

# Hillsdale High School

## Building Character, Expecting Excellence

*2021-2022 School Year*

Dear Hillsdale High School Students and Parents:

Hillsdale High School has established a diverse and comprehensive offering of courses and learning opportunities designed to ensure that all students graduate career and/or college ready. Attending high school requires students and families to work closely with professional educators to make important choices that will benefit each and every young person in preparation for the day he/she graduates from Hillsdale High School.

The Goal for Every Hillsdale Graduate is to achieve one of the following goals on or before graduation day:

1. Accepted and enrolled in the college/university of the student's choice
2. Enlisted in a chosen branch of the United States Military
3. Successfully completed a Career Center Program, meeting the **Industry Standards** or classroom instructional program requirements to be gainfully employed

And/or

4. Enrolled in an apprenticeship program in a career of the student's choice

This Course Registration Manual contains valuable information needed for every student to develop his/her personal high school Graduation Plan. It also includes important information regarding policies, procedures, timelines and Ohio School law requirements for course registration and graduation with a high school diploma. Each year students and parents should reflect on the student's success and career interest to make important revision to the high school plan. As you review the information contained in this Course Registration Manual, you will find many familiar courses in traditional academic areas. In addition, our curriculum offers a rich variety of elective courses and program of study opportunities. We encourage all students to make good choices and take advantage of the many excellent educational opportunities as they plan to enter the career pathway(s) of their choice.

Please know we have established a structured timetable for the course registration process that will allow you to make well informed decisions regarding course selection. Please discuss with your son/daughter what is in the best interest for them and invest as much time as necessary to work in partnership with school staff to ensure that today's choices result in a lifetime of success!

Davis Baker, Principal  
Hillsdale High School  
419-368-6841

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## Hillsdale High School Course Offering Guide and Planning Guide 2021—2022

This resource provides both general and specific information about Hillsdale Schools' course offerings, graduation requirements, school policies and high school and college planning. This information will be useful as you select courses for your high school career and as you prepare for post-secondary education and life-long learning.

What you will find in this resource:

- Descriptions of each course
- Graduation requirements
- High school and post-secondary planning information
- Answers to frequently asked questions regarding course registration

Your counselor is your central contact for the course registration process and is available to answer your questions, help you find information and provide guidance in your course selections.

This guide is also available online through the Hillsdale Local School District's website, [www.hillsdale.k12.oh.us](http://www.hillsdale.k12.oh.us) High School tab, then Guidance tab



# Ohio's High School Graduation Requirements

## Classes of 2021 and 2022



It's Your **Future.** Get **Ready.**

**Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.**

As a student entering ninth grade between **July 1, 2017** and **June 30, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

### Cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

#### Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

You have the option to show you are ready by meeting the **original three graduation pathways** below that were available when you entered high school.

### Show you are ready

Use at least one pathway to show that you are ready for college or a job.

#### 1. Ohio's State Tests

Earn at least 18 points on seven end-of-course state tests. End-of-course tests are:

- Algebra I or Integrated Math I
- Geometry or Integrated Math II
- American Government
- American History
- English I
- English II
- Biology

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Report Cards for all students' scores and participation on state tests.

OR

#### 2. Industry credential and workforce readiness

Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.

OR

#### 3. College and career readiness tests

Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

The Ohio Department of Higher Education works with Ohio's universities to set the remediation-free scores for the ACT and SAT tests. Periodically, for a variety of reasons, these scores may be adjusted. For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirement. The most up-to-date information regarding remediation-free scores can be found on the Department's graduation requirements webpage.

OR

(see reverse side)

You can meet **new requirements** by demonstrating competency and readiness for a job, college, military or a self-sustaining profession.

## Show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

**Is testing not your strength?** After you have taken your tests, there are three additional options to show competency!

### Option 1.

#### Demonstrate Two Career-Focused Activities\*:

##### Foundational

Proficient scores on WebXams

A 12-point industry credential

A pre-apprenticeship or acceptance into an approved apprenticeship program

##### Supporting

Work-based learning

Earn the required score on WorkKeys

Earn the OhioMeansJobs Readiness Seal

### Option 2.

#### Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

### Option 3.

#### Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

\*At least one of the two must be a Foundational skill

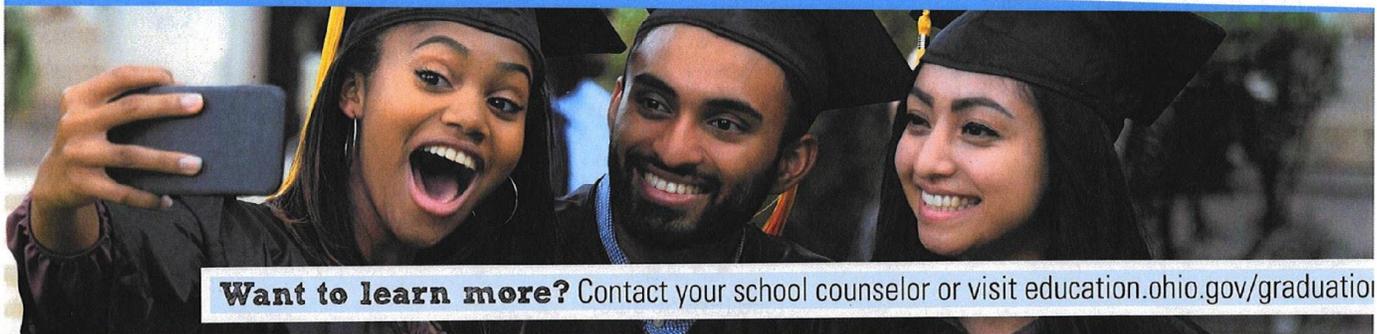
**AND**

## Show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

**At least one of the two must be Ohio-designed:**

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)



**Want to learn more?** Contact your school counselor or visit [education.ohio.gov/graduation](http://education.ohio.gov/graduation)

# Ohio's High School Graduation Requirements

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- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

###### Supporting

- Work-based learning
- Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

#### Option 2.

##### Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

#### Option 3.

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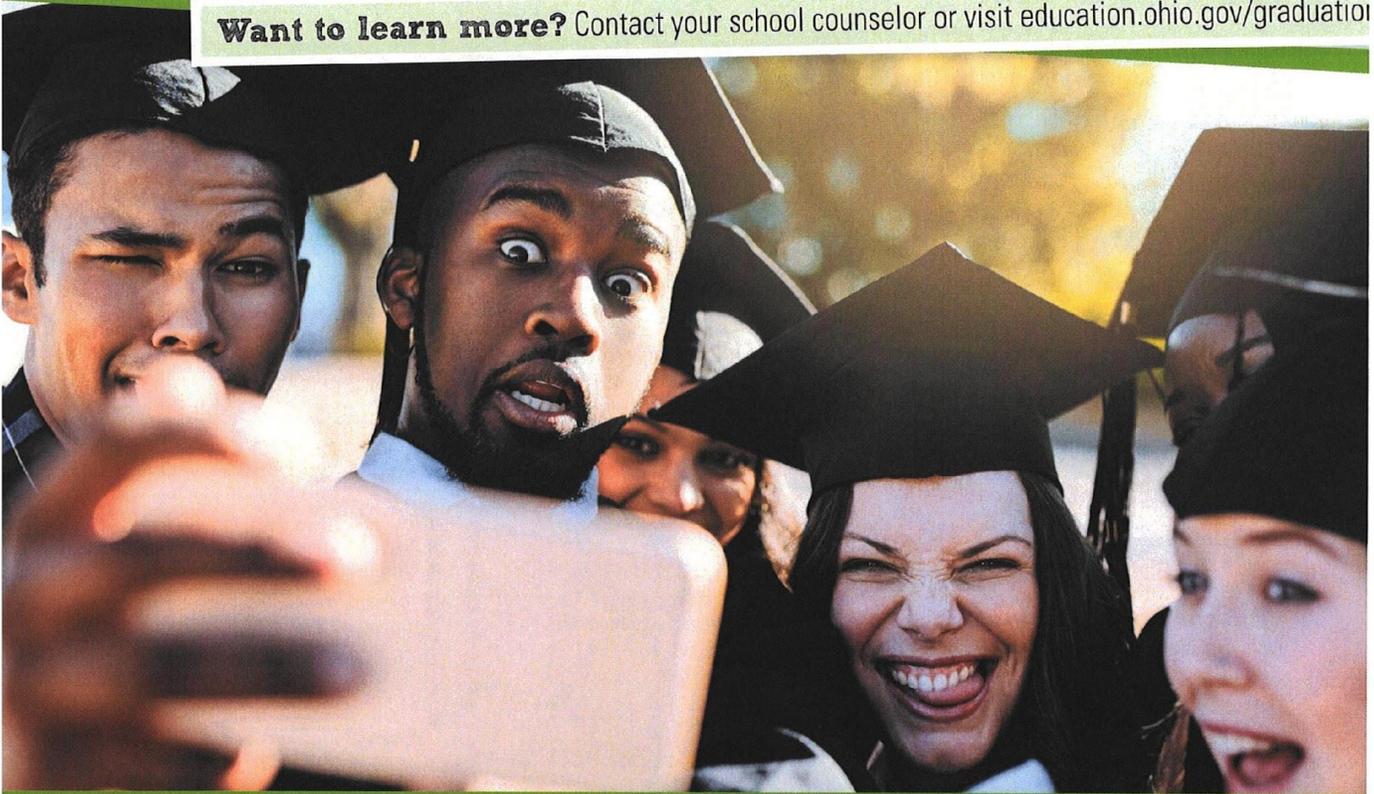
### **Third, show readiness**

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

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**Want to learn more?** Contact your school counselor or visit [education.ohio.gov/graduation](https://education.ohio.gov/graduation)



# Graduation Plans and Policies for Identifying Students

## At Risk of Not Graduating

*Each Child, Our Future*, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing workplace. Specifically, the plan seeks to ensure that high school inspires students to identify paths to future success and recognizes that students demonstrate a variety of skills and knowledge in different ways. These important sets of knowledge, skills and dispositions are necessary for high school graduates to be successful in the workplace, college, the military or other self-sustaining professions.

In support of this student-centered approach, the Ohio General Assembly enacted a requirement for each board of education of a school district and governing authority of a chartered nonpublic school to adopt a policy regarding students who are at risk of not qualifying for a high school diploma.<sup>[1]</sup> To assist districts and schools, the Department prepared this summary of the requirements under the new law.

### Graduation Planning:

In accordance with [Ohio law](#), each student, beginning in grade 9 and continuing on through high school graduation, is required to develop and maintain a graduation plan.

The graduation plan:

- a. must be developed by the student and a representative of the district or school and updated each school year in which the student is enrolled in the district or school until the student qualifies for the high school diploma. The district or school must invite the student's parent, guardian or custodian to assist in the development and updating of the graduation plan.
- b. must address the student's academic pathway to meet the curriculum requirements specified by the district or school and satisfy graduation conditions.
- c. documents the student's progress and/or deficiency in meeting the terms of a graduation plan.
- d. must be used as both a criterion and a procedure for identifying at-risk students in the district or school's policy on identifying students at-risk of not qualifying for a high school diploma (outlined below).
- e. supplements and enhances a [school district's policy on Career Advising](#).
- f. may be a student's individualized education program (IEP) in lieu of a separate graduation plan under the above criteria, if the individualized education program contains academic goals substantively similar to a graduation plan.

### Graduation Planning Template

The Department, in collaboration with many school counselors and administrators throughout the state, has developed a [draft Graduation Plan for the use in Ohio high schools](#). This template can be used by school counselors, administrators, students and their parents to ensure they are on track to graduate and they have had every option available presented to them to do so. The goal of this template is to create a

resource for schools, but it is in no way required that schools use this template. Schools are welcome to edit this template to meet their own needs.

If you have suggestions for improvement of this document, or thoughts on its use, please feel free to contact Graham Wood at [graham.wood@education.ohio.gov](mailto:graham.wood@education.ohio.gov). This document will continually be updated as more feedback and input are gathered. Please note the modification date to ensure that you are using the most up-to-date version

## **Policy on Identifying Students At-Risk of Not Qualifying for a High School Diploma**

In accordance with [Ohio law](#), each school board and governing authority must adopt a policy regarding students who are at risk of not qualifying for a high school diploma, no later than June 30, 2020. Policies must require a district or school to:

2. Develop a graduation plan for each student enrolled in grades 9 through 12 in the district or school.
3. Develop criteria for identifying at-risk students.
4. Develop procedures to identify students who are at-risk of not qualifying for a high school diploma starting in grade 9 and proceeding each year through grade 12.
  - a. Procedures must include a method for determining if a student is not making adequate progress in meeting the terms of their graduation plan.
5. Develop a notification process in which the district or school will notify an at-risk student's parent, guardian or caregiver in each year that the student has been identified.
  - a. The notification process must include written notification that includes the following criteria:
    - A statement that the student is at risk of not qualifying for a high school diploma;
    - A description of the district's or school's curriculum requirements, or the student's individualized education program, and, as appropriate, the student's graduation pathway options;
    - A description of any additional instructional or support services available to the at-risk student through the district or school.

Assist at-risk students with additional instructional or support services to help students in meeting graduation requirements and plan for those supports within their required [Student Success Plan](#).

Instructional and support services may include, but are not limited to, the following:

- a. Mentoring programs (consider using the [OhioMeansJobs-Readiness Seal](#) as a framework);
- b. Tutoring programs;
- c. High school credit through demonstrations of subject area competency (for example, [credit flexibility](#));
- d. Adjusted curriculum options;
- e. Career-technical programs;
- f. Mental health services;
- g. Physical health care services;
- h. Family engagement and support services.

For more information, please direct questions to [gradrequirements@education.ohio.gov](mailto:gradrequirements@education.ohio.gov)

# Graduation Requirements Worksheet

This tool can be used to plan your academic program; record credits earned, and track progress toward fulfilling graduation listed on page 4. Each block represents 1.0 credit (2 semesters)

*Example— By the end of sophomore year, a student's English credits may look like as shown below. This example also shows that the student is planning to take English III in the upcoming year.*

**English Language Arts (ELA) = 4 credits**

English I 1.0 Credit	English II 1.0 Credit	English III 1.0 Credit	English IV 1.0 Credit	English Elective
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**English—4 Credits**

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**Mathematics—4 Credits**

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**Science—3 Credits**

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**Social Studies— 3 Credits**

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**Health— 0.5 Credit**

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**Physical Education — 0.5 Credit (or PE Waiver - 0 Credit)**

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**Electives— 6.0 Credits**

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## Ohio State Tests (Classes of 2021 & 2022)

For each of the seven Ohio state tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation option, a student must earn a minimum number of 18 points from all tests.

This graduation option gives a student flexibility in accumulating 18 points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on English tests, four points on math tests and six points on science and social studies tests.

PERFORMANCE LEVEL	GRADUATION POINTS
<b>Advanced</b>	5
<b>Accelerated</b>	4
<b>Proficient</b>	3
<b>Basic</b>	2
<b>Limited</b>	1

***Students may earn graduation points through the following***

1. **SUBSTITUTE TESTS – CLASSES OF 2019 AND BEYOND**
  - Students taking Advanced Placement or International Baccalaureate courses in American history or American government may take tests specially designed for these courses instead of the state end-of-course test for that kind of course, to avoid double testing.<sup>1</sup>
  - Students taking College Credit Plus courses in these subjects will use the course grade, not end-of-course test points, to determine their points earned toward graduation.<sup>2</sup>

1 - The following table is to be used to convert Advanced Placement and International Baccalaureate test scores to graduation points for valid courses.

<b>AP AND IB CROSSWALK TO GRADUATION POINTS</b>		
ADVANCED PLACEMENT	INTERNATIONAL BACCALAUREATE	GRADUATION POINTS
4 or 5	6 or 7	5
3	4 or 5	4
2	2 or 3	3
Not applicable	Not applicable	2
1	1	1

2 - The following table is to be used to convert College Credit Plus grades to graduation points for valid courses.

<b>COLLEGE CREDIT PLUS COURSE GRADE</b> <i>(SOCIAL STUDIES AND SCIENCE SUBSTITUTE COURSES)</i>	<b>OHIO GRADUATION POINTS</b>
<b>A or B</b>	5
<b>C</b>	4

D	3
Not applicable	2
Not applicable	1
F – Fail or drop the course	0

3 - The following conversion chart should be used to determine the number of graduation points a student will receive based on the grade the student receives for high school courses prior to end-of-course tests being available. (This is not applicable to students choosing the new OGT options.)

HIGH SCHOOL GRADE	OHIO GRADUATION POINTS
A	5
B	4
C Earned Credit or Passed Course	3
D	2
Not applicable	1

## Diploma with Honors Criteria

**Class of 2021 and beyond must use the revised criteria found at:**

<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas>

### Scheduling

Each year Hillsdale High School creates a request-based master schedule. Student course requests are entered into our system, shared with the counselor and accommodated to the extent the system allows. Students receive a course schedule at Materials Pick Up.

### STUDENT SCHEDULES

**All students who attend Hillsdale High School must be full-time students. A full-time student is defined as a student who is enrolled in six out of seven periods. A full-time schedule as defined in this paragraph will allow a student to have lunch and a study period and meet Hillsdale Schools' graduation requirements.**

Participation in student programs, including Ashland County West Holmes Career Center

(ACWHCC), Pioneer Career Center, and the Wayne County Career Center provides blocks of credit and qualifies as part of a full-time student schedule.

### SELECTING COURSES

Each year students participate in a course selection process during which they request courses for the next school year. Students select courses based on many factors, including but not limited to their progression toward meeting graduation requirements, their post-secondary goals, and interests. Current high school students enter their course requests through scheduling software in April at the Counselor's direction. Incoming 9th grade students select courses using a form provided in April. After students receive their Course Verification Form in May and if the sections and/or seats are available, students may amend

a selection as described on the Course Verification Form until the deadline. After that time, any changes to schedules must be completed during material pickup in August, before the first day of the school year.

The following circumstances will be considered a valid reason for changing a course request:

- Student lacks a prerequisite for the selected course
- A different course is needed to meet graduation requirements
- An error in recording student information is made
- Student fails a required course
- A higher education institution recommends in writing an additional course

## **GRADUATION REQUIREMENTS & COURSE OFFERINGS**

The Ohio Department of Education has developed graduation requirements that have a performance based component. Students will be required to take end-of-course examinations in specified subjects and obtain scores designated by the Ohio Department of Education on such tests in order to receive a high school diploma. Courses for which the Ohio Department of Education requires end-of-course examinations are English II, Algebra I, Geometry, Biology, American History and American Government. Students will need to be enrolled in the HHS Courses listed above in order to take the required state tests necessary to earn graduation points, as required by law, in order to receive a high school diploma.

\*Subject to revision by ODE. Students enrolled in an advanced placement or international baccalaureate course, or a college credit plus or advanced standing program, shall take the A.P. or I.B. examination or applicable examination under college credit plus or advanced standing in lieu of the Biology, American History or American Government end-of-course examinations.

## **SUBSTITUTING A COURSE**

During material pickup days in August, students may substitute a course that has seats available in it for a course in their schedule. The course that is being substituted must meet during the same period and must maintain the student's progress toward graduation. Courses dropped during this course substitution period will not appear on the transcript.

## **ADDING A COURSE**

Students may add a course to their schedules to replace a dropped course or a study hall prior to the first day of the school year. Schedule changes after the first day of classes are subject to administrative approval based on a compelling reason.

## **DROPPING A COURSE**

Students enrolled in more than 6 credit-producing courses may withdraw from a course without penalty through the fifth day of the semester. Students who have failed a prerequisite and must make a schedule change will work with the Guidance Counselor to complete the schedule.

A course dropped after the fifth day of the semester will be indicated by a "WF" (withdraw/failure) on the transcript and the failing grade will be calculated into the student's grade point average (GPA). The approval of the counselor and a parent/guardian is necessary in order to drop a course.

## **CHANGING LEVELS**

We expect students to have made careful and informed choices during course selection because they have been involved in and supported during the process. However, if a student has made every effort to seek academic support and the course still eclipses the student's ability, a level change may be considered. The student and his/her teacher, parent and the counselor will confer regarding the change. Changes will not be made to accommodate personal preferences and/or if seats are not available. Students must remain in class until the level change is approved and scheduled by the counselor.

## Additional Credit Options

### COLLEGE CREDIT PLUS (Due April 1)

Hillsdale High School has partnered with North Central State College and other Ohio colleges and universities to provide courses (noted as CC+) to be taken for both high school and college credit. A student will be enrolled through CCP and receive qualifying testing to enter the course(s) selected. Hillsdale faculty are CC+ adjunct instructors. Students will earn both high school and college credit for course work.

College Credit Plus courses that are taken at the college/university or taken online and require a book, Hillsdale High School pays for those books. At the completion of the course, the book(s) must be returned to Hillsdale High School. **Failure to return the book(s) to Hillsdale High School will result in a financial obligation and you will be responsible for submitting payment to Hillsdale Local Schools.**

### CREDIT FLEXIBILITY

Ohio's plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study available for a particular subject and tailor the learning time or conditions needed (to shorten or lengthen the time necessary to complete a high school diploma and/or post-secondary degree). In these ways, students can customize aspects of their learning around more of their interests and needs. For more detailed information on Credit Flexibility and/or an application see the Guidance Counselor.

### CAREER CENTER PROGRAMS & REQUIREMENTS

To enroll at the Career Center, students must have earned eight (8) credits in their freshman and sophomore year, (2 units of credit each in English and math, 2 units in science and one (1) social studies, 1/2 unit each in health and physical education (or PE Waiver), and an

elective). Other students are to be considered if they are 16 years of age by January 1st following enrollment year, your counselor recommends, and approved by the principal of the two schools even though they have not completed the eight (8) credits.

Students who attend may participate in any HHS clubs or athletic teams, they are brought back for all special programs, all of their school records are kept at HHS and HHS awards the diploma to all of its students who attend the Ashland County-West Holmes Career Center.

### ASHLAND COUNTY-WEST HOLMES CAREER CENTER

One, two and three year programs are available at the Ashland County-West Holmes Career Center located on Route 60, south of Ashland, an extension of Hillsdale High School houses vocational programs. The purpose of the vocational school is to prepare students for gainful employment in one of the following areas:

1. Animal and Veterinary Science
2. Auto Body Technology
3. Automotive Technology\*\*
4. Career Based Intervention(CBI)
5. Construction Technologies \*\*
6. Cosmetology
7. Criminal Justice\*\*
8. Culinary Careers Management
9. Early Childhood Education
10. Engineering & Design Technology\*\*
11. Graphic Communications
12. Health Technologies Cluster\*\*
13. Job Training Coordination
14. Networking & Electronics\*\*
15. Robotics and Advanced Manufacturing Technology
16. Sports Medicine\*\*

\*\*Tech Prep – Students are required to have taken Algebra prior to enrolling.

### SUMMER SCHOOL

Hillsdale Local Schools supports students who have encountered a credit deficiency to summer school programs through the Career Center and

Tri County ESC. Contact the Guidance Counselor should your circumstances warrant. Summer school course completion does not substitute for any HHS course requirement, nor does summer school course work apply towards a student's athletic eligibility, in accordance with the Ohio High School Athletic Association bylaws.

### **NCAA**

To participate in athletic competition at a Division I or Division II school, students must meet the NCAA initial eligibility requirements. Please see the website at: [www.NCAAClearinghouse.net](http://www.NCAAClearinghouse.net) for details about eligibility requirements and a complete list of approved core courses. You may also see your counselor for NCAA information.

### **OHSAA Athletic Eligibility**

In order to be eligible in grades 9-12, a student must be currently enrolled and must have been enrolled in school the immediate preceding grading period. During the preceding grading period, the student must have received passing grades in a minimum of five one-credit courses or the equivalent, which count toward graduation.

The eligibility or ineligibility of a student will be determined on the date grade cards are printed following the conclusion of the preceding grading period, at which time the grades from the immediately preceding grading period become effective. EXCEPTION: Eligibility or ineligibility for the first grading period commences with the start of the fall sports season.

A student enrolled in the first grading period after advancement from the eighth grade must be passing 75% of those subjects carried the preceding grading period in which the student was enrolled.

### **GRADING**

The goals of education are accomplished by the pursuit of knowledge and understanding rather than the pursuit of grades.

Hillsdale High School uses the letter grading system to represent the different levels of achievement recognized in each course. Plusses and minuses are used to reflect the range within each grade that the student has earned at the conclusion of each marking period.

A: This grade indicates clear and convincing evidence of deep knowledge and detailed understanding of the concepts and skills learned in the course.

B: This grade indicates evidence of substantial knowledge and consistent understanding of the concepts and skills learned in the course.

C: This grade indicates evidence of basic knowledge and understanding of the concepts and skills learned in the course.

D: This grade indicates evidence of limited knowledge and understanding of the concepts and skills learned in the course.

F: This grade indicates that the student has not met minimum requirements and will receive no credit. Evidence of knowledge is incomplete or has so many misconceptions the student cannot be said to understand the concepts learned in the course.

P: This grade indicates a non-graded passing mark toward earning academic credit for coursework.

I: This grade indicates incomplete work and no credit.

*Incomplete grades are changed to F if the student has not completed all work within two weeks at the end of a grade period.*

W: Withdraw no penalty.

WF: A student will receive no credit for the course. This grade indicates the student has withdrawn in the course after two weeks. The

grade of failure is used to calculate the students' grade point average.

### **FEES AND MATERIALS**

Fees will be assessed in lab or academic classes where supplies are consumed. These fees will be determined by the amount of board-purchased materials used in the class. Students who enroll in certain courses will be expected to pay a fee to take those courses. Students will also be expected to purchase workbooks, lab manuals, materials, etc. that the school feels is necessary for the teaching of a particular course.

### **STUDENT COURSE LOAD**

A minimum course load of five and one-quarter units of credit each year will meet graduation requirements. Students should take additional courses based on their needs, time and interests. It is recommended that students and their parents consider the demands of the course description, students' abilities, outside interests and extra-curricular programs when considering additional courses. The average freshman schedule is usually 5 ¼ to 5 ¾ credits. All students must be enrolled in a minimum of six (6) periods each semester.

### **GRADE PLACEMENT STANDARDS/STATUS**

Tenth Grade – A student earning the sophomore class-first semester, 10<sup>th</sup> grade must have earned a minimum of five (5) units in the 9<sup>th</sup> grade.

Eleventh Grade – A student will be advanced to the junior class – first semester of 11<sup>th</sup> grade – when he/she has earned a minimum of ten (10) units.

Twelfth Grade – A student will be advanced to the senior class – first semester of 12<sup>th</sup> grade – when he/she has earned a minimum of fifteen (15) units.

## **High School Standardized Testing**

### **OHIO STATE TESTS**

Ohio State Tests measure how well students are mastering content aligned with Ohio's State Standards in the areas of ELA, Math, Science and Social Studies.

### **National Assessments**

#### **PSAT/NMSQT**

The PSAT/NMSQT is designated to be a practice test for the SAT test. While the test is designed for juniors, sophomores and freshmen may take the test. The test taken during the junior year is used in entering the National Merit Scholarship Corporation competition for scholarships and recognition. The PSAT is a voluntary test. Registration begins in September through the Guidance Office. The test is given in October.

#### **ACT**

The ACT is a college admission test. In addition, ACT scoring data is used in order to qualify students for admission into the College Credit Plus coursework available at Hillsdale High School.

Hillsdale High School is a testing site for the ACT, which is administered six times during the school year calendar. Testing dates are available through the Guidance Office or by the website: [www.ACTstudent.org](http://www.ACTstudent.org).

The ACT measures the knowledge, understanding and skills that a student has acquired in the areas of English, Mathematics, Reading and Science Reasoning. The ACT also has an optional writing test that students may register to take. Students should check with colleges to determine if they require the writing portion of the test. It is recommended that the ACT be taken in the spring or summer of the student's junior year. These nationally administered ACT's are offered multiple times each year.

#### **SAT**

The SAT is a college admission testing program operated through The College Board: [www.collegeboard.org](http://www.collegeboard.org). Consisting of two tests: SAT Reasoning Test – a four-hour test

primarily multiple choice, that measures verbal and mathematical reasoning abilities and writing skills and SAT Subject Test – one hour tests measuring a students' knowledge in a particular subject. This test may be needed for students considering attending college outside of Ohio.

### **ADVANCED PLACEMENT PROGRAM**

Advanced Placement Tests (AP), sponsored by the College Board and administered by Educational Testing Services, allow students to earn college credit for courses taken in high school. Approximately 55 percent of the nation's high schools offer some college level AP courses. HHS students participate in Advanced Placement programs and take the AP exams each spring. The College Board offers AP testing in 30 different subject areas. Scores range from 1 to 5, with 1 being low and 5 being high. A score of 3, 4, 5 on an AP test may earn college credit.

The Advanced Placement Tests will be offered for any students taking courses at HHS in 2020-2021. Students not taking AP courses may also make arrangements with the guidance counselor to take an AP test for the purpose of testing out of a high school class, earn college credit or both. Students will be required to pay for the cost of an AP test. See your guidance counselor for more information.

## **Making Your Senior Year Count!**

Seniors have worked hard for years, completing projects and preparing for college admission. Some students tend to approach their senior year by



limiting their focus to the college application process or in pursuing opportunities in the world of work, rather than pursuing additional opportunities for academic growth and achievement.

The lack of academic focus can jeopardize your chances for success in college/work. This can also affect grades – college admissions and human resource directors pay close attention to your senior year performance.

### **Senior Year Grades and College Admission**

Many students mistakenly believe that preparing for college ends after the eleventh grade. However, the senior year – the entire senior year – is actually of particular interest to colleges.

#### Applying

Many college applications (including the Common Application) require you to list your senior courses, including information about course levels and credit hours. It will be very obvious to admission officers if you have decided to “take a year off.”

Many colleges also include, as part of the application, a form called the mid-year grade report. Your counselor completes the form with the first semester grades and sends it to the colleges to which you have applied. It then becomes a critical part of the application folder.

#### Accepted

Many college acceptance letters include warnings to students such as, “Your admission

is contingent upon your continued successful performance.” This means colleges reserve the right to deny you admission should your senior grades drop.

### **Not College Bound – why your senior year is important for YOU!**

Should you be pursuing opportunities in the job market or seeking admission into the Armed Services, your senior year is of equal value and importance to have a solid performance in your senior classes. Business human resources officers and military recruiters always check on students’ senior year course performance, attendance and involvement in school sponsored activities. Job applications typically seek input from schools on student performance, especially in a student’s senior year.

### **Make the Most of Your Senior Year**

Senior year is the opportunity to strengthen your skills and broaden your experiences and to prepare for all of the challenges ahead. A successful senior year will help launch you on the path to a successful future.

### **Maintain a Challenging Course Load**

You should take the most rigorous courses available. As appropriate, consider College Credit Plus or AP courses, which can also earn you credit at all Ohio Public Colleges.

### **Stay Active and Involved**

Your continued involvement in activities, sports, volunteer work, etc., will help you stay active and focused throughout your final year. A great internship or career-focused job opportunity can help motivate you to start considering career options. Meaningful and significant experiences will help prepare you to make informed decisions about your education and career goals.

# Student and Parent/Guardian Responsibilities

## Grades 9 & 10

### THE STUDENT SHOULD...

- Try taking a challenging course related to your goals.
- Become active in academic, extra-curricular, and/or community activities.
- Learn about school services that can help you with academic and personal problems.
- Learn about the types of colleges available.
- Talk with your parents, teachers and school counselor about your interests and hopes.
- Learn about money. Start saving from part-time and summer jobs.
- Keep exploring career options.
- Talk with college students and people in the workforce.
- Write or call for college catalogs or brochures.
- Visit college campuses.
- Check to make sure the classes you are taking help you achieve your goals.



## Grades 9 & 10

### THE PARENTS/GUARDIAN SHOULD...

- Continue your savings plan.
- Provide some guidelines on studying at home and/or encourage your child to take advantage of study help options at school.
- Attend parent meetings and/or meet your child's teachers and counselor.
- Encourage your child to attend college entrance exam prep classes and after school tutoring sessions.
- Visit colleges with your child.
- Look carefully through the high school course offerings to make sure your child is aware of all the classes available that might help achieve his/her goals.
- Verify course registration.

# Student and Parent/Guardian Responsibilities

## Grade 11

### THE STUDENT SHOULD...

- Keep your grades up. Get help if you need it.
- Continue to take college prep-courses.
- Keep active in a school or community activity.
- Apply to take general college entrance exams.
- Investigate colleges regarding your interests, courses, support programs and financial aid.
- Start narrowing down the number of schools you are seriously considering. Visit them if possible.
- Continue to explore career interests and discuss them with your parents, teachers and school counselor.

## Grade 12

### THE STUDENT SHOULD...

- Make a choice of 3-5 post-secondary options that meet your needs and interests.
- Visit our top school choices and talk with admissions, financial aid and placement officers.
- Apply to colleges on time.
- Complete FAFSA and apply for all financial aid and scholarship opportunities.
- Continue your savings plan.
- Continue to participate in school and community activities.
- Talk with your counselor & parents about your graduation plan and after graduation goals.
- Graduate!



## Grade 11

### THE PARENTS/GUARDIAN SHOULD...

- Continue your savings plan.
- Visit colleges with your child and speak with financial aid and admissions officers.
- Attend parent activities sponsored by your child's school.
- Encourage your child to attend college entrance exam preparation classes and after school tutoring.
- Help your child set up a job-shadowing experience through the high school.
- Help your child gather realistic career information about the areas in which he/she is interested.
- Verify course registration.

## Grade 12

### THE PARENTS/GUARDIAN SHOULD...

- Continue your savings plan.
- Visit colleges with your child and speak with financial aid and admissions officers.
- Attend financial aid workshops sponsored by your high school or area colleges.
- Complete FAFSA and seek financial aid and scholarship assistance.
- Stay in touch with your child's teachers and counselor.
- Encourage your child to continue to take a strong academic schedule.
- Encourage your child to attend college entrance prep classes and after school tutoring sessions.
- Verify course registration.

# Students, We've Got Answers to Your Frequently Asked Questions.

- **How should I use the Course Offering Book and Planning Guide?**  
*The Course Offering Book and Planning Guide* can be used to support your academic decision making. Please use this publication when you consider your four-year academic plan and make course selections each year. You can also use this publication as a reference when you seek information about academic processes and procedures. A link to *The Course Offering Book* can be found on the high school website.
- **Many of the processes explained in the Course Offering Book and Planning guide require me to complete a form. Where do I find the forms?**  
You can request forms through the Guidance Office. Just ask your counselor or an office staff member to help.
- **I know that standardized testing is an important part of preparing for what I want to do after high school. How can I find out about standardized testing and where do I sign up for them?**  
Come to the Guidance Office and your counselor will help you. ACT, SAT, PSAT booklets and student information are available in the Guidance Office. Your counselor can help you make decisions about these tests. Dates of standardized testing are also displayed on the Guidance Office bulletin board. Information is also provided on the counselor's page on the high school website.  
  
*The Course Offering Book and Planning Guide* includes general explanations of the standardized tests that are available to you. Also there are websites that provide a great deal of information as well as test-taking tips and practice test items. To learn more about the ACT, consult [www.actstudent.org](http://www.actstudent.org). You can find information about the SAT at [www.collegeboard.com](http://www.collegeboard.com).
- **How do I get information about summer school?**  
Questions about summer school should be directed to the Guidance Office.
- **Several forms have asked for my school code. What is my school code?**  
Hillsdale High School's school code is: 362-740.
- **I see the FAFSA form mentioned a couple of times when I look at college planning materials. What is the FAFSA?**  
The Federal Student Aid worksheet explains the form this way, "You must complete the Free Application for Federal Student Aid (FAFSA) to apply for federal student financial aid and to apply for most state and college aid." If you are a senior, it is best that you complete this requirement early, but not before October 1. You can file online at [www.fafsa.gov](http://www.fafsa.gov).
- **I am an athlete and hope to participate at the collegiate level in a Division I or Division II college/university. What are the NCAA requirements?**  
It is essential that student-athletes use the NCAA website to monitor individual progress toward meeting the NCAA Clearinghouse requirements for eligibility. It is the student's responsibility to comply with core course and eligibility requirements in order to participate in Division I or Division II collegiate athletics. Visit the website at [www.naaclearinghouse.net](http://www.naaclearinghouse.net).
- **What if I need to change my schedule for next year?**  
After the deadline date the counselor does not make schedule changes. Material Pick-up Days prior to the opening of school will be your opportunity to make changes to your course selections, see page 12.
- **What should I do if I am struggling in any of my classes?**  
Start by seeing your classroom teacher. It is your right and responsibility to initiate a conversation with your teacher to develop a plan to learn all necessary concepts and/or complete any outstanding assignments or projects. Open communication between student and teacher is essential when there is any lack of understanding of academic concepts. If you need help with contacting your teacher, your counselor can help facilitate that for you.
- **How do I arrange to see the counselor?**  
Stop in the guidance office and make an appointment with the counselor. Should the counselor be unavailable, contact the HS Office Secretary to request an appointment with the counselor.

## CHALLENGING YOURSELF ACADEMICALLY

There are students who do exceptionally well academically, are highly motivated, or are encouraged by their teachers, guidance counselor or administrator to enroll in an advanced or more challenging course work. Those students may take advantage of Flex Credit (testing out of a class), On-line Class (es), advancing beyond a regular class to a more advanced class (example: Physical Science instead of Biology), take an Advanced Placement Class and College Credit Plus. We encourage students to challenge themselves in the classroom and we do so on a case by case basis by careful review and in communication with the student, his/her parents, teacher(s) and guidance counselors. Students may complete high school in three years, they may complete some college course work to two full years of college general education classes while attending high school. Please contact the guidance counselor or building principal if you would like to know more and to take advantage of challenging yourself academically.

### COLLEGE CREDIT PLUS

Credit Plus allows current eligible high school students to earn college credit by taking a course offered at Hillsdale High School for both college and high school credit. HHS is working with North Central State College to offer students the opportunity to take college coursework at the high school building and online courses.

Important planning and careful consideration are essential to taking advantage of any College Credit Plus offerings. North Central State requires that students be enrolled as a student at NCSC through an application.

#### Who is Eligible for College Credit Plus?

Ohio students in grades 7 through 12 can take college classes at Ohio public colleges for free. There will be no extra charges for fees or books.

To take classes at North Central State, students must:

- Be "college ready", defined as a score of 21 on the ACT reading test or an acceptable score on another assessment test (Hillsdale HS is an ACT testing site)
- Notify the counselor of their home school of their intent to participate by April 1 before the fall term in which the student will begin
- Maintain a 2.5 GPA in all CCP coursework

#### **135 ENGLISH COMPOSITION I (ENGL 1010)**

*Semester • 1 credit • Elective • Grade 11-12 • Fee None • Prerequisite: CCP requirements*

This is a basic course in expository writing and critical reading. Students read a variety of nonfiction works and write summaries, analyses, and essays in response to their reading. Students learn to read actively and accurately and to organize, develop, and revise coherent papers appropriate for a college-educated audience.

#### **136 ENGLISH COMPOSITION II (ENGL 1030)**

*Semester • 1 credit • Elective • Grade 11-12 • Fee None • Prerequisite: CCP requirements*

This is a course in argument and research writing. Students read issue-based works and write summaries, responses, and an argument and research paper. Students learn to organize research projects, find and evaluate sources, incorporate ideas and quotations from sources, document their sources in MLA and APA style, analyze and use argumentative strategies and persuasive appeals, and prepare and revise effective, coherent papers. Note: ENGL 1030 requires at least a C- in ENGL 1010.

#### **221 COLLEGE ALGEBRA (MATH 1110)**

*Semester • 1 credit • Elective • Grade 10-12 • Fee None • Prerequisite: Algebra II*

A study of: 1) polynomial operations, rational expressions, exponents, radicals; 2) linear and quadratic equations, inequalities, absolute value applications and their graphs; 3) graphs of elementary functions and non-functions including inverse functions, combining functions, and translating and transforming functions; 4) study of polynomial including the Fundamental Theorem of Algebra, zeros of polynomials, rational functions, partial fractions; 5) exponential and logarithmic functions including graphs and applications; 6) Gauss-Jordan elimination and Cramer's Rule. Qualification for the course would be an ACT Math score of 22 or higher required.

### **225 TRIGONOMETRY (MATH 1130)**

*Semester • 1 credit • Elective • Grade 10-12 • Fee None • Prerequisite: College Algebra*

This course includes the study of trigonometric functions and inverse trigonometric functions and their graphs; solutions of right and oblique triangles and their applications; solutions of trigonometric equations and inequalities; the use of identities, vectors, and complex numbers; and solutions of polar equations and parametric equations. Students must supply a graphing calculator. Successful completion of MATH1110 with a grade of C- or better or ACT Math score of 26 or higher required.

### **407 INTRODUCTION TO SOCIOLOGY (SOCY 1010)**

*Semester • 1 credit • Elective • Grade 10-12 • Fee None • Prerequisite: None*

Introduction to the theoretical foundations and methods used to gather, interpret, and evaluate data in sociology. Insight into how society is organized by focusing on the structure and function of social institutions, the impact of culture and socialization on individuals and groups, and systems of stratification among various racial and ethnic, social class, gender and sexuality groups.

### **416 INTRODUCTION TO PSYCHOLOGY (PSYC 1010)**

*Semester • 1 credit • Elective • Grade 10-12 • Fee None • Prerequisite: None*

Introduction to Psychology is an introductory level course and is a study of the basic human behavior. Topics include the history of psychology, scientific methods, biological processes, cognitive processes, sensation and perception, consciousness, learning, intelligence, human development, personality theory, psychopathology and treatment, stress and health, and social psychology.

### **709 LIVESTOCK SELECTION, NUTRITION & MANAGEMENT (AGRI 1050)**

*Full Year • 1 1/4 credit • Elective • Grade 11-12 • Fee AET Exam TBA & \$12.00 • Prerequisite: N/A*

Students will identify and apply principles and routine husbandry practices to production animal populations. Topics will include principles of nutrition, feed utilization, animal welfare, selection and management of facilities and herd populations. Students will apply knowledge of production animal care to enhance animal growth, selection of breeding stock, and management practices. Throughout the course, students will develop management plans reflecting practices for care and legal compliance.

### **621 CCP SPANISH I (SPAN 1010)**

*First Semester • 1 credit • Elective • Grade 11-12 • Fee \$5.00 • Prerequisite: Spanish I & II and subject to teacher approval.*

SPAN1010 is a course that develops basic speaking, listening, writing and reading skills, and the prerequisite is at least a B average across 2 years of High School Spanish; or an A average with 1 year of High School Spanish and an endorsement from an ELA teacher (dept). The goal is for students to achieve a Novice Mid-level of proficiency across all the aforementioned skills. At this level, students will be able to engage in simple interpersonal exchanges. They will also be able to present and understand information about themselves and their immediate surroundings using words, phrases and memorized expressions while speaking and listening, reproduce from memory a modest number of words and phrases in context while writing, and identify a number of highly contextualized words and phrases including cognates and borrowed words while reading. This course is not intended for native speakers of Spanish, and is a semester course to be combined with the 1020 for receiving college credit.

### **622 CCP SPANISH II (SPAN 1020)**

*Second Semester • 1 credit • Elective • Grade 11-12 • Fee \$5.00 • Prerequisite: 621 CCP Spanish I (SPAN 1010)*

Course Description: SPAN1020 is a continuation of SPAN1010 with more advanced practice in listening, reading, speaking (spoken presentations as well as interpersonal exchanges), and writing with an emphasis on practical Spanish. The course includes an introduction to Hispanic culture on selected topics. Prerequisite: Two years of high school Spanish or SPAN1010 (C or above). This course is not intended for native speakers of Spanish.

# AGRI-SCIENCE DEPARTMENT

Environmental & Agricultural Systems

## **702 AGRICULTURE, FOOD AND NATURAL RESOURCES**

*Full Year • 1¼ credit • Elective • Grade 9-12 • Fee \$12.00*

This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, basic shop principles in woods, power technology and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.

## **704 MECHANICAL PRINCIPLES**

*Full Year • 1¼ credit • Elective • Grade 9-12 • Fee \$12.00 • Prerequisites: Agriculture, Food and Natural Resources (concurrently)*

Students will engage in the mechanical principles utilized in animal and plant production systems. They will learn electrical theory, design, wiring, framing in woods, hydraulic and pneumatic theory, along with metallurgy in relation to hot and cold metals. Students will apply knowledge of sheet metal fabrication applicable to the agricultural industry along with identifying, diagnosing, and maintaining small air-cooled engines. Throughout the course, students will learn critical components of site and personal safety as well as communication and leadership skills.

## **708 LIVESTOCK SELECTION, NUTRITION AND MANAGEMENT (NON-CCP COURSE)**

*Full Year • 1¼ credit • Elective • Grade 10-12 • Fee \$12.00 • Prerequisites: Agriculture, Food and Natural Resources*

Students will identify and apply principles and routine husbandry practices to production animal populations. Topics will include principles of nutrition, feed utilization, animal welfare, selection and management of facilities and herd populations. Students will apply knowledge of production animal care to enhance animal growth, selection of breeding stock, and management practices. Throughout the course, students will develop management plans reflecting practices for care and legal compliance.

## **709 LIVESTOCK SELECTION, NUTRITION AND MANAGEMENT Found on Pg. 22 under College Credit Plus**

## **712 BUSINESS MANAGEMENT FOR AGRICULTURAL AND ENVIRONMENTAL SYSTEMS**

*Full Year • 1¼ credit • Elective • Grade 10-12 • Fee \$12.00 • Prerequisites: Agriculture, Food and Natural Resources*

Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified.

### **745 ANIMAL HEALTH**

*Full Year • 1¼ credit • Elective • Grade 10-12 • Fee \$12.00 • Prerequisites: Agriculture, Food and Natural Resources*

Students will examine causes, symptoms, and treatment of common diseases with emphasis on developing preventative health management plans. Topics will include the study of pathogens, and classifying types of diseases and disorders. Students will perform animal health assessments and compare to standard characteristics. Throughout the course, students will utilize principles of technology to manage information systems, and research issues affecting the industry.

### **750 GREENHOUSE AND NURSERY MANAGEMENT**

*Full Year • 1¼ credit • Elective • Grade 9-12 • Fee \$12.00 • Prerequisites: Agriculture, Food and Natural Resources (concurrently) and with instructor permission*

Students will learn the operational practices needed for the successful growth of nursery stock and/or greenhouse plants. They will learn essential greenhouse practices including water and fertilizer distribution, lighting, ventilation and temperature control. Students will learn pest and disease identification and control along with bio-security practices. Students will demonstrate knowledge of propagation methods, plant health, nutrition, and growth stimulation. Throughout this course, business and employability skills will be emphasized.

### **755 CAPSTONE**

*Full Year • 1¼ credit • Elective • Grade 10-12 • Fee \$12.00 • Prerequisites: priority to upperclassmen*

Teacher approval, self-determined projects in advance woods, design, welding, metal, hydraulics, and pneumatics

## ART DEPARTMENT

### **820 DRAWING MEDIA**

*1 Semester • ½ credit • Elective • Grade 9 -12 • Fee \$30.00 • Prerequisite: none*

A studio approach study of drawing media including graphite pencil, charcoal, chalk/pastel, ink and marker. Study of perspective, depth of field, gray scale, shading, basic and stylistic pen and ink, calligraphy lettering and pen and ink drawing.

### **822 PAINTING MEDIA**

*1 Semester • ½ credit • Elective • Grade 9 -12 • Fee \$30.00 • Prerequisite: none*

A studio approach study of painting and media including ink, watercolor, tempera, and acrylic/oil. Study of color theory/relationships, brush techniques, wash, mask and layering

### **824 CERAMICS AND SCULPTURE**

*1 Semester • ½ credit • Elective • Grade 9 -12 • Fee \$45.00 • Prerequisite: none*

A studio approach study of three dimensional media, including plaster, clay, wood, and more. Projects in course may include plaster mask casting, clay fundamentals of slab, pinch pot, and sculpture. As well as wood burning and mix media techniques and sculpture. Optional advanced projects may be at additional student expense.

### **826 STAINED GLASS**

*1 Semester • ½ credit • Elective • Grade 9 -12 • Fee \$45.00 • Prerequisite: none*

A studio approach study of stained glass. Class would include project conceptualization, layout and design, glass cutting, glass grinding, glass coming, and soldering. Optional advanced projects may be at additional student expense.

### **828 POP CULTURE AND ALTERNATIVE MEDIA**

*1 Semester • ½ credit • Elective • Grade 9 -12 • Fee \$30.00 • Prerequisite: none*

An atypical approach and study of the arts in popular culture, including Advertising, Design, Fashion, Broadcasting, and Propaganda. An in depth study of modern alternative approaches to creative art forms including technology-based, computer-based, digital, video, audio and performance.

### **830 EARLY ART HISTORY (Prehistoric to Early American)**

*1 Semester • ½ credit • Elective • Grade 9 -12 • Fee \$30.00 • Prerequisite: none*

An academic classroom study of Art and its relationship with History from prehistoric times to colonial America. This class is open to anyone regardless of art ability or skill set.

### **832 LATE ART HISTORY (Early American to Modern)**

*1 Semester • ½ credit • Elective • Grade 9 -12 • Fee \$30.00 • Prerequisite: none*

An academic classroom study of Art and its relationship with History from colonial America to the contemporary era. This class is open to anyone regardless of art ability or skillset.

# ENGLISH DEPARTMENT

Four Credits Required for Graduation

## **100 ENGLISH I**

*Full Year • 1 credit • Required • Grade 9 •*

Freshman English, aligned with Common Core State Standards, provides the foundation for the high school English curriculum and requires practice and refinement of previously acquired skills in reading/literature, grammar/composition, study/reference, speech/listening, vocabulary and critical thinking, as well as learning and developing new abilities and concepts in each of these language arts areas.

## **105 HONORS ENGLISH I**

*Full Year • 1 credit • Required • Grade 9 • Fee \$25.00*

Honors freshman English, aligned with Common Core State Standards, is a college bound course recommended for students with high ability in reading and writing and a proficiency in grammar as well as having self-discipline, motivation and a strong work ethic. It is similar in content to the English I course, but more in-depth, challenging and faster-paced. Students who enroll in this course should expect daily homework assignments.

## **110 ENGLISH II**

*Full Year • 1 credit • Required • Grade 10 • Fee \$25.00 • Prerequisite: English I*

This course aims to build upon skills built in the 9th grade English course of study. Students in this course will be exposed to many different types of readings from many different countries of origin. This class will have students working individually, in pairs and in groups to help strengthen the understanding of anchor texts. Research, writing, and reading are integral components of being successful in this class.

\* Students will take a State of Ohio end of course exam to earn points toward graduation.

## **115 HONORS ENGLISH II**

*Full Year • 1 credit • Required • Grade 10 • Fee \$25.00 • Prerequisite: English I*

This advanced curriculum course is meant to challenge students who find themselves bored in a regular education classroom. This survey literature course will focus on intense reading of multiple works throughout the year. This course aims to build upon skills learned in the freshman English course of study. Students interested in this course should be motivated, outspoken, and contribute in a team setting. We will read many novels, plays and short stories. This class will also build on research skills, and essay writing skills.

\* Students will take a State of Ohio end of course exam to earn points toward graduation.

## **120 ENGLISH III**

*Full Year • 1 credit • Required • Grade 11 • Fee \$25.00 • Prerequisite: English II*

**Overview:** In this course, students will study a variety of work by American writers in terms of literary, political and cultural perspectives, as well as select international writers in terms of worldly perspectives. Students will be asked to think critically and demonstrate their thinking through writing, analyzing literature and discussion.

**Expectations:** Writing assignments are both critical and creative. Students should expect projects, which may include literary essays, creative writing, presentations and research. The assignments are intended to develop a connection between the literary works studied, the student, and the world. Reading assignments are intended to improve the student's level of comprehension, application of themes and mastery of literary development. Readings are on grade level.

**Format:** The class is largely discussion-based and student-driven. Units of study are aligned with the Common Core State Standards.

### **130 ENGLISH IV**

*Full Year • 1 credit • Required • Grade 12 • Fee \$25.00 • Prerequisite: English III*

**Overview:** This course examines the beginnings of English literature through the Modern period. Numerous perspectives and themes will be analyzed through critical-thinking assignments, class/group discussion, and writing responses. Students will be asked to think critically and demonstrate their thinking through writing, analyzing literature and discussion. Students will also draft and receive feedback on their college entrance essays.

**Expectations:** Writing assignments are both critical and creative. Students should expect projects, which may include literary essays, creative writing, presentations and research. The assignments are intended to develop a connection between the literary works studied, the student, and the world. A Research Paper is required. Students will also draft and receive feedback on their college entrance essays. Reading assignments are intended to improve the student's level of comprehension, application of themes and mastery of literary development. Readings are on grade level. Reading assignments are intended to improve the student's level of comprehension, application of themes and mastery of literary development. Readings are on grade level.

**Format:** The class is largely discussion-based and student driven. The course is aligned to Common Core State Standards.

### **135 ENGLISH COMPOSITION I (ENGL 1010) Found on Pg. 21 under College Credit Plus**

### **136 ENGLISH COMPOSITION II (ENGL 1030) Found on Pg. 21 under College Credit Plus**

### **139 SPEECH (ENGLISH COMMUNICATION)**

*Semester • ½ credit • Elective • Grade 10-12 • Fee \$5.00*

This course is highly recommended by colleges and business leaders as a tool for success. A speech course assists students at all levels of ability and experience to identify, improve and develop sound basic speaking skills. Speech I content focuses on interpersonal communications; verbal, vocal, and non-verbal skills; and basic platform speaking, both impromptu and extemporaneous. This course **does not count** as one of the four English graduation requirements.

### **142 MYTHOLOGY**

*Semester • ½ credit • Elective • Grade 10-12 • Fee \$15.00*

This one-semester elective course will expose students to a global view of mythology. Students will explore the universal qualities of man's search for meaning and understanding through common themes. Readings will include Greek, Roman, Norse, Arthurian, and modern mythologies. Students will read selections and view films as a class and will respond through writing, group discussions, and individual and group projects.

### **144 THEATRE**

*Semester • ½ credit • Elective • Grade 10-12 • Fee None*

This semester-long, foundational class promotes enjoyment and appreciation for all aspects of theatre with an emphasis on the basics of acting including improvisation, stage movement, voice, pantomime, learning of lines, and creation of character. Students will primarily learn about theater arts through doing as they will create and perform. Additional studies will include stage terminology, directing, technical theater, and reading plays.

## **FAMILY & CONSUMER SCIENCE DEPARTMENT**

### **760 TRANSITIONS AND CAREERS**

*Semester • ½ credit • Elective • Grade 9-10 • Fee \$15.00*

In this course, students will analyze interests, aptitudes and skills to prepare for careers and transitions through life. An emphasis will be placed on work ethic, team building, communication, and leadership skills. Additional topics will include career planning, technology etiquette, family relationships, and basic money skills. An introductory cooking unit will be included in this course that focuses on the basics of measurement, kitchen safety, sanitation, and nutrition.

### **765 CULINARY FUNDAMENTALS**

*Semester • ½ credit • Elective • Grade 9-12 • Fee \$25.00*

In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection, and proper use of tools and equipment. An emphasis will be placed on food preparation, the management of time, ingredients and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques. A large cooking unit will be included in this course that includes making a wide variety of everyday recipes such as breads, main dishes, and desserts.

### **770 CAREER AND COLLEGE READINESS**

*Semester • ½ credit • Elective • Grade 11-12 • Fee \$15.00*

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout this course, students will research careers and occupations, review postsecondary admissions qualifications, and develop interviewing skills. Students will be expected to arrange their own one-day job shadowing experience during a specified time of the semester. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership, and entrepreneurship. A small cooking unit will be included in this course that focuses on quick and easy meals.

### **775 PERSONAL FINANCIAL MANAGEMENT**

*Semester • ½ credit • Elective • Grade 11-12 (10<sup>th</sup> grade with permission) • Fee \$10.00 (Required for class of 2018 and beyond)*

In this course, students will develop personal financial plans for individual personal well-being. Throughout this course, students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Topics will include budgeting, debit/credit cards, insurance, apartment leasing, home buying, car leasing/purchasing, analyzing services from financial institutions, consumer protection, investing, and risk management.

### **780 CHILD DEVELOPMENT**

*Semester • ½ credit • Elective • Grade 9-12 • Fee \$10.00*

In this course, students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluation of childcare services. A small cooking unit will be included in this class which includes activities that can be done with children.

## **790 GLOBAL FOODS**

*Semester • ½ credit • Elective • Grade 9-12 • Fee \$25.00*

In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food.

## FOREIGN LANGUAGE DEPARTMENT

### **612 SPANISH I**

*Full Year • 1 credit • Elective • Grade 9-12 • Fee \$5.00 • Prerequisite: None*

Introduction to Spanish language and Hispanic/Latino Cultures is a general introduction to the Spanish language and its associated structures, nature, uses, significance on a local, regional, national, and global scale, as well as a broad overview of some of the cultures, contributions, history, humanities, and geography of Spanish-speaking countries and people. In this class, students will learn how to communicate at a basic level using the building blocks of practical language, that is, the words, phrases, and tasks one should and be able to do for basic proficiency. Through video, music, conversations, compositions, presentations, skits, cooperation, conversations, and demonstrations, a willing student can expect to gain basic skills for Spanish conversation, proper pronunciation, survival, as well as awareness of some of the cultural perspectives associated with the Spanish language.

### **614 SPANISH II**

*Full Year • 1 credit • Elective • Grade 10 -12 • Fee \$5.00 • Prerequisite: Spanish I*

Spanish II students can expect to pursue a more in-depth perspective of the Spanish language. We will review, refine, and enhance our current skills in spoken Spanish by studying its grammatical structures and rules. Also, we will explore the linguistic significance and value on a domestic and global scale. We will further investigate some of the fascinating cultures, contributions, history, humanities, arts, music, and geography of more Spanish-speaking countries and people. In this course, students complete a major research project on Spain, economies, foods, Latin cinema, and Latino/Hispanic relations and communities within the U.S, Spanish holidays, and events across the United States and regional Spanish speaking area. There will be opportunities to share with other Spanish classrooms and Spanish speakers conversations and communication.

### **616 SPANISH III**

*Full Year • 1 credit • Elective • Grade 11 -12 • Fee \$5.00 • Prerequisite: Spanish II*

Spanish III students can expect opportunities for applying their current Spanish knowledge and skill to more in depth conversation topics, research projects, and communication opportunities. Students will further investigate some of the cultures, contributions, history, humanities,, and geography of more Spanish-speaking countries and people. In this course, students complete a major research project on South American countries, Latino/Hispanic relations and communities within the U.S., some specifics in Spanish dealing with immigration, the world of employment, Spanish holidays, and events across the United States and regional Spanish speaking area. In this course, we connect with local businesses and universities to assess the true value of pursuing Spanish as a compliment to any major or field of work. There will be potential opportunities to share conversations with other Spanish classrooms and Spanish speakers.

### **618 SPANISH IV**

*Full Year • 1 credit • Elective • Grade 11 -12 • Fee \$5.00 • Prerequisite: Spanish III*

Spanish IV is a course aimed at solidifying and enriching previous skills and knowledge acquired in the 3 prerequisites, I, II, and III. It is an application and practicum of intermediate Spanish. It is a broad look at what's been acquired so far, as well as a detailed investigation and re-discovery of the Spanish language - the structure and uses, its significance on a domestic and global scale, as well as a vista into specific cultures, contributions, history, humanities, and geography of Spanish-speaking countries and people. In this course, students focus on conversation skills, 12 key cultural competencies, and the future of Spanish language in the business and work world. Towards the end of the Spanish IV course, each student will have a final capstone project that encompasses several of the skills and content. In this course, students complete several minor research projects on bigger play countries in a global economy. We will investigate Latino/Hispanic communities within the U.S, holidays, and events across the United States and regional Spanish speaking area. Communication! In the 21<sup>st</sup> century, a textbook/workbook method isn't what is preferred by employers. Instead, our main aim is to produce confident speakers and quality listeners of Spanish. Lastly, there is a major focus on problem solving, both simple and complex, utilizing reasoning skills and critical thinking, as well as strategies for understanding such as circumlocution.

**621 CCP SPANISH I (SPAN 1010) - found on page 22 under College Credit Plus**

**622 CCP SPANISH II (SPAN 1020) – found on page 22 under College Credit Plus**

## GENERAL/INTERDISCIPLINARY

### **160 YEARBOOK**

*Full Year • 1 credit • Elective • Grade 9-12 • Fee \$20.00 • Prerequisite: none*

This class works on creating the school annual, the Hillsdale “Echo.” During this year-long course, students will learn the basics of journalism, photography and graphic design. We are attempting to integrate Photoshop or inDesign into this course, in hopes of teaching students even more 21st century skills. Students interested in this course should be creative, self-driven, responsible, and able to receive constructive criticism. This course requires a commitment to being in school every day and a willingness to give up time outside of class to cover requisite events each grading period.

### **180 STEM I**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$20.00 • Prerequisite: none*

This year-long course is intended for students who are interested in engineering and the technology design process. Topics covered may include (not limited to): mobile/industrial robotics, manufacturing, crash test protection, bridge construction, amusement park ride development, electronics, agricultural tech, biomedical tech, unmanned drones.

The major focus of the course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will develop and hone interpersonal skills, creative abilities and understanding of the design process through activity, project, and problem-based learning in combination with a team approach. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students may use 3D solid modeling design software to design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

### **181 STEM II**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$20.00 • Prerequisite: Pre Engineering and Design Technology I or with Instructor permission*

This year long course is a continuation of the concepts learned and the knowledge gained while completing Pre-Engineering and Design Tech I. See above for details explaining the focus and topics that will be covered in greater detail in this advanced course.

### **182 VIDEO PRODUCTION**

*Full Year • 1 credit • Elective • Grade 11-12 • Fee \$20.00*

This course will explore the creation of a weekly broadcast episode serving as video announcements for Hillsdale High School. This year-long class will accept a limited number of driven students who are comfortable being in front of and behind the camera. Skills learned in this course will include but are not limited to: script writing, storyboarding, sound mixing, video editing, etc. This class is meant for those who are creative, disciplined, and motivated.

### **900 INTERNSHIP/WORK STUDY**

*Semester, Full Year, Summer • ½ -2 credits • Elective • Grade 11-12 or pending administrative approval • Fee none*

Please see your School Counselor or Principal for additional information.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The scheduling of required Health and Physical Education courses is to take precedence over any and all elective courses in the freshman and sophomore years (1-99). One-half credit of Health and two one-quarter credits of Physical Education are required for graduation.

### **001 PHYSICAL EDUCATION I**

*Semester • ¼ credit • Required • Grade 9-12 • Fee \$17.00 • Prerequisite: none*

A course of planned activities designed to give the student an opportunity to develop a wholesome attitude towards physical activities and their contribution towards living a meaningful life. Individual and group activities are offered with emphasis on fitness, (circuit training), sportsmanship, and the development of knowledge in these areas.

### **010 HEALTH EDUCATION I**

*Semester • ½ credit • Required • Grade 9-12 • Fee \$12.00 • Prerequisite: none*

The Health course requirement in the Hillsdale curriculum is recommended for students in the freshman or sophomore year. The Health education program allows each individual to focus on the development of the mental, physical, emotional, and social aspects of a person from childhood to adulthood. Each student is taught how to self-evaluate and to relate themselves and their developing values to those of the society in which they live. Units of study cover those aspects that can or will have effects upon their developing sound attitudes and values for themselves as well as the society in which they live.

### **003 LIFE FITNESS**

*Full Year • 1 credit • Elective • Grade 9-12 • Fee \$15.00 • Prerequisite: none*

Life Fitness is a course that will encourage and challenge participants to develop the tools needed to live a healthy and fit lifestyle. The content will incorporate current fitness trends and training concepts that focus around sport science, fitness assessment, cardiovascular training, nutrition, and strength training.

# MATHEMATICS DEPARTMENT

Four Credits Required for Graduation

## **206 ALGEBRA I**

*Full Year • 1 credit • Required • Grade 9-12 • Fee none • Prerequisite: None*

Algebra I is the first course in our college preparatory math sequence. It will cover the ninth grade indicators of the Ohio Standards for Mathematics. Topics will include numbers and operations, measurement, geometry, algebra, and statistics with emphasis on the algebra topics. Expect homework every day.

\*Students will take a State of Ohio end of course exam to earn points toward graduation.

## **208 ALGEBRA II**

*Full Year • 1 credit • Required • Grade 9-12 • Fee none • Prerequisite: Algebra I*

Algebra II is the second course in our college preparatory math sequence. Topics covered in this course include: Equations & Inequalities, Functions, Matrices, Polynomials, Conic Sections, Exponentiation & Logarithms, Arithmetic & Geometric Sequences and Trigonometry.

## **209 HONORS ALGEBRA II**

*Full Year • 1 credit • Elective • Grade 9-12 • Fee none • Prerequisite: Algebra I and A's or B's in previous high school math courses*

Honors Algebra II may also be the second course in our college preparatory math sequence. This course will cover the same topics as Algebra II (see above). However, these topics will be covered in greater detail and at a faster pace. Students should be proficient in mathematics and willing to spend the time required by an honors course. Expect homework daily.

## **210 GEOMETRY**

*Full Year • 1 credit • Required • Grade 9-12 • Fee none • Prerequisite: Algebra I*

Geometry is the third course in our college preparatory math sequence. It will cover the indicators of the Ohio Standards for Mathematics. Topics will include numbers and operations, measurement, geometry, algebra, and statistics with emphasis on the geometry and spatial sense topics. Expect homework every day. \*Students will take a State of Ohio end of course exam to earn points toward graduation.

## **211 APPLIED GEOMETRY**

*Full Year • 1 credit • Elective • Grade 11-12 • Fee none • Prerequisite: Algebra I, Algebra II, Geometry*

This course will use the mastered standards gained in Geometry and apply them to situations one would find in the business world. The class will utilize various drafting and drawing methods. Many standards that were covered in Geometry will be revisited and made real through problem solving projects created and developed by the students.

## **212 PRECALCULUS**

*Full Year • 1 credit • Elective • Grade 11-12 • Fee none • Prerequisite: Algebra I, Algebra II, Geometry (received grades of at least "C")*

Precalculus is designed for the student who is proficient in mathematics and who is willing to spend the time required by an advanced course. This course contains topics such as trigonometric functions, sequences and series, polar coordinates, and proofs by mathematical induction. Depending on the effort put forth by the student, this course should give the student a good foundation for a calculus course on the college level. Expect at least one hour of homework each day.

## **214 AP CALCULUS**

*Full Year • 1 credit • Elective • Grade 11-12 • Fee none • Prerequisite: Pre-calculus (received grade of at least "C" and recommendation of the Pre-calculus teacher)*

This course includes the study of limits, derivatives of a function, rates and differentials, indefinite and definite integrals, and maximum and minimum. Calculus is a very demanding course and the students should be sure to allow plenty of time in their daily schedule to meet those demands. A standardized test (The AP Calculus Test) can be taken at the end of the course in order to try to obtain college credit.

**Note:** A student passing a course cannot take a lower course in the sequence.

## **215 MATHEMATICS MODELING AND REASONING**

*Full Year • 1 credit • Elective • Grade 12 • Fee none • Prerequisite: None*

This course is designed for seniors who have passed Algebra, Algebra 2, and Geometry but do not plan to have a career in a technological field such as medicine, engineering, computer science, and math, among others. This course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. It is a yearlong course taught using student-centered pedagogy.

## **221 COLLEGE ALGEBRA (MATH 1110) Found on Pg. 21 under College Credit Plus**

## **225 TRIGONOMETRY (MATH 1130) Found on Pg. 22 under College Credit Plus**

## MUSIC DEPARTMENT

### **850 BAND**

*Full Year • 1 credit • Elective • Grade 9-12 • Fee: Provided by the Director*

The Hillsdale Band program includes the Marching Band and Symphonic Band. Members of the Varsity football team are excused from marching in the fall, then enter the band in November. All of the bands schedule rehearsals and performances outside of the school day. Attendance is an integral part of the class requirements.

Marching Band members must report in August to prepare performances for football games, parades, and occasional contests. During the school year, rehearsals are during school and after school on Wednesdays. Unexcused absence may be cause for students to forfeit membership in the organization.

### **860 CONCERT CHOIR**

*Full Year • 1 credit • Elective • Grade 9-12 • Fee: none*

Vocal music is offered to students desiring to acquire skills that are necessary to meet superior standards of performance. The individual must desire to develop the social abilities to work and share with others, and to develop a sense of responsibility of the individual for the success of the group. Students must attend all public performances. Any unexcused absence from rehearsals or performances may be cause for students to forfeit membership in the organization.

### **870 GUITAR 1**

*Semester • ½ credit • Elective • Grade 9-12 • Fee: none*

Beginner level guitar learning the basics of notes, chords, improv, composing, and ensemble playing.

### **871 GUITAR 2**

*Semester • ½ credit • Elective • Grade 9-12 • Fee: none*

Intermediate guitar playing as a continuation from Guitar 1

## SCIENCE DEPARTMENT

Three Credits Required for Graduation

Three credits are required for graduation. Students must select at least one credit of physical science (Chemistry and Physics are considered physical science) and at least one credit of biological science.

### **310 UNIFIED PHYSICAL SCIENCE**

*Full Year • 1 credit • Required • Grade 9 • Fee \$20.00 • Prerequisite: none*

Unified Physical Science will provide both physical, earth, and space science experiences. The course will cover the academic content standards students must master in order to pass state tests. Some of the concepts and skills they will develop include:

- Applying the concepts of structure and properties of atoms and molecules and the principles of conservation of matter to explain identifiable physical properties of matter, materials, and objects, physical and chemical changes and the formation and patterns of substance.
- Summarizing how the concepts and principles of transfer and conservation of energy; motion and forces affecting motion; and the nature of waves and interactions of matter and energy describe and predict physical interactions and events in the natural world.
- Evaluate human activities that can conserve the earth's finite resources.
- Use energy, matter, motion, and force concepts to explain patterns in the earth's system in history, and the composition and scale of the solar system.

### **320 BIOLOGY**

*Full Year • 1 credit • Required • Grade 10 • Fee \$20.00 • Prerequisite: Algebra I or with permission of instructor*

Biology is a broad survey of basic biological principles designed to help students develop a better understanding, and respect for, the living world around them. Students will study the structure, function, and interrelationships of living organisms, including ecology, introductory biochemistry, cell biology, genetics, evolution, and biodiversity. It also explores the foundations and practices of the scientific method, inquiry, microscopes, graphing, and measurement. The class includes diverse laboratory experiences, including the use of microscopes. \*Students will take a State of Ohio end of course exam to earn points toward graduation.

### **333 CHEMISTRY**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$20.00 • Prerequisite: Algebra I, Algebra II (concurrently)*

Chemistry is an inquiry-based course designed to familiarize you with the science processes, skills, and understandings related to a wide range of topics in chemistry. Investigations are used to understand and explain the behavior of matter in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. An understanding of leading theories and how they have informed current knowledge prepares students with higher order cognitive capabilities of evaluation, prediction and application.

## ELECTIVE SCIENCE

### **336 ADVANCED PLACEMENT CHEMISTRY**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$20.00 • Prerequisite: Chemistry or teacher recommendation Algebra I, Algebra II (concurrently)*

AP Chemistry parallels a college-level introductory chemistry course for students interested in a career in science. It is a one-year course intended to prepare students to take the AP Chemistry examination at the end of the year for possible college credit. Students will study the laws and principles of chemistry. The course includes laboratory work, lecture, outside reading, class discussions, and extensive problem solving. It is intended for the serious student who wishes to obtain a strong background in chemistry. Topics of study include the following: chemical nomenclature, quantum mechanics, atomic structure, and periodicity, states of matter, thermodynamics, equilibrium, acids-bases-salts, electrochemistry, kinetics, and solution chemistry.

### **340 PHYSICS**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$20.00 • Prerequisite: Algebra I and II (concurrently)*

Physics is an inquiry-based course designed to familiarize you with the science processes, skills, and understandings related to a wide range of topics in physics. During this course, you will learn to identify the basic questions and concepts that guide scientific investigation and to design and conduct your own investigations. Students engage in investigations to understand and explain motion, forces, energy, waves, and electricity and magnetism in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

### **341 ADVANCED PLACEMENT PHYSICS**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$20.00 • Prerequisite: Physics or teacher recommendation Algebra II (concurrently) or Pre-calculus*

AP Physics 1 parallels one semester of college level introductory physics for science majors. It is a 1-year course intended to prepare students to take the AP Physics 1 exam for possible college credit for a physics course designed for non-physics and non-engineering majors. This course emphasizes seven Big Ideas that thread through the entire year and seven Science Practices that coordinate knowledge and skills to accomplish a goal or task. The Big Ideas include properties and internal structure of systems; forces and fields to explain interactions between objects and systems and the resulting changes; constraints placed on interactions by conservation laws; the function of waves in the transfer of momentum and energy; and the role of probability in describing complex systems. The Science Practices allow students to question scientifically, to plan and implement data collection strategies, to perform data analysis and evaluation, and to work with current scientific explanations and theories. Major topics include kinematics, Newton's laws of motion, torque, rotational motion, angular momentum, gravitation, circular motion, work, energy, power, linear momentum, oscillations, mechanical waves, sound, and introduction to electric circuits.

### **355 ANATOMY & PHYSIOLOGY**

*Full year • 1 credit • Elective • Grade 10-12 • Fee \$25 • Prerequisite: Biology (or concurrent with Biology)*

This year-long course is intended for students who have demonstrated a strong interest in Life Sciences, or those interested in pursuing careers in the health fields. This is an introductory study of life processes and biological principles with special reference to the human organism. The basic terms and concepts that deal with the structure and processes of the human body are studied and used in describing the nature of life-sustaining functions. The areas covered will include study of the human body as a whole, medical terminology, biochemistry, cell and tissue structure, and the basic structure and function 11 human body systems (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Laboratory experiences designed to supplement the lecture topics will be required, including microscopy, model study, specimen dissection, cadaver study, physiological experiments, and a detailed dissection of a house cat (*felis domesticus*) to compare its anatomy and physiology to that of a human.

### **360 ENVIRONMENTAL SCIENCE**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$20.00 • Prerequisite: Biology*

Environmental science is a laboratory science course that enables students to develop an understanding of the natural environment and the environmental problems the world faces. Through an inquiry-based approach, students will investigate topics such as fundamental ecological principles, population dynamics, biodiversity, natural resources, renewable and nonrenewable energy, human interactions with the environment, and personal and civic responsibility. This course provides students with a foundation of knowledge and skills to effectively address environmental problems such as global warming, acid rain, endangered species, and invasive organisms.

### **370 FORENSIC SCIENCE**

*Full Year • 1 credit • Elective • Grade 10-12 • Fee \$30 • Prerequisite: Biology & Chemistry (or concurrently with either) and with permission of instructor*

Forensic Science is a year-long course designed to help students develop a basic understanding of the principles of forensic crime investigation. We will study the history of forensics, as well as the collection, examination, evaluation, and interpretation of evidence. Some of the topics covered include the legal system, crime scene analysis, hair and fiber evidence, CHA fingerprinting, fingerprint analysis, blood composition and spatter, forensic toxicology, death and decomposition, forensic anthropology, and ballistics. Forensic Science is an elective course taken in a student's sophomore, junior, or senior year; Forensic Science may be taken concurrently with Biology or Chemistry, or the student should have previously passed both Biology and Chemistry with a C or higher. Upperclassmen are given priority if space is limited.

### **365 ZOOLOGY**

*Full year • 1 credit • Elective • Grade 10-12 • Fee \$30.00 • Prerequisite: Biology & Chemistry (or concurrently with either) and with permission of instructor*

Zoology is a year-long course which examines the diversity of the animal kingdom, focusing on the major groups of invertebrates and vertebrate. We will study these animals in an evolutionary context, empathizing taxonomy, morphology, reproduction, and ecology. The lab component will include hands-on and virtual dissections to examine physical differences across the major phyla as well as work with live invertebrates. Zoology is an elective course taken in a student's sophomore, junior, or senior year, zoology may be taken Concurrently with Biology or Chemistry, or the student should have previously passed both prerequisites.

**Note,** Zoology – Alternates with Forensics Science; will be offered in the upcoming 2021-2022 school year. Forensics - Alternates with Zoology; will be offered next during the 2022-2023 school year.

## **SOCIAL STUDIES DEPARTMENT**

Three credits required for Graduation

### **400 MODERN WORLD HISTORY**

*Full Year • 1 credit • Required • Grade 9*

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. Students practice historical thinking by analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **404 AMERICAN HISTORY**

*Full Year • 1 credit • Required • Grade 10 • Fee \$20.00 • Prerequisite: None*

This course examines the history of the United States of America from 1877 to the present after a brief review of major founding documents. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. Students practice historical thinking by analyzing primary and secondary sources from multiple perspectives to draw conclusions.

\*Students will take a State of Ohio end of course exam to earn points toward graduation.

### **406 AMERICAN GOVERNMENT**

*Full Year • 1 credit • Required • Grade 11*

We will be studying the history of American Government, the three branches of American Government, the Election Process, State and Local Government, Foreign Policy, and the Development of Economic Systems.

\*Students will take a State of Ohio end of course exam to earn points toward graduation.

## **SOCIAL STUDIES ELECTIVES**

### **430 WORLD WAR II**

*Semester • 1/2 credit • Elective • Grade 10-12 • Fee \$11.00 • Prerequisite: None*

World War II is the greatest of twentieth century conflicts. In this class we will study the causes, the course, and the implications of World War II. The course will survey most of the geographic areas involved, the major diplomatic, political and military events, and some of the key figures of the war. It covers the time period of 1918 to the present, with an emphasis, of course, on the years 1939-1945.

### **435 THE VIETNAM WAR**

*Semester • 1/2 credit • Elective • Grade 10-12 • Fee \$15.00 • Prerequisite: None*

This course is a study of the United States' participation in the Vietnam War. The course covers the origins, events, and consequences of the war from 1945 to 1975. Special emphasis will be given to the causes of American involvement in the war and the reasons for the failure of American policy in Vietnam.

### **407 INTRODUCTION TO SOCIOLOGY (SOCY 1010) Found on Pg. 20 under College Credit Plus**

### **416 INTRODUCTION TO PSYCHOLOGY (PSYC 1010) Found on Pg. 20 under College Credit Plus**

# Online Courses 2020-2021

Hillsdale High School will offer online courses on an as needed basis.

\*Community Service may be used as elective credit toward graduation.

## Community Service Policy

### Bylaws & Policies

#### COMMUNITY SERVICE

High school students may earn credit for graduation through approved community service. Up to one (1) full credit may be earned, one-half (1/2) credit at a time, for each seventy-five (75) hours of pre-approved community service. The courses are Voluntary School/Community Service and Voluntary Public Service. Students may earn two (2) one-half (1/2) credits by completing 150 hours of service.

Definition: "Community service", for the purpose of this policy, is defined as altruistic tasks performed with the intent of enhancing the quality of life in the school or the community at large. No other reward can be gained by the student from the service performed other than the credit for the time spent performing the community service. The agency, organization, or person who is being benefited by the community service may not profit financially from the volunteer work performed by the student.

A. Examples of acceptable community service for purposes of this policy include but are not limited to:

1. volunteering at non-profit or government agencies;
2. participating in a project that benefits the community or school
3. tutoring another student in a supervised after-school or community-based program; or
4. working as a member of a service club to perform a club project;

B. Non-Examples that are not considered community service for purposes of this policy include but are not limited to:

1. personal preparation for an event (rehearsal, practice, packing suitcases, plane ride, sleeping or eating at the site where community service is rendered);
2. performing community service during school hours on days school is in session;
3. working at game concessions to earn money for a club or activity with the proceeds credited to individual student indebtedness (fair share);
4. working at a business that produces revenue from the work performed by the student(s); or
5. community service hours provided as a result of court action.

#### Documenting Service Hours

- A. All community service must be pre-approved using the form titled, "Community Service Registration" This registration requires approval from the student's parent (or legal guardian), the supervisor participating at the agency for which the services are performed, and a guidance counselor, before the community service begins.
- C. The proper documentation of community service hours is the responsibility of the student. Once approval is obtained, the student must keep accurate records and have the hours itemized and verified (by time, activity and date) on the form titled, "Community Service Volunteer Service Record"
- D. Certification of completed community service hours is the responsibility of the Principal or designee. All community service hours must be certified by the school within ninety (90) calendar days of completion.

If the community service is performed during the summer, the hours must be certified by the school within ninety (90) calendar days after the beginning of the fall semester.

**Appeal:** A student may appeal decisions regarding certification of community service.