Hemlock High School

Curriculum Guide

Mission Statement

Hemlock High School,
in partnership with parents and the community,
will create a safe and challenging environment
in which all students are empowered to achieve success,
develop personal responsibility,
and become lifelong learners.

"We have a moral obligation to educate our children for the future they will live in."

Keith Green, High School Principal

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Hemlock High School

Belief Statements

1. We believe we can educate each individual to his/her fullest capacity and take recognitionof individual differences.
2. We believe we can provide equal education opportunities.
3. We believe we can develop skills in the fundamental processes and tools of learning.
4. We believe we can develop in each student to recognize moral and ethical values.
5. We believe we can develop proper social and work habits, and the ability to think andplan independently.
6. We believe we can instill the principles of democratic living and democratic responsibility.
7. We believe we can establish a friendly and cooperative relationship between home and school.
8. We believe we can establish proper environment for the student's role in the family and incivic groups.
9. We believe we can develop an appreciation for the student's role in the family and in civic groups.
10. We believe we can develop the wise use of leisure time.
11. We believe we can develop the zeal for continuous learning and self-improvement.
12. We believe we can provide a climate for critical and analytical thinking.

Michigan Employability Skills

Academic Skills

Communication
- Read and understand written materials
- Write in the language in which business is conducted
- Speak in the language in which business is conducted

Mathematics
- Understand charts and graphs
- Understand basic math
- Use mathematics to solve problems

Science & Technology
- Use scientific method to solve problems
- Understand basic science
- Use tools and equipment

Problem Solving
- Use research and library skills
- Use specialized skills and knowledge or know how to access it
- Understand systems and complex relationships

Personal Management Skills

Responsibility
- Attend school/work daily and on time
- Meet school/work deadlines
- Demonstrate self-control

Organization
- Pay attention to details
- Follow written instructions and directions
- Follow oral instructions and directions

Flexibility
- Learn new skills
- Identify and suggest new ways to get the job done
- Work without supervision

Career Development
- Know personal strengths and weaknesses
- Develop career plans

Teamwork Skills

Communicating
- Listen to other group members
- Express ideas to other group members

Responsive

Work in changing settings and with people of differing backgrounds
Be sensitive to the group members' ideas and views
Be willing to compromise if necessary to best accomplish the goal

Contributing

Actively participate in a group
Know the group's rules and values

Leadership

Be a leader or a follower to best accomplish the goal

Desired Student Exit Outcomes

- Exhibits high level knowledge and skill in Language Arts, Math, Science, Social Studies, Technology, Fine Arts and Practical Arts.

- Is able to:
  A. Solve problems
  B. Communicate effectively
  C. Make decisions in a logical, mature manner
  D. Demonstrate responsible behavior
  E. Work with groups
  F. Do quality work

- Possesses the skills and attitudes of a self-directed lifelong learner

- Shows concern for others and the environment

- Demonstrates emotional, social and physical well being

Enrollment Information

This curriculum guide contains information concerning our requirements for graduation along with newly written descriptions of course offerings for next year. It is designed to better acquaint you withour program of study, the individual departments and the courses and content of each course available within these departments.

You are encouraged to read this booklet carefully and discuss the program offerings very thoroughlywith your parents, teachers and counselors before you finalize your high school program.

We recommend that students choose their classes based on future goals for careers and further academic training, keeping in mind the fact that one may have several careers in a lifetime. However,the nature of some occupational choices demands a rather early commitment to academic specialization. Examples of this might be career goals of engineering or medicine where students need to take advantage of our most challenging math, science and language arts classes.

Our school can offer only these courses which have sufficient enrollment. Therefore, it is important that you carefully consider your course selections since our staffing needs are based on these selections.

Each spring you will be given an enrollment form on which to make your selections for the followingschool year. Be sure to study it carefully, fill it out accurately and return it promptly.

Advice to the student:

1. Challenge yourself by taking the classes that help you as a student to maximize your potential.
2. Follow a curriculum strong in academics. Take advantage of the many opportunities availablefor self-improvement and skill development.
3. Try a variety of classes from many departments. Varied experiences enhance employabilityand create the possibility of a “new found interest” in another career.
4. Talk with teachers, administrators, counselors and parents to get their insights andsuggestions.
5. Show pride in yourself by taking the most stimulating and challenging classes; students whodo so are often the happiest with their schedules.

Students should make appointments with the Guidance Office if they need help in planning their schedules. Parents should not hesitate to call if they have questions concerning the

selection of classes. A conference may be arranged with a counselor if the parent desires by calling 642-5287.

* Students must pass first level of required course before moving on to the next course – i.e. mustpass English 9 before taking English 10. Any deviation must be approved by the high school principal.

Graduation Requirements for Curriculum

A. CREDITS

1. Credits required to graduate by graduation is 26.0 credits
2. All classes are worth 0.50 credit per semester or 1.0 credit for the whole year.
3. All students are to take seven (7) classes per year.

B. COURSE REQUIREMENTS:

The following are the required courses for graduation from Hemlock High School and the school year(s) the course(s) is normally taken:

ENGLISH	4.0 credits – All four years
MATH	4.0 credits – All four years
SCIENCE	3.0 credits – First three years
SOCIAL STUDIES	3.0 credits – First three years
VISUAL, PERFORMING, APPLIED ARTS	1.0 credits – Any of four HS years
HEALTH EDUCATION	0.50 credits (1 semester) – 9th grade
PHYSICAL EDUCATION	0.50 credits (1 semester) – 9th grade
BST (Business Services & Technology)	1.0 credits – 10th grade
WORLD LANGUAGE	2.0 credits at HS of same world language or Experience in Middle School

Courses of Study

College Preparatory Program

Students preparing for college should realize that a B or better average is expected of those students planning to attend a 4-year college and for many 2-year colleges if you are planning to take an academic program. The selection of your classes is very important because college admissions officers are able to detect by looking at your transcript whether a student has attempted a program suitable for entrance to that college or university. The required units of credit must be included in the student's units of credit for graduation.

Academic Program

An academic high school program is a combination of some college preparatory courses, some technical courses and other electives to complete the units for graduation. It is advisable, however, for students to carefully consider a concentration in one or two areas. The required units of credit must be included in the student's units of credit for graduation.

Career and Technical Education Program

Students taking Career and Technical Education classes should plan their 4-year program carefully to be certain they complete a full technical education program. Certain technical education courses are advantageous to those students considering taking technical education courses of instruction at the Saginaw Career Complex. The required units of credit must be included in the student's units of credit for graduation.

Regardless of what program students pursue, they should plan courses of study carefully, always keeping in mind their future plans for work or higher education.

High School Michigan Merit Exam (MME)

Students receive state scaled scores based on MME test performances from the SAT test, Work Keys test, writing component, reading component, math component, science component, and social studies component. These results will be included on student's transcripts. All juniors are required to take the MME to earn a diploma. The state has also eliminated the granting of "parent exemptions". Current state policy dictates that exemptions be used "only by parents of student with disabilities and limited English proficiency".

The MME was designed to measure what all students should know by the end of the eleventh grade. All students have the opportunity to take the test.

The Hemlock Public Schools website offers links to various SAT practice sites through the high school page.

What do Universities Require?

Although each university has final say in admissions decisions, Michigan's public universities have agreed that students who graduate in 1995 or later must meet the requirements described below to be eligible for regular admission to four-year degree programs.

Requirements

LANGUAGE ARTS – 4 credits required.

- HHS requires English 9, English 10, English 11, and English 12.

MATHEMATICS – 4 credits required.

- HHS requires Algebra I, Geometry, Algebra II, and a Senior Math Elective.

SCIENCES – 3 credits required; 4 credits are recommended.

- HHS requires Biology, Chemistry/Physics, and a Science Elective.
- Where possible, advanced courses should be taken – Advanced Biology, Advanced Chemistry, Advanced Physics.

HISTORY AND THE SOCIAL SCIENCES – 3 credits required.

- HHS requires United States (US) History, World History and Government/Economics.

Recommendations

WORLD LANGUAGE

- 2 credits recommended (Check with your college)

VISUAL, PERFORMING, APPLIED ARTS

- 1 credit required, 2 credits recommended.

NCAA Freshman Athletic Eligibility

1. Eligibility for college sports (Division I & II) starts with core curriculum. Please see the Hemlock High School Athletic Director if you are thinking of participating in athletics in college.

2. The student is responsible for accessing all NCAA information and completing the entrance information through the NCAA website. www.ncaa.org and click on 'Student athletes and Parents' in the 'Custom Home Pages' section or the clearinghouse website at www.ncaaclearinghouse.net . Any questions can also be directed to the NCAA Initial Eligibility Clearinghouse toll free at 877/262-1492 or the NCAA at 317/917-6222.

3. Students must have Student Release Form sent to the NCAA Clearinghouse from the Guidance Office. (There may be a fee to complete the entry form)

This process is also necessary if the student plans to "walk on".

Core Units Required for NCAA Certification

2.0 GPA required in the following CORE classes: (These are the criteria necessary starting with the class of 2008)

	Division I	Division II
Language Arts Core	4 years	3 years
Math Core**	3 years	2 years
Science Core (1 year of lab)	2 years	2 years
Social Science Core	2 years	2 years
From Language Arts, Math or Science	1 year	2 years
Additional Core (Language Arts, Math, Science Social Science, Foreign Language, Computer Science, Philosophy, Non-doctrinal Religion)	4 years	4 years
Total Core Units Required	16	16

In **Division I** there is a sliding scale that is based on either the SAT or ACT tests. Based on your score on either test you must then meet a minimum grade point average in your core courses.

In **Division II** there is no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 and the minimum ACT sum score is 68.

Four Year High School Course Plan

FRESHMAN

Required:

English 9	1 credit
World History	1 credit
Algebra or Geometry	1 credit
Biology	1 credit
Health/Physical Education	1 credit
General Elective	1 credit
General Elective	1 credit

SOPHOMORE

Required:

English 10	1 credit
US History	1 credit
Geometry or Algebra II	1 credit
Chemistry/Physics	1 credit
BST (Business)	1 credit
General Elective	1 credit
General Elective	1 credit

JUNIOR

Required:

English 11	1 credit
Algebra II or Trigonometry	1 credit
Government/Econ	1 credit
Science Elective	1 credit
General Elective	1 credit
General Elective	1 credit
General Elective	1 credit

SENIOR

Required:

English 12	1 credit
Senior Math Elective	1 credit
General Elective	1 credit
General Elective	1 credit
General Elective	1 credit
General Elective	1 credit
General Elective	1 credit

Elective Offerings

FRESHMAN

Electives: choose two classes 2 credits

Art I
Band
Culinary Arts
Mechanical Drawing (needed for CAD)
Auto
Spanish I
Welding
Elite Fitness
Woodshop
Jazz Band

SOPHOMORE

Electives: choose two classes 2 credits

Art I or II
Band
Culinary Arts
Mechanical Drawing (needed for CAD)
CAD
Auto
Multimedia
Spanish I or II
Welding
Elite Fitness
Woodshop
Power Sports
Jazz Band

JUNIOR

Electives: choose three/four classes 3 or 4 credits

Advanced Biology
Advanced Chemistry
Astronomy
Botany/Zoology
Art I or II or III
Band
Elite Fitness
Mechanical Drawing (needed for CAD)
CAD
Power Sports
SAT Prep
Auto
Woodshop
Accounting
Multimedia
Spanish I or II or III
PEER
Speech/Debate
Jazz Band
Michigan History

SENIOR

Electives: choose four/five classes — 4 or 5 credits

Advanced Biology
Advanced Chemistry
Astronomy
Botany/Zoology
Art I or II or III or IV
Band
Culinary Arts
Elite Fitness
Accounting
Multimedia
Spanish I or II or III/IV
Mechanical Drawing (needed for CAD)
CAD
Power Sports
Michigan History
Speech/Debate
Auto
Woodshop
Co-op (Job Practicum)
PEER
Jazz Band

Language Arts

Course	Credit	Length	At Grade	Prerequisite
Required Courses:				
English 9	1	year	9	none
English 10	1	year	10	English 9
English 11	1	year	11	English 9 &10
English 12	1	year	12	English 9 & 10 & 11
Elective Courses:				
Speech / Debate	1	year	10, 11, 12	none

** The elective courses may not be offered each year.

English 9

English 9 is a yearlong course organized by thematic units. Each unit will focus on a group of essential questions which require a critical response. As a literature-based class, students will be introduced to the various genres of classic and contemporary narratives, and informational texts that will be read and analyzed throughout high school. Ninth graders will connect with, and respond to, texts by analyzing relationships within and across families, communities, societies. As well as reading and writing about literature, students will gain skills in grammar, vocabulary, writing for multiple purposes and test preparation.

English 10

This is a one-year survey of **American Literature** focusing on the development of the American Dream. As a literature-based class, students will reflect on a variety of readings and offer written responses to classic American literature, analyze and compare thematic similarities and differences, interpret human motivation and relationships to the environment, society, and oneself. The course content follows the State of Michigan curriculum guide for 10^{th} graders with an emphasis on critical thinking skills: summary, analysis, interpretation, and application. Students will have computer lab access available for some of the papers and will be required to write others at home or in class as timed essays. We will review the traditional writing process, common writing tools, vocabulary improvement, drafting strategies, and peer editing in order to prepare for the PSAT.

English 11

This is a one-year senior level survey course in **British Literature** studying the early history of English and its expression in the literature of the time. This course will cover such classics as Beowulf, The Canterbury Tales, and Hamlet, as well as modern English writings and authors. Writing is emphasized as a way of responding to the readings. Research, as well as a research paper, is an important aspect of the class. The goals and objectives are to realize that times and circumstances change, but basic human emotions do not. There are lessons to be learned from the past.

English 12

This is a one-year senior level Language Arts Class. English 12 will consist of reading Animal Farm, 1984, Their Eyes were Watching God, Things Fall Apart, The Great Gatsby, and Antigone. High level thinking skills and questioning techniques are used. Students are required to research and produce papers based on this research. Students will also be required to speak and write effectively.

Speech and Debate

Speech and Debate is an elective course student can take in grades 10-12. In this class, studentswill develop skills that will enable themselves to speak confidently in front of groups. They will learn how to plan, research, compose, practice and deliver speeches to their classmates. Students will learn about the different types of speeches (informative, demonstrative, persuasive, etc.) and will deliver each one. Students will study famous speeches and evaluatetheir effectiveness and techniques. Students will study the process of communication, which will help them become better learners. Students will study mass media; perform scenes from plays; act out skits; debate each other; read dramatically, and communicate using every type of communication from verbal through non-verbal.

World Languages

Course	Credit	Length	At Grade	Prerequisite
Offered at HHS				
Spanish I	1	year	9, 10, 11, 12	None
Spanish II	1	year	10, 11, 12	Spanish I
Spanish III	1	year	11, 12	Spanish I & II
Spanish IV	1	year	11, 12	Spanish I & II & III

Spanish I

Level one is an introductory course which provides students the opportunities to develop proficiency in the areas of speaking, listening, writing, and reading Spanish. Students will engage in a variety of activities focusing on basic conversational skills, simple sentence structures, and short readings in Spanish. In addition, students will observe and discuss the culture and society in the lands where Spanish is spoken.

Spanish II

Level two builds upon the fundamentals that were learned in level one. Vocabulary and grammar are reviewed and expanded. Students will learn to utilize more sophisticated grammatical concepts and vocabulary while maintaining mastery of material learned in level one. Speaking, listening, writing and reading skills will be further enhanced. The students will use the foreign language to further develop awareness of global citizenship diverse cultures, native customs, and career related opportunities.

Spanish III

Level three puts great emphasis on the ability of students to express themselves in Spanish. The course is designed to solidify the student's knowledge of grammar and vocabulary through speaking, listening, writing and reading Spanish. There is a more detailed study of global citizenship, diverse cultures, native customs and career related opportunities.

Spanish IV

Level four further develops the student's' skill in reading, listening, speaking and writing Spanish. Students will read and discuss, in Spanish, selected literary works, listen and respond to native speakers, using videos and CD's; and write and speak, in Spanish, on a variety of topics, using various presentational patterns and time frames. Spanish is the primary language spoken in the class. Students will review all major tenses and grammar points.

Mathematics

Course	Credit	Length	At Grade	Prerequisite
Required Courses:				
Algebra I	1	year	9	None
Geometry	1	year	9, 10	Algebra I
Algebra II	1	year	10, 11, 12	Geometry
Elective Courses:				
Pre-Calculus/Trigonometry	1	year	10,11, 12	Alg. II
Calculus	1	year	12	Pre-Calc./Trigonometry
Senior Math Elective**	1	year	12	Based on class selected

Algebra I

The content of Algebra 1 is organized around families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them in multiple ways- as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, Algebra 1 includes lessons on probability and data analysis as well as numerous examples and exercises involving geometry. These math topics often appear on standardized tests, so maintaining students' familiarity with them is important. To help students prepare for standardized tests, Algebra 1 provides instruction and practice on standardized test questions in a variety of formats- multiple choice, short response, extended response, and so on. Technology support for both learning algebra and preparing for standardized test is available at classzone.com. A basic scientific calculator is recommended.

Geometry

In Geometry, you will develop reasoning and problem-solving skills as you study topics such as congruence and similarity, and apply properties of lines, triangles, quadrilaterals and circles. You will also develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. In addition to its geometry content, Geometry includes numerous examples and exercises involving algebra, data analysis, and probability. These math topics often appear on standardized tests, so maintaining your familiarity with them is important. To help you prepare for standardized tests, Geometry provides instruction and practice on standardized test questions in a variety of formats- multiple choice, short response, extended response, and so on. Technology support for both learning geometry and preparing for standardized tests is available at classzone.com. A basic scientific calculator is recommended.

Algebra II

To content of Algebra 2 is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. As you study each family of functions, you will learn to represent them in multiple ways- as verbal descriptions, equations, tables, and graphs. You will also learn to model real-world situations using functions in order to solve problems arising from those situations.

In addition to its algebra content, Algebra 2 includes lessons on probability and data analysis as well as numerous examples and exercises involving geometry and trigonometry. These math topics often appear on standardized tests, so maintaining your familiarity with them is important. To help you prepare for standardized tests, Algebra 2 provides instruction and practice on standardized test questions in a variety of formats multiple choice, short response, extended response, and so on. Technology support for both learning algebra and preparing for standardized tests is available at classzone.com. A graphing calculator is strongly recommended for this course. We are most familiar with the Texas Instruments brand preferably TI-83 OR TI-84.

Pre-Calculus/Trigonometry

Pre-calculus/Trigonometry is a foundational mathematical discipline. This course is intended to prepare students for the study of calculus. Pre-calculus typically includes a review of algebra, including exponential and logarithmic functions. Trigonometric and circular functions are studied in depth through the use of the unit circle, trig identities and solving trig equations. Some other topics covered include matrices, polar equations, vectors, series and sequences, and some calculus basics.

Calculus

Calculus is the culmination of algebra, geometry and trigonometry. The first semester is dedicated to the study of derivatives which is called differential calculus. The second semester is centered on the study of integrals which is called integral calculus. A principal feature of the text is using the rule of 4- algebraic, numerical, graphical and verbal representations of concepts. Technology is utilized throughout the course and a graphing calculator is required. This course is equivalent to Calculus 1 at the college level.

Consumer Math

Consumer Math is a course that strongly mirrors some business and economics courses. This involves practical math which is used in our everyday lives. Some major topics covered include auto and home loans and insurance, budgeting for our daily lives, learning about paychecks stubs and what everything means on those checks, taxes, credit cards, and transportation. This course is made available to seniors needing to meet the state requirement to have a mathematics course during their senior year.

Algebra and Geometry Focus

This class is designed to provide additional support to enable students to be successful in Algebra and Geometry. The class will reinforce and support an increased understanding of the standards required with math skills.

Science

Course	Credit	Length	At Grade	Prerequisite
Required Courses:				
Biology	1	year	9, 10, 11	None
Chemistry/Physics	1	year	10, 11, 12	None
Elective Courses:				
Advanced Biology	1	year	11, 12	Biology
Advanced Chemistry	1	year	11, 12	Chemistry
Advanced Physics	1	year	11, 12	Physics
Botany and Zoology	1	year	11, 12	None

Biology

This beginning **Biology** course covers the general principles needed for understanding ourbiological world. The areas of botany, zoology, ecology, microbiology, genetics, evolution,taxonomy, and the chemistry of biology are some of the topics that will be covered.

Chemistry

This general course in **Chemistry** is set up to cover the following areas; the background of chemistry, the naming of chemical compounds, balancing equations, predicting reactions, learning the atomic structure, knowing the periodic table, becoming familiar with gas law, chemical bonds, molecular composition, acids and bases, oxidation and reduction and solids and liquids.

Physics

Physics is the study of the science of matter, energy and motion. Topics include mechanics, heat, electricity, magnetism, light, sound, and atomic structures. The course includes a mathematical approach to help prove known phenomena.

Advanced Biology

This advanced course in **Biology** as a continuation of general biology, is a study of human body systems, genetics, and taxonomy. It is also a study of comparative anatomy of organisms through laboratory study and dissections.

Advanced Chemistry

This advanced course in **Chemistry** as a continuation of general chemistry, this class will provide the student with the basic lab skills needed to succeed in a college chemistry lab and give the student a background in basic organic and inorganic chemistry for college preparation.

Advanced Physics

This advanced course in Physics as a continuation of general physics, is an in-depth study of the physics behind motion, energy, gravity, and waves. Many of the topics covered in the general physics course are revisited, but with more challenging material. Much of the math used is Trig based and therefore students should be strong in mathematics. This course is designed to prepare students for the types of materials and labs that will be in a college level physics course.

Botany and Zoology

The botany portion introduces the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants,levels of organization, form and function of systems, and a survey of major taxa and evolutionary relationships. The zoology portion introduces the classification, relationships, structure, and function of major animal phyla. Emphasis is on levels of organization, reproduction and development, comparative systems, and a survey of selectedphyla.

Social Studies

Course	Credit	Length	At Grade	Prerequisite
Required Courses:				
U.S. History	1	year	9	None
World History	1	year	10	None
Government	.5	semester	11	None
Economics	.5	semester	11	None
Elective Courses:				
Michigan History	1	year	11,12	None

U.S. History

This class is the study of **U.S. History** from 1861 to present. The main topics of study are the CivilWar and Reconstruction Period, the Passing of the Frontier, New Industrial Period, becoming a World Power, Progressive Reform, W.W.I period, roaring 20's, The Great Depression, New Deal, W.W. II, The Cold War, Social Revolution, Vietnam War period, Watergate, The ConservativeMovement, The Promise of Change, Gulf War to present day.

World History

World History is a comprehensive history of world cultures, ranging from the ancient Egyptians, Chinese, Pre-Columbian American History to the present. Along the way economics, government,and social issues are wrestled with. The student will learn why the world is the way it is and what factors bring about positive and negative changes. Economic, political, and religious stimuli are also studied and discussed in an effort to make reasonable sense of a complicated world.

Government

Government details citizenship and power in the United States. The class explores how American government came to be, how the government functions today, and how winners and losers are determined in the struggle for political power. This class encourages students to participate in their government as active, informed citizens.

Economics

Economics is a survey course in Micro and Macro Economics. During the semester long course students will be introduced to the basic economic problems facing all societies. The course also focuses on: businesses and their resources, government, banking, and economic stability, the global economy, and personal finance.

Michigan History

This course will tell the story of Michigan's past by exploring its history, geography, and economics. The settlement of Michigan, its cultural history, and its political role within the Great Lakes Region and the United States will be discussed. This course seeks to give students hands-on learning opportunities through field trip experiences.

Business Education

Course	Credit	Length	At Grade	Prerequisite
Required Courses:				
Business Services & Technology (BST)	1	year	10	None
Elective Courses:				
Accounting I	1	year	11, 12	None
Accounting II	1	year	11, 12	Accounting I
Multimedia	1	year	11, 12	BST
Co-operative Education (Co-op)	3	year	12	Instructor Approval

Business Services and Technology (BST)

The **BST** class, is a requirement for all sophomores. This class introduces you to the Microsoft Office Suite. We expose students to career planning, checkbook skills, family budgeting, and other computer software that is current in today's world. We also collaborate with other teachers to fill the technology requirements that are needed in other subject areas.

Accounting I

Accounting This class can count as a math credit if taken in the senior year. It has been designed to work interactively with an online accounting software company. It has also been articulated with Delta College and college credit will be granted as students successfully complete this class. Students will learn to plan, record, analyze, and interpret financial information. The accounting cycle will cover the records of a merchandise and service business. This is one of the classes that meet the requirements for all students who need a related class to Co-op in their Senior year. Prerequisite Accounting I

Accounting II

Accounting II Accounting II students will be introduced to varied automated accounting systems for partnerships and corporations. Besides the technical skills, all students will learn the significance of accounting in business and how to understand and solve problems and communicate solutions effectively. This is one of the classes that meet the requirements for all students who need a related class to Co-op in their Senior year.

Multimedia

Multimedia focuses on state-of-the-art electronic information technologies including the internet. Students build their own website, create their own multimedia presentations and video portfolio. These skills are designed to give the student a head start in their business or college careers. Topics include:

- Using digital still cameras, scanners, and photo manipulation applications
- Digital audio and video manipulation
- Internet Research
- Electronic publishing
- Yearbook

Students must be self-starters, highly motivated, and able to work on their own. This class meets the requirements for all students who need a related class to Co-op in their senior year.

Co – Operative Education (Co-op)

Cooperative education, students attend school half a day and work half a day. This program represents an extension of educational facilities into the community and gives students an opportunity to continue the training they have received in school. The primary purpose of Cooperative Education is to get practical experience in a real job situation and should be considered as an educational experience first and the opportunity to earn money should be considered secondary. The Co-op student is actually an ambassador of the school; therefore, it is very important that only selective students are accepted for this program.

Technical Education

Course	Credit	Length	At Grade	Prerequisite
Elective Courses:				
Welding	1	year	9, 10, 11, 12	None
Woodshop	1	year	9, 10, 11, 12	None
Auto	1	year	9, 10, 11, 12	None
Mechanical Drawing	1	year	9, 10, 11, 12	None
CAD	1	year	10, 11, 12	Mechanical Drawing
Power Sports	1	year	10, 11, 12	None

Woodshop

The first-year course is designed to instruct students how to make a variety of woodworking projects and to acquaint students with shop safety, work procedures, hand and power tools. Students will develop skills and learn a considerable amount of woodworking technology. After the first year of the course students will be given opportunity todevelop skills in cabinet making, finishing and the use of shop tools and equipment.

Auto Technology

This course covers all basic automotive service operations. Students will learn the use of shop procedures, shop safety, shop equipment and hand tools. Students will also learn parts and components of the automobile. Students will learn to gas and arc weld, operate tire service equipment and will learn all important service points in proper car care.

Subsequent years in Auto offers students the ability to learn more about the tune-up and diagnosisof engine and emission systems. The course covers tune-up, use of equipment, replacementof parts, carburetor, fuel injection, electronics, starters and alternators. Students will also learn more about engine and drive line overhaul.All aspects of major overhaul are looked at. Emphasis will be placed on engines, clutch bearings, U-joints, brakes, and steering.

Mechanical Drawing

Mechanical Drawing must be taken prior to CAD I. Mechanical drawing technology consists of basic drafting techniques to develop orthographic and working drawings. Pictorial drawings (oblique, isometric, perspective and duplications) will be used to represent a variety of objects. Basic Architectural design will also be presented to students who have an interest in this area.

Computer Aided Drafting Technology

This class will present the use of the computer to advance techniques learned in the beginning mechanical drawing class. This class can also include Architectural Drawing for students with an interest in Architecture. The structure of this class will be based from AutoCAD 2007 for Windows along with Autodesk Inventor. For students interested in Architecture, the program will be based on Chief Architect 10.0 for Windows.

Subsequent years in this course will present the use of advanced techniques in AutoCAD 2007, Chief Architect 10.0,Autodesk Inventor, rendering, and wire frame. Emphasis will be placed on drawing presentation, dimensioning, and advanced techniques in AutoCAD and Chief Architect. This class will also present problems using AutoCAD 2007, mechanical desktop, Chief Architect 10.0, Autodesk Inventor, and adobe photo shop. A major emphasis will be placed on the needsof industry as well as engineering programs both in architecture, mechanical, and civil engineering as the interest exists. Advanced emphasis will be given to the needs of students that are interested in these types of programs. With this emphasis they will gain knowledge thatwill be useful in the work force or at the college level. We will also explore the many applicationsof these programs in industry and also everyday life. Independent projects will be emphasized.

Power Sports

This course is a one-year course designed to teach students how to repair and maintain their power sports equipment. Motorcycle, snowmobiles, atv's, and jet ski's will be the primary focus. Engine repair, engine tuning, drive train, tires, wheels, and suspension will be learned in the course. Students are highly encouraged to bring in their own projects.

Welding

A one year to course to instruct students on how to make a variety of metalworking projects and to acquaint students with shop safety, work procedures, hand and power tools. Students will learn oxy acetylene welding, MIG, Arc, and intro to TIG for steel. These learned skills will prepare students for future job opportunities. Also shop math skills will be developed such as: tape measure, precision measuring (micrometers and calipers), angles, estimating, blueprint reading, layout, and time management.

Second, third, and fourth year welding course, students will be given the opportunity to develop skills learned through making metal working projects. For example, barbeque grill, bumper, snowmobile lift, log splitter, etc. Also shop math skills will be developed such as: tape measure, precision measuring (micrometers and calipers), angles, estimating, blueprint reading, layout, and time management. This course is designed to take a student the development stage of welding to the masterystage of welding.

Physical Education / Health

Course	Credit	Length	At Grade	Prerequisite
Required Courses:				
Physical Education	.5	semester	9	None
Health	.5	semester	9	None
Elective Courses:				
Elite Fitness	1	year	9, 10, 11, 12	None

Physical Education 9

Physical education is a sequential educational program that provides students with the knowledge, skills, fitness, and attitudes needed to lead a healthy lifestyle.
A physically educated person who participates in health enhancing physical activity:

- Demonstrates competence in selected motor skills.
- Assesses, achieves, and maintains physical fitness.
- Applies cognitive concepts in making wise lifestyle choices.
- Exhibits appropriate personal/social character traits while participating in physical activity

Health 9

Through health education, students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health.
Critical health content areas are organized in the Guidelines by strand, as follows:
Strand 1: Nutrition and Physical Activity
Strand 2: Alcohol, Tobacco, and Other Drugs
Strand 3: Safety
Strand 4: Social and Emotional Health
Strand 5: Personal Health and Wellness
Strand 6: HIV Prevention
Strand 7: Sexuality Education

Elite Fitness

Elite Fitness is a total conditioning program for all athletes regardless of sport, age or gender. The program improves all aspects of athletic performance, including strength, power, speed, agility and flexibility. Unification is the idea that all high school athletes,and most college athletes for that matter, should adhere to the same training philosophy. This means that regardless of sport, all athletes should perform the same core weight training exercises, the same speed and agility exercises, and the same flexibility and plyometric exercises – and this applies to all sports, from football players to basketball players to runners. This is for the athlete who is committed to improving their physical abilities.

Family and Consumer Sciences

Course	Credit	Length	At Grade	Prerequisite
Elective Courses:				
Culinary Arts	1	year	9, 10, 11, 12	None
Advanced Culinary Arts	1	year	10, 11, 12	Culinary Arts

Culinary Arts

Do you enjoy eating? Trying new foods? Watching the Food network? Using your hands, rather than sitting at a desk all hour? If so, consider taking Culinary Arts I. You will learn specific measuring, prepping, cooking, baking, plating and serving techniques throughout this course.

We're in the kitchens at least two days per week and sometimes all five. You will also learn important nutrient information while making delicious foods, so be advised, there will be some reading and writing weekly too. Your tests are every week, as you prepare soups, salads, appetizers, breads, entrees, desserts, all of which you will be required to try. Culinary I students prepare and serve at least three amazing dinners for guests (at Thanksgiving and for exams). We also prep and serve hundreds of appetizers at our Annual Love of the Arts night and travel to local restaurants to meet with chefs, managers, etc. to learn how these skills can help with a future career. You will NEVER be bored in this class; you will constantly be working and learning the importance of TIME MANAGEMENT, PLANNING AND ORGANIZATION. These are invaluable life skills with the bonus of eating your classwork! Bon Appetit!

Advanced Culinary Arts

This course is designed for students who want to advance their basic cooking skills, continue learning more about planning entire meals, preparing appetizers, pastries, tortes, decorated cakes, tarts, stuffed/rolled meats, soufflés, themed place settings, and much more! Yes! You and your classmates will be able to try these delectable treats! Definitely a hand's on class. Plan on being in the kitchen every week. Students will be expected to watch demonstrations (live and video) and then perform what they have learned, along with memorizing several terms associated with the food preparation industry. Plan on reading several recipes understandingyou must try all foods and prepare them for certain groups of people for tests and exams.
NOTE – There will be more expected of you now especially when it comes to terminology and presentations of the gourmet foods. Some items prepared in class will be sold in the community to replenish the budget. If you've been in one cooking class, get in on this one to really "strut your stuff in the kitchen." You will be challenged and you will succeed! Besides, wouldn't you just love all the attention and possible job opportunities your delicacies can bring into your future?

Art

Course	Credit	Length	At Grade	Prerequisite
Elective Courses:				
Art I	1	year	9, 10, 11, 12	None
Art II	1	year	10, 11, 12	Art I
Art III	1	year	11, 12	Art II
Art IV	1	year	12	Art III

Art I

The emphasis in this course will be on drawing and painting but other art experiences will be covered, i.e. collage, sculpture, pottery, lettering and poster design. Measurable study in art history, art appreciation and art terminology will be included.

Art II

This course is designed for application of design principles in relationship to common art materials. Units in cut paper design, collage, block printing, pottery, chalk, mixed media, painting, drawing, lettering and poster design will be covered. Measurable study in art history and terminology will also be included.

Art III

A journey through the historical styles of drawing and painting of prehistoric to modern art. Students will use a variety of media and create original art works using elements of the style being studied.

Art IV

This course will be developed to portray studio art. Studio art is designed to create an opportunity for senior level students to achieve mastery level learning skills in a medium of their choice, explore new media and undertake lengthy large-scale projects.

Music

Course	Credit	Length	At Grade	Prerequisite
Elective Courses:				
Band	1.0	year	9, 10, 11, 12	Instructor Approval
Jazz Band	1.0	year	9, 10, 11, 12	Instructor Approval

Band

The purpose of high school band is to provide the students with the opportunity for continued instrumental music education. Students will further develop their techniques, interpretation, and theory skills. The Hemlock High School Band is a member of the MSBOA and therefore participates in their activities and events. There are also many other avenues available to interested members; pep band, jazz band, concerts, festivals, parades and such.

Jazz Band

This course is designed as a supplemental ensemble to the Concert Band. This class will serve as an introduction to the rich history of jazz music. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on not just performance technique, but also rudimentary improvisational skills, musicianship, and a sense of personal accountability. Students will learn basic jazz scales, styles, chord structures, and improvisational skills. **All students are required to have completed the previous level of experience on a band instrument.** This ensemble is a skilled effort in which each student is expected to show technical and musical growth throughout this course.

Other

Course	Credit	Length	At Grade	Prerequisite
Elective Courses:				
PEER	1.0	year	11, 12	Director Approval

PEER

Do you enjoy helping others? Does your career of choice include working with the public? PEER may be for you! The course is designed to facilitate awareness of individuals with special needs, and the benefits of peer to peer support in the least restrictive environment. PEER students will be supporting other students in a variety of settings, throughout the district, at the teachers' discretion. The course emphasizes student independence by building better communication and social skills through positive role modeling, decision making, and conflict resolution.

Evaluation: PEER students will be evaluated per marking period on: student assistance, case conference participation, journaling, staff feedback, and a written paper. At times, PEER students may be asked to use the computer for assignments.

Notice of Right to Access and Privacy of Records

Parents and guardians of each students under 18 years of age and each student who is 18 years of age or older have certain rights respecting the records kept on the students by Hemlock Public Schools. These rights include:

1. The right to examine the student's records. Requests for inspections can be made by calling the school where your son or daughter is enrolled.
2. The right to have the administration hear evidence that any part of the record is inaccurate, misleading, or violates a students' privacy or other rights, to have the record changed if the administration agrees with the applicant's evidence and to insert an explanation in the record if the administration disagrees.
3. The right to have records which personally refer to a student kept confidential except either by consent of the parent/students, or when being used by school personnel for school business. Certain official agencies may also request records. These are listed in the Board of Education Policy of Student Records.
4. The following information will be made available for publication in directories and sports programs:
    a. Name, address, telephone number
    b. Date and place of birth
    c. Major field of study
    d. Participation in school activities
    e. Date of school attendance
    f. Honors and awards
    g. Other similar information: e.g. alumni associations, height and weight of athletes, honor roll members, information generally found in yearbooks.

If a parent or student does not wish the information to be available for publication, notice must be given to the High School Principal by October 1, phone 642 – 5287.

5. The right to obtain a copy of the Board of Education policy on Privacy of Students Records from the Superintendent's Office, phone 642 – 5282.
6. The right to protest to The Family Educational Rights & Privacy Act Office, Department of Health, Education and Welfare, 300 Independence Ave., S.W. Washington, D. C. 20201, if the school is not complying with the Family Rights and Privacy Act or the Department of HEW rules.

GRIEVANCE PROCEDURES FOR
TITLE VIOF THE CIVIL RIGHTS ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990
SECTION 504 OF THE REHABILITATION ACT OF 1973
AGE DISCRIMINATION ACT OF 1975

Section I

Any person believing that the Hemlock Public School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) TITLE VIOF THE CIVIL RIGHTS ACT OF 1964, (2) TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972, (3) TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990, (4) SECTION 504 OF THE REHABILITATION ACT OF 1973, (5) AGE DISCRIMINATION ACT OF 1975 may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

Superintendent of SchoolsHemlock Public Schools
P.O. Box 260 Hemlock, MI 48626
(989) 642-5282

Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps.

Step I: A written statement of the grievance signed by the complainant shall be submitted to the Local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate thematters of grievance and reply in writing to the complainant within five (5) days.

Step 2: A complainant wishing to appeal the decision of the Local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant withinten (10) business days.

Step 3: If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within (5) business days of receiving the superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each party within ten (10) days of this meeting.

Step 4: If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office of Civil Rights,Department of Education, Washington, D.C. 20202.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, Department of Education, Washington, D.C. 20202.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office