

Jonesville High School



2023-24 COURSE CATALOG



Updated August 2023



WELCOME

to Jonesville High School

Jonesville High School is a four year comprehensive high school with an enrollment of over 350 students. Our teaching staff consists of 22 highly qualified members with a additional support staff members. Roles within our building include the following:

Mr. Erik Weatherwax- District Superintendent

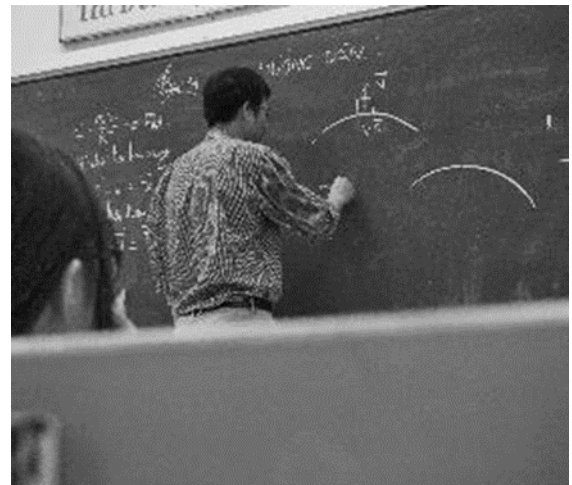
Mrs. Katie Griffiths- Jonesville High School Principal

Mrs. Teryn Bugbee- Jonesville High School Counselor

Mrs. Erin Smith- Jonesville High School Counselor

Mrs. Kathy Bondsteel- Jonesville High School Athletic Director

Our school is on the semester schedule. We offer six classes a day, each for 60 minutes. A student can earn a total of 12 credits per academic year. Our core curriculum consists of coursework in English, math, science, social studies, foreign language, and fine Arts. In addition, we offer electives in agriculture, music, broadcasting, humanities, sciences, and physical education. We offer Advance Placement coursework in English, U.S. History, Chemistry, and Calculus, as well as three CLEP courses (Pre-Calculus, College Algebra, and Spanish).



World-class education, Comet Community Pride

Jonesville Community
Schools' Vision



Grade Level Required Courses

Freshman

Algebra I
English 9
Phys. Education
Biology
Spanish I
Design

****Need 10 credits to
promote to 10th gr.**

Sophomore

Geometry
English 10
Chemistry
World History
Physical Science
Spanish II

****Need 20 credits to
promote to 11th gr.**

Junior

Algebra II
English 11
U.S. History
Science Elective(s)
Health

****Need 31 credits to
promote to 12th gr.**

Senior

Math
English 12
Economics
Government
Science Elective

Please note that this is a recommended course list and that individual student schedules may be subject to change. Math courses may be advanced based on student's 8th grade math.

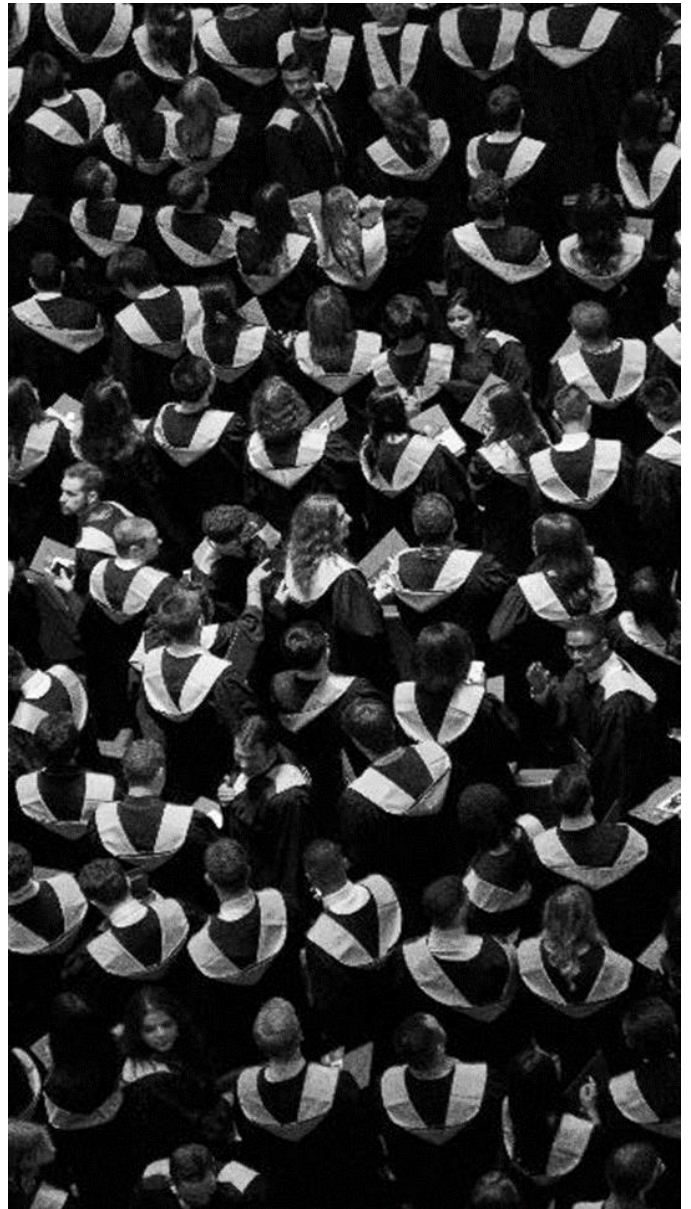
Credit Requirements based on graduation year

	Class of 2027 and beyond
<u>Subject</u>	
English	8 credits
Math	8 credits
Science	6 credits
Social Studies	6 credits
Physical Education	2 credits
Health	1 credit
Art (Visual, Performing, Applied)	2 credits
World Languages	4 credits
Electives	12 credits
Total Credits Available (4 years)	48 credits
Credits needed to graduate	41 credits

Guidance Office

As students at Jonesville High School, you will be making many important decision regarding courses, curricula, vocational training, college plans, and more personal matters. Decision making can be a lonely and often difficult experience when students do not have all of the necessary support and resources needed to make their decision. The Guidance Office strives to provide a setting in which students may discuss, in confidence, anything that is important to them. The counselor can provide students with information and appropriate resources in order to better help the student make informed decisions. It often helps to talk things over with someone who has knowledge about various paths, is objective in your choices, and takes a personal interest in your success. Students can make an appointment to speak with the school counselor or stop in during regularly scheduled school hours to discuss concerns and/or questions.

Because of ethical obligations and interest in you as a student, your guidance counselor will, at no time, reveal to others what you have shared, unless what you have shared indicates you may harm yourself or others, or someone is harming you.



NCAA Athletic Regulations

Students aspiring to participate in college athletics at the NCAA Division I or II colleges must meet the criteria set forth by the NCAA. Students and parents must go to the NCAA Clearinghouse website to get the latest information concerning college student athletics. The website is www.naaclearinghouse.net



Proration of Credits for classes 2024, 2025, 2026

Class of 2024

9 th grade 2020-21 school year	15 credits available
10 th grade 2021-22 school year	15 credits available
11 th grade 2022-23 school year	15 credits available
12 th grade 2023-24 School year	12 credits available
57 credits offered x 85%= 48 credits needed to graduate	
Credits needed for promotion to: 10 th grade: 13 earned 11 th grade: 26 earned 12 th grade: 38 earned Graduation: 48 earned	

Class of 2025

9 th grade 2021-22 school year	15 credits available
10 th grade 2022-23 school year	15 credits available
11 th grade 2023-24 school year	12 credits available
12 th grade 2024-25 School year	12 credits available
54 credits offered x 85%= 46 credits needed to graduate	
Credits needed for promotion to: 10 th grade: 13 earned 11 th grade: 26 earned 12 th grade: 36 earned Graduation: 46 earned	

Class of 2026

9 th grade 2022-23 school year	15 credits available
10 th grade 2023-24 school year	12 credits available
11 th grade 2024-25 school year	12 credits available
12 th grade 2025-26 School year	12 credits available
51 credits offered x 85%= 43 credits needed to graduate	
Credits needed for promotion to: 10 th grade: 13 earned 11 th grade: 23 earned 12 th grade: 33 earned Graduation: 43 earned	

Proration

Students who were under the trimester schedule for one or more years at JHS should use the charts on this page to calculate grade promotion and credits needed for graduation. If you have questions about any of the charts, please schedule a meeting with the school counselor.

Personal Curriculums

The Board of Education of Jonesville Community Schools recognizes that not all students will have career goals which require the same curricular experiences, or may have begun their high school career in a different state or a private school. Similarly, some students with disabilities, or unique circumstances may have differing educational needs and abilities, yet still be able, with appropriate accommodations and supports, to complete the requirements for a high school diploma. In recognizing these differences, the Board will permit students, with administrative approval, to modify the above graduation requirements to meet their particular career goals and learning needs by way of a Personal Curriculum (PC), as permitted by State law. The PC may be requested by a parent, legal guardian, school personnel, or the student him/herself if emancipated or the age of majority. The PC must incorporate as much of the Michigan Merit Curriculum and the Jonesville Community Schools graduation requirements as is practicable for the student, must establish measureable goals and a method for evaluation of whether the student is achieving those goals, and must be consistent with the student's EDP and, in the case of a student with a disability, must be consistent with the student's IEP. The administration shall establish guidelines for those requesting, devising, and granting PCs, consistent with state law.

Educational Development Plan

WHAT IS AN EDUCATIONAL DEVELOPMENT PLAN (EDP)?

An EDP is a plan of action in which students identify and record, career goals and pathway to achieve personal achievements, work experiences, and much more. The EDPs used in Hillsdale County are accessed through Xello. These are "virtual" portfolios that are stored on the web and can be accessed at any time.

WHAT IS THE PURPOSE OF THE EDP?

The purpose of the EDP is to assist students in developing an ongoing record of career planning that will guide them in taking effective steps to enter postsecondary education or advance in career choices. It is instrumental in their planning of courses for high school and beyond. It provides many resources regarding careers, post-secondary education, and training, and is used to help students complete necessary pieces of their college applications. Jonesville High School uses Xello to complete necessary components of the Common Application. Students using this platform for college applications **MUST** link their Common Application and Xello accounts together in order to complete counselor and teacher recommendations. An appointment with the school counselor can be made to help guide students in linking the two.

WHO SHOULD HAVE AN EDP?

EDPs are required for students in grades 7-12.

HOW OFTEN ARE EDPs updated?

The EDP should be accessed and updated each year. Students at JHS update their profiles minimally twice a year. Xello is designed to be a progression of planning activities/lessons as students advance from one grade to the next. Students are required to complete their yearly updates.



Agricultural Sciences

Agricultural Science

Course Description: Agriscience introduces the scientific agricultural approach to animal science and selection, and plant and land science. Agricultural career opportunities will be emphasized in each class. Laboratory experiences relating to basic and current technology will be part of the program.

Course Rationale: Agriscience encompasses the food, fiber, conservation and natural resource systems, employing over 20% of the nation's workforce. Leadership and communication skills are required for individual success in all careers, and the agriculture industry needs spokespersons and leaders to represent it in an increasingly urban population.

Grades: 9-12

Prerequisites: Biology A

Other: 1 Semester

Advanced Agricultural Science & Advanced Agriculture II

Course Description: This course will enable students to develop the knowledge, attitudes, and skills to demonstrate positive leadership for agriculture. Areas of focus include public speaking, extemporaneous speaking, impromptu speaking, written communication, meeting people, making good first impressions, establishing personal goals, working as a team, setting and meeting team/organizational goals, organizing groups to take action, and evaluating team/organizational actions and parliamentary procedure. Students will plan and carry out community service projects and participate in leadership development events through the FFA. Students will work on agriscience projects or a career development event. Students may repeat this course each trimester.

Course Rationale: Agriscience encompasses the food, fiber, conservation and natural resource systems, employing over 20% of the nation's workforce. Leadership and communication skills are required for individual success in all careers, and the agriculture industry needs spokespersons and leaders to represent it in an increasingly urban population.

Grades: 10-12

Prerequisites: Biology A & Agricultural Science; Preference for students with FFA membership.

Other: Multiple Semester Elective, repeatable

Advanced Ag Leadership- In this course, students will be working on their FFA awards, AET Journal, Leadership Competitions, Fair Proojects, Broiler Competitions, Discussion meet, Science Fair, and Community Service activities. All students are required to participate in either a FFA leadership competition or the science fair.

Advanced Ag Skills- In this course, students will be working on their AET Journal, Skills Competition, Greenhouse production, Flower Sales, Community Garden, Food for America, Project Red, and Community Service Activities. All students are required to participate in a skills competition.

Agricultural Business

Course Description: This course includes human relations, personal inventory, careers in selling, and other experiences necessary for employment in agribusiness engaged in marketing, purchasing, storing, grading, and transporting supplies and products. Also, this course combines farm management, agribusiness management, and content based on agricultural economic principles.

Course Rationale: Agriscience encompasses the food, fiber, conservation and natural resource systems, employing over 20% of the nation's workforce. Application of economic principles and business management to the agriculture industry provides the basis for financial success of an agribusiness.

Grades: 11-12

Prerequisites: Biology

Other: 1 Semester

Veterinarian Science

Course Name: Veterinarian Science **Course Description:** Veterinarian Science is an advanced level course recommended for students who are interested in a career in Veterinary medicine or animal science. In this course, students will learn both the vocabulary and skills commonly used in a vet clinic. They will also learn diseases related to several of the organ systems in both cats and dogs. The focus of this course is for small animal vet science with practice procedures conducted on cats, dogs, and rabbits. **Course Rationale:** To bring knowledge to students interested in pursuing Veterinary medicine, with emphasis on building skills and vocabulary. Students will gain an understanding into how the field of Veterinary medicine or other animal science careers work.

Grades: 11-12

Prerequisites: Biology A & B, Ag Science

Business and Computers

Accounting

Course Description: Understanding finances is essential in today's society. This class is designed for students who plan on entering the world of business, but it will also help anyone learn how to manage money. Accounting I includes learning the business language: assets, liabilities, balance sheets, accounts, journals, etc. Several problems are presented to the student requiring knowledge of the complete bookkeeping cycle for an entrepreneurship. In this class, the student works on at least two practice sets. During the final six weeks of the year, a practice set is completed that covers all the likely problems that an accountant would encounter on the job.

Course Rationale: Free college credits can be obtained by taking the Accounting I class for two complete trimesters (A & B). By researching the college a student is interested in going to, they can find out if articulation is available for the class. This means that they would not need to take the class in college. They would receive the college credits from the high school course.

Grades: 10-12

Prerequisites: Successful completion of 3 years of math

Other: 1-2 Semesters

Personal Finance

Course Description: Personal Finance is designed to prepare high school students to make wise financial decisions in personal situations. This curriculum will help students realize that they are already making financial decisions and show them how their decisions affect their future. A stock market game will be used to look at investing and a section on retirement will be covered. **Course Rationale:** Work enables us to earn a living. It provides money to buy food, clothing, shelter, and other important things, such as education and medical care. New products and services, together with global competition and the computerized work environment, have changed the expectations and needs of business. A person will probably retrain, upgrade, or change jobs several times during their working life. Some will choose the exciting path of self-employment. As students are preparing to enter the "real world," an environment filled with cultural diversity, students must become productive workers and responsible citizens.

Grades: 11-12

Prerequisites: none

Other: 1 Semester, available for math credit

Business Tech/Yearbook

Course Description: This course is an invitation to students to investigate and evaluate such areas of journalism as advertising, layout and design, graphics, photography, reporting, and caption and headline writing. Much of the work in this activity-oriented class will be in the form of individual and group projects. The class will be working on producing the yearbook and publishing the district newsletter and homecoming programs. They are also responsible for the production of the yearbook spring edition. Students are expected to use and apply the skills they have learned in their English and computer classrooms.

to produce a published book that tells what is going on at JHS during the school year. Students will need to be comfortable communicating with local business owners, organized, responsible and enjoy working with computers. Reading, writing, and speaking skills will be used in this course. Grades will be based on weekly reports, assignments, finished pages and exams as well as class discussions and meeting deadlines. Student Publications II is a continuation of Student Publications I and needs approval from the yearbook advisor.

Course Rationale: This course gives students a chance to record one year of JHS history. In doing that, they will be required to be organized to meet deadlines and to be creative to design layouts. In addition, they must be inquisitive to find information and story possibilities. **Grades:** 11-12 (10 grade only with instructor permission) **Prerequisites:** At least a B- average in English classes or the instructor's permission.

Other: 1 or 2 Semesters, repeatable

Introduction to Robotics

Course Description: Students will engage in hands-on activities building and testing functional robots with Pitsco's TETRIX PRIME Dual-Control Robot Kits and learn how to design, construct, and operate remote control and autonomous vehicles. Lessons will reinforce concepts in basic mathematics, physics, electronics, sensor feedback, geometry, simple machines, basic science and the engineering design process, mechanics, ratios and proportions, computer science, measurement, and basic programming while students apply their skills to solving real-world based problems and challenges. Care and maintenance of the robot kits including keeping inventories, data sheets, and simulating a shop environment will be modeled throughout the class. Advanced assignment work will include an introduction to programming/coding with Arduino based equipment/lessons for autonomous vehicle operation. InventrKits PB LLC and ELEGOO car kits will be used in a simulated emergency adventure to learn basic electronics and sensor use with Arduino-based systems. Opportunities to visit a robotics-based factory or industry will be included as resources allow.

Course Rationale: This course gives students an introduction into the world of robotics, allowing them basic knowledge regarding mechanics, physics, etc. Students taking this course will be making connections to real world applications, which is important in our manufacturing/industrial community.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

Communications

Public Speaking

Course Description: Students explore a wide variety of public speaking situations including (but not limited to) making introductions, making social and business telephone calls, giving directions, demonstrating a process, arguing a point of view, informing the audience about a topic, and making a sales pitch. Skill focus includes organization and planning, enunciation, eye contact, rate, volume, and posture, analyzing advertising, understanding communication techniques such as the elements of persuasion, being able to recognize propaganda, and understanding ways to use words to convey a message.

Course Rationale: Being able to communicate effectively in both social and business situations is a life skill. Students will start with smaller speaking opportunities and build into longer, planned speeches in order to develop the confidence and communication skills needed to succeed in society.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

English

English 9

Course Description: Materials covered will encompass Michigan's English Language Arts Standards for freshmen: critical reading and thinking, writing, grammar analysis and development, vocabulary development and spelling. Students will read short stories, poems, at least one play, one modern novel and one piece of classical literature. Grammar study will occur daily. Vocabulary development will take place weekly. The students will also read novels of their choice and use the Accelerated Reader Program.

Course Rationale: Reading and writing are two building blocks of life communication. By learning to decode new words in context, to read critically, to write proficiently, and to analyze and apply grammatical concepts, students will be laying a foundation for their future.

Grades: 9

Prerequisites: None

Ominther: 2 Semesters

English 10

Course Description: This course will incorporate both British literature and introductory college writing skills as well as writing for the world of work. The main purpose of the course is to provide a background of selections and authors that a student should have as part of his/her cultural experience. An attempt will be made to show how the time period influenced the content or style of the writings. This course will cover the following writing and study skills: sentence improvement, paragraph development, multi-paragraphed compositions, styles and kinds of diction, the paraphrase, sentence and paragraph summaries, vocabulary study, mechanics review, and a documented research paper. Daily oral language exercises will continue through the use of MUG sentences and analogies/antonyms.

Course Rationale: In order to be successful members of society, students need to know how to read and write. Reading authors such as Shakespeare will challenge students and will help them develop the critical thinking skills they will need to succeed in life. The writing assigned in class will also help students learn how to express themselves and will help prepare them to write for different jobs and professions.

Grades: 10

Prerequisites: None

Other: 2 Semesters

English 11

Course Description: Through the integrated study of reading, writing, speaking and listening, English 10 students will further develop their effective application of language as a tool for academic, practical, and aesthetic thinking and learning. Students practice and develop reading comprehension, critical thinking, composition, and social skills through group and individual work dealing with the following literary genres: short stories, poetry, drama, film, novels, and nonfiction. Students will develop vocabulary and reading comprehension through daily warm-up activities and frequent application assignments. Students will develop composition skills through the use of the writing process, research, and MLA guidelines with creative, practical, and expository writing and speaking projects.

Course Rationale: Students will benefit from knowledge of grammar and syntax, developed vocabulary, critical thinking and organizational skills, as well as reading and writing effectively. In addition, well rounded individuals are developed through the academic and aesthetic exposure to varying genres of literature.

Grade: 11

Prerequisites: English 10

Other: 2 Semester

English 12

Course Description: English 12 students will be challenged to see themselves as part of the greater world community and will develop the leadership skills that will help them succeed in life. Students will accomplish these goals through the critical study of world literature, both fiction and nonfiction, focusing specifically on texts that address leadership and community issues. Students will complete projects and assignments over the readings that require critical thinking as well. These projects may include community service. Students will also develop composition and writing skills for academic and work-related purposes through research papers, letters to the editors, and other writing assignments. Students will also learn to refine their writing for content, organization, grammar and mechanics errors, and purpose through mini lessons. Finally, students will complete a senior project in which they apply everything they have learned in the class that will be presented to the class and perhaps to some faculty at the end of the year.

Course Rationale: As these students prepare to enter college or the workforce, they not only need to understand their place in the world, but they also need to have the skills to help them succeed. This class will help students gain the necessary reading, writing, thinking, and leadership skills they need to succeed in life outside of high school so that they can be true citizens of the world.

Grades: 12

Prerequisites: English 11

Other: 2 Semesters

Advanced Placement (A.P.) English

Course Description: In keeping in line with the Advanced Placement course requirements, this AP Literature and Composition class is designed for high-achieving, goal-oriented students to help prepare them for college. As a result of this class, students will be better writers, readers, and thinkers. Throughout the course of the year, students will develop the skills necessary to be critical readers of different texts (novels, plays, and poetry). They will also learn specific strategies and techniques to become better writers. By the end of the course students will have learned to write for a variety of purposes and will have produced college level writing that demonstrates varied syntax, appropriate diction, logical organization, correct use of rhetorical strategies and techniques, and the proper use of textual evidence to support the thesis of the critical essay. Students will develop these skills through a number of opportunities for writing, both in and out of class. They will have opportunities to revise analyses for class as well. At the end of the year, students will be asked to choose their best piece of writing from the year to revise one more time. They then will then be asked to critique themselves as a writer and to evaluate their growth as a writer, using what has been discussed throughout the year as a guideline for their evaluation.

Course Rationale: This course is specifically designed to help students prepare for the Advanced Placement Literature and Composition Exam given each spring and to prepare students for college level writing and reading. Students will be challenged daily with a variety of assignments, readings, discussions, and essays to take their understanding of a text one step further. Critical thinking and critical reading skills as well as college level writing will help prepare those students who intend to go to college.

Grades: 12

Prerequisites: English 11 (B minimum)

Other: Full year, students enrolled in AP English will be required to sit for the AP Exam in the spring.

Composition

Course Description: This elective course is designed for students who desire to be creative writers and want the time and opportunity to express themselves. Students, however, also need to learn the fundamentals of their craft – of writing poetry and prose. This course is designed to give students time to write and to teach them some of those fundamentals. Students will study topics including

plot, imagery, mood, skit writing, short story writing, and more. Students will also be expected and encouraged to re-write and refine their writings. Brainstorming, developing sentence variety, and exposure to various famous authors will also occur.

Course Rationale: For students who are interested in exploring creative writing as a skill and whom desire to pursue creative writing in their personal lives. This course allows students to become comfortable in the creative writing process through a variety of different genres.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

Literature & Film

Course Description: This class will explore how short stories, novels, memoirs, and plays translate into film, with key focus on character development, dramatic structure, theme, as well as performance, lighting, special effects, etc. Students will be expected to analyze, discuss, and respond to both literature and film especially as they consider the ways in which films adapt a story. Students will also study various filming techniques and may be asked to make a short film based on a story as well, incorporating the techniques, themes, etc. that have been discussed in the class.

Course Rationale: For students who are interested in exploring literature and film together as a skill and whom desire to pursue creative writing in their personal lives. This course allows students to become comfortable in the creative writing process through a variety of different genres.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

World Mythology

Course Description: This class introduces students to the mythologies of various cultures with a special emphasis on Ancient Greece. It also provides students with the opportunity to analyze the nature and function of myth throughout history, study the similarities and differences between mythologies, analyze how past cultures used mythology to explain the world and human nature, and explore why myths are still relevant today. This course features in class reading and writing assignments, as well as presentations and projects based on the content.

Course Rationale: This course will provide students with an introduction to classic works of literature in simplified forms. It utilizes a textbook which retells the world's most well known myths in modern language so students of all levels can understand the meaning, structure, and significance of World Mythology.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

Fine Arts

Performing Arts

Comet Marching Band

Course Description: The most visible and critiqued ensemble for the Jonesville High School music program is the Comet Marching Band. This band strives to perform exciting marching music and drill that entertains their audiences, supports their athletic teams, and represent their school and community with pride. Members of the ensemble are expected to attend Band Camp, usually held the last full week of July. As the Marching Band, the group performs at all home football games, the Hillsdale county Fair Parade, the Homecoming Parade, the Jonesville Memorial Day Parade, and the annual Glow Show at the Bandorama concert each November. Towards the end of the semester, students will transition to concert instruments and perform a winter concert in December. Students registered for the Comet Marching Band first semester must also be registered for Comet Band in the second semester. This course may be repeated to earn an additional Fine Arts credit each fall, and one Physical Education credit will be waived for students who complete four full years of band.

Course Rationale: Part of the uniqueness of humans is their ability and need to express themselves through personal emotions. When this necessity is cultivated, mankind becomes more in tune with his/her humanity. Music education helps students develop the skills used to communicate emotion, understand the artistic expressions of history, and define beauty. Participation in band also advances the student's ability to multi task, build interpersonal communication, and promotes team building skills. Students build self-confidence and enhance creativity that lead to successful futures in whatever career path they choose.

Grades: 9-12

Prerequisite: 8th grade band participation or director approval

Corequisite: Comet Band

Other: 1st semester only, repeatable for credit

Comet Band

Course Description: The JHS Comet Band is dedicated to the performance of high quality band music at challenging levels. Due to the higher difficulty level of music literature that will be selected for this group, members are expected to strive for excellent performances through rehearsal inside and outside of class; through regular “at home” practice. Lessons are planned to follow the curriculum for the National and Michigan Content Standards and Benchmarks for the Fine Arts. In addition to improving their performance skills, students in this ensemble will expand their musical vocabulary, obtain intermediate knowledge about music theory, and practice sight reading and aural skills on a daily basis. During concert season, students are expected to attend District and State band festivals, graduation ceremonies, four home basketball games, and a spring concert. Students registered for Comet Band must also be registered for the Comet Marching Band first semester and are expected to participate for the entire school year. This course may be repeated to earn additional Fine Arts credits each school year and one Physical Education credit will be waived for students who complete four full years of band.

Course Rationale: Part of the uniqueness of humans is their ability and need to express themselves through personal emotions. When this necessity is cultivated, mankind becomes more in tune with his/her humanity. Music education helps students develop the skills used to communicate emotion, understand the artistic expressions of history, and define beauty. Participation in band also advances the student’s ability to multi task, build interpersonal communication, and promotes team building skills. Students build self-confidence and enhance creativity that lead to successful futures in whatever career path they choose.

Grades: 9-12

Prerequisites: 8th grade band participation or director approval.

Corequisites: Comet Marching Band

Other: 2nd semester only, repeatable for credit

Comet Choir

Course Description: In Comet Choir, students will learn to perform in a choral ensemble setting. Students will learn the basic of music reading and choral music fundamentals. Students will learn to sing music from many different genres to include chamber, Broadway, chant, spiritual, pop, and more. During the class, students will also be learning to read music written in languages other than English, and will be expected to learn musical terms that may be in foreign languages. Students will perform between 3-5 concerts throughout the course of the year. Additional performances may be added depending on school request or student request. This course may be repeated for additional Fine Arts credits.

Course Rationale: Performing, creating, and responding to music are the fundamental music processes in which humans engage. Through singing, moving to music, and creating music, students acquire musical skills and knowledge that can be developed in no other way. Students must understand their own historical and cultural heritage and those of others within their communities and beyond to participate full in a diverse, global society. Music provides an outlet for creativity and for self-expression. Music exalts the human spirit; it enhances the quality of life.

Grades: 9-12

Prerequisites: None

Other: 2 Semesters, repeatable for credit

Visual Arts

Design

Course Description: Design is an introduction to the visual arts through the study of the elements of composition and their principles of organization. Students will work in a variety of media to develop and execute solutions to a variety of visual problems. Students will learn to apply artist’s tools and techniques to express themselves and communicate ideas. In this class students will gain an understanding of how artists and designers create effective compositions. They will learn how to look at and analyze compositions of their own and professionals.

Course Rationale: Every manmade object we see or use from the simplest to the most complex was designed; it began as a drawing on paper. Our daily lives are filled with visual observations and decisions. An understanding of how artists and designers work provides a greater understanding of the wide variety of images and objects we experience every day. Being able to effectively visualize, organize and create can become the doorway to many career opportunities.

Grades: 9-12

Prerequisites: None; no experience or proficiency in the arts is required.

Other: 1 Semester, students must take Design in order to be scheduled for other Visual Art courses.

Digital Imaging

Course Description: Digital Imaging is a discipline-based class designed to increase the students' understanding and proficiency with a variety of computer graphics methods and systems. The core of the class will be working with digital photography; however, scanning, drawing or painting images in both raster and vector systems will also be explored. Students will increase their understanding and proficiency in traditional photographic techniques, as well as in the adjustment and manipulation of those images in the digital realm. To insure that skills are relevant, students will be working with their own cameras and readily available software.

Course Rationale: From snapshots of friends to the CG in the latest Hollywood films digital photography is becoming a dominant visual media. Both the composition and technical skills are important for improving photos or pursuing a graphics or photographic oriented career.

Grades: 9-12

Prerequisites: Design

Other: 1 Semester

Drawing

Course Description: Drawing is a discipline-based class designed to improve everyone's ability to produce two-dimensional art. Drawing is taught as a skill that everyone can learn, not as a gift or talent given to just a few. In addition to the study of famous artists and their works, students will work in the studio on the technical aspects of seeing and drawing. Proficiency will be gained both in drawing realistically and in the use of organizational principles to draw expressively. Students will learn to effectively describe and analyze works of art by themselves and others. A variety of media will be explored, including graphite pencil, marker, and charcoal.

Course Rationale: Drawing is the most fundamental of all the visual arts and the skill most necessary for proficiency and growth in the fine or technical arts. Accurate drawing is the most important skill for any visual communication whether a quick sketch of an idea or drawings for the construction of complex systems.

Grades: 9-12

Prerequisites: Design

Other: 1 Semester

Painting

Course Description: Painting is an advanced, discipline-based class designed to improve one's understanding of how artists use color in creating expressive compositions. In addition to studying historically important art and artists, students will work with color and improve their expressive and technical skills through the production and evaluation of two dimensional works. Media explored will include watercolor and acrylics. Students will be involved in evaluating and displaying their work.

Course Rationale: Painting is the historically definitive media for traditional artists. Painting provides the best opportunity for students to explore and express themselves within or outside its rich historical tradition.

Grades: 9-12

Prerequisites: Design

Other: 1 Semester

Sculpture & Clay

Course Description: Sculpture and Clay is a discipline-based class designed to increase the students' awareness of space, form, and texture in the visual arts. By working with various materials, students will experiment by making sculptures in a variety

of shapes and forms. Students will explore three dimensional designs by cutting, gluing, forming, carving, molding, and assembling sculptures of different materials. Clay will be explored as a fine arts medium. Students will learn about the use of different clays, glazes, and forming techniques. Students will study the lives and works of famous sculptors and potters.

Course Rationale: Being able to visualize and design in three dimensions is an additional aspect of the arts that expands on the traditional design skills. Three dimensional organizational skills are important for architectural, interior design, landscaping, and construction industries. While providing opportunities for creative expression this class will improve students' fine motor skills while constructing interesting objects.

Grades: 9-12

Prerequisites: Design

Other: 1 Semester

Mixed Media Art

Course Description: Mixed Media Arts is a class with an emphasis on creative thinking, problem solving, printmaking and meaning making in art. It is an opportunity to learn and explore printing processes used by artists, collage, photo transfer and a variety of new artistic methods, and then combine media in new ways to express yourself and individual ideas. Artists are required to reflect on process, learning, personal connections and creative ideas in written artist statements.

Course Rationale: Creating is the highest order of thinking. This class merges the technical understanding of processes with critical problem solving skills, creative thinking skills, self-expression and reflection.

Grades: 9-12

Prerequisites: Design

Other: 1 Semester

Advanced Art

Course Description: Students with all the basic skills in a variety of media will be provided with projects that push their boundaries and challenge their creativity. Students are expected to have goals and ideas about the work they would like to produce. The lives and work of famous artists will become a springboard into new ways of expressing. **Course Rationale:** Much of the studio arts curriculum is designed to teach fundamental skills. This class will provide more opportunities for students who have obtained the basic skills to develop goals and ideas as well as express and refine their own creative language using a variety of available materials.

Grades: 11-12

Prerequisites: Design, Drawing, and two other visual arts class.

Other: 1 Semester, By invitation only

Applied Arts

Carpentry & Construction

Course Description: This is an introductory class in carpentry, designed to give an overview of the various components of residential construction and building techniques.

Course Rationale: This course is intended for students who are interested in the many rewarding careers in the construction industry. These students should possess characteristics such as dedication to hard work, good work ethic, and the ability to be self directed while working with others toward a common goal.

Grades: 9-12

Prerequisite: None

Other: 1 Semester

Woodworking & CNC

Course Description: Woodworking is designed to teach students basic woodworking skills and knowledge in preparation for their advancement into the construction trades. The instructor will emphasize hands-on training and lead discussion on woodworking application.

Course Rationale: This course will introduce students to hand tools as well as portable and stationary power tools. Students will complete group and individual projects designed to provide practical experience in construction and woodworking techniques.

Grades: 9-12

Prerequisite: Carpentry

Other: 1 Semester

Small Engine Mechanics

Course Description: In this course students will learn the principles of 4-stroke and 2-stroke engines, while learning the general maintenance and operation of small engines. Students will diagnose and repair non-working engines throughout the duration of the course. Additionally, students will learn about the different tools needed in small engine mechanics and will learn how to effectively use the tools.

Course Rationale: The ability to fix small engines is an excellent life skill. Students in this course will learn the necessary skills to be able to apply to their own mechanics in the future.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

Mathematics

Pre Algebra

Course Description: Pre Algebra is designed to prepare students with the background for success in Algebra I. The class will cover topics that include: equations and inequalities, graphing, ratios, percent, fractions, unit conversions, proportional reasoning, English to metric conversion, spatial geometry, perimeter, area, surface area and volume. The course is designed to help prepare students for high school math success. Class time will include introducing new concepts, working related problems and answering questions.

Course Rationale: Students will be placed in this class based on previous math classroom grades, teacher recommendations and standardized test scores. The successful completion of pre algebra is intended to provide students the skills they need to be successful in Algebra I. **Grade:** 9 (placement in this course will come from previous math teacher recommendation and or permission from the instructor and standardized test scores).

Prerequisites: None

Other: 2 Semesters

Algebra I

Course Description: Algebra I is the first course in the mathematics curriculum. In this course, students will study the algebra concepts that are most important for today's students and apply these concepts to solve many different types of problems. Skills will be developed in reasoning and problem solving. The course emphasizes the use of functions, equations, and graphs to model problem situations.

Course Rationale: This course serves as a prerequisite for Geometry and Algebra II. It covers material that is tested on the Michigan Merit Exam, which includes the ACT. The successful completion of Algebra I is required by the State of Michigan as a graduation requirement.

Grades: 9 (intended to be a first year mathematics class taken as a freshman)

Prerequisites: None

Other: 2 Semesters

Geometry

Course Description: Geometry introduces students to geometric concepts using inductive and deductive reasoning to prove properties of parallel lines, planes, triangles, quadrilaterals, and circles. They will also learn how to find the areas and volumes of solids and the areas of plane figures.

Course Rationale: This course serves as a prerequisite for Pre-Calculus. It covers material that is tested on the Michigan Merit Exam, which includes the ACT. The successful completion of geometry is required by the State of Michigan as a graduation requirement.

Grades: 9-11 (typically taken after successful completion of Algebra I)

Prerequisites: Algebra I

Other: 2 Semesters

Algebra II

Course Description: Algebra II is a continuation of Algebra I, going into more depth in many subjects. Students will review basic concepts of algebra such as inequalities and proofs, linear equations and functions, and work with polynomials. They will also be introduced to algebraic concepts such as rational expressions, rational and complex numbers, quadratic equations and functions, variation and polynomial equations, analytic geometry, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Finally, they will have a brief introduction to trigonometry.

Course Rationale: This course serves as a prerequisite for Pre Calculus. It covers material that is tested on the Michigan Merit Exam, which includes the ACT. The successful completion of Algebra II is required by the State of Michigan as a graduation requirement.

Grades: 10-11 (typically taken after successful completion of Geometry)

Prerequisites: Algebra I

Other: 2 Semesters

Pre-Calculus

Course Description: Pre Calculus is a college preparatory curriculum that covers various topics such as relations, functions, and graphs; trigonometry, advanced functions (conics, sequences and series, exponential and logarithmic), and graphing; discrete mathematics (probability and statistics); and an introduction to calculus. At completion of the course students will have the option to take the CLEP Pre-Calculus test with the possibility of earning college credit

Course Rationale: This course serves as a prerequisite for Calculus and prepares students for college-level mathematics.

Grades: 11-12

Prerequisites: Geometry and Algebra II

Other: 2 Semesters

Advanced Placement (A.P.) Calculus AB

Course Description: In this course students will be studying and learning concepts in Calculus by looking at four basic approaches to calculus; numerically, graphically, analytically/algebraically, and verbal/written methods. Students will be required to display their understanding and learning in several ways including oral responses, participation in discussion, written responses, individual and group assignments, and demonstration of mastery.

Course Rationale: This course is specifically designed to help students prepare for the Advanced Placement Calculus exam given each spring and to prepare students for college-level mathematics.

Grades: 12

Prerequisites: Pre Calculus, Introduction to Calculus

Other: Full year, Students taking AP Calculus AB will be required to sit for the AP Exam in the spring.

College Algebra

Course Description: The College Algebra class will cover material that is usually taught in a one-semester college algebra course. At completion of the course students will have the option to take the CLEP College Algebra test with the possibility of earning college credit. Nearly half of the test is made up of routine problems requiring basic algebra skills while the remainder involves solving non-routine problems that requires students to demonstrate understanding of concepts. The test includes questions on basic algebra operations, linear and quadratic equations, inequalities and graphs, algebraic, exponential and logarithmic functions and other topics.

Course Rationale: This class serves as an alternative to Pre-Calculus and gives students the possibility of earning college credit.

Grades: 11-12

Prerequisites: Algebra II completion or higher and recommendation/approval of teacher

Other: 2 Semesters

Physical Education & Health

Comet P.E.

Course Description: The purpose of this class is to help in the total physical and mental development of the student. This class will introduce students to a wide variety of activities: physical fitness and testing, flag football, speedball, soccer, softball, basketball, volleyball, wrestling, track, and weight lifting.

Course Rationale: As our society continually gains weight, more physical activity is needed. This course will introduce students to physical fitness.

Grades: 9-12

Prerequisites: None

Other: 1 Semester, repeatable for credit

Personal Fitness (Weight Training)

Course Description: This class is designed for serious junior or senior varsity athletes interested in improving their skills. The workouts will be individualized to meet the needs of his or her varsity sport, with an emphasis on strength, conditioning, and improving agility and quickness.

Course Rationale: Students who wish to become better fit or to gain more muscle should take this course.

Grades: 9-12

Prerequisites: Basic Physical Education

Other: 1 Semester, repeatable for credit

Health Education

Course Description: A one credit course in health, creating an awareness of one's physical, mental, emotional and social needs. It deals with nutrition, physical fitness, violence, relationships, safe driving, communicable diseases, chronic and disabling diseases, and abstinence only sex education. The class also has units on alcohol, tobacco, and drug abuse. The semester is capped by standard first aid training, where the student will learn life-saving methods and cardiopulmonary resuscitation (CPR), along with learning how to use an automated external defibrillator (AED).

Course Rationale: Students will benefit by understanding how to develop life long healthful habits that they can carry on with them outside of the classroom. The skills learned will also help them to have a greater appreciation for their social, emotional, mental, and physical health.

Grades: 10-12

Prerequisites: None

Other: 1 Semester, become CPR certified

Science

Biology

Course Description: This class focuses on the organization and development of living systems, interdependence of living systems and the environment, genetics, evolution, and biodiversity.

Course Rationale: The study of life is the most fundamental way in which we learn about ourselves and our place in the natural world.

Grades: 9

Prerequisites: None

Other: 2 Semesters

Physical Science

Course Description: The workings of machines, motion, energy, and waves are all part of our physical world. Students will study the various manifestations of matter and energy and learn how the understanding of governing principles allows us to predict the motion of objects, build electrical devices, and enhance the technology of our society.

Course Rationale: Every day, starting with the ringing of the alarm, we engage the mechanical and electrical devices of the 21st century. A basic understanding of the scientific principles behind these devices is necessary for every occupation.

Grade: 10

Prerequisites: None

Other: 1 Semester

Chemistry

Course Description: A required science course taken in the 10th grade. Students will begin a comprehensive investigation of the building blocks of matter. They will learn the rules that atoms follow when combining into the matter of our world. They will explore both the role and the impact of chemistry in our society. **Rationale:** This class will provide a basic understanding of the building blocks of matter that is necessary to understand the medicines, materials, and manufacturing processes of the 21st century. **Grades:** 10

Prerequisite: Biology

Other: 1 Semester

Honors Chemistry

Course Description: Chemistry is the study of matter. Areas of study include classifying matter, properties of matter, behavior of atoms, the periodic law, chemical bonding, and chemical formulas. Mathematical problem solving and laboratory investigation is involved throughout this course. This course is designed for the **college-bound student**.

Course Rationale: We & the entire world around us are, at one level, a combination of chemical elements. An understanding of how these elements combine and change is fundamental to our understanding of the matter and life in the universe. This course should be considered for students intending to take AP Chemistry.

Grades: 11-12

Prerequisites: Algebra 1, Chemistry A, and required science courses, recommendation by staff

Other: 2 Semesters

Zoology (Invertebrate & Vertebrate)

Course Description: In this course students will make an advanced study of invertebrate organisms belonging to the Animal Kingdom. Through the dissection of preserved specimens students will examine the anatomy and function of invertebrates including sponges, hydra, jellyfish, sea anemones, planaria, flukes, tapeworms, snails, clams, squid, octopus, earthworms, starfish, sea cucumbers, sand dollars, etc. Invertebrate Zoology is an advanced science course designed for college bound students. This course will also be a survey of the major classes of vertebrates within the Animal Kingdom with an examination of classification, structure, development, physiology, behavior, and ecology. Through the dissection of preserved specimens students will examine the anatomy and function of vertebrates including amphibians, fish, reptiles, birds and mammals. Vertebrate Zoology is an advanced science course designed for college bound students.

Course Rationale: A solid foundation in advanced science courses is fundamental to the success of students seeking careers in the science field – including but not limited to: health sciences, plant/animal sciences and forensic sciences.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

Microbiology

Course Description: In this course students will examine biological concepts and organisms from the Bacterial, Virus, Protista, and Fungi kingdoms. Students will perform microbiological laboratory techniques including: streak plating a petri dish to isolate a bacterial culture, bacterial smear process for microscopic slide preparation, gram staining techniques, testing for

antibiotic effects on bacterial growth, and microscopic examination of organisms in the Protista kingdom. Microbiology is an advanced science course designed for college bound students.

Course Rationale: A solid foundation in advanced science courses is fundamental to the success of students seeking careers in the science field – including but not limited to: health sciences, plant/animal sciences and forensic sciences.

Grades: 10-12

Prerequisites: Satisfactory completing of Biology with a C or better

Other: 1 Trimester

AP Biology

Course Description: AP Biology is an introductory college-level biology course. Students will cultivate their understanding of biology through inquiry-based lab investigations as they explore the core scientific principles, theories, and processes that govern living organisms and biological systems. Students will do hands-on laboratory work to investigate natural phenomena; design experiments and procedures, collect and analyze data, interpret data, and develop a scientific claim with evidence.

Course Rationale: To prepare students for collegiate level science courses where they will learn about the fundamental concepts of biology.

Grades: 11-12

Prerequisite: B or higher in Biology, full year of Chemistry, concurrent Algebra II or higher

Other: 2 Semesters, students taking AP Biology will be required to sit for the AP Exam in the spring.

Anatomy & Physiology

Course Description: This class will focus on structure and function of the human body. Students will delve into the workings of specific organ systems as well as study comparative anatomy through dissection of preserved specimens.

Course Rationale: A solid foundation in advanced science courses is fundamental to the success of students seeking careers in the science field – including but not limited to: health sciences, plant/animal sciences and forensic sciences.

Grades: 11-12

Prerequisites: Satisfactory completion of Biology with a C or better

Other: 2 Semesters

Physics

Course Description: The batting of a ball, the falling of an apple, video-game character punches, music, and roller coasters can all be understood with physics. This high intensity course walks through the concepts of motion, energy, waves, electricity, and more. Students will understand the world around them on a deeper level and be able to track the various conservation laws as life continues. Not only conceptually, students will be able to mathematically predict or explain every-day phenomena. Math is the language of physics and students will become as literate as a first year college physics student. Physics is the foundational science and can be applied to various fields like medicine, machinery, biology, and business. Direct relationships will be made to chemistry and biology as well. Students will uncover the rich history of the foundation of science and apply that knowledge to the world around them. Physics is an experience that only the brave choose to follow.

Course Rationale: There are no careers that do not require or benefit from an understanding of the sciences. Physics along with Biology and chemistry provides the basic understanding necessary for 21st century opportunities. Virtually all new inventions and technologies grow out of an understanding of physics. By studying physics students will learn valuable concepts that form the basis for many careers. They will build confidence in their thinking skills as they learn to take risks, to make good guesses, and practice new problem solving skills.

Grades: 11-12

Prerequisites: The core science classes, Algebra, Geometry or Algebra II. Chemistry is useful, but not required.

Other: 2 Semesters

Social Studies

World History

Course Description: This course deals with the historical, political, geographical, economic, and religious nature of the history of the world. It begins with the rise of the earliest civilizations and continues through the Vietnam Era. The course focuses on the Egyptian, Greek, and Roman cultures, and continues through the Middle Ages to the Renaissance, Reformation, Age of Revolutions, and ends with the more modern history of World War One, the Great Depression, World War Two, and the Vietnam Era. While the focus is mainly on Western Civilization, short units are devoted to India, China, South America, and Africa.

Course Rationale: World History focuses on the ideas and actions that have shaped our modern world. Critical participation in the contemporary world requires background knowledge of historical events from various perspectives, such as geography, economics, politics, and world religions.

Grades: 10

Prerequisites: None

Other: 2 Semesters

U.S. History

Course Description: This course continues (from eighth grade) the study of American history, beginning with Reconstruction. Using a chronological approach, students will realize how ideas and events of the past have influenced the present. The students will study the past from an American perspective, but should always be aware of the many different perspectives involved. Students will also learn how generations of Americans of very diverse backgrounds have struggled to realize the promises embodied in the Declaration of Independence and the Constitution and have been united by the values that form the American heritage.

Course Rationale: “Those who do not learn from the past are condemned to repeat it.” In order to be productive citizens, students should have a basic knowledge of how our country came to be and how the decisions of many before us have helped shape our country into what it is today. By learning from the past, students, our future leaders, will be better equipped to make the decisions that will continue to influence and shape our country.

Grades: 11

Prerequisites: None

Other: 2 Semesters

Government

Course Description: This course is designed to give a comprehensive view of American National Government. A brief history of the development of America’s system of government is used to begin the course. From there, topics include areas of government such as: political parties, voter behavior, the electoral process, mass media, and interest groups. The Executive, Legislative, and Judicial branches of government are examined and related to each other. Finally, the civil liberties and civil rights that Americans enjoy are examined and emphasized.

Course Rationale: Students must be prepared to enter the world of political and civic responsibility after high school. An understanding of American government and the political process, as well as an appreciation of the American democratic philosophy, are needed to be an active American citizen.

Grades: 12

Prerequisites: None

Other: 1 Semester

Economics

Course Description: This course will focus on four main components of economics. Students will be introduced to the study of the market economy, the national economy, the international economy and personal finance. Students will gain a basic understanding of fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face. An understanding of how economies and markets work and how people function within them will also be emphasized. Finally, the concepts of benefits and costs of economic interaction and interdependence among people and nations will be studied.

Course Rationale: Understanding economics, what some people call “economic” literacy, is becoming essential for citizens in our national and increasingly interconnected world economy. Increasingly, productive members of society must be able to

identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Such literacy includes analysis, reasoning, problem solving, and decision making that helps people function as consumers, producers, savers, investors, and responsible citizens.

Grades: 12

Prerequisites: None

Other: 1 Semester

Advanced Placement (A.P.) U.S. History

Course Description: AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. This class is designed for high-achieving, goal-oriented students to help prepare them for college. It is a three trimester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing and interpretation of original documents. College credit is only earned if the student earns a qualifying score on the Advanced Placement United States History test. **Course Rationale:** This course is specifically designed to help students prepare for the Advanced Placement Exam given each spring and to prepare students for college level History courses. Critical thinking and critical reading skills as well as college level writing will help those students who intend to go to college.

Grades: 11th and 12th

Prerequisites: Instructors approval

Other: Full year, students taking AP US History will be required to sit for the AP Exam in the spring.

Geography

Course Description: In this class students will study various aspects of the world. Students will investigate the requirements of a global society and will study different countries and continents so they better understand the diversity on Earth.

Course Rationale: As we continue to live in a more global society, we need to understand our place in the world. Life in global society requires individuals to be flexible, responsive, and understanding of the demands of different cultures. This course helps students become better citizens of the world.

Grade: 9-12

Prerequisites: None

Other: 1 Trimester

Global Issues

Course Description: This course is designed to give students a better understanding of political, social, economic, and historical events and their impact on the United States and the world. Using newspapers, CNN, the internet and other news agencies and sources, students will acquire a better understanding of today's modern world and the events that impact the present and future.

Course Rationale: Being well-informed citizens is crucial in today's world. Through the study of current events, students will become more aware of the impact the nation's and world's events have on them personally. Studying current events will also develop the student's ability to make informed voting decisions as they grow older.

Grade Levels: 9 –12

Prerequisites: None; Due to the constant change in content, students would be able to take this class multiple times

Other: 1 Semester, repeatable for elective credit

Asian Studies

Course Description: This course will explore many fundamental historical and cultural elements of the Asian nations of Japan and China. We will take an in-depth look at how ancient traditions are still at play in these nations and how each has progressed in modern times. This course will also explore their ever-evolving international relations, especially with the United States. If time permits, we will explore other Asian nations and their historical and cultural attributes.

Course Rationale: This course expands upon content that is presented in World History A and B but does not need to be taken prior to either one of those courses.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

World War II History

Course Description: World War II is a one-trimester history course which will focus on the themes, battles, and leaders of World War II. Other areas of study will include the Holocaust, strategy and tactics, arms and equipment, and the experience of soldiers. Students will also analyze the political aspects of the conflict, including causes and consequences of the war.

Course Rationale: This course is designed for students who enjoy history and have a desire to go beyond the survey course scope of study. It will be in-depth and utilize primary sources and film as a means to further dive into the topic.

Grades: 9-12

Prerequisites: None

Other: 1 Semester, course should be taken with parent permission as several of the films used depict violence and have some adult language. A mature viewing audience is expected.

Contemporary American History

Course description: This course will focus on the themes and events that have occurred in American history since the 1970's. These events and themes often get left out of normal history classes due to lack of time, but they are increasingly becoming more and more important to study. Events will include the conclusion of the Vietnam War, the environmental movement, the continued struggle for equality, the end of the Cold War, the 9/11 Attacks, the War in Iraq and the War on Terror, the changing demographics of America, themes in pop culture, and the rise of handheld technology and its implications.

Course rationale: The study of history is critical to understanding current events. Studying contemporary American history since the start of the 1970's will allow students to place current events and news into the proper historical context and better understand their world and expand their ability to be educated citizens. Much of our current political ideology, economic policy, and social activism can trace its roots to the time period soon after the end of the Vietnam War.

Grades: 9-12

Prerequisites: None

Other: 1 trimester

Sports in Society

Course Description: This course is designed to give students a better understanding of social, economic, and historical impact of sports on our society. Using the textbook, the internet and other news agencies and sources, students will acquire a better understanding of how sports have impacted our society.

Course Rationale: Sports in Society emphasizes the cultural, interactional, and structural dimensions of sports. This class encourages students to think critically about issues and controversies in sports while considering their own personal experiences, families, schools, communities and societies.

Grade Levels: 10 –12

Prerequisites: None

Other: 1 trimester

Political & Economic Theory

Course Description: This class will cover the foundations of the subjects of Politics and Economics. We will examine human cooperation/social interaction, and determine why and how humans cooperate. We will explain what the purposes of Economic Systems and a Government Systems are, and how they are meant to benefit all involved. We will also note the impact of these systems on varying groups (minority, majority, etc.), and will consider how these systems come to be and why people willingly engage in them.

Course Rationale: As we continue to live in a more global society, we need to understand our place in the world. Life in global society requires individuals to be flexible, responsive, and understanding of the demands of different cultures. This course helps students become better citizens of the world.

Grade: 11-12

Prerequisites: None

Success & Independent Studies

Senior Integrated Project

Course Description: This course provides seniors with the tools to prepare for life after high school. Areas explored will be colleges, careers, technical programs, and trade schools. Students will work on enhancing job related documents and skills, such as resumes and interviewing skills. Students will update their Educational Development Plan and put together their senior portfolio.

Course Rationale: Everyone needs to plan for their future. This course will help ensure all seniors have a plan for after high school.

Grades: 12

Prerequisites: None

Other: 1 Semester

Independent Study (I.S.)

Course Description: Students can take a variety of Independent Study courses. These are designed for any courses that do not fit into a student's schedule or for students to go beyond our current curriculum. These are designated with an I.S. in front of the name.

Course Rationale: There are times when a course won't fit into a student's schedule. Other times a student wants to go further within a subject. These courses are designed to support both of these.

Grades: 10-12

Prerequisites: Must register prior to the beginning of the trimester

Other: 1 Semester, By approval of teacher and counselor

Reading and Math Interventions/Resource Room

Course Description: Students will be provided with reading and math lessons at their individual learning level. These lessons will assist the student with closing the gap in their education, provide clarification for their current reading and math classes, and assist them with reaching their individual IEP goals.

Course Rationale: By teaching students at their current individual levels, this will assist the student with gaining skills necessary to be successful with their general education courses.

Grades: 9-12

Prerequisites: Active Individualized Education Plan (IEP)

Other: 1 Semester, Students must receive special education services to participate in this course, repeatable for credit

Adult and Daily Living Skills

Course Description: Students will learn skills in the areas of counting and making change, living from a budget, preparing simple meals, grocery shopping, writing their signature, doing laundry, basic cleaning procedures, making appointments, credit card safety, and more.

Course Rationale: These skills will help students become more self-aware and independent adults. This course provides the skills needed for more independent living.

Grades: 9-12

Prerequisites: Active Individualized Education Plan (IEP)

Other: 1 Semester, Students must receive special education services to participate in this course, repeatable for credit

Career Readiness

Course Description: Students will learn skills to help prepare them for careers. They will research career choices and training needed, look into job shadowing, practice filling out applications, practice interviewing skills, search for jobs using resources, practice independent living skills.

Course Rationale: This course will better prepare special education students for entering the workforce once completing high school.

Grades: 9-12

Prerequisites: Active Individualized Education Plan (IEP)

Other: 1 Semester, Students must receive special education services to participate in this course, repeatable for credit

World Languages & Studies

Spanish I

Course Description: Spanish I is an introduction to the Spanish language and Hispanic culture. The primary focus of this course is to provide students with the tools necessary to learn Spanish. The course will provide students with opportunities to read, write, listen to and speak (known as the four domains) the target language (Spanish). Learning Spanish is beneficial because many employers are seeking bilingual candidates and the number of Spanish speakers in the United States is rising.

Course Rationale: This course will prepare students for success in Spanish II. Additionally, students will acquire novice level proficiency in the target language.

Grades: 9-12

Prerequisites: none

Other: 2 Semesters

Spanish II

Course Description: Spanish II is the continuation of knowledge gained in Spanish I. In this course, students will further their understanding of the Spanish language. The course will incorporate Hispanic culture and provide students with additional opportunities to read, write, listen to and speak the target language.

Course Rationale: By the end of this course, students will acquire an intermediate low to intermediate mid-level of language proficiency in the target language. Students will be able to communicate consistently about present and future events through the four domains.

Grades: 10-12

Prerequisites: Passed Spanish I with a grade of C- or higher

Other: 2 Semesters

Spanish III

Course Description: Spanish III is a continuation of knowledge gained in Spanish II. Students will begin learning advanced grammatical structures. The course is taught primarily in Spanish.

Course Rationale: Students will continue learning Spanish through the four domains, and will be able to communicate about past events in the target language. By the end of the course, students will acquire an intermediate mid-level of language proficiency.

Grades: 11-12

Prerequisites: Passed Spanish II with a grade of C or higher

Other: 2 Semesters

Spanish IV

Course Description: Spanish IV is the continuation of knowledge gained in Spanish III. Students will continue to study advanced grammatical structures through the four domains. This course will be taught primarily in Spanish. At the end of the course, Students will have the opportunity to take the CLEP Spanish Language exam.

Course Rationale: Students will be able to communicate consistently and effectively using the various verb tenses. By the end of this course, students will acquire an intermediate high level of language proficiency.

Grades: 12

Prerequisites: Passed Spanish III with a grade of C or higher

Other: 2 Semesters

Hispanic Culture through Film

Course Description: In this trimester long course, we will examine Hispanic culture and traditions by watching various movies. We will also complete activities and research pertaining to these cultural topics and traditions. This will include Hispanic culture in the United States, Spain and the countries of Central and South America.

Course Rationale: This course is intended to introduce students to the various traditions of the Spanish-speaking world in order to enhance their study of the Spanish language, and its speakers. It is also intended to broaden their knowledge of the world and other cultures.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

Central America Civilization

Course Description: In this trimester long course, students will investigate the civilization of Central America. Students will investigate the culture and history of Central America through various projects where they complete research on various aspects of Central American life.

Course Rationale: This course is designed to give students an opportunity to appreciate the culture and history of what is known as Central America.

Grades: 9-12

Prerequisites: None

Other: 1 Semester

Courses Available Off-Campus

Jackson or Branch Area Career Centers

A qualified junior or senior may schedule vocational classes out of Jonesville High School, with the counselor's permission. Please visit their websites for more information about their program offerings. Students who wish to complete a program already offered at Hillsdale Area Career Center would be required to pay the tuition at these two Career Centers.

Hillsdale County Tech Center- See additional information about programs in the following pages

CONSTRUCTION TRADES

Course Description: 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.

Grades: 11-12

Credits: 6 Elective Credits per school year

MECHATRONICS

Course Description: 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.

Year 2: The 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.

Grades: 11-12

Credits: 6 Elective Credits per school year

HEALTH SCIENCES I/HEALTH SCIENCES II

Course Description: 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.

Year 2: 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.*

Grades: 11-12

Credits: 6 Elective Credits per school year

CYBERSECURITY AND DIGITAL FORENSICS

Course Description: 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.

Year 2: 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.

Grades: 11-12

Credits: 6 Elective Credits per school year

CRIMINAL JUSTICE AND PUBLIC SAFETY

Course Description: 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.

Year 2: 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.

Grades: 11-12

Credits: 6 Elective Credits per school year

WELDING, BRAZING AND SOLDERING

Course Description: 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.

Year 2: 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.

Grades: 11-12

Credits: 6 Elective Credits per school year

EDUCATION ACADEMY

Course Description: 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.*

Grades: 11-12

Credits: 6 Elective Credits per school year

Dual Enrollment

Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

- Students are in grades 9-12
- Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, ACT, or MME. For a complete list of qualifying scores, please see the counselor. Additionally, according to P.A. 160, eligible students may take courses for which there are no endorsements, such as Computer Science, Foreign Language, History, Political Science, or Psychology, as long as they have taken all sections of the MME, PLAN, ACT or College Board PSAT. State endorsement is not required in any specific area for this participation.

- Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
- The district must not offer the college courses. An exception to this could occur if the local board of education determines that a scheduling conflict exists, which is beyond the student's control.
- The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.

Student Responsibilities: If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact the counselor and get approval. The student may set up an appointment with the counselor to discuss courses that they wish to take. **If the district pays tuition for a college course and the student fails the course (less than a 2.0), the student/parents are responsible to reimburse the district for the tuition and fees paid on behalf of the student. All books associated with the selected course are paid for by the district.**

Hillsdale County Early Middle College –HCEMC

Hillsdale County Early Middle College was founded in 2017 as a collaboration of the Hillsdale County ISD, Hillsdale County School Districts, and Jackson College. Its mission is provide an extension of the Postsecondary Enrollment Options Act (PA 160 of 1996) and the Career and Technical Preparation Act (PA 258 of 2000), designed to offer students the opportunity to earn a high school diploma and at the same time, either an Associates Degree or transferrable college credits, the Michigan Early Middle College Association (MEMCA) technical certification, or an industry-recognized certificate, through an additional fifth year of study. Information about the program is as follows:

- Students are in grades 11, 12, 5th year of high school
- Students must declare themselves as an EMC student prior to beginning the 11th grade
- To be on time graduates, students (earning less than 60 transferrable credits through their fifth year), must have completed each of the following:
 - The State of Michigan high school graduation requirements
 - A member school's MEMCA approved College Readiness Curriculum
 - A minimum of 15 college credit hours (nonremedial courses)
- Students must complete one of the following options:
 - 100 hours of verified community service
 - A minimum of 40 hours of verified career exploration, internship, job shadowing, or clinical experience
 - A combination of the two that equals 70+ hours

The MEMCA certificate provides verification among the Michigan Department of Education, the school district, and the higher education partner that the graduate has completed the above requirements.

Student Responsibilities: If you and your parent(s)/guardian believe you are eligible for HCEMC, qualify for tuition and fee support, and wish to participate, contact the counselor and get approval. The student's Educational Plan (EDP) must reflect the 5th year of instruction and is signed by the student, the parent, and school official. **If the district pays tuition for a college course and the student fails the course (less than a 2.0), the student/parents are responsible to reimburse the district for the tuition and fees paid on behalf of the student. All books associated with the selected course are paid for by the school district.**

Work Based Learning

The term Work-Based Learning means sustained interactions with employers or community professionals in real workplace settings, to the extent practical, or simulated environments at an education institution (Hillsdale County Career Center, Litchfield Regional Training Center, Branch Area Career Center) that foster in-depth, first hand engagement with tasks required of a given career field, that are aligned to curriculum instruction, and CTE Program standards. Students may be required to complete an Edmentum Tri3 Career Skills or similar course online in conjunction with the work based learning. WBL students are required to fill out application packets available from the counselor and/or coordinator and may have already aligned themselves with a professional or business with whom they desire to learn/work. Students will participate in completing appropriate WBL documentation which must be on file including training plans/agreements and timesheets that must be maintained pursuant to prescribed retention scheduled in compliance with the MDE Pupil Accounting Manual. A pupil is allowed not more than 24 hours of work per week while school is in session, unless 18 years or older. All child labor

laws shall be followed. Safety related training (OSHA 10 or similar) must be completed and typical personal protective equipment must be worn/utilized as appropriate while engaged in work activity. Career Readiness WBL experiences are subject to pre-employment site reviews and on-going field audits to ensure that new employee orientation training, safety measures (machine guarding, fire extinguishers, etc.), and first responder systems are meaningful and appropriate.

Course Rationale: This course encourages students to become practiced with the interaction of social skills and of the work in selected fields of interest. Students must be placed in a WBL experience that matches their Educational Development Plan (EDP) and career interests.

Grades: 11-12

Credits: up to 4 elective credits per year (additional credits can be discussed with counselor and administrator).

Hillsdale Beauty College

Hillsdale Beauty College offers the tools and resources that students need to be prepared to fulfill all of the State Board of Cosmetology requirements. Students will prepare their skills and knowledge in hair, skin, and nail services. Latest trends in the beauty industry, along with skills to communicate and understand client needs will also be addressed. Jonesville Community Schools contracts with the HBC to allow students to leave campus and attend classes at HBC. Students and parents may have a responsibility to pay for portions of this program, as agreed upon between the district, student/family, and Hillsdale Beauty College.

Grades: 11-12

Credits: 4 elective credits per year (additional credits can be discussed with counselor and administrator).

Future Proud Michigan Educators (FPME)/Pre Education Academy

The pre Education Academy program is designed to give students who desire to become teachers a practicum experience to learn what it is like to be a teacher. The program will allow students an opportunity to explore the nature of the teaching profession: to examine the critical issues within education; to work closely with a cooperating classroom teacher who would assist the student with the skills needed to enter the profession. Students will participate in online modules related to the teaching profession. These modules were designed specifically for this program and are used countywide. This program is meant to be an introduction to the Education Academy at Hillsdale Area Career Center.

Based on a developed EDP, an appropriate classroom placement, module based curriculum, and collaborative evaluation, students will explore the teaching profession through coordinated activities in the field. The participating students will be active in classroom management including lesson design and implementation. Students will meet regularly with other students in the program across the county for a seminar experience. This course is primarily open to 10th graders that are interested in a career in the field of education: Teacher, Counselor, Day Care Worker/Owner, Classroom Assistant, Para Professional, Coach, Social Worker, School Psychologist, etc. This course will let you explore as you begin to make career choices that will guide your school experience.

Grades: 10-12

Credits: 1-2 credits per semester, up to 4 credits per school year (additional credits can be discussed with counselor and administrator).

Students Desiring Academic Challenges

Advanced Placement Courses

Jonesville High School offers Advanced Placement (AP) courses in English (p.11), Calculus (p.17), Biology (p.19), and U.S. History (p.21). The Board of Education has adopted policies that allow students to take the challenging courses under a 5 point scale due to the difficulty of the course work. Jonesville Community Schools also pays for all of the AP testing so there is no cost to the student. If the student desires the 5 point scale, they must take the AP exam. AP scores higher than a three **may** earn students college credit. These courses are excellent preparation for post-secondary education.

Independent Studies

Students who have an interest in a specific area of study that is not part of a course offered at Jonesville High School can present their idea for an independent study to a teacher certified in that subject matter. If the teacher agrees that it is a worthwhile endeavor and is willing to supervise the study, the student may take independent study for credit. A detailed presentation is required at the end of the independent study to the principal, counselor and other faculty as desired.

Michigan Virtual University

The Michigan Virtual University catalog can be accessed at michiganvirtual.org/courses/students.

Students wishing to take a course through Michigan Virtual need to get approval from the counselor. It is important that the chosen course is suitable for the student and that the student will be able to meet all graduation requirements required by Jonesville High School.

Virtual Learning

The Jonesville School District has a contract with Edmentum and are able to offer a wide variety of courses to students seeking a challenge or an expansion of the standard curriculum. The Edmentum catalog can be accessed at www.edmentum.com. Students wishing to take Edmentum courses need to get approval from the counselor. It is important that the course is suitable for the student and that the student will be able to meet all Jonesville High School graduation requirements.

Dual Enrollment

Students may choose to take a college course that is not available at Jonesville High School. Most students take courses at Jackson College, but dual enrollment can be earned through other colleges as well (i.e., Washtenaw Community College, etc.). Please see the Dual Enrollment section (p.27) of the Course Catalog to find out more information about the process.

Testing Out

In order to show knowledge and advance through the curriculum to more difficult choices, students have the ability to test out. If the student is interested in testing out of a course, they must contact the building principal. If the student passes the final exam with a C or higher, they will earn the credit for the course. A student may request a study guide for the exam.