technology, Engineering & Mathematics

Health Science

Education & Training
Human Services
Law, Public, Safety & Security
Civics & Public Services

Agriculture, Food & Natural Resources

Personal 4-Year Plan

Career Pathway Goal: _____

Students selecting the **Professional** career fields will be considering a four-year college/university program as a requirement for career level entry. Students selecting the **Technical** career fields will be considering a community college, technical/trade school, or other post secondary training for career level entry.

Courses	Cr
1. English	
2. Math	
3. Science	
4. Computer	
5. Social Studies	
6. P.E./Health	
7. Elective	

Courses	Cr
1. English	
2. Math	
3. Science	
4. Technology	
5. Social Studies	
6. Pathway	
7. Elective	

Courses	Cr
1. English	
2. Math	
3. Science	
4. Social Studies	
5. Arts Elective	
6. Pathway	
7. Elective	

Courses	Cr
1. English	
2. Social Studies	
3. Math	
4. Pathway	
5. Elective	
6. Elective	

Arts and Communications

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English 9 Algebra 1 or higher Integrated Science Health/ P.E. Geography Business Information Tech. General Elective	Language Analysis Geometry or higher Biology Civics/ Economics Technology Elective Pathway Elective General Elective	American Literature Algebra 2 or higher Chemistry or Physics U.S. History Computer Elective Pathway Elective General Elective	British Literature/Tech writing Current Events/ World History FST or higher Science Elective Pathway Elective Pathway Elective Dual Enrollment
Pathway Electives		General Electives	
Band	Spanish 1	Wood Shop 1	JROTC
Chorus	Spanish 2	Wood Shop*	Sociology*
Art 1	Foreign Languages	Advanced P.E. Psychology*	Chorus
Art 2 *	Auto CAD	Anatomy & Physiology*	Bus. Manag. & Admin. 1*
Media	Service Learning	Chemistry*	Bus. Manag. & Admin. 2*
Drama/Good Book		Early Childhood Education*	Senior Woods
Dual Enrollment**		Pre-Calculus*	Work-based Learning*
Health Careers*		Physics	Home Ec.
		Auto Tech 1*	Nurse Assistant*
		Auto Tech 2*	

* denotes prerequisite
(generally not available to 9th grade students)

** denotes college level course

Business Management Marketing & Technology

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English Algebra 1 or higher Integrated Science Health/P.E. Geography Business Information Tech. Pathway Elective	Language Analysis Geometry or higher Biology Civics/Economics BMA I Pathway Elective General Elective	American Literature Algebra 2 or higher Chemistry or Physics Computer Elective U.S. History Pathway Elective General Elective	British Lit./ Tech. Writing Current Events/World History FST or higher Science Elective Pathway Elective Pathway Elective Co-op
Pathway Electives		General Electives	
Spanish 1 Spanish 2* Foreign Languages Bus. Manag. & Admin. 1* Bus. Manag. & Admin. 2* College Writing** Network Administration* Speech/Composition	Psychology Sociology* Media Dual Enrollment** Co-op Accounting 1* Composition	Band Art 1 Service Learning Wood Shop 1 Wood Shop 2* Anatomy & Physiology* Physics Environmental Science* Dual Enrollment** Home Ec.	Chorus Art 2* JROTC Chorus Pre-Calculus* Chemistry* Health Careers* Early Childhood Education* Senior Woods Advanced P.E.

* denotes prerequisite
(generally not available to 9th grade students)

** denotes college level course

MIVHS Michigan Virtual High School
(on-line computer course)

Health Careers

9th Grade

English
Geometry or higher
Biology
Health/P.E.
Geography
Business Information Tech.
Pathway Elective

10th Grade

English
Algebra 2 or 2A
Chemistry
Civics/Economics
Computer Elective
Pathway Elective
General Elective

11th Grade

English
Algebra 2 or FST
Physics
Anatomy & Phys.*
U.S. History
Pathway Elective
General Elective

12th Grade

English
Math Elective
Current Events/World History*
Science Elective
Pathway Elective
Pathway Elective
Service Learning

Pathway Electives

Health & Fitness	Psychology*
Anatomy & Phys.*	Chemistry*
Pre-Calculus*	Foreign Language
Physics	Environmental Science*
Spanish 1	Spanish 2*
Dual Enrollment**	Nurse Assistant*
Health Careers*	Service Learning
Composition	Work-based Learning*
Speech/Composition	

General Electives

Band	Chorus
Art 1	Art 2*
Senior Woods	Service Learning
Network Administration*	JROTC
Bus. Manag. & Admin. 1*	Bus. Manag. & Admin. 2*
Accounting 1*	Media
Wood Shop 1	Wood Shop 2*
Early Childhood Education*	Home Ec.
Drama/Good Books	Advanced P.E.

* denotes prerequisite
(generally not available to 9th grade students)

** denotes college level course

Engineering Manufacturing and Industrial Technology

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English Geometry Integrated Science Health/P.E. Geography Business Information Tech. Pathway Elective	English Algebra 2 or 2A Biology Civics/Economics Technology Pathway Elective General Elective	English FST or Algebra 2 Chemistry or Physics Computer Elective U.S. History Pathway Elective General Elective	English Current Events/World History Math Elective Science Elective Pathway Elective Pathway Elective General Elective
Pathway Electives		General Electives	
Sociology*	Drafting and CAD	Psychology	Pre-Calculus*
Auto Tech 1*	Auto Tech 2*	JROTC	Band
Chemistry	Physics	Art 1	Art 2*
Spanish 1	Spanish 2*	Accounting 1*	Home Ec.
Speech/Composition	Dual Enrollment**	Bus. Manag.& Admin. 1*	Advanced P.E.
Wood Shop 1	Wood Shop 2*	Health & Fitness	Bus. Manag.& Admin. 2*
Health Careers*	Service Learning	Chorus	Composition
Work-based Learning*		Early Childhood Ed.*	Drama
		Composition	Good Books

* denotes prerequisite
(generally not available to 9th grade students)

** denotes college level course

Human Services

9th Grade

English
Geometry
Integrated Science
Health/P.E.
Geography
Business Information Tech.
Pathway Elective

10th Grade

English
Algebra 2 or 2A
Biology
Civics/Economics
Computer Elective
Pathway Elective
General Elective

11th Grade

English
FST or Algebra 2
Chemistry or Physics
Early Childhood Ed.
U.S. History
Pathway Elective
General Elective

12th Grade

English
Current Events/World History
Math Elective
Service Learning
Psychology or Sociology
Pathway Elective
General Elective

Pathway Electives

Good Books	Pre-Calculus*
	Sociology*
Psychology	Service Learning
Early Childhood Education*	Foreign Language
Spanish 1	Spanish 2*
Drama Arts	Home Ec.
Composition	Speech/Composition

General Electives

Band	Chorus
Art 1	Art 2*
Bus. Manag.& Admin. 1*	Bus. Manag.& Admin. 2*
Co-op*	JROTC
Accounting 1*	Advanced P.E.
Wood Shop 1	Wood Shop 2*
Health & Fitness	Physics
Chemistry*	FST
Pre-Calculus	Drafting and CAD

* denotes prerequisite
(generally not available to 9th grade students)

** denotes college level course

Natural Resource and Agriscience

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English Geometry Integrated Science Health/P.E. Geography Business Information Tech. Pathway Elective	English Algebra 2 or 2A Biology Civics/Economics Computer Elective Pathway Elective General Elective	English FST or Algebra 2 Chemistry or Physics Environmental Science U.S. History Pathway Elective General Elective	English Current Events/World History Math Elective Science Elective Pathway Elective Pathway Elective Service Learning
Pathway Electives		General Electives	
Sociology*	Drafting and CAD	Psychology	Pre-Calculus*
Auto Tech 1*	Auto Tech 2*	JROTC	Band
Chemistry	Physics	Art 1	Art 2*
Spanish 1	Spanish 2*	Accounting 1*	Advanced P.E.
Speech/Composition	Dual Enrollment**	Bus. Manag.& Admin. 1*	Chorus
Wood Shop 1	Wood Shop 2*	Health & Fitness	Bus. Manag.& Admin. 2*
Health Careers*	Service Learning	Media	Composition
Work-based Learning*		Early Childhood Ed.*	Drama
		Composition	Good Books

* denotes prerequisite
(Generally not available to 9th grade students)

** denotes college level course

MIVHS Michigan Virtual High School
(On-line computer course)

ENGLISH

ENGLISH 9--Required

Focus: Inter-relationships and Self-reliance Introduction to high school reading; Introduction to high school writing; Contemporary realistic fiction; Epic poetry; and Shakespearean tragedy/drama

AMERICAN LITERATURE--Required

Focus: Critical Response and Stance

American Colonial-political allegory, poetry, essays, journals, media, biography and auto biography, persuasive essays, and literary critique. Realistic Fiction-American Renaissance literature, Romanticism, transcendentalism, realism, Naturalism, picaresque genre, satire and historical fiction. The Great Depression and WWII-relationships and social injustice and Post WWII.

BRITISH LITERATURE

Focus: Leadership Qualities/Transformations Thinking --Early British Literature-literary analysis, critical reading strategies, comprehension strategies and historical/cultural significance. Renaissance to Victorian Literature-sonnets, drama, poetry, essays, letters, biographies, elegies, odes, media, and epic poetry. Twentieth Century Literature-drama, poetry, realistic fiction, short stories, essays, media, nonfiction and literature from WWI and WWII.

AMERICAN LITERATURE

Focus: Leadership Qualities Transformations Thinking Modernism to Contemporary Literature- drama, short story, fiction and nonfiction, essays, magazine/newspaper articles, media.

ADVANCED WRITING--Required

Focus: Informational/Expository Text -- Students will write essays, critical responses, technical reports, literary analyses, proposals, research papers, and a term paper (required for graduation).

LANGUAGE ANALYSIS--Required

Focus: Grammar and vocabulary that students are expected to know and understand --Students will be immersed in the mechanics and usage of correct grammar through text, writing, and grammar exercises. The Sadlier-

Oxford vocabulary book E will be used to encourage a more advanced use of vocabulary in their everyday language.

COMPOSITION

Focus: Improving writing skills

Students will write in several formats including teacher and student generated essays, creative writing, and research writing.

SPEECH

Focus: The elements of writing and delivering interesting and relevant speeches. Students will learn the importance an application of Speech/Composition and of body language, deliver clear, concise and correct messages, understand an audience, how to be informative, persuasive and use audio/visual aids while speaking.

GOOD BOOKS

Focus: Genre Study and Literacy Analysis through reading and discussion Students will study literary forms, figurative/literal meanings, historical/cultural significance to today's world, critical perspectives such as bias and judgment. Students will use comprehension strategies and activities while reading classic literature as well as modern authors.

Focus: Examining mass media and film Students will examine, interpret and evaluate print and visual media from popular culture; understand media is produced within a social context with economic, political and social purposes; understand the ways people use media, how the commercial and political purposes of producers and publishers influence context and understand dramatic license.

Students will learn the history of telecommunications, the art of , and different types of computer software used in newspaper and yearbook layouts. Students will be responsible for publishing a school newspaper, writing and submitting articles to our local paper and radio concerning school events, and designing our school yearbook. The yearbook publishing will include photography, layout and selling advertisements to local businesses.

(Either Technical English or Professional English is required, but not both)

LANGUAGE ARTS

MEDIA - Elective

Students will learn the history of telecommunications, the art of , and different types of computer software used in newspaper and yearbook layouts. Students will be responsible for publishing a school newspaper, writing and submitting articles to our local paper and radio concerning school events, and designing our school yearbook. The yearbook publishing will include photography, layout and selling advertisements to local businesses.

SPANISH

Basic skills such as: pronunciation, common phrases, and verb conjugation (present and preterit) will be taught through lecture, role-play, videos, reading, writing, singing and speaking. Students will discover new insights on the history, culture, customs, festivals, and holidays of Latin American countries through short lectures, films and projects. Because we learn languages best through listening and speaking skills, students should be prepared to be immersed in the Spanish language with very little English spoken in the classroom.

SPANISH II

Prerequisite-Spanish I

This class is offered on Interactive TV

Vocabulary and grammar skills will be expanded from Spanish I to include the Future, Imperfect, and Imperative forms of verbs. Spanish magazines, newspapers, television programs, and films will be used to supplement textbooks.

SPANISH III

Prerequisite-Spanish II

This class is offered on Interactive TV

Vocabulary and grammar will be expanded from Spanish II to include the subjunctive, present perfect, and pluperfect. Students will read and view a history of Mexico in Spanish followed by discussion and testing. They will read one full-length play, several short stories, poems, and articles by prominent Latin American writers. Students will write three papers using the different verb tenses.

Special projects include: writing to Spanish pen-pals, creating a Spanish commercial on video creating and participating in a fashion show, and visiting Espanolandia (a U.P. wide Spanish day at NMU).

FINNISH I

This class is offered on Interactive TV

Finnish provides the student with an introduction to the Finnish language and culture stressing oral skills.

FINNISH II

Pre-requisite: Finnish I

This class is offered on Interactive TV

This course is a continuation of Finnish I.

GERMAN I

This class is offered on Interactive TV

German provides the student with an introduction to the German language and culture stressing oral skills.

GERMAN II

Pre-requisite: German I
This class is offered on Interactive TV

This course is a continuation of German I.

Business Management, Marketing, Technology

BUSINESS INFORMATION TECHNOLOGY Grade 9

Pre-requisite: Keyboarding

As an introductory course for the entire business technology program, the students will demonstrate the skills, concepts, attitudes, and understanding that are essential for advanced computer instruction. Additional word processing formatting will be introduced and applied communications will be integrated with the word processing. Microsoft Office Professional (Word, PowerPoint, Excel, Access) will be used as the primary software program; skills will be applied utilizing advanced word processing, database, spreadsheet, desktop publishing, and presentation applications. The students will also use the Internet to complete some projects.

Throughout the year, emphasis will be on strengthening employability skills, building positive work habits, and developing problem-solving/decision-making/critical-thinking skills needed by all students and adults.

COMPUTERIZED ACCOUNTING I Grade 10-12

Pre-requisite: Business Information Technology

The accounting course is designed to provide students with the basic skills to assist in the accounting department of small businesses. Students will develop skills in: starting an accounting system, recording business transactions, accounting procedures for partnerships, petty cash procedures, payroll procedures, and computerized accounting procedures.

COMPUTERIZED ACCOUNTING II Grade 10-12

Pre-requisite: Computerized Accounting I

Designed to expand on topics learned in the first year course while adding new topics about managements accounting, cost accounting, non-profit accounting, and financial analysis. It is also an excellent background and preparation for college business and accounting courses and business majors.

BUSINESS MANAGEMENT AND ADMINISTRATION I Grades 10-12

Pre-requisite: Business Information Technology

Information Systems is a business course for students who plan to establish a career in business, management, or computers. It is designed as a college preparatory class as well as a class that prepares students to enter the work force immediately. Students will develop competencies through the completion of simulations in all areas of office work including: accounting/record keeping, interpersonal relations, information processing, record management, business math, filing procedures, transcription, telephone techniques, calculators, web page design, as well as job applications, resumes, and interviews. Decision making, leadership, and time management skills will continue to be developed.

BUSINESS MANAGEMENT AND ADMINISTRATION II Grades 11 and 12

Pre-requisite: Business Management and Administration I

Information Systems II is designed to provide students with the advanced technical skills required of management support personnel in today's business world. Students will advance to integrating word processing, spreadsheets, database, desktop publishing, and presentation applications through office simulations. Job titles include: Office Assistant; Office Specialist; Medical Office Specialist; Legal Office Specialist; Computer Specialist; Information Processing Specialist; and Administrative Assistant.

MATHEMATICS

ALGEBRA I

Pre-requisite: Transition Math or equivalent pre-algebra course

This course is designed to build upon the concepts studied in Transition Math. Topics include the use of variables, solving and graphing linear equations, inequalities, exponential equations, quadratic equations, polynomial linear systems, probability and statistics.

GEOMETRY

Pre-requisite: Algebra I

This course is designed to build on ideas in Algebra while studying the ideas of Geometry. The first semester is very computer intensive in investigating geometric ideas, while the second semester is more calculation intensive with using geometric ideas in problem solving and applying them to the real world. Topics include: inductive reasoning, number and picture patterns, defining geometric terms and relationships, geometric construction, triangle congruence, transformations - translations, tessellation's, reflections, properties of isometries, area, Pythagorean theorem, volume of three dimensional, similarity, some triangle trigonometry, and proof.

ALGEBRA II

Pre-requisite: Geometry

This course is designed to build upon the concepts studied in algebra and geometry, and to help relate and strengthen these ideas. Topics include: linear, quadratic, exponential, logarithmic, polynomial, and trigonometric functions, matrices, system of equations, complex numbers, probability and statistics.

ALGEBRA II -- CORE

The Michigan Merit Curriculum requires all students to complete Algebra I, Geometry, and Algebra II, or an integrated sequence of this course content that consists of 3 credits, and an additional mathematics credit. Each student must complete at least 1 math course during his or her final year of high school. The math credit requirements may be modified as part of a personal curriculum only after the pupil has successfully completed at least 2.5 credits including Algebra I, Geometry and 1 semester of Algebra II. Under a personal curriculum, a student may elect to complete the same content as Algebra II over 2 years, with a credit awarded for each of those 2 years.

SENIOR WOODS

Pre-requisite: at least 1 year of Algebra II

Designed as a fourth year math course, students will use their math knowledge in a hands-on learning environment.

FUNCTIONS, STATISTICS, AND TRIGONOMETRY

Pre-requisite: Advanced Algebra

This course is designed to build upon and strengthen the ideas of advanced algebra. Topics include: Mathematical modeling, linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, sequences and series, one and two variable statistics, permutations, combinations and probability distributions. The TI-83 graphing calculator is recommended but not required for this course.

PRE- CALCULUS --1 semester

Pre-requisite: Functions, Statistics, and Trigonometry

This course is designed to prepare the student for college level mathematics. The ideas from previous math courses will be reviewed, strengthened, and expanded upon. Topics include: polynomial, rational, exponential, logarithmic and trigonometric functions, statistics, probability, limits, continuity, derivatives and integrals. A TI-83 graphing calculator is recommended but not required for this course.

CALCULUS--1 semester

This class is an extension to the normal four year mathematics program. The course is offered through the distance learning system, dual enrollment or Michigan Virtual High School.

SCIENCE

BIOLOGY

Science education is a vital force in helping students recognize the important scientific developments in today's world and tomorrow's. The sole purpose of Biology is meeting that educational goal. The course provides the students with the basic knowledge of Biology as it relates to them and to their own experiences. It also allows students to use their own abilities through laboratory experiments to develop an appreciation of the basic concepts of Biology.

The first semester of Biology concentrates solely on the life processes of the cell, the basic unit of life. Topics range from learning cell structures and functions to cellular respiration. Heavy emphasis is placed on the chemical interactions and production of chemical compounds by the cell through the processes of dehydration synthesis and hydrolysis.

While the first semester deals with the individual cell, the second half covers the living organism. From simple Monerans to complex vertebrates, students will learn evolutionary patterns, adaptive advantages and characteristics of the five kingdom system of organization.

INTEGRATED SCIENCE

Practical science is a review of physics, chemistry, earth science and life science using a conceptual approach. This course seeks to build a conceptual base in physics and chemistry, which is then applied to earth science and life science for the non-science student. It is a base from which to view nature more perceptively.

ENVIRONMENTAL SCIENCE

The study of how humans affect and are affected by their environment. It encompasses geology and meteorology to describe the physical nature of the world we live in. It then fits this information into a framework of ecology, the biological study of how living things interact with their environments. The aim of this course is to point students toward an educated approach to the environmental questions that confront us every day.

PHYSICS

General physics follows a logical development of major physics principles. The course is offered every other year to juniors and seniors. The course begins with mechanics, the study of the fundamental aspects related to all of physics. The major areas of physics: heat, optics, electricity, magnetism and atomic physics are then covered. The factor label method of problem solving is applied consistently to develop students' abilities to interrelate the major concepts of physics. The course is presented with a demonstration, laboratory and lecture experiences to reinforce physics principles. The quantitative aspects of laboratory procedures are emphasized. Each experiment involves the manipulation of apparatus, observation, data gathering and processing, and interpretation to form conclusions. In addition, a term paper relating to current research and development in the field of Physics is required. Physics students are also required to compete in the Engineering Olympics during the spring term, held at Michigan Technological University.

CHEMISTRY

General chemistry is offered every other year to juniors and seniors. The course follows a logical, sequential development of major chemistry principles. It begins with the "mechanics" of chemistry, the mole concept, and the structure of matter. The course then deals with the behavior of matter in terms of acidity, oxidation-reduction and electric potential. It also includes descriptive material in nuclear, organic, biochemistry and analytical chemistry. The learning format of the course combines lecture/discussion and textbook materials with practical laboratory experiences which are designed to enhance the students' ability to comprehend new and difficult material. In addition, students are required to prepare a paper dealing with current research and development in the field of chemistry.

ANATOMY AND PHYSIOLOGY - Grade 10, 11, 12

Pre-requisite: must pass Biology with a B or better

Anatomy & Physiology is a course designed to help students become acquainted with general information about the structure and function of the human body. The course begins at the chemical level and works up to the

organism as a whole. This course is planned for students who are pursuing careers in associated health fields.

SOCIAL STUDIES

CIVICS (one semester)

This course covers the Constitution, citizen involvement with an emphasis on the three branches of government at the State and Federal level. This class also covers current events and Core Democratic Values.

U.S. HISTORY

The class will cover the time period from the Civil War to the present. Significant changes in government/social policies will be examined and their progression of and application to modern attitudes and policies. The students will develop an understanding of the cross-curricular complexities involved in the development of American society.

GEOGRAPHY

This course covers World Geography from the physical and human aspects. The students will gain an understanding of the changing face of the Earth and of the relationship between the landscape and the human population. Countries and societies on the different continents will be examined. Differing social values around the world will be explored and explanations will be sought to explain the variety of cultures throughout the world. The students will do a project with a presentation.

ECONOMICS - 1 semester

The course provides an overview of Micro & Macro Economic Theory. This will entail a practical approach to Economic History and the development of our current systems worldwide. There will be an emphasis on individual consumer actions and responsibilities which will be tied to the local, state, regional, national and international aspects of Economics. Students are responsible for a research paper and a project dealing with an aspect of Economics.

CURRENT ISSUES (one semester)

Pre-requisite: must be a senior

This course will examine economics, social and political issues that affect our nation. Students will be encouraged to develop a sense of civic awareness. A project/paper is a class requirement.

WORLD HISTORY (one semester)

Pre-requisite: must be a senior

This course covers the time period from Mesopotamia up until Reformation. There is an emphasis on note taking and advanced thought, as this class tries to prepare 12th grade students for college level history classes.

SOCIOLOGY

Pre-requisite: must be a senior

Sociology is the study of people; how they act, react and interact. Students will become familiar with the vocabulary and theory of the following: Society and Culture, Social Structure, Social Institutions, Socialization Processes, Social Problems

PSYCHOLOGY - Grade 11 & 12

Pre-requisite: must be at least a junior

This senior level class will introduce students to the field of psychology including: a historical perspective, psychological methods, growth and development, personality theories, social behavior, intelligence, learning thinking and motivation. The format of the class will be lecture, discussion, guest speakers and current events related to the field of psychology via videos and outside readings. Aside from material covered in class, students will be responsible for a research paper and an oral report on an agency or individual using the field of psychology. This class is offered on interactive TV.

FINE ARTS

BAND

Pre-requisite: 6th grade band

Band is a group of 7-12 grade instrumentalists. The students have many opportunities to perform as a group and as soloists. Students learn about music as they prepare to play for different events such as: basketball games, parades, and concerts.

CHORUS

Students learn about music by preparing songs for specific events. Students have many opportunities to perform as a group and as soloists. Choir students perform at concerts and some basketball games.

VOCATIONAL EDUCATION

TECHNOLOGY

Drafting and Computer Aided Drawings- Students will reinforce what they learned in 8th grade, but on the computer. There will be less emphasis on neatness and more on learning computer commands, using PRO-E. The automated features that are utilized will allow students to create drawings of much greater detail. Various mechanical drawings and some basic architectural drawing will be explored. Often, geometry skills will be utilized.

Electricity- further students' understanding of electricity by drawing wiring diagrams and learn to wire electrical circuits similar to those in a house.

Electronics- become familiar with basic electronic components and how to build several circuits and simple electronic devices.

Computers- learn what the major components are of a computer system (PC hardware). Their function will be discussed and students will reinforce their knowledge through disassembly and reassembly of a computer.

Building Construction- learn residential construction procedures and conclude the unit by building either a model house frame or a storage barn.

Small Gas Engines- learn how an internal combustion engine works with the possibility of disassembling and reassembling an engine.

Construction Math

WOODS I

Pre-requisite: Technology

Students will learn about the properties of wood. Emphasis will be on how to use tools and machines properly. Three small projects will be required during the first semester and a project of their choice, upon approval, will be required for the remainder of the year.

WOODS II

Pre-requisite: Woods I

Students are allowed to work on projects of their choice the entire year upon approval. Jig making and advanced machine techniques will be taught.

PRE-VOCATIONAL SKILLS

Pre-requisite: an I.E.P. must be in place

Students will learn what their interests and talents are. Employment skills will be practiced. Several jobs/careers will be investigated. Skills and knowledge will continue to be developed through hand-on projects, guest speaker, job shadowing and field trips.

CAREER AND TECHNICAL EDUCATION

Grades 11 and 12

AUTOMOTIVE TECHNOLOGY 1 & 2 NURSE ASSISTANT TRAINING HEALTH CAREERS EARLY CHILDHOOD EDUCATION

These courses are two credit block courses, requiring a student to be out of the building for 2 class period. Personal transportation is required.

PHYSICAL EDUCATION

HEALTH 9 (one semester)

The units covered in Health deal with the human body, stress, fitness, drugs and the spread of and prevention of diseases. There is also a unit on sexuality and AIDS which is an *opt-in* unit. Grades are determined by a mixture of homework, tests, class participation and examinations.

PHYSICAL EDUCATION 9 (one semester)

P.E. classes are concerned with three areas of endeavor: fitness for life, group activities, and skill development. Grading is based upon participation and effort. Students participate in activities indoors, outdoors, and in the pool.

ADVANCED P.E./HEALTH AND FITNESS

A pre-requisite for becoming a P.E. aide

This course is a combination of classroom/lab situation. Students will learn about First Aid and Athletic Training techniques, conflict management skills and group organizational skills. P.E. activities will be designed to introduce students to less mainstream individual and lifetime sports.

SPECIAL EDUCATION

RESOURCE ROOM

Pre-requisite: current I.E.P. on file

Students in this program must have a lifelong measurable learning disability/difference. The process toward formulating an Individual Education Plan (I.E.P.) includes a referral to the Intermediate school district for testing, multiple educational, psychological, and developmental tests facilitated by a licensed school psychologist which will determine eligibility. If a child is found eligible, a team of teachers and other professionals will meet with the student and parent(s) to write the I.E.P. The I.E.P. team will determine the least restrictive environment for the child by placement in regular educational settings and alternative programs when needed. The alternatives are

accommodations made by the regular ed. teacher in the regular classroom, an alternative course in the regular classroom, or a specialized course in the resource room taught by a special educational instructor.

LIFE SKILLS PROGRAM

Pre-requisite: current I.E.P. on file

Students in this program must be impaired cognitively or physically at a level which precludes them from being successful in the regular classroom. This is

a life skills program with emphasis on vocational preparation. Students in this program follow specific requirements which are different from the typical Jeffers High School diploma requirements, although students completing the Life Skills program will receive a Jeffers High School diploma.

Extra Curricular Activities

Upward Bound: Students must be in grades 9 and 10, ages 13-19, and have a need for academic or social support in order to succeed in high school and successfully enroll in college.

Drama Club: Is open to students in grades 7-12. Students participate in two practices weekly, one after school and one early morning. One major play is performed each spring.

S.A.D.D.: Students Against Destructive Decisions: an organization run by high school students and advised by an AmeriCorps worker. The organization promotes activities that involve a zero tolerance for alcohol and tobacco use.

Student Government: Is made up of students in grades 7-12 who plan events and organize student activities. The positions are filled by students who choose to run for election each fall.

Honor Society: Made up of students in grades 11 and 12 who have a 3.00+ G.P.A. and meet the criteria of service, leadership and character.

High School Bowl: Students in grades 9-12 with a sound knowledge base in history, geography, science, math, literature and fine arts are eligible. The team practices once or twice a week and competes against other teams at NMU. There are often other competitions at local schools.

JEFFERS “JETS” SPORTS

All athletes must have a physical card on file in the principal’s office before beginning practice.

Fall Sports

Cross-Country –coed

Football –co-op program

Volleyball –co-op program



Winter Sports

Swimming –coed

Basketball –men’s and women’s

Hockey –men’s

Spring Sports

Golf

Track –coed