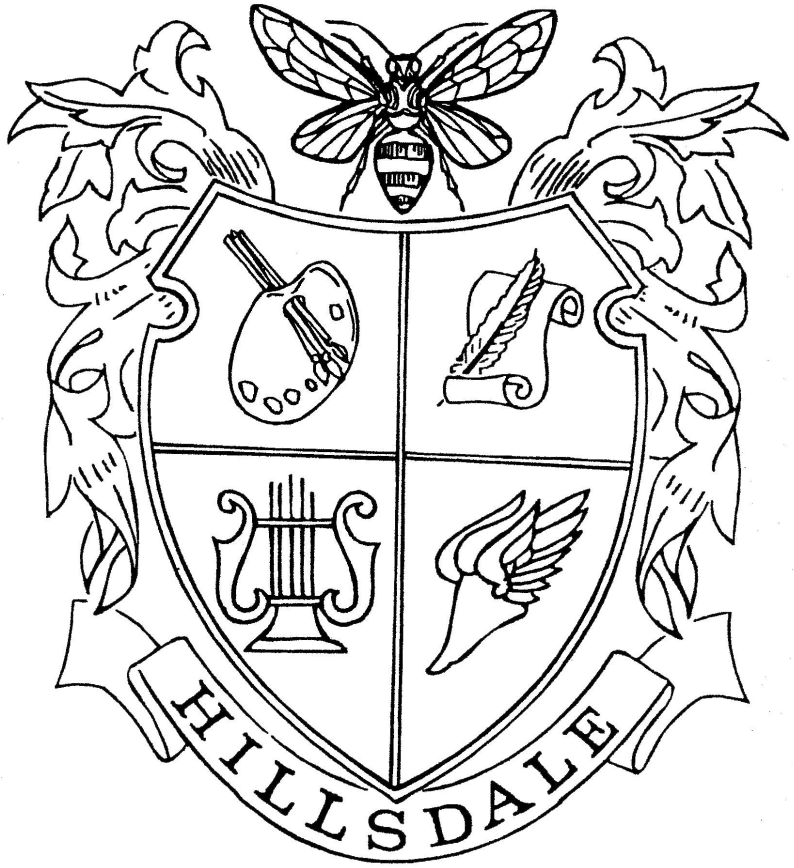
Hillsdale High School



Course of Study

Course Descriptions

2025-2026

Educational Philosophy

At Hillsdale High School, we believe education is the continuing development of an individual's knowledge, attitude and behavior that are beneficial to him/her and society. Hillsdale High School educates all students to be self-directed, lifelong learners. Valuable educational opportunities are provided in a climate of mutual respect and students are enthusiastically challenged to achieve their full potential, now and in the future.

Our high school provides a broad and diversified curriculum of courses, subjects and activities. We encourage students to participate in all subject areas and a few extra-curricular activities, as these experiences will be extremely helpful to them and their future.

GRADUATION REQUIREMENTS
Michigan Merit Required Credits of All Graduates

English……..……..**8**
- English 9……..2
- English 10……2
- English 11……....2
- English 12……2

Mathematics……...……**8**
- Algebra I……..……2
- Geometry…….……2
- Algebra II…….……2
- Senior Math…….……2

Science……...…..……**6**
- Biology……2
- Chemistry or Physics or Anatomy and Physiology …….……..2
- Third Science Course*……2

Social Studies ……..**6**
- World History/Geography……..2
- American History/Geography……2
- Government……1
- Economics…….….1

*If needed

Foreign Language **4**
- Spanish I…… 2
- Spanish II…….……2

Online Learning Experience…… 2

Physical Education ……...…….…. 1

Health Education …..……...…….. 1

Fine or Practical Arts……. 2

Michigan Merit Curriculum Total Credits……. **38**

Hillsdale High School Credits Needed to Graduate 56

Students who have completed all the graduation requirements established by the Board of Education and the Michigan Department of Education prior to graduation may take part in commencement activities. Exceptions may be made in the case of extenuating circumstances such as illness, accident, or any excusable emergency. Students who do not complete the graduation requirements prior to graduation time shall receive their diplomas when they have completed their requirements. Students must attend school for sixteen quarters unless an exception is granted by the high school principal for early college placement or for a homebound condition.

Recognition of Student Achievement at Graduation

Valedictorian Honor: For the Class of 2023, 2024 and 2025, the senior achieving the highest academic record will be designated Valedictorian. If more than one senior has a G.P.A. of 4.0, all will be co-valedictorians.

Effective with the graduating Class of 2026, those students entering 9th grade in the Fall of 2022, the senior achieving the highest academic record will be designated Valedictorian. If more than one senior has the exact same GPA, both/all will be co-valedictorian.

Salutatorian Honor: The senior achieving the second highest academic record will be designated Salutatorian.

Honor Student Award: All students achieving a cumulative G.P.A. of 3.5 or higher (on a 4.0 scale) shall be designated honor students.

All of these academic designations shall be based on fifteen (15) quarters of high school work.

EX 1/ Student A = 4.07 is co-valedictorian and Student B = 4.07 is co-valedictorian
Student C = 4.02 is salutatorian

EX 2/ Student A = 4.10 is valedictorian, Student B = 4.09 is salutatorian
Student C = 4.02 is honor student

It is possible for students to achieve a GPA greater than 4.0 because HHS offers Advanced Placement courses with weighted grades in recognition of the rigorous content and requirements of those specific courses.

Schedule of Classes

1st Period	8:05 - 9:29 a.m.
2A	9:37 - 10:27 a.m.
2B	10:34 - 11:24 a.m.
Lunch	11:24 -11:54 a.m.
3rd Period	11:54 a.m. - 1:18 p.m.
4th Period	1:26 p.m. - 2:50 p.m.

HILLSDALE HIGH SCHOOL GUIDANCE DEPARTMENT

The Guidance Office provides a setting in which you may discuss in confidence anything that is important to you. Your counselor can provide you with information and appropriate resources so you will have a more realistic basis upon which to make decisions. As students in high school, you will be making many important decisions regarding courses, curricula, vocational and college plans and more personal matters. It often helps to talk things over with someone who can be objective while taking a personal interest in you. An appointment can be made by stopping in the guidance office and setting up a time with your counselor. If you have an emergency, come to the guidance office and you will be helped immediately. Counseling hours begin at 7:30 a.m. and continue through the school day until 3:30 p.m.

Guidance Office Personnel

Ms. Michelle Milnes	Academic Counselor	517-689-1415

Because of his/her interest in you, and his/her ethical obligation to you and the guidance and counseling profession, your guidance personnel will, at no time, reveal to others what you have shared, unless what you have shared indicates you may harm yourself or someone else.

Class/Course Change Policy

Class changes will be reserved only for those students who have a genuine need. Students who wish to make a class change must schedule an appointment with the counselor and make a request for a schedule change. Changes will be made only after approval has been granted by the teachers involved, counselor and the student's parents. Because Hillsdale High School has the block schedule the deadline for course changes is five school days after the start of each term. After five days schedule changes will be made only in special circumstances after the student, parents, teachers of affected courses, and the counselor have agreed upon the change. Courses with fewer than 15 students enrolled may be canceled.

Students should have a four-year plan of study in mind (see the last page of this booklet). What do you want to learn and prepare for during high school? All students, unless previously approved, must sign up for five classes each quarter. All students are required to be scheduled in a class every period.

Credit/No Credit Policy

Students may request to take a course ungraded, for credit or no credit. Students must make their request in writing to the guidance counselor no later than five school days after the start of the term. Parental permission in writing must also be obtained and a meeting held with the student, teacher and guidance counselor.

Testing Out Policy

Students can choose to test out of a course by passing the final exam for the course with an 80% or better before the first day of instruction for the course. Students need to make arrangements with either the guidance counselor or the principal and the teacher well in advance of the beginning of each semester.

NCAA REGULATIONS FOR PARTICIPATION IN DIVISION I OR II COLLEGE ATHLETICS

Students aspiring to participate in college athletics at NCAA Division I or II colleges must meet the criteria set forth by the N.C.A.A. Students and parents must go to the NCAA Clearinghouse website to get the latest information concerning college student athletes. The website is: www.eligibilitycenter.org ACT and or SAT scores must be sent directly to the clearinghouse. This process should be done in a timely manner.

COLLEGE PREPARATORY RECOMMENDED COURSES

Although each university has final say in admission decisions, Michigan's public universities have agreed that students must meet the following requirements to be eligible for regular admission to four-year degree programs. If you are unable to complete these requirements, you may still be considered for a four-year degree program. You are encouraged to apply to the university of your choice.

The standards and requirements for admission are different for each public university and certain programs may have special requirements as well. See your counselor for assistance. Factors such as your grade point average, test scores, special abilities, scholastic activities and work experience are also important.

While the following recommendations do not apply to all colleges and universities, if you follow this advice, you will have a better chance of attending and being successful at the college or university of your choice.

Recommendations:

English (8 quarters required) Mathematics (Algebra I, Geometry, Algebra II, Pre-Calculus, Statistics and Probability) Biological and Physical Sciences (6 quarters required including 2 quarters of Biological Science and 2 quarters of Physical Science) History and the Social Sciences (6 quarters required)

- Foreign Language (2-4 quarters required for graduation. 4 quarters strongly recommended, some colleges require)
- Computer Literacy (2 quarters of hands-on experience strongly recommended)
- Fine and Performing Arts (4 quarters strongly recommended)

DUAL ENROLLMENT/SPECIAL ADMISSION

DUAL ENROLLMENT-- Dual Enrollment (also called Post-secondary Options) permits students to take courses at a post-secondary institution, if the courses are not available at the high school. The student could receive credit for Hillsdale High School and/or for college. This program allows Hillsdale High School to provide a wider variety of challenging course options to eligible students.

The PLAN test, the PSAT, the ACT and the MME can be used to qualify for dual enrollment. Once juniors participate in the MME in the spring of their junior year, their MME scores will be used for dual enrollment decisions. A student must achieve minimum qualifying scores on these tests.

Any student expecting to participate in a Dual Enrollment class must meet with Ms. Milnes, the high school academic counselor, in the spring. At that time, deadlines, procedures, probable costs, scheduling, graduation requirements, student and guardian responsibilities and consequences of failing or not completing the college course will be discussed**. <u>Failing (Below a C) or dropping a Dual Enrollment course will result in the student reimbursing H.H.S. for the tuition, and may result in the student being denied financial aid for future post-secondary educational opportunities</u>**. The student will be given a form stating his/her eligibility for Dual Enrollment, and that the appropriate counseling was received. Students are also encouraged to take advantage of the admissions counseling services provided by the college. Permission for Dual Enrollment credit must be granted by the post-secondary institution.

Table 1. Minimum Postsecondary Dual Enrollment (PDE) Qualifying Score by Assessment

	Assessment	Test Section	Content Area	Minimum PDE Qualifying Score
Ready to Take Postsecondary Courses and Succeed Without Remediation	MME	Reading	Reading	1108
		Writing	Writing	1100
		Mathematics	Mathematics	1116
		Science	Science	1126
		Social Studies	Social Studies	1129
	ACT	Mathematics	Mathematics	22
		Reading	Reading	21
		Science	Science	24
		English	English	18
	SAT	Critical Reading	Reading	500
		Writing	Writing	500
		Mathematics	Mathematics	500
	COMPASS	Mathematics	Mathematics	52
		Reading	Reading	88
		English	English	77
	Assessment	**Test Section**	**Content Area**	**Minimum PDE Qualifying Score**
On-track to be Ready to Take Postsecondary Courses and Succeed Without Remediation	EXPLORE	Mathematics	Mathematics	17
		Reading	Reading	15
		Science	Science	20
		English	English	13
	PLAN	Mathematics	Mathematics	19
		Reading	Reading	17
		Science	Science	21
		English	English	15
	PSAT	Critical Reading	Reading	42
		Writing Skills	Writing	41
		Mathematics	Mathematics	44

SPECIAL ADMISSION Students wishing to take a college class prior to graduation on their own time (outside of their HHS schedule) may do so. However, most colleges require a permission letter or form to be completed by the high school granting approval. The cost of these classes is borne entirely by the student.

KEEP THE OPTIONS OPEN

College-bound high school students would be well advised to carry at least three academic courses each quarter selected from English, foreign language, mathematics, science and social studies with the five periods available for elective courses in other academic and/or non-academic courses.

High school students are faced with important and difficult decisions about their future educational and career plans. These decisions will generally be easier to make if students have a wide variety of educational experiences before high school graduation. A well balanced, rigorous high school academic curriculum successfully completed will provide students with the preparation needed for virtually any post-secondary educational program. We feel students should be urged to elect three or more academic courses each quarter with the number and degree of difficulty of the courses determined by the ability, educational maturity and other personal characteristics of the student.

No matter what career path students choose to follow, or whether they are going to college or not, they must plan ahead and talk plans over with parents, counselors, teachers and others of respected judgment. Check with counselors periodically regarding student progress and the direction a student is heading to see that choices made lead to goals established.

ENGLISH/LANGUAGE ARTS-Required

Each HHS student should complete the following classes (**IN ORDER)** which are aligned to the National Common Core Curriculum. Students may also select from English electives.

English 9 - Foundations in Literature (ALL YEAR, 2 English credits, 2 elective credits. Quarters 1 and 3 students earn elective credits. Quarters 2 and 4 students earn English credits –these are the quarters where the comprehensive exams are given) All 9th grade English students will further develop their skills regarding reading, writing, speaking, listening, and viewing. Books, ranging from classics to informational texts, will be read and analyzed. Students will use higher level thinking skills to delve into plot and character development. The writing aspect of English 9 will focus mainly on expository writing, with much emphasis put on preparation on the format of the high school MME (Michigan Merit Exam). Students will continue to focus on quoting sources to help prove a point. The themes of inter-relationships and self-reliance are a constant focus. "Students will consider how they build relationships, how their relationships impact others and their responsibility to society." (ELA 9th grade Content Standards 3

English 10 - World Literature (2 quarters/2 credits) This course includes units that allow for close study of literary works from various cultures with a focus on historical and cultural context. The units focus not only on geographical regions, but also on themes and literary forms that pertain to them. Thus students come to grasp the relationship between local concerns and universal questions. Students become aware of the authors' views of literature itself—its forms, peculiarities, language, and relationship to reality. Throughout the course, students take part in seminars, write essays, and deliver speeches. Having read literature from a variety of cultures, they are ready to embark on their future endeavors with a widespread understanding of how literature has impacted all nations and how it can continue to impact their lives as well. (Common Core Grade Descriptions)

English 11 - American Literature (2 quarters/2 credits) The course is devoted to a study of American literature from its

earliest inhabitants to the present day. Because much of the early literature is nonfiction (diaries, letters, sermons, almanacs, speeches, and foundational documents), there are many opportunities to analyze historical and informational texts. Assignments range from the analytical essay to the creative project. Students build on their writing skills from previous years, integrating multiple sources and perspectives into their work, while writing longer and more complex essays. To build appreciation of the sounds and cadences of American literature, students will create and recite poems in the early oral tradition, as well as, presentations in an effort to refine their expressive delivery and confidence. By the end of the year, students have a foundation in American literature and are ready to branch out into European literature. (Common Core Grade Descriptions)

English 12 - European Literature (2 quarters, 2 credits) Upon entering English 12, students have read and discussed literary classics across the major genres and have studied both World literature and American literature. In English 12, the focus is on European literature from the Middle Ages to the present. Units are arranged chronologically, so that students may see how earlier works influence later works and how forms and ideas have evolved over time. Assignments include long and short essays, creative projects, and presentations. By the end of English 12, students have become familiar with some of the major works and ideas of European literature, have honed their skills of literary analysis, and made relevant and meaningful connections to the world today. (Common Core Grade Descriptions)

ENGLISH/LANGUAGE ARTS-Optional

AP English Literature and Composition- This class is strongly recommended for students who plan to attend a two or four-year college after high school graduation.
(Grade 11-12) (4 Quarters 4 credits) The advanced placement literature and composition course is the equivalent of a freshman college course offered in the high school setting. This course is designed to evaluate and analyze literature in the four major genres, to promote analytical thinking in oral situations, to improve utilization of the writing process while working to produce quality writing and to continue Directed Independent Reading as specified by the College Board's selected titles. Upon completion of this course, students take the College Board Advanced Placement English Literature and Composition Exam for college credit. The course requires summer reading and writing assignments. Students wishing to take this class need to successfully complete Foundations in Literature, World Literature, American Literature and European Literature prior to taking the course.

ENGLISH/LANGUAGE ARTS-Elective 2A and/or 2B choices

Themes in Literature (Grades 9-12) This course is offered odd years-spring semester. This elective course will use literature to examine important and relevant themes or ideas and "big ideas" that impact individuals, families, societies, and nations in the world today. Through a variety of mediums and genres from novels, short stories, poems, essays, autobiographical accounts, interviews, and films students will witness truths that affect their lives and attitudes and allow them to see things in a new light.

Short Story (Grades 9-12) This class is offered **odd** years- **spring** semester**.**. This elective course entails an in-depth study of the short story genre. It will heavily emphasize the elements of fiction and how authors utilize these components intentionally to craft a brief, but powerful story. Students will read a variety of pieces by many different authors and will also have the opportunity to try their hand at writing creatively. This writing will culminate in an original, polished short story as part of the final course assessment that utilizes the elements studied throughout the course. This class will heavily incorporate reading and writing.

Advanced Reading and Writing (Grade 11-12) This class is offered even years-spring semester. This elective English course is designed to provide advanced work in writing and reading to investigate quality models and create original

works in several genres culminating in publication and résumé portfolios. Students study writing issues and techniques specific to selected genres. Self-assessment and the use of rubric evaluation help students gain critical skills in writing and reading at an advanced level. This course is designed for students who plan to go to college after high school graduation.

Speaking and Listening for College and Career Readiness (Grades 11-12)-This class is offered every year-spring semester
This course provides an introduction to the basic skills in formal and informal speaking opportunities. It will give students a background in all general areas of speech, including interpersonal communication, non-verbal communication, rhetorical skills, effective organization and structure, public speaking and oral presentation.

Poetry (Grades 10-12)This class is offered every year-fall semester
This class will deal with the art of poetry and involve a heavy emphasis on elements of poetry and how authors use them to create poems full of intention and meaning. Students will study specific elements and learn a variety of poetic structures as well. Students will also have the opportunity to write their own poetry as well, modeling the information studied in class. Students will read and write poetry frequently throughout the course.

Memoir (Grades 9-12) This course is offered odd years-fall semester
A memoir is "a narrative composed of personal experience." In looking at that definition: *Our lives are already a memoir.* Unlike an autobiography, a memoir does not have to include every part of one's life, only the moments that are most significant. A great memoir highlights ***KEY*** moments in a person's life. In this course students will read a variety of memoirs-looking at how given experiences influenced the writer's life. Additionally, students will document events in their life with rich details that bring readers into their world. Elements of biography and/or autobiography may supplement the course.

Research Project (Grades 11-12) This class is offered every year-spring semester.
Meeting the "college readiness" goal of the Common Core Standards requires that students undertake the challenge of exploring a research question in depth and produce sophisticated expository writing in response. This course will give students the opportunity to develop and strengthen the execution of the research process. The culminating assessment will include a traditional research paper and a multimedia presentation. Because this course is paperless, students will be able to use this class to fulfill their "online experience" required to graduate.

Test Prep (11th grade Only) This course is offered every year-fall semester.
This course, taken by juniors in the first half of the year, is designed to enhance student preparation for the SAT and MME tests. The SAT is the nation's most widely used college admission test that tests reading, writing and mathematical skills that you have already learned that are critical for success in college and beyond.
In the class students will:
· Review test taking tips for reading, math and writing
· Get familiar with the test by doing practice questions
Take full length practice tests to better get a feel for what the actual testing experience will be like.

MATHEMATICS DEPARTMENT

Students must successfully complete Algebra I, Geometry, Algebra II, and a math or math related course in grade 12 to meet the graduation requirements of the Michigan Merit Curriculum.

Pre-Algebra: 2 elective math credits offered either 2A or 2B. Prerequisite: None (Students are placed into this class by their 8th grade math teacher) This course will prepare students for the concepts covered in Algebra 1. An emphasis will be

placed on number sense, using the distributive property, solving equations, graphing linear equations, and solving simple real world problems.

Algebra I: 4 Quarters: 2 math credits, 2 elective credits. Quarters 1 and 3 students earn elective credits, quarters 2 and 4 students earn credit for Algebra I. Prerequisite: None

Algebra 1 builds upon a number of key algebraic topics developed in the middle grades, including knowledge of linear patterns of change and familiarity with non-linear patterns such as exponential and quadratic. It is expected that students in Algebra 1 will learn to recognize and solve mathematical and real world problems involving linear, quadratic, polynomial and exponential relationships and will learn to make sense of and move fluently among the graphic, numeric, symbolic and verbal representations of these patterns.

College Prep Algebra I: Complete Year/ Offered in either 2A or 2B, Students earn 2 Algebra I credits. Prerequisite: Successfully Complete Advanced Math 8.

College Prep Algebra I is designed for incoming freshmen who have successfully completed Advanced Math 8. It is expected that students entering College Prep Algebra I are able to recognize and solve mathematical and real world problems involving linear, exponential, quadratic, and rational equations, and inequalities. In this course, more emphasis will be placed on systems of equations, quadratics, functions and real world modeling.

Geometry: 2 Quarters/ 2 Geometry credits Prerequisite: Algebra I

This course gives students experience with the language and principles of Euclidean Geometry in a way that is intended to be accessible to all students. The key content includes the measurement of lengths, angles, areas and volumes and the geometry of lines, polygons and circles. Students will also be introduced to formal logic and mathematical proof, including both inductive and deductive reasoning.

College Prep Geometry: Complete Year/ Offered in either 2A or 2B, Students earn 2 Geometry credits Prerequisite: Successfully complete College Prep Algebra I or Algebra I with teacher recommendation.

College Prep Geometry is designed for students who have successfully completed College Prep Algebra I or Algebra I. This course gives students experience with the language and principles of Euclidean Geometry. The key content includes the measurement of lengths, angles, areas and volumes and the geometry of lines, polygons and circles. Students will also be introduced to formal logic and mathematical proof, including both inductive and deductive reasoning. This class will have time to reach further depths and cover more material then the semester long class.

Algebra II: 2 Quarters/2 credits. Prerequisite: Algebra I & Geometry

The goal of Algebra II is to build upon the concepts taught in Algebra I and Geometry. Topics covered include matrices, systems of linear equations and inequalities, linear functions, quadratic functions, & polynomial functions. Graphing calculators will be used to graph functions, solve equations, and operate on matrices.

College Prep Algebra II: 2 Quarters/2 credits Prerequisite: College Prep Geometry; Geometry (with teacher referral).

The goal of College Prep Algebra II is to build upon the concepts taught in Algebra I and Geometry while adding new concepts to the student's repertoire of mathematics. Topics covered include systems of linear equations and inequalities; linear, quadratic, polynomial, rational, exponential and logarithmic functions; matrices; sequences, conic sections and in introduction to trigonometry. Graphing calculators will be used to graph functions, solve equations, operate on matrices and analyze sequences of numbers.

Precalculus: 2 Quarters/2 credits. Prerequisite: College Prep Algebra II or Algebra II (with teacher referral).

Precalculus forms the basis for the study of calculus, which is typically the first course in a college mathematics program. The key content for this course is the study of transcendental functions (exponential, logarithmic and trigonometric). Another goal is to deepen the understanding of algebraic functions & how they apply to trigonometry and higher level mathematics. A high priority is put on the study of trigonometry. Successful completion of mathematics through Precalculus is essential for the college preparatory student.

AP Calculus AB: 4 Quarters/ 4 credits Prerequisite: Pre-Calculus

This course is designed to prepare students for the Advanced Placement Examination in Mathematics AB. AP Calculus AB is a course in the calculus of elementary functions comparable to first year courses offered at colleges and universities. Students earning qualifying scores on the AP Exam may receive advanced placement and/or advanced credit upon matriculation to the college or university of their choice. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry and trigonometry. In order to receive the 5.0 grading scale students need to complete 4 quarters of calculus and take the AP Exam.

Test Prep (11th grade Only) ½ Year: Offered in the fall semester either 2A or 2B, students earn 1 elective credit. This course, taken by juniors in the first half of the year, is designed to enhance student preparation for the SAT and MME tests. The SAT is the nation's most widely used college admission test that tests reading, writing and mathematical skills that you have already learned that are critical for success in college and beyond. In the class students will: (1) Review tests taking tips for reading, math and writing; (2) Get familiar with the test by doing practice questions; (3) Take full length practice tests to better get a feel for what the actual testing experience will be like.

Statistics and Probability: ½ Year: Offered in the winter semester either 2A or 2B, students earn 1 math credit.. Prerequisite: Seniors or successfully complete Alg II. Preference given to Seniors.

Statistics and Probability is a one – quarter course designed to introduce probability and statistics to a wide range of ability groups. This course is designed in a way that allows for extensive class participation by way of simulations, activities, and demonstrations. We will look at real-life data and examine how companies can mislead consumers using statistics, why casinos are always full and able to make improvements on a seemingly daily basis, and how statistics factor into elections. We will discuss probability and game theory, why unlikely events may turn out to be more likely than our intuition leads us to believe and what the percentages can mean in the medical field. This course is intended to help students make well informed decisions using the tools provided throughout the class.**This course should be taken in conjunction with Personal Finance.

Personal Finance: ½ Year: Offered in the winter semester either 2A or 2B, students earn 1 math credit. Prerequisite: Seniors or successfully complete Alg II. Preference given to Seniors.

Personal Finance will introduce students to the basic concepts of personal finance. These include but are not limited to Savings,Budgeting, Debt, Life After High School, Consumer Awareness, Bargain Shopping, Investing and Retirement, Insurance, Money and Relationships, Careers and Taxes, and Giving.

3D Math Modeling: ½ Year: Offered in the winter semester either 2A or 2B, students earn 1 math credit.

3D Math Modeling will introduce students to SolidWorks, 3D Math modeling software, by way of various projects. Students will work independently as well as on teams to build various parts and assemblies using SolidWorks. Students who are interested in engineering would benefit from taking this class.

Science Department Course Descriptions

Physical Science (2 terms, 2 credits) Freshman course -This two quarter course is intended to build upon the basic knowledge acquired in the middle school program and to complement life sciences to provide the student with a well-rounded science background. Topics include matter, energy, basic chemistry, earth science and space science.

Biology (2 terms, 2 credits) This course is designed to give the student the basics of biology. Students will study cells, their functions, and how they interact, genetics evolution, classification, and ecosystems. We will also explore the characteristics of the major kingdoms, and human body systems. Prerequisite Life or Physical science

Chemistry (2 terms, 2 credits) This course gives students an introduction to chemical concepts using practical issues and applications to illustrate the principles of chemistry. Topics covered are the language of chemistry, scientific method and measurement, experimentation with data collection, and current issues with application to chemical principles. Students will also participate in laboratory exercises to enforce concepts and learn basic laboratory procedures.

Physics (2 terms, 2 credits) This course concentrates on the basics of physics. Areas include metrics, motion, force, acceleration, power, heat, simple machines, waves, sound, light, and optics. Students engage in numerous laboratory experiments as well as projects. The basic skills in scientific mathematics are stressed. Prerequisite of Algebra I required

Natural Disasters (1 credit) This is an Earth science elective course offering students the opportunity to study natural disasters in greater detail. Disasters include but are not limited to earthquakes, volcanoes, hurricanes, and tornadoes. Emphasis is placed on understanding the causes of these disasters as well as their effects on life. Physical science concepts are used to help explain geological processes and severe weather patterns. Open to sophomore standing and above.

Space and Weather (1 credit) This is an Earth science elective course focusing on astronomy and meteorology. Topics of study include cosmology, Earth's place in the universe, the sun and other stars, the atmosphere, moisture in the atmosphere, the formation of weather fronts, severe weather, as well as satellite and ground- based instrumentation. Open to sophomore standing and above.

Botany (2 credits) This course provides an opportunity for students to learn about Michigan flora. Students will be exposed to a variety of field (Simpson's Nature Preserve) and laboratory methods that are used to study and document flora. Topics covered in the class will include: introduction to plants, plant reproduction, plant structure and function, and plant growth and development. Investigates the major plant communities of the world and how they determine biome structure, function and diversity.

Ecology of the Great Lakes (2 credits) Ecology provides students with a comprehensive introduction to the physical, chemical, and biological attributes of ecosystems in Michigan. Field trips and exercises are designed to expose students to the importance and complexity of a wide diversity of ecosystems. Instruction covers the hydrology, chemistry, and ecological characteristics of streams, rivers, lakes, and wetlands, forests and provides students with a solid foundation in this complex multidisciplinary field of ecology. Prerequisite of Biology required.

Zoology (2 credits) This course studies the animal kingdom, including the structure, function, embryology, evolution, classification habits, and distribution of all animals, both living and extinct. Lab and dissections are utilized to further understanding of anatomical form and function. Prerequisite of Biology required.

Anatomy and Physiology (2 credits) This is an advanced biology course studying the structure and function of the human body. Students will take an in depth look into the human systems as to structure and function. Prerequisite of Biology

required.

Science & Engineering Process (2 credits) The Science and Engineering course is a one semester course intended to give students a bridge between high school Science curriculum and collegiate science, technology and engineering programs. This Introduction to Science & Engineering course is designed to provide opportunities for students to interact with each other as engineers. Students will learn and employ a model of the Science & Engineering Design Process to solve new design challenges. The process is a series of steps that engineering teams use to guide them as they solve problems. Students will gather information and conduct research to understand the needs of the challenge to be addressed. Then they brainstorm many imaginative possible solutions. They select the most promising idea and embark upon a design process that includes drawings, and analytical decisions on the materials and construction, manufacturing and fabrication technologies to use. They create and test many prototypes, making improvements until the product design is good enough to meet their needs. Prerequisite – Physical Science or Physics

The Principles of Food Science Grades 10-12 (2 credits) Principles of Food Science demonstrates how the laws of science are at work in producing, processing, preparing, preserving, and metabolizing food. Students learn how cooking, health, and storage tips connect science basics to daily food encounters. The course covers the basic laws of chemistry, microbiology, and physics as they are applied to food components and complex food systems. Students learn scientific facts and principles that can be applied to a future food science career and to more-creative, nutritious home cooking. The requirements and opportunities for obtaining a food science career are explored as well as the impact of this career path on local, national, and global economies. No prerequisites.

AP Environmental Science (11125) – (*4 credits*) – (Odd years) -This class explores earth's natural systems, as well as how human activity affects the environment. Students will apply the scientific method to investigate natural flows of chemicals, water and energy in terrestrial, aquatic, and atmospheric systems, and how humans impact these natural flows and systems. The AP Environmental Science course is intended to give students the scientific principles, concepts, and methodologies that will help them interpret the interrelatedness of our natural world. By developing the necessary skills, they will be able to identify and analyze man-made and natural environmental problems. They will then be able to evaluate the relative risks and provide alternative solutions for the resolution and prevention of possible future problems. By attaining a passing score on the AP Exam, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. ***Prerequisite of Biology required -Chemistry/ Physics recommended.***

AP Chemistry (4 credits)-(Even Years) -AP Chemistry is intended for students that are pursuing degrees in science and engineering careers. Topics included are scientific measurements, the mole concept, composition and reaction stoichiometry, types of reactions, thermochemistry, atomic theories, chemical periodicity, bonding, molecular geometry, and properties and theories of the gaseous, liquid and solid states. Students will use experimentation with data collection, to examine topics and current issues with application to chemical principles. Properties of solutions, chemical kinetics, equilibrium, acid-base theory and equilibrium, solubility, electrochemistry, thermodynamics and nuclear chemistry will be investigated. Laboratory includes both qualitative and quantitative analysis of the mentioned topics. Students are expected to take an AP Chemistry exam in May for possible college credit. Prerequisite of Chemistry/Physics required

SOCIAL STUDIES DEPARTMENT

World History (2 Credits) Required Course - One Semester
This course will survey foundational issues in world history and geography beginning with the major events around the year 1000 AD. Throughout the duration of the semester, we will examine topics such as: significant turning points in

world history and geography; the major religions of the world; the growth of states, towns and trade. Moreover, we will survey many significant issues in world history up until the present date.

American History (2 Credits) Required Course - One Semester
This course will introduce students to major events, movements, people and ideas that shaped United States history between 1870 and the present. An emphasis will be placed on the political, social and economic patterns which have and will continue to shape American history. To promote the public involvement needed to maintain a democratic society, a community service component is included.

American Government (1 Credit) Required Course - One Quarter
This one-quarter course is required of all students for graduation. It will include a study of the historical concepts retained by our present form of government, a thorough study and analysis of the basic philosophies relating to our present constitution and the implementation of its principles with regard to the betterment of society.

Economics (1 Credit) Required Course - One Quarter
This quarter course is required of all students for graduation. It will include a thorough study of our free-enterprise system, methods of promoting our welfare, both individually and as members of various groups. It will also include a study of current local, state and national economic problems. Topics to be considered will include types of business enterprise, business cycles (cause and effect), the market-oriented economy, laws of supply and demand, wage-price-profit and how to live on your income. Also, our importance as an individual consumer and as group consumers will be studied and evaluated.

Advanced Placement United States History (4 Quarters 4 Credits) (Odd years) Elective - See Prerequisites below
The Advanced Placement United States History course offers a general survey of American History since the 15th century at college level. Extensive writing, reading and study skills useful in college will be emphasized. The A.P. U.S. History test is taken in May. It is prepared by the College Board, which, if passed with a 3, 4 or 5 may result in college credit. This college level course is designed to provide a comprehensive overview of U.S. History and to provide students with analytical skills and factual knowledge to deal critically with the problems and materials in United States history. Students should be able to interpret U.S. history socially, economically and politically. Students must obtain a B+ or higher in both World History and American History. Additionally, students must earn a B or higher in English 11. In order to receive the 5.0 grading scale students need to take the AP Exam.

America at War (1 Credit) Elective (even years)- One Quarter
This one-quarter elective class will evaluate America during wartime. Much of the class will not only include significant American battles but also their cause and impact. The class will investigate and evaluate the French and Indian War, The Revolutionary War (includes the development of the Constitution), War of 1812, Civil War, WW I, WWII, Vietnam and various other conflicts. The purpose of this course is to provide not only knowledge about American wars but also teach the students to appreciate our freedoms.

Michigan History (1 Credit) Elective (Even years)- One Quarter
This one-quarter elective class will provide students with knowledge of local history of Hillsdale's development; Michigan Native Americans; French influence in Michigan, Michigan's role in the war of 1812, Michigan's role in the Civil War, Michigan's role in the auto industry, life in Michigan during the Great Depression and World War II, and the influence of the 50's and 60's on Michigan. Students will also gain a greater understanding of Michigan through the use of maps and a study of its geography.

Global Issues (1 Credit) Elective - One Quarter
This course surveys current U.S. foreign and domestic policy issues. The emphasis is on the background which has led to

the current problems, as well as the pros and cons of possible solutions. In addition, students will look at contemporary events as they happen. There is special emphasis on those events that relate to the policy issues being studied.

World Politics (1 Credit) Elective - One Quarter
This one-quarter course will study nations of the world, their forms of government and the relationships between them. Students will also analyze major international conflicts from the perspectives of the countries involved.

Modern American History I (1946-1969) (1 Credit) (Odd years) Elective - One Quarter
This Social Studies elective will focus primarily on the years from 1946-1969. The class will look at events that helped shape America. Topics for this course will include an understanding of 1950's and 1960's culture. The course will delve into the importance of music during this period (from Elvis to Woodstock). We will also examine social issues such as: the Civil Rights Movement, Women's Lib, the hippie and beatnik movements, the civil unrest of the late 1960's and the evolution of television. Time will also be spent on the Kennedy Administration along with other political issues important to the time.

Modern American History II (1970-Present) (1 Credit) (Odd years) Elective - One Quarter
This Social Studies elective is designed to provide a comprehensive overview of the United States from 1970 until today. Students will gain great insight on areas such as culture of the 70's, 80's and 90's, Nixon Administration (Vietnam on the homefront and the Watergate Scandal), the end of the Cold War, The Clinton years, America and the Middle East, September 11th 2001 and America now. Students will also interpret United States history socially, economically and politically through primary sources.

History Through Film A/B (2 Credits - Elective - Two Quarters): In this engaging and thought-provoking course, students will explore the intersection of history and cinema. Through a diverse selection of films, participants will analyze how historical events, figures, and cultural movements are portrayed on screen. The course will encourage critical thinking about the accuracy of these representations and the impact of film on societal perceptions of history. Students will engage in discussions, presentations, and assignments that foster a deeper understanding of both historical narratives and the art of filmmaking. By the end of the course, students will gain insights into the ways film can both inform and shape our understanding of the past.

WORLD LANGUAGE DEPARTMENT Beginning in 2012-2013 all students entering high school are expected to demonstrate proficiency at the *Novice High* level in speaking and writing (productive skills) and in listening and reading (interpretive skills) as a graduation requirement. Students in the class of 2022 and lower must take Spanish 1 and II as a graduation requirement.

5 Goals of foreign language education:

- Communication: Use Spanish every day! We will work toward understanding, speaking, reading and writing.
- Cultures: We will highlight the relationship between the Spanish language and Spanish-speaking cultures.
- Connections: Investigate the connections to history, social studies, math, science, English and the arts.
- Comparisons: We will compare and contrast cultures, customs, and language.
- Communities: Knowledge of a second language opens doors to a world of multilingual communities and provides a tool for lifelong learning.

Goals/objectives:

- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with a purpose
- Use task-based activities

- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use

Spanish I: (2 quarters, 2 credits)
A broad overview and introduction to the Spanish language and the culture of Spanish-speaking countries. Students explore components of the language such as basic vocabulary, verb conjugations, adjective agreement and practical responses to everyday questions. Concepts are developed within the cultural framework through a guided discovery approach.

Spanish II: (2 quarters, 2 credits) Prerequisite: Spanish I.
A more in-depth study of the Spanish language and a continuing cultural journey. Special emphasis is on speaking and listening and learning grammar in context and advanced language components. The course includes the use of supplemental literature.

Spanish III: (2 quarters, 2 credits) Prerequisite: Spanish I, Spanish II.
A more intensive and faster-paced study of Spanish language grammar components. As many of the students enrolled will be more advanced in studies, more individual projects and independent assignments become central to the course.

Spanish IV: (2 quarters, 2 credits)Prerequisites: Spanish I, Spanish II, Spanish III.
An in-depth study of continuing Spanish language concepts combined with an intermediate literary study. It is suggested for advanced students, as much of the work will be done independently.

The Michigan Standards are here:http://www.michigan.gov/documents/mde/WLSB_206824_7.pdf

PHYSICAL EDUCATION DEPARTMENT

Each student is required to pass one semester of Physical Education and one semester of Health Fitness prior to graduation. Students are encouraged to take one additional semester of physical education during grades 10-12. The P.E. requirement may also be met by completing two seasons of marching band, or two seasons of a sport beyond the 9th grade year.

Physical Education Survey 9 (1 semester, 1 credit)
This course will stress the fundamentals in all the activities the students will be exposed to their 9-12 years at the high school. The students will become aware of other activities in the physical education department and thereby can make informed choices of course selection in their 10th-12th grade years. Units in a wide variety of activities will be covered as well as instruction in specific fundamentals needed to participate in a variety of activities. Enhancement of one's physical fitness and methods of physical training will be a focus of this course.

Health Fitness (1 semester, 1 credit)
This course is designed to help students understand how maintaining an adequate level of health-related fitness will promote overall health and well-being for a lifetime. This course is structured to meet all benchmarks and standards recommended by the State of Michigan. Units include but are not limited to Nutrition, Overall Wellness, Drug Education, Emotional Health, Social Health, Safety and First Aid, Lifestyle Disease, Stress Reduction, and Preventing Communicable Diseases and Avoiding Risky Behaviors.

Hornet Power (1 semester, 1 credit) Prerequisite: Physical Education Survey 9
This course is for student athletes at Hillsdale High School who want to enhance their strength and speed in sports. The course centers on the high-intensity "Hornet Power" strength-training program. Students will be expected to work EXTREMELY HARD in the weight room, the gym and the track. Prerequisite: PE 9 and involvement with interscholastic athletics, or instructor's permission.

Lifetime Activities (1 credit) Prerequisite: Physical Education Survey 9
This course combines individual and group activities by incorporating competitive, non-competitive and cooperative activities. The health enhancing benefits of Physical Activity are irrefutable. This class will provide numerous opportunities for students to develop skills, gain understanding and build confidence in a wide assortment of Physical Activities.

MUSIC DEPARTMENT

Concert Choir
This performance group for mixed voices (boys and girls) is open to anyone who likes to sing or would like to learn how to sing. An emphasis is placed on learning to read music and using voice to produce good choral tone. Participation in several performances throughout the year is required. Performances may occur on evenings or weekends. Upon recommendation of the instructor, a choir member may be reassigned to another choir.

Chorale
This is a performance group for mixed voices (boys and girls) is open to all qualified high school students who are interested in and able to perform fine choral literature. Emphasis is placed on advanced music reading, using your voice to produce good choral tone, and musicianship skills. This group performs several times a year, and all performances are required. Performances may occur on evenings or even weekends. Upon recommendation of the instructor, a choir member may be reassigned to another choir.

Marching Band
Open to all wind and percussion players. Course requirements are as follows: (a)All members are required to attend special rehearsals when required to meet a situation. (b) Public performances are an integral part of the course and required of all students. (c) Constant progress and musical growth is expected of all students regardless of the number of years they have been in the organization. (d) All members are required to attend one sectional per week, for individual coaching and evaluation of progress. All symphonic band members are expected to participate in marching band, unless they are members of the varsity football/cheerleading teams.

Symphonic Band and Orchestra
These high school musical organizations are performing groups that exist to develop the student's performance skills instrumentally. High goals are set for the development of musicianship through the performance and study of fine literature of all periods of music. Marching Band is required for students who participate in Wind Ensemble. These courses are elective with certain requirements and prerequisites as follows:
1. Three to four years of preparatory study which includes: (a) The successful completion of one year of beginning band or orchestra, (6) one year of advanced orchestra and (c) two years of intermediate band or orchestra. (String instrumental training begins in the fifth grade.) Wind instrumental training begins in the sixth grade.)

2. Students of the Hillsdale Community Schools are granted membership in the following ways: (a) on recommendation of the Intermediate School Instructor and (2) by audition.

3. Course requirements are as follows: (a) all members are required to attend one sectional per week for individual coaching and evaluation or progress. (b) All members are required to attend special rehearsals when required to meet a situation. (c) Public performances, including festivals, are an integral part of the course and required of all students. (d) Constant progress and musical growth is expected of all students, regardless of the number of years they have been in the organization.

4. Orchestra wind players are granted admission to orchestra on the recommendation of the band director and the invitation of the orchestra director. Orchestra wind players must be members of one of the band.

All symphonic band members are expected to participate in marching band, unless they are members of the varsity football/cheerleading teams.
Band Sectionals:
All students, grades 9-12, that play a band instrument will be allowed to take the band sectionals class. This class will offer a variety of opportunities to further the musical ability of each student through the advancement of Tone, Technique, Rhythm, Intonation and Interpretation. The students will take/play a pretest at the beginning of each quarter to create a baseline for individual improvement. The students will test again at least once each month to record their progress. Individual guidelines and goals will be set for each student to show progress, based on their musical ability. The methods of instruction will include students rehearsing as a group,
students taking individual lessons with the teacher, students working with others students in their own section, and individual practice. Grading will be based on participation and playing/written tests.

ART DEPARTMENT

The purpose of a public school art program is to develop an awareness of all aspects of art. Many students will not become artists, but will benefit from art experience. The high school art program provides a well- balanced curriculum with a wide variety of art experiences.

Art I (2 quarters, 2 credits)
The beginning art course is open to any first year student. Students will increase their understanding of what art is and gain insights about the creative process. Basic elements of design are studied and practiced using a wide variety of materials, equipment and techniques. Learning to draw realistically is emphasized throughout the class. Exposure to careers in art and the art of other cultures and times are also part of the class.

Art II (2 quarters, 2 credits) Prerequisite: Art I
This course is a continuation of Art I. Students will be expected to develop a personal approach to the use of materials and techniques. Drawing skills will be practiced more in depth. Artwork created by advanced art students is expected to be continually improving.

Art III (1 quarter, 1 credit) Prerequisites: Minimum 6 quarters of Advanced Art and Teacher Approval
This course is for very advanced students who are self motivated and have a desire to focus on a specific medium. Prior approval of teacher is required and prior development of an individual curriculum plan by teacher and students must take place. Examples of independent study media are painting, sculpture, ceramics, advanced drawing and printmaking.

HHS Department of Business and Computer Technology

Business, Management, Marketing, and Technology Career Pathway

Career Pathway Overview

The careers in the Business, Management, Marketing, and Technology pathway are related to the business environment. The many fields in this pathway include careers in accounting, managerial administration, business ownership, economics, computer/information systems, advertising, graphic design, web design, marketing, sales, and finance.

52.0299 Business Administration Management and Operations

This program focuses on planning, organizing, directing, and implementing the functions and processes of contemporary businesses and organizations. Specific components include: essential business skills, essential employment skills, Microsoft Excel, professional development, Microsoft Access, information management, entrepreneurship, Microsoft Word, Microsoft Outlook, Microsoft Publisher, financial analysis & economics, operations and business processes, business law and strategic management.

Essential Business Skills A (One Quarter)

Essential Business Skills is designed for FRESHMEN and SOPHOMORES to improve keyboarding skill and reinforce students' knowledge of computer applications required in all academic areas. This course will feature basic uses of Microsoft Word, Excel and PowerPoint.

Essential Employment Skills B (One Quarter)

Essential Employment Skills is designed for FRESHMEN and SOPHOMORES to update their EDP, work on Career Cruising, develop a resume & cover letter, begin creating their high school portfolio, and work on career development.

Information Processing A (One Quarter)

Information Processing is designed for sophomores, juniors, and/or seniors. Students will gain advanced skills using Microsoft Word. They will also gain the skills necessary to manage information in digital form. (Prerequisite: Essential Business Skills) *Specifically recommended for students who are members of BPA.

Excel & Access B (One Quarter)

Financial Analysis is designed for sophomores, juniors, and/or seniors. Students will gain advanced skills using Microsoft Excel and Access. (Prerequisite: Essential Business Skills) *Specifically recommended for students who are members of BPA.

Business Leadership & Teamwork (Two Quarters)

Business Leadership & Teamwork is designed for sophomores, juniors, and/or seniors. Students will update all of their career development and plan for a professional career. Advanced projects and skills using Microsoft Word, Excel, and PowerPoint. (Prerequisite: Essential Business Skills)
*Specifically recommended for students who are members of BPA.

Entrepreneurship (Two Quarters)

Small business management blends entrepreneurial goals with a realistic survey of the wide variety of functional business skills needed to operate a small firm effectively. The course will focus on skills such as marketing, financial management, and business planning, as well as a clearer view of small business' contribution to the national economy. Students will improve their problem- solving abilities through experiential exercises, classroom discussion, real-world experience and the completion of a partial business plan by course's end. Course open to Juniors and Seniors (Sophomores with permission) and preference will be given to members of BPA.

Financial Analysis & Economics (One Quarter) **Counts for Senior Math

Financial Analysis is designed for seniors to complete their fourth year math credit. This course should be taken in conjunction with "Weighing the Odds: Sharpening your Intuition." Students will gain skills in saving money, investing, wealth building, college savings, dangers of debt, consumer awareness, budgeting, insurance, mortgages and much more.

Administrative Assistant (1-2 Quarters) Prerequisites: Information Processing, Professional Development, Microsoft Applications & Financial Analysis

This two-quarter class is designed for juniors and seniors who have already completed the above courses. The student will learn about business and have actual secretarial work experience. Students can choose from the

Athletic Office or the Principal's Office. This course is designed to train students to fulfill the responsibilities of secretaries and/or office assistants including but not limited to: document processing, office procedures and records management.

52.0800 Finance and Financial Management Services

Program focuses on planning, managing, and providing banking, investment, financial planning and insurance services. Specific components include financial theories, demonstrating business expertise, and applying technology in the real world of finance.

Accounting I (2 Quarters) **Counts for Senior Math

This course, open to juniors and seniors, is designed to integrate and apply both manual and automated accounting procedures to the understanding of accounting concepts, principles, and practices. This course also introduces Personal Finance to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This is a two-quarter class that should be taken after completing an introductory computer class. This course is a must for college-bound students considering a course of study related to business.

Accounting II (2 Quarters) **Counts for Senior Math

This course, open to juniors and seniors (who have completed Accounting I), is designed to give students proficiency in automated systems and advanced applications that require greater analysis and decision-making.

11.0801 Information Technology

This program focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. Specific components include: project management, legal & ethical standards, design & safety standards, graphic design, customer service & planning, digital communication, development tools, web design, development, & administration, multimedia production, and technical support.

Graphic Design A (One Credit)

A one quarter course recommended for sophomores, juniors & seniors. This course will include the study of images, graphic arts, desktop publishing, multimedia-integrated applications and communications using Adobe Photoshop. Students will also be introduced to legal, ethical, design & safety standards. *Fulfills the "art" requirement for graduation.

Web Design B (One Credit)

A one quarter course recommended for sophomores, juniors & seniors. This course prepares individuals to apply HTML, graphics applications, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound, and multimedia products on the World Wide Web. Includes instruction in internet theory, web page standards and policies, elements of web page design using HTML and Dreamweaver, search engines, navigation, e- commerce tools, and emerging web technologies. (Prerequisite: Successful completion of Graphic Design)

Digital Communication C (One Credit)

A one quarter course recommended for sophomores, juniors & seniors. You've already learned the basics of graphic and web design so take it one step further with Digital Communication. You'll create computer animation, build sophisticated websites, and put together DVDs. (Prerequisite: Successful completion of Graphic Design and Web Design)

Multimedia Production D (One Credit)

A one quarter course recommended for sophomores, juniors & seniors. The prefix multi means "many" - - and as a student of multimedia, you'll have a chance to master far more forms of digital media than you might have imagined. You'll use graphic design, web design, and digital communications to create fabulous multimedia DVDs. And that's not all: you'll also study the business of multimedia, including marketing, law, and distribution. There's a lot to learn, but digital-media specialists are in demand in nearly every corner of the business world. (Prerequisite: Successful completion of Graphic Design and Web Design and Digital Communication)

Project Management (Yearbook) (Two Credits)

(Prerequisite: Successful completion of Graphic Design. Course is open to juniors and seniors only and limited to 24 students.) Project management is the emphasis of this course. Students will use graphic design skills (combining text, graphics, and photographs) to create the high school yearbook and school newspaper. They will also gain valuable business experience by selling advertising, working with customers and creating and selling a product on-time and within budget.

Business Management (One or Two Credits Available)

The Business Management class is an independent study (on a limited basis per quarter with permission from teacher and administration) course emphasizing advanced skills in running The Study Cup. Skills include: inventory, scheduling, payroll, marketing, etc. Instructor & Counselor Approval Required to take this course.

Computer Specialist (One or Two Credits Available)

The computer specialist class is an independent study (on a limited basis per quarter with permission from teacher and administration) course emphasizing advanced skills in Graphic Design using Adobe Photoshop. Instructor & Counselor Approval Required to take this course.

Computer Intern (One or Two Credits Available)

The computer intern class is an independent study(on a limited basis per quarter) course is designed to provide students with technical skills related to creating websites and multimedia projects for local businesses. Instructor & Counselor Approval Required to take this course.

Edgenuity Online Academic Success Courses

The "Edgenuity Online Academic Success" course is offered as high school credit in English, Math, Social Studies, Science, or other areas. Students use the software Edgenuity to complete high school requirements. Counselor Approval Required to take these courses.

Career Development & Financial Analysis GRADE 12

This course will focus on post-secondary education. Students will develop a post-secondary plan to prepare them for life after high school. The first quarter will focus on developing personal statements, submitting college and scholarship applications and financial aid. Students will be exposed to college life through college visits and tours. The second quarter will be geared towards selecting college majors and career paths, financial literacy, and college survival. Guest speakers will present to the class throughout the semester, on various topics.

- **Aspects of Financial Analysis curriculum are the same as the Personal Finance Course so students are advised to choose one or the other.**
  - **Notes about Career Development & Financial Management: (1) fulfills the senior math requirement, (2) posibility of earning three college credits in BUA 111 from Jackson College**
  - **Accounting I (2 Quarters) ***Counts for Senior Math & 4 college credits in ACC231 @ Jackson College***

This course, open to juniors and seniors, is designed to integrate and apply both manual and automated accounting procedures to the understanding of accounting concepts, principles, and practices. This course also introduces Personal Finance to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This is a two-quarter class that should be taken after completing an introductory computer class. *This course is a must for college-bound students considering a course of study related to business.*

Business Leadership & Teamwork (Two Quarters)

Business Leadership & Teamwork is designed for sophomores, juniors, and/or seniors. Students will update all of their career development and plan for a professional career. Advanced projects and skills using Microsoft Word, Excel, and PowerPoint. (Prerequisite: Essential Business Skills) *Specifically recommended for students who are members of BPA

BUSINESS PROFESSIONALS OF AMERICA

Our Pledge

We are met in a spirit of friendship and goodwill as we prepare for productive lives in business and office careers. We work together to develop professionalism and leadership through Business Professionals of America and pledge our loyalty to our nation.

The mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills. Business Professionals of America is a co-curricular activity that is part of an education program designed to develop leadership abilities, competency in business occupations and interest in the American business system.

Earn College Credit by completing these classes

If you pass Essential Business Skills/Essential Employment Skills with a 70% or higher, you will earn credit in:

- CIS 103 Keyboarding (1 Credit) – Jackson College
- CIS 114 Microsoft Word Workshop (1 Credit) – Jackson College CIS 115 Microsoft Excel Workshop (1 Credit) – Jackson College
- CIS 119 Microsoft PowerPoint (1 Credit) – Jackson College

If you pass Information Processing with a 80% or better, you will earn credit in:

- CIS 120 Microsoft Word Comprehensive (3 Credits) – Jackson College

If you pass Excel/Access with a 80% or better, you will earn credit in:

- CIS 121 Microsoft Excel Comprehensive (3 Credits) – Jackson College
- CIS 122 Microsoft Access Comprehensive (3 Credits) – Jackson College

If you pass Web Page Design with a 80% or better, you will earn credit in:

- CIS 147 - Web Page Design I (1 Credit) - Jackson College

If you pass Photoshop with an 80% or better, you will earn credit in:

- CIS 134 - Graphic Imaging (3 Credits) - Jackson College

If you pass Finance/Accounting and Business Management with a 80% or better, you will earn credit in:

- ACC 231 – Principles of Accounting I (4 Credits) – Jackson College

If you pass Financial Analysis (Personal Finance) with a 80% or better, you will earn credit in:

- BUA 111 – Personal Finance (3 Credits) – Jackson College

SPECIAL EDUCATION DEPARTMENT

An Individual Education Program (I.E.P.) developed by members of the team that includes the student, the parent/guardian of the student, general education and special education teachers, special support persons, counselors and administrators defines each student's educational program and graduation requirements. Learning Disabled students are generally expected to meet the same graduation requirements as all general education students although some requirements may be met through special, small group instructional settings with the instruction provided by a special education teacher. Special education teachers are in contact with general education teachers regarding the progress of each student in general education courses. Feedback is provided to students from special education staff as well as through general education eligibility lists provided by the principal's office.

SE Study Skills

This course provides individual instruction and guidance to students in developing good study skills and studious habits. The teacher also provides tutoring when course content is difficult or the student's schedule for the quarter is heavy. Students participate daily in goal setting and self- evaluation, discussion of general education classroom expectations, identifying potential and developing problems so that study methods can be suggested and tried with the guidance of the teacher. The minimum requirements for credit in this class are regular attendance with needed materials and productive use of time. Students earn elective credit and receive grades of "S" (credit) or "U" (no credit). Students are expected to earn 70% of possible points to earn elective credit. The grade is not factored into the student's GPA.

VOCATIONAL EDUCATION PROGRAMS

These programs are designed to prepare youth for a broad range of employment and training avenues and are offered under the guidance of certified teachers.

The vocational opportunities available to our students are provided at a variety of locations. Listed below are these locations, and the programs.

- Tech Center (HIllsdale, Jackson, Branch Counties)
- Hillsdale Beauty College Cosmetology I and II
- Work Based Learning *Students that choose to do Work Based Learning must have core classes and credits up to date and/or completed. All necessary paperwork must be completed before WBL can begin. Once all papers have been completed and a copy of the Employers Certificate of General Liability and Workman's Compensation has been obtained, students can participate in WBL up to 50% of their school day.*

CONSTRUCTION TRADES 46.0000

Construction Trades is a two-year program providing basic and advanced instruction in all areas of residential construction. The majority of training is hands-on at the HACC Construction Site. The instructional objective is to provide the students with core competencies in residential construction, preparing them for entry into post-secondary construction management, Carpentry Apprenticeship Programs, and entry-level work in construction trades. Students in this program build a single-family home from start to finish. The program of study in Construction Trades is part of the National Career Cluster called Architecture and Construction. Students will gain proficiency in correct, safe usage of hand, stationary and

portable power tools commonly associated with residential construction. Students will also learn correct construction terms; basic construction concepts; materials usage, estimating and measurement. They will be instructed in the fundamentals of residential construction systems such as foundations, framing, window/door installation, roofing, siding, masonry, plumbing, and electrical wiring. There is a strong emphasis on math skills as it relates to the construction process. Students will apply math concepts through each phase of the home construction process. The understanding of these math concepts directly correlates to the quality of the build.

Students will work in a construction environment in which they will learn the importance of effective teamwork to meet construction schedules, to stay within project budget and to deliver a product, which meets specific quality objectives. Personal management skills necessary for success in the construction trades will be stressed. To develop leadership skills, students will have the opportunity to be crew leaders throughout the building process. Additional topics taught in the Construction Trades class include Site Preparation, Employability Skills, Green Technology Construction Techniques, exposure to Heavy Equipment/Civil Construction Techniques, and Construction Business Management.

Year 2 Students meeting the attendance and academic requirements may be provided the opportunity to improve their construction skills and employability through “on-the-job” work based learning experience in the field of construction. During the second year, students will be eligible to earn OSHA certification(s), Basic Construction Credentials as outlined by MDE and Basic First Aid/CPR certification. Successful completion of the two year program will allow students to earn Articulated College Credits through colleges and universities across Michigan through statewide articulation agreements.

Mechatronics 14.4201
Successful completers of this STEM (Science, Technology, Engineering and Math) based, 2-year program will gain foundational knowledge and skills in the high-demand, multidisciplinary area of mechatronics. “Mechatronics” comes from combining the words mechanical and electronics, though it actually also includes computer controls.

Mechatronics integrates principles from four engineering disciplines: electrical, mechanical, computer, and industrial. Thus, students will learn about robots, machines, electronics, hydraulics & pneumatics, electrical motor controls, sensors, computer-aided design (CAD), Solidworks, programming, programmable logic controls (PLC), diagnostics, computer numeric control (CNC), and other topics that together form the basis of "smart" devices used in robotics and advanced automated systems. This important knowledge is needed not only by highly skilled technicians who help install, program, trouble-shoot and fix problems, but also by engineers who plan, design, develop, or otherwise work with complex mechatronic systems.

Utilizing the Design process will allow students to develop ideas from start to finish through a process widely used throughout Manufacturing and Engineering. Designs will be analyzed for strength and viability using advanced software and industry standards. All students will be exposed to and expect to be proficient in Basic Shop Math, Geometry for Manufacturing, Trigonometry for Manufacturing, Geometric Dimensioning and Tolerance, Blueprint Reading, Shop Safety, Machining Theory, Basic Machining Techniques and the Machinery’s Handbook.

The 2 year program incorporates and builds upon their knowledge of mechatronics learned in the first year through more complex, project-based applications. This course provides the opportunity for senior-level students, meeting the academic and attendance requirements to gain an “on-the-job” work based learning experience in the career area of their choice. By successfully completing this 2 year program, students will be able to earn a variety of industry recognized credentials: OSHA 10, CSWA, CSWP, FANUC I, FANUC II, FANUC iRVision, Pneumatic Technology, Automation, AMT and others. Along with credentials students will earn articulated college credit through a variety of colleges and universities across Michigan. Students meeting the academic and attendance requirements could be eligible for Work based learning opportunities.

HEALTH SCIENCES I/HEALTH SCIENCES II 51.0000

The Health Sciences I program will assist students in developing the foundational knowledge and skills common to all health care occupations. They will develop core health care skills and competencies in medical terminology and medical math; anatomy and physiology; ethical and legal behavior; first aid and CPR; communication skills; confidentiality, and human growth and development. Ethics in the health profession is woven into the curriculum through readings, discussions and real world applications. The Health Science program is beneficial for students interested in all types of careers related to healthcare. Whether you are interested in being a nurse, physician, dentist, veterinarian, CNA, physical therapist, etc. this is the class for you. You will discover that the fundamentals for all healthcare professions begin here.

Health Sciences II (year 2) Semester 1 or 2 will focus on skills practice as it relates to Certified Nurses Assistant licensing. This course prepares students for the CNA state exam. Students take a deep dive into the health profession and the attributes of a health care worker. Students learn entry level nursing skills that are vital to patient care. Students are exposed to a variety of patient scenarios in varying health care settings. Exceptional work habits and skills are stressed as well as professionalism in the healthcare field. Second year students must qualify to participate in clinicals during their second semester. Students qualify by exhibiting proficiency in performing (checking off) on required Certified Nursing Assistant Skills as outlined by the MI Certified Nurse Aide program and demonstrating reliability through regular attendance. Students that do not qualify for clinicals will be required to complete additional curriculum as prescribed by the instructor during clinical rotations.

Semester 1 or 2 will focus on skills practice as it relates to Certified Phlebotomy Technician certification. This course prepares students for the CPT exam. Students focus on the proper processes and procedures utilized in the lab setting. Students are required to meet the instructional hour requirements as well as meeting the successful venipuncture and capillary draw requirements. Students who qualify will have an opportunity to take the CPT certification exam.

Students completing both years can earn a CNA Certification, CPT Certification and Basic Life/CPR Certification. Students in the Health Science program can earn articulated college credit throughout Michigan for the successful completion of the Health Science program.

Students must abide by Health Industry requirements to participate in clinical experiences. This may include vaccinations, background checks, drug screening, etc.

WELDING, BRAZING AND SOLDERING 48.0508

Students will learn the five most common welding processes, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), Oxy-Fuel Cutting (OFC), and Plasma Arc Cutting (PAC). Students will learn the safe operation of metal working tools and power hand tools. Students will weld basic joint designs for all processes in the flat, horizontal, vertical and overhead positions. Students will focus on the mechanics and art of welding as well as applying math concepts to the welding and manufacturing processes. Students will continually be applying these concepts to the process of welding in the lab setting. Students will learn the basics of blueprint reading and how it translates to welding and fabricating in the manufacturing setting. Safety is a priority in the Welding program and students will be required to adhere to all safety protocols outlined by the Instructor and OSHA. Students will be expected to earn their OSHA 10 certification during this program.

Second year students will weld advanced joint design in all the processes and all positions. Fabrication of metal (weldments) utilizing layout diagrams, sketches, prints and verbal instructions will be completed. Students will take the American Welding Society SENSE Certification I and II credential tests to gain industry recognized credentials. Second year students that meet the academic and attendance requirements will be eligible for Work Based Learning placements at local manufacturing sites which could lead to immediate employment after graduation. Second year students wanting to pursue advanced manufacturing pathways may be eligible for FANUC Robotics training and certification.

Students successfully completing this 2 year program will be eligible for articulated college credit and certifications that will advance their career as they enter the workforce or continue their education after graduation.

CYBERSECURITY & DIGITAL FORENSICS 11.1003

Cybersecurity is part of the Information Technology Career Cluster and would be of interest to individuals who want to use their skills and abilities to engage with hardware, software, network systems, or multimedia to create, design, and produce interactive products; design, develop, implement, and repair computer systems and software; and work with coding languages.This program provides exciting opportunities for student professionals in the high-demand and challenging world of Cybersecurity and Digital Forensics. It introduces the technologies used in the field such as computer maintenance, basic networking, and cybersecurity awareness. Students will learn how to troubleshoot and repair various hardware, software, and configuration problems. Students will also practice installing basic computer parts, networking components, and apply security concepts. Cybersecurity courses provide students with the knowledge and skills to assess cyber risks to computers, networks, and software programs. Students will learn how to create solutions to mitigate cybersecurity risks. Students learn how to plan, monitor, implement, and upgrade security measures for the protection of computer networks and information; as well as design and regulate firewalls, security controls, digital files, and vital electronic infrastructure. These courses will also cover the legal, environment and ethical computing behavior related to cybersecurity.

Second year students will have an opportunity to pursue different cybersecurity pathways: Advanced Certifications in Ethical Hacking, Cyber Defense; Server and Part 107 Commercial Drone Pilot License and Dual Enrollment.

Students should expect to earn a variety of industry recognized certifications that will lead to immediate career advancement and opportunities and/or translate into articulated college credits through colleges and universities across Michigan. Successful completion of this 2 year program will result in the student earning articulated college credits through Jackson College. Credentials can be earned in many areas such as IFT, A+, Sec+, Net+, Linux+, Ethical Hacking, CCNA. Students meeting the academic and attendance requirements will be eligible to participate in Work Based Learning opportunities.

CRIMINAL JUSTICE AND PUBLIC SAFETY 43.0100

This program was developed through a cooperative partnership between HCISD, the Sheriff's Department, Jackson College and Kellogg Community College. Students will be introduced to the American Criminal Justice System through a variety of hands-on activities and simulations, classroom instruction, projects and demonstrations. Students gain insight into the organizational structure of our criminal justice system including policies and procedures, the development of legal and public policy and the interrelationship between the police, attorneys, courts and the correction system.

Individuals will be introduced to the skills required to perform the duties expected of Protective Service personnel including personal protection, CPR/First Responder, evidence collection, crowd management, traffic control, investigation and crime prevention. Second year students, meeting the academic and attendance criteria, (must be 18) may participate in a Criminal Justice Internship program. Students who meet all required competencies will be eligible for credentials in 911 Dispatch and Law Enforcement I. Students may earn articulated college credit upon successful completion of the program.

Education Academy 13.0000

The Education program is an innovative hands-on course designed for high school students who want to enter the field of education and to gain experience working with pre-school, elementary and middle school students. An instructional component will be integral to the "in-classroom" experience with a strong emphasis on writing. You will work with students in as many capacities as possible: tutoring, working on special projects, supervising small groups, and eventually teaching a lesson to the entire class. You may also help with various classroom preparation duties. You will strengthen your understanding of the teaching process by documenting your observations and achievements in a Careers in Education Portfolio. Classroom content will focus on child development, learning styles, teaching strategies, classroom management, components of a quality lesson plan and group dynamics as it pertains to the learning environment. The curriculum outlined by the Childhood Development Associate (CDA) and the Youth Development Associate (YDA) is aligned to this program. Students in this program will participate in classroom instruction as well as be assigned to participate in a school age classroom as a cadet teacher where they will apply the skills they have learned. Students in this program will be eligible to earn their CDA and YDA credential at the completion of the 2 year program. These credentials will allow you

to gain employment immediately after graduation and/or can translate to college credit for those that choose to further their education. This is a highly sought after credential with employment and post-secondary benefits. Some work with children outside of this program may be required depending on required contact hours. At the completion of this course, students will also be eligible to receive articulated college credits.

Students may be required to pass a background check and/or other safety and security measures required by partner organizations. Some program placements may require vaccinations, TB tests and/or fingerprinting.

Program Name	**Online** 20 hours	**Math**	**ELA**
Cybersecurity	yes	2 credits	1 credit
Mechatronics	yes	2 credits	1 credit
Construction Trades	yes	2 credits	1 credit
Education Academy	yes	2 credits	2 credits
Welding	yes	2 credits	1 credit
Criminal Justice	yes	2 credits	1 credit
Health Sciences-	yes	2 credits	2 credit

*Credit based on Completing the full 2 year program. For courses offering 1 full credit in the 2 year program, .5 credit can be awarded for each year completed.

*****Inquiries concerning equal opportunities on the basis of sex or for the handicapped should be addressed to:

Ted Davis
Superintendent
Hillsdale Community Schools
30 S. Norwood
Hillsdale, MI 49242
(517) 437- 4401

Josh Perrin
Principal
Hillsdale High School
30 S. Norwood Avenue
Hillsdale, MI 49242
(517) 689-1411

CAREER DEVELOPMENT

Career development is a complex process of acquiring the knowledge, skills and attitudes necessary for an individual to make work a meaningful, productive, and satisfying part of life. The career development process requires a continuum of planned activities including career awareness, exploration, decision-making, and educational planning. These activities are designed to maximize the capabilities of all learners to explore, to analyze options, to self-assess interests and abilities, to select educational preparation for, gain entry to, and to succeed in career choices throughout the lifespan.

Career Pathways

Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. The desired outcomes of Career Preparation are student achievement and ultimate success in a career(s) of choice. Student career-related needs call for alignment with career opportunities in the real work world. Career Pathways provide a useful framework to aid both students and educators in making those meaningful connections to the working world.

Six Career Pathways, while not specifically required as presented, have been identified to cover all career opportunities regardless of educational requirements:

WHAT CAREER PATHWAYS ARE AVAILABLE?

Arts and Communication

Business, Management, Marketing, and Technology

Engineering/Manufacturing and Industrial Technology

Health Sciences

Human Services

Natural Resources and Agriscience

Personal aptitudes and interests are important factors as students begin to identify career opportunities. Career Pathways give flexible identity and structure to the student career choice process as well as to educational programs and services that contribute to the career preparation of students. Even though described as part of Career Development, the alignment provided through Career Pathways influences all Career Preparation components, including those at the post high school level.

Hillsdale County Early Middle College (HCEMC)

As a constituent district of the Hillsdale County Early Middle College (HCEMC) Program, the district/local education agency shall enroll/designate pupils, before the fall count date of the pupil's junior year (11 th grade) of high school, in the Educational Entity Master within the Michigan School Data System (MSDS) as an early middle college pupil

Sample Four Year Class Plans

These are just a few examples of class plans students can follow from freshman year through senior year in order to graduate and move on to the next educational phase.

Example of an advanced placement student's 4 year class plan

9th Grade	10th Grade	11th Grade	12th Grade
English 10 (1 Semester 2 Crdts) College Prep Geometry (2 Semesters 2 Crdts) Biology (1 Semester 2 Crdts) World Hst (1 Semester 2 Crdts) Health (1 Quarter 1 credit) Phys. Ed. (1 Quarter 1 credit) Music (2 semesters 2credits) Electives (4 Credits)	English 11 (1 Semester 2 Crdts) College Prep Algebra II (1 Semester 2 Crdts) Pre-Calculus (1 Semester 2 Crdts) Chemistry (1 Semester 2 Crdts) American History (1 Smstr 2 Crdts) Spanish I (1 Semester 2 Crdts) Music (2 semesters 2 credits) Electives (2 Credits)	English 12 (1 Semester 2 Crdts) A.P. Calculus (2 semesters 4 crdts) Spanish II (1 Semester 2 Crdts) Physics (1 semester 2 credits) Government (1 Term 1 Credit) Economics (1 Term 1 Credit) Music (2 semesters 2 credits) Electives (2 Credits)	A.P. English (2 Semesters 4 crdts) Math at Hillsdale College or JC Music (2 semesters 4 credits) Accounting I (1 Smstr 2 credits) Antmy/Phys. (1 smstr 2 Credits)
Credit total 16	Credit total 16/32	Credit total 16/48	Credit total 12/60

Example of a student's (2yr/4yr college prep) 4 year class plan

9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English 09 (2 Semestesr 4 Crdts) College Prep Algebra I (2 semesters 4 crdts) Health (1 Quarter 1 credit) Phys. Ed. (1 Quarter 1 credit) Music (2 semesters 2 credits) Electives (4 Credits) (If no music, 6 elective credits)	English 10 (1 Semester 2 Crdts) College Prep Geometry (1 Semester 2 Crdts) Biology (1 Semester 2 Crdts) World History (1 Smstr 2 Crdts) Music (2 semesters 2 credits) Electives (6 Credits) (If no music, 8 elective credits)	English 11 (1 Semester 2 Crdts) College Prep Algebra II (fall semester) & Pre-calculus (winter semester). Chemistry (1 semester 2 credits) Amrcn Hstry (1 semester 2 credits) Government (1 Term 1 Credit) Economics (1 Term 1 Credit) Music (2 semesters 2 credits) Electives (4 Credits) (If no music, 8 elective credits)	English 12 (1 Semesters 2 crdts) Stats and Prob. (1 term 1 credit) Personal Finance (1 term 1 Credit) **OR** AP Calculus (2 semesters) Science Elective (1 smstr 2 crdts) Spanish I (1 Semester 2 Crdts) Spanish II (1 Semester 2 Crdts) Music (2 semesters 2 credits) Electives (4 credits) (If no music, 6 elective credits)
Credit total 16	Credit total 16/32	Credit total 16/48	Credit total 16/64

Example of a vocational student's 4 year class plan

9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
English 09 (2 Semestesr 4 Crdts) Algebra I (2 semesters 4 crdts) Health (1 Quarter 1 credit) Phys. Ed. (1 Quarter 1 credit) Electives (6 Credits)	English 10 (1 Semester 2 Crdts) Geometry (1 Semester 2 Crdts) Biology (1 Semester 2 Crdts) Chemistry (1 semester 2 credits) World History (1 Smstr 2 Crdts) Amrcn Hstry (1 semester 2 credits) Electives (4 Credits)	English 11 (1 Semester 2 Crdts) Algebra II (1 semester 2 crdts) Spanish I (1 Semester 2 Crdts) Government (1 Term 1 Credit) Economics (1 Term 1 Credit) ISD Tech Center (8 credits)	English 12 (1 Semesters 2 crdts) Stats and Prob. (1 term 1 credit) Personal Finance (1 term 1 Credit) Science Elective (1 smstr 2 crdts) Spanish II (1 Semester 2 Crdts) ISD Tech Center (8 credits)