

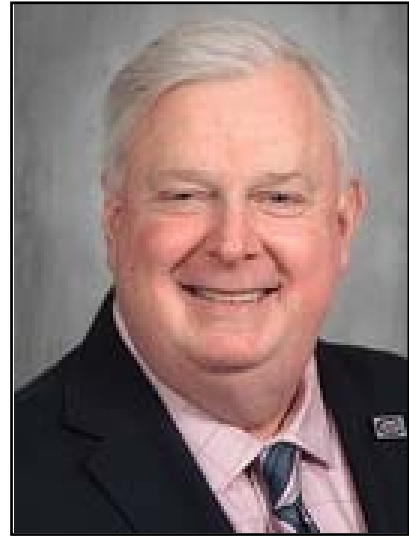
# CLARENCEVILLE HIGH SCHOOL

## COURSE CATALOG 2024-2025



Prepared by the Counseling Department  
Clarenceville High School  
20155 Middlebelt Rd  
Livonia MI 48152

# CLARENCEVILLE SCHOOL DISTRICT



Superintendent  
Paul K. Shepich

Assistant Superintendent  
Business/Finance  
David Bergeron

Assistant Superintendent  
Learning Services  
Melissa Caruth

## MISSION STATEMENT

The mission of the Clarenceville School District is to provide individuals a variety of educational opportunities which enable them to become lifelong learners and productive members of a changing world.

Clarenceville Schools in its policies, program and practice, does not discriminate on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, nor toward qualified handicapped individuals. Title IX and Section 504

## MEMBERS OF THE BOARD OF EDUCATION

Dennis Myers: President

Cindy Immonen: Vice President

Pamela Shourd: Treasurer

Jeffrey Bunker: Secretary

Patrick Marietti: Trustee

Andrea Watt: Trustee

Kimberly Arnett: Trustee

## DISTRICT BELIEFS

1. All people have value, worth and dignity.
2. Everyone can learn.
3. All individuals are unique.
4. Learning is a lifelong process.
5. Everyone can experience success.
6. Change is inevitable.
7. Cooperation leads to greater learning and productivity.
8. Continuous improvement comes from trying new ideas.

# CLARENCEVILLE HIGH SCHOOL

## CHS MISSION STATEMENT

We believe the mission of Clarenceville High School is to enable students to achieve academic, social and career success by providing a supportive learning community that encourages and develops each student's interests and abilities in order that we become lifelong learners and be able to meet the ever-changing challenges of our future world. We pledge to maintain high standards of learning and expect all students to succeed. We are committed to working collaboratively with all school community stakeholders to implement necessary educational strategies to ensure student success.



**Terrence Blevins**  
Principal

B.A. Eastern Michigan University  
M.A. Concordia University  
M.A. Eastern Michigan University

**Todd Noonan**  
Principal

B.A. Kalamazoo College  
M.A. Wayne State University



**Kevin Murphy**  
Athletic Director

B.S. Wright State University  
M.A. Wayne State University



## CHS BELIEFS

The faculty, staff and administration of Clarenceville High School have the following beliefs:

- We believe student learning is our primary focus.
- All stakeholders need to be proactive in the educational process.
- Everyone can experience success.
- An educational community is successful when a climate of mutual respect exists.
- Attendance plays a critical role in creating a positive learning environment.
- Learning is a shared responsibility.
- Technology is conduit to student learning.
- Teacher instruction makes all the difference in student interest level and learning success.

## CHS VISION STATEMENT

The vision of Clarenceville High School is to educate and prepare all students in a safe learning environment to be successful learners ready for college, career and citizenship.

# COURSE CATALOG OVERVIEW

Welcome to Clarenceville High School and thank you for taking the time to look through our course catalog for the school year. We hope you find it a useful tool as you familiarize yourself and your teenager with our course offerings.

This booklet of high school course descriptions has been compiled as an aid to students and parents when selecting a high school course of study. Actual school programs and schedules of classes should be made with consideration of the student's academic background, interests, aptitudes and aspirations. Final decisions of a student's schedule should involve the student, parent, counselor, and teacher. The descriptions in the course catalog are to be used as a guide when registering. The descriptions are not intended to be complete listings of the specific objectives of each course. More complete information, including specific performance and course objectives, is available from individual teachers and departments.

Our educational offerings include business curriculums that offer articulation agreements with specific community colleges. Successful completion of these courses could result in college credit being earned at those community colleges. We have access to Oakland Schools technical campus and we offer dual enrollment opportunities to those students who meet the local and state criteria. Clarenceville High School, along with the entire district, has met the requirements and has achieved District-wide AdvancED Accreditation, which is the highest level of accreditation awarded! Clarenceville is now one of the approximately 50+ districts in the state of Michigan to be granted district-wide AdvancED accreditation!

As you plan and select your courses through the scheduling process, please keep in mind that your focus must first and foremost be on meeting the Clarenceville School District graduation requirements. It is important to understand that your schedule is generated based on your original requests, along with staff and course availability. As you are selecting courses, please pay attention to any pre-requisites and/or grade level criteria. Changing classes once the school year begins is discouraged and is not often approved. Furthermore, it is unlikely that an alternative course of interest to you will have available space once the scheduling process is complete. Course offerings and teacher placement is based on student course selections and EDPs We remain committed to making every possible effort to tailor a program that best meets your educational goals while challenging your potential. Please choose your courses carefully!

Best wishes in planning your schedule. Remember, if you need help, feel free to contact a counselor or building administrator.

Sincerely,  
Terrence Blevins  
Todd Noonan  
Principals



**SOME COURSES MAY BE VIRTUAL**

# COURSE CATALOG

The purpose of the Clarenceville High School Course Catalog is to provide students and parents with course descriptions and information about school services. This information will aid students in making knowledgeable decisions about their future, combining abilities, aptitudes and interests, and leading them in making better choices about classes. These choices will lead to a productive future after high school.

Students and parents can use this material to communicate with each other and with teachers for the best relationship between these educational choices and occupational decisions.

# COUNSELING DEPARTMENT

Joelle Troszak



B.S. Central Michigan University  
M.A. Eastern Michigan University

LaKiesha Holliday



B.A. Western Michigan University  
M.A. Oakland University  
Post Grad Cert Wayne State

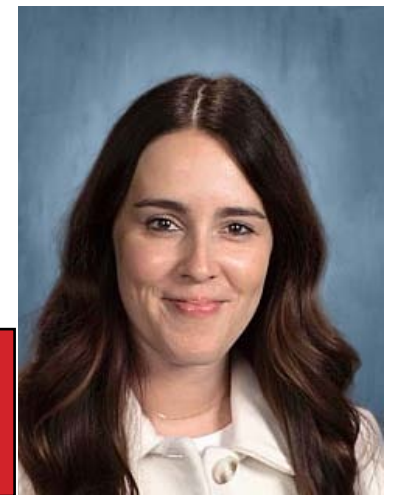
# OFFICE STAFF

Hannah Reed



Principals & Counselors Secretary

Courtney Schnettler



Attendance and Athletics Secretary

# GRADUATION REQUIREMENTS

The board may adopt graduation requirements beyond the minimums set forth by the State Board of Education. All candidates for graduation must have successfully completed the following:

Credit Requirements for Graduation  
 \*\*\*\*\*SOME COURSES MAY BE VIRTUAL\*\*\*\*\*

Grad Year	Credits from Required Courses	Credits from Elective Courses	Total # of Credits to Graduate
2024 & 2025	17.5	4.5	22
2026 & 2027	17.5	4.5	22

The following are the required courses that make up the 19 required credits listed above:

4.0 Credits	English/Language Arts: English Language Arts 9, 10 English 11A or AP Lang/AP Lit .5 Elective Credit Junior Year One (1) English Credit in Senior Year	<ol style="list-style-type: none"> <li>1. The Michigan Merit Exam (MME) and the College Board SAT, workkeys, MStep must be taken in the junior year and are graduation requirement.</li> <li>2. Credit is earned for the successful completion (G or a D- or better) in a class.</li> <li>3. Students attend for eight (8) semesters taking a full load of courses aimed at meeting the requirements unless adjusted by administration for special education.</li> <li>4. Students who take classes other than those offered at the high school must have prior written permission from their counselor in order to get credit for graduation.</li> <li>5. Staffing and course offerings for the school year are based on student registration information.</li> <li>6. Students may take a series of credits using dual enrollment and apply them to graduation credit requirements.</li> </ol>
3.0 Credits	Science: Biology, Chemistry Science Elective (1 credit)	
4.0 Credits	Mathematics: Algebra 1, Geometry, Algebra 2 One (1) Math Credit in Senior Year	
3.5 Credits	Social Studies: 1 Credit in U.S. History and Geography or AP U.S. History and Geography 1 Credit in World History and Geography or AP World History and Geography .5 Credit in American Government or AP Government A .5 credit in Economics .5 credit in Civics or AP Government B	
.5 Credit	Health	
.5 Credit	Physical Education	
*2.0 Credits	World Languages (both credits in same language)	
4.5 Credits	Any Courses	

\*2nd year can be substituted with a formal State approved CTE Program OR 2 additional Visual, Performing, and Applied Arts courses

# STUDENT INFORMATION FROM THE COUNSELING DEPARTMENT

## EDUCATIONAL DEVELOPMENT PLANS

As part of career development and exploration, 7th grade students will formulate a detailed strategy for their four years in high school. A career path will be chosen and a chart of those classes needed to fulfill the stated pathway will be reviewed with the career development facilitator. As students continue with their high school experience, the Educational Development Plan (EDP) will be examined and refined annually with the student's career development facilitator.

### CAREER PLANNING

Students will benefit from investigating many career possibilities as rapidly changing technology opens and closes many career fields. Students will benefit from seeking to integrate personal and leisure interests with their career interests and academic/technical strengths. During their high school experience, students should practice work place skills such as communication, critical/creative thinking, teamwork, and leadership while building basic skills and motivation to learn. Career planning materials are available in the Career Center and in the Counseling Department.

As career fields rapidly expand and change, students face many new choices. Students will need an expanding ability to learn and it will be increasingly important to be a life-long learner. College bound students will need a solid background in English, math, science, social studies and computer technology. Effective communication skills are vital. The knowledge of a world language is often required. If a student has chosen a field of study, he/she should consult college catalogs and visit campuses when possible. The Counseling Department processes applications to colleges after students have completed and submitted them. Student/athletes should meet with their counselor concerning NCAA Clearinghouse eligibility standards.

### COLLEGE BOARD

## OAKLAND ACE (ACCELERATED COLLEGE EXPERIENCE)

### ACE

Oakland ACE is an early college program for students in participating Oakland County districts. The program is designed for those facing challenges to college enrollment and success. Oakland ACE offers students the opportunity, guidance, and support to earn an associates degree, or up to 60 transferrable credits, while still in high school. Students who meet the eligibility criteria apply during the 10th grade and commit to a three-year program spanning grades 11, 12 and 13 (an added fifth year of high school).

## OAKLAND TECHNICAL EARLY COLLEGE

Oakland Technical Early College is an extended high school program. Beginning in the 11th grade students have the opportunity to work toward an associate degree related to the technical program the student is taking at OSTC. Oakland Schools Technical Campuses partner with Oakland Community College to bring Early College opportunities to our campuses. In 11th and 12th grades, students take college courses along with their home high school and OSTC coursework. Students attend Oakland Community College full time during an added 13th year completing final high school requirements and potentially earning a full associate degree.

### FINANCIAL AID

Students going to any post-secondary educational program should seek financial aid. Students and parents should begin the process of completing the FAFSA form after October 1st of the student's graduating year. ([www.studentaid.gov](http://www.studentaid.gov)). Good grades and solid preparation are the keys to obtaining help in financing a student's higher education and training.

## WHAT ARE CAREER PATHWAYS?

The state of Michigan has developed a set of Career Pathways, organized around the similar interests and strengths of individuals working within each pathway. The six pathways are: Arts and Communication; Engineering, Manufacturing and Industrial Technology; Human Services; Business Management, Marketing and Technology; Health Sciences; and Natural Resources and Agriscience. Each pathway encompasses a wide variety of occupations that require varying levels of education and training.

## WHY CAREER PATHWAYS?

- Career Pathways move the focus from college prep vs. non-college prep to a thoughtfully chosen career goal from which the preparation process (training, military, apprenticeship, community college, or 4-year college) logically flows.

- Career Pathways shift emphasis from prematurely trying to select one career to acquiring information on a variety of careers centered on a particular theme with similar interests, aptitudes and strengths.

- Extracurricular and community experiences aligned with pathway choices will continue to support tentative career decisions.

- The ultimate goal: graduates with greater vision, preparation, and capacity for building success in the world of work.

- When courses are aligned in the various pathways students are more easily able to make connections between their high school coursework and their future career choice increasing their understanding and motivation to stay in school.



- All Pathways promote career exploration and knowledge of employability skills.

- The Career Pathways model is flexible: students may change pathway focus any number of times.

- Career Pathways promote thoughtfully chosen goals that then become guides to post high school planning.

## CAREER PATHWAYS

### ARTS AND COMMUNICATION

Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include: architecture, graphic, interior and fashion design, writing, film, fine arts, journalism, languages, media, advertising, and public relations.



- Are you a creative thinker?
- Are you imaginative, innovative, and original?
- Do you like to communicate ideas?
- Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories?

If your answer to any of these questions is “yes,” this may be the career path for you!

### BUSINESS, MANAGEMENT, MARKETING AND TECHNOLOGY

Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



- Do you enjoy being a leader, organizing people, planning activities, and talking?
- Do you like to work with numbers or ideas?
- Do you like things neat and orderly?

- Do you enjoy carrying through with an idea and seeing the end product?

If your answer to any of these questions is “yes,” this may be the career path for you!

### ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



- Are you mechanically inclined and practical?
- Do you like reading diagrams and blueprints, and drawing building structures?
- Are you curious about how things work?

- Would you enjoy painting a house, repairing cars, wiring electrical circuits, or working with woodworking?

If your answer to any of these questions is “yes,” this may be the career path for you!

# CAREER PATHWAYS

## HEALTH SCIENCES

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.



- Do you like to care for people or animals that are sick or help them stay well?
- Are you interested in diseases and in how the body works?
- Do you enjoy reading about science and medicine?

Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?  
If your answer to any of these questions is “yes,” this may be the career path for you!

## HUMAN SERVICES

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



- Are you friendly, open, understanding and cooperative?
- Do you like to work with people to solve problems?
- Is it important to you to do something that makes things better for other people?
- Do you like to help friends with family problems?

Do you like reading, storytelling, traveling, or tutoring young children?  
If your answer to any of these questions is “yes,” this may be the career path for you!

## NATURAL RESOURCES AND AGRISCIENCE

Careers in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



- Are you a nature lover?
- Are you practical, curious about the physical world, and interested in plants and animals?
- Do you enjoy hunting and fishing?
- Do you like to garden or mow the lawn?
- Are you interested in protecting the environment?

If your answer to any of these questions is “yes,” this may be the career path for you!

# ART



## EXPLORATORY ART #310001

This course is a prerequisite for all other art classes. It is designed to give the student a background in different art media such as paper, charcoal, ink, acrylic, paint, watercolor, etc. The basic concepts of art such as color, line, perspective and design are dealt with by exploring such areas as collage, drawing, painting, and sculpture.

## BEGINNING CERAMICS AND ADVANCED CERAMICS #310005 & #310006

These courses are designed for the student who is interested in the use of clay as an art medium. Different techniques of hand-built pottery such as coil, slab, and pinch methods will be explored while making useful ceramic pieces as well as decorative art. Advanced Ceramics is a more in-depth study with clay. You will become adept with advanced hand-built pottery, wheel-thrown pottery, and ceramic sculpture.

**Prerequisite:** Exploratory Art, Beginning Ceramics for Advanced Ceramics

## BEGINNING DRAWING AND PAINTING #310002



This course is designed to develop skills in two-dimensional art. The student will be dealing primarily with different drawing media: pencil, charcoal, pastels, ink, and will become acquainted with painting through the study of a variety of artists. Painting media such as tempera and watercolor will be explored.

**Prerequisite:** Exploratory Art



**Jill Kraizman**  
B.F.A. College for  
Creative Studies  
(2) M.A. Wayne State  
University

Welcome to your creative community, which strives to support the development of each student to the highest level of that student's ability academically, artistically, and culturally. Active, hands-on learning is accomplished through the four art disciplines of production, criticism, aesthetics, and history. In art classes you will develop visual literacy, often with interdisciplinary connections. You will also find freedom for your creative interpretation of projects which leads to personally meaningful work. Art education prepares students for the real world in which creative solutions, self-evaluation, tolerance for ambiguity, and problem solving are increasingly important.

# ART

## ADVANCED DRAWING AND PAINTING #310003

This course is a continuation of the beginning drawing class with an emphasis placed on the human face and figure. A more intense study of painting through art history will be presented.

**Prerequisite:** Exploratory Art and Beginning Drawing and Painting

## 3-D (THREE DIMENSIONAL) DESIGN JEWELRY AND SCULPTURE #310004

3-D Design introduces students to sculpture and jewelry techniques. Students continue to develop skills in creative design and craftsmanship as they explore such exciting techniques as fabrication, modeling, casting, and carving. Students explore their own unique interpretations while expanding skills and understanding of the media, tools, and elements of art.

Creative problem solving is emphasized in this course as the student develops personal answers to the design questions posed by the teacher.

## INDEPENDENT STUDY ART 310008

This course is designed for the advanced art student. Students will submit a plan of work describing the area of art that they will be exploring for each marking period. Students will be required to keep a journal of their feelings while working. There is a relative freedom for students to explore those areas in which they are interested.

**Prerequisite:** Three (3) classes of high school Art and teacher recommendation

### Mission

As Fine Arts educators, recognizing art as a universal language in an increasingly visual world, our mission is to serve all students by developing visual literacy, reflective self-evaluation, synthesis and creative problem-solving abilities.

### Philosophy

It is the belief of Clarenceville School District that the visual arts are essential for practical as well as aesthetic and humanistic purposes. Art education expands on the students' individual capacities to scan, create, critique and consider the elements of art and principles of design within personal, historical and cultural references. Visual arts education synthesizes the creative process i.e. inception and refinement of an idea, execution of the product and reflecting on that process. The creative process creates an awareness of the fine arts in everyday life, enabling students to recognize and value art in our world. Visual arts education provides a foundation for learning in other areas of the core curriculum, preparing the student to function in an aesthetic age.

# CAREER AND TECHNICAL

## EXPLORING BUSINESS #320023

Applying skills learned in Technology and Careers, students will learn all the different areas of business including International Business, business decision making, planning, entrepreneurship, and safety. They will learn how to use financial information, charts and graphs, presentations, and basic databases for business purposes. This class also concentrates on business teamwork skills, problem solving and prioritizing work.

**Prerequisite:** Technology and Careers  
Sophomore/Junior/Senior Status



## BUSINESS ADMINISTRATION MANAGEMENT OPERATIONS (BAMO):

**Our premise** is that sooner or later all people seek employment—especially while earning their degree.

### MISSION STATEMENT:

Through Career and Technical Education Courses, students will gain the academic, technical, and work behavior skills necessary for success either transitioning into the work place or continuing into post-secondary education. We feel that there are essential skills including Academic Skills, Teamwork Skills, and personal management skills that are built into the core of all Business and Technology classes.

## EXPLORING BUSINESS

This class will apply skills learned in technology careers while learning International Business, business decision making, planning, entrepreneurship, and safety. You will learn things on Microsoft Word, Excel, and PowerPoint that you never knew were possible!!

## BUSINESS LAW

This class will show you how the law fits in with your life. You will be able to understand the law as it impacts our court system in both civil and criminal matters while learning business management, leadership, ethical, and legal responsibilities.

## BUSINESS MANAGEMENT 101 - A & B

These classes will teach you the fundamental concepts of Business Management to prepare you with the necessary skills to succeed in professional working environment and to balance business fundamentals with real-world experiences. You will also increase your skills and can test to receive Microsoft Office Certification in Microsoft Word, Excel, desktop Publishing, PowerPoint, and Access. A must class for all BPA Students!

Completion of the Business Management classes would give you the following seven Davenport University credits if program criteria are met:

**BUS120, BITS 101, BITS 105, BITS 209, BITS 214, BITS 221, & CISP 100**

### ADDITIONAL RECOMMENDED ELECTIVES;

**Accounting A & B**

**Meets the 4th year math requirement**



## WORK BASED LEARNING

Work-Based Learning is sustained and progressively intensive interactions with employers or community professionals in real workplace settings. This is a program to gain real-world experience in a professional business setting. This employment will be first-hand engagement with the tasks required of a given career field, which aligns to the curriculum, instruction, and Career and Technical Education (CTE) program standards.

### Requirements:

**Select group of seniors:**

**Students will interview for the program to demonstrate they have the soft skills and career ready practices.**

**Must be on track for graduation**

**Must report employment two times a month.**

**Must maintain employment throughout the school year.**

**Students will be asked to pass rigorous training and safe practices for job placement (done onsite).**

## FINANCE CLASSES 4TH YEAR MATH ELECTIVE

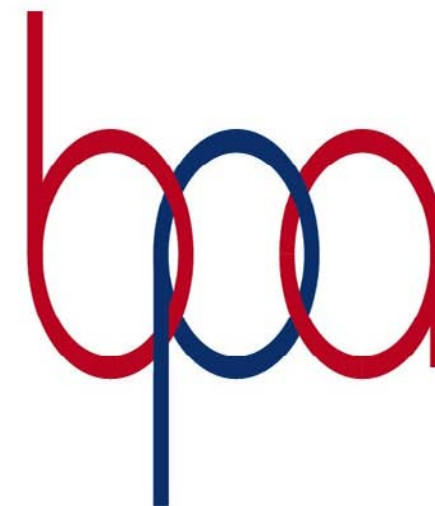
**Accounting A & B** - This course will teach you how to run a business financially and give you the knowledge and experience in keeping records and books. If you are preparing to own a business, become a doctor, lawyer, cook, or work in the business field, this class is a must!

**Advanced Accounting** - Advanced is a continuation of the first year of accounting working with departmentalized merchandising business and functions of this type of corporation. More time will be spent on learning Excel functions as well and test to be Microsoft Office Certified. The course is designed for students who are planning on majoring in Business.

## WHAT IS BPA?

BPA stands for Business Professionals of America. This is a great group to join because you will get to bond with many different types of people and compete with them at the same time. You can even earn college scholarships through membership in BPA!

With BPA, you can compete in many different categories ranging from Extemporaneous Speech to Banking and Finance as well as all the Microsoft Office software. There are 54 events in all. If you do well in these events, you can qualify for state competition. The top place holders in each category will move on to National Competition.



**BUSINESS  
PROFESSIONALS  
of AMERICA**  
**Giving Purpose to Potential**



## **CAREER AND TECHNICAL EDUCATION**

### **BUSINESS LAW #320006**

This course will teach the student aspects of law that govern our business life. The course deals with contracts as they pertain to buyer and seller, business management and leadership, and ethical and other legal responsibilities of business. Students will also learn about different legal forms of business organizations and our court system that impact all of us in both civil and criminal matters. It is an important course or core class for any student planning on majoring in any form of business.

**Prerequisite: Sophomore/Junior/Senior Status**

### **BUSINESS MANAGEMENT 101 A #320024 BUSINESS MANAGEMENT 101 B #320025**

Through exploring business management principles and using computers, this course is designed to prepare students with the necessary skills to succeed in a professional working environment and balance business fundamentals with real-world experiences. This course will advance students' skills in presentation, leadership, teamwork, and strategy. Students will understand the fundamentals of business management functions by learning about the departments of a typical corporation and the types of jobs found in the various departments. Completion of the Business Management classes would give you credit for the following seven Davenport University Classes if program criteria are met: BUS 120, BITS

**101, BITS 105, BITS 209, BITS 214, BITS 221, and CISP 100**

**This course can be taken a total of five trimesters in any order.**

**Prerequisite: Exploring Business and Business Law**

**Sophomore/Junior/Senior Status**

### **MARKETING 1 AND 11**

Marketing activities are a part of our everyday life. Businesses offer a variety of products and services to meet our wants and needs. Companies advertise those products and services to entice us to buy. Without effective marketing, you would not have access to most of the products and services you use every day.

This program includes Marketing I and Marketing II, and will explore the field of marketing; specifically, we will examine how marketers understand consumers' wants and needs, develop products and services that provide superior value, and how they price, distribute, and promote products and services effectively, both domestically and internationally.

Upon completion of this course, the student will be prepared to enter advanced studies in marketing, or use this knowledge as they enter the workforce.

## **CAREER AND TECHNICAL EDUCATION**

### **PERSONAL FINANCE A #350038 PERSONAL FINANCE B #350039**

Do you want to be a millionaire someday? The sooner you plan for it, the better. Personal Finance teaches students the process of planning every aspect of their personal finances. The process includes planning one's spending, borrowing or financing, and saving and investing in order to achieve the highest quality of life possible. The steps to financial planning include a detailed road map that begins with career and income, and establishes goals and a plan to reach those goals. It is quickly becoming a required course in many areas. A work-based learning field trip is provided free of charge to students. Upon completing this course, students will be prepared for additional college finances courses.

**If taken senior year this course fulfills  
the senior math requirement**

### **ACCOUNTING A #320010 ACCOUNTING B #320011**

Using an online computer program and a computerized accounting program, this course is designed to give students knowledge and experience in keeping records and books for a simple proprietorship, and corporation. It covers the complete accounting cycle while using various types of ledgers and journals. This course is essential for any student preparing to own their own business, work in the business field, pursue a major in business, or continue in a college business major. Many careers require accounting as part of their college course work.

**If taken senior year this course fulfills  
the senior math requirement**

### **ENTREPRENEURSHIP**

Many of the most successful businesses around us today started with a good idea! If you like the idea of being your own boss and owning your own business, you may want to become an entrepreneur. Entrepreneurship is 'the process of running a business of one's own.' People of all ages become entrepreneurs – even teens! In the next twelve weeks, you will learn what it takes to make a successful entrepreneur.

Upon completion of this course, the student will be prepared to enter advanced studies in marketing, or use this knowledge as they enter the workforce, possibly starting a business of their own.

# ENGLISH LANGUAGE ARTS

## ELA 9 #330001

This course is designed to further cover language skills such as reading, writing, speaking, and listening. Thematic units will cover memoir, fiction, nonfiction, Gothicism, literary essay, informational presentations and argumentative writing. Students will continue to use a variety of writing forms such as journals, compositions, essays, and short stories that will allow them to demonstrate their understanding of language and literature.

## ELA 10 #330003

This course continue to refine reading, writing, speaking, and listening skills begun in English 9. These courses will delve deeper into literary analysis and refinement of the writing process. Students will demonstrate research and analytical skills as they complete a variety of assignments including experience in the genres of the short story, drama, poetry, and novel. Emphasis is on persuasive writing.

## ELA 11 #330005

This thematic course will cover in depth the area of listening, speaking, writing, and reading. There will be emphasis on analyzing reading selections, which will involve higher level thinking skills. Students will be expected to work independently and cooperatively and utilize all elements of the writing process including grammar, usage and mechanics. Assignments may include oral presentations, impromptu, major compositions, projects, vocabulary and research papers.

## ELA 12 #330060

This course is a culmination of the skills developed in English 9-11 including reading, writing, speaking, and listening. Thematic units will include poetry, nonfiction, fiction, drama (Shakespeare), literary essay, informational presentations, and argument writing on a social issue. Students will gain experience by analyzing multi-media research as well as using technology to enhance their multi-media presentations.

Nicole Rose  
B.A. Michigan State

### Welcome to the English Language Arts Department.

As you enter the English hallway, not only will you notice friendly, enthusiastic, master teachers, but you will be entering the world of literature and composition. We expect that you will become competent writers and learn to think about the world of language arts in new ways.

Your quest through the maze of classes called "English" has required courses such as ELA 9, ELA 10, and ELA 11. You may then continue your journey by selecting from a variety of electives such as Advanced Composition, Creative Writing, Humanities, Publications, Journalism, Yearbook, Speech Communications, and World Literature. See course descriptions for further information.

# ENGLISH LANGUAGE ARTS

## ENGLISH SUPPORT

English Support is an enrichment class that is designed to be taken concurrently with an English class. The class will provide support and tutoring to students to assist them with English class work. The class will also assist students with reading and writing skills including grammar, sentence structure, paragraph development, note-taking skills, test-taking skills, listening skills and study strategies.

## ESL ENGLISH 9-12

This course focuses on providing appropriate scaffolds to grade-level content to focus on acquiring academic English skills in the areas of speaking, listening, reading, and writing. With a strong focus on grammar, vocabulary, and writing mechanics, students will participate in the lifelong skills of self-reflection and self-assessment. Various fiction and nonfiction reading genres will be explored to allow the students to build upon their current knowledge and expand on their academic experiences.

## SPEECH COMMUNICATIONS #330008

Open to grades 10-12, this course is designed to give the student increased self-confidence through practical experience in presenting speeches, with emphasis on delivery skills and training in the skills of analysis, organization, development, and adaptation of ideas. Students will be introduced to various forms of communication: interpersonal, intra-personal, and small groups. Even though this course focuses on the delivery of speeches, it is writing intensive and emphasizes the development and organization of speeches.



Kendall Hughes

B.A. Michigan State  
University



Kaela Boyd

B.A. University of  
Michigan - Dearborn

M.A. Eastern  
Michigan University

The **MISSION** of the Clarenceville High School English Language Arts Department is to motivate students to develop an appreciation for human experience through exposure to literature of all kinds; to encourage them to think independently and analytically; to aid them in strengthening their skills of self-expression, both written and oral; and to assist them in building an understanding of the structure of the English language for needs related to college, career and citizenship.



Susan DeWolf

B.A. University of  
Michigan - Dearborn

M.A. Eastern Michigan  
University

# ENGLISH LANGUAGE ARTS

## CREATIVE WRITING #330007

This course, designed for 11th and 12th graders, will focus on exposing students to a variety of writing experiences which may include: drama, action and non-fiction writing, short stories, poetry, essays, scenario, and character sketches. Students will work to improve their personal writing styles through the use of models and process writing. A writing portfolio is mandatory.

**Prerequisite: 11th or 12th grade standing or teacher recommendation.**

## AP ENGLISH LITERATURE AND COMPOSITION #330023

Students will learn to understand and evaluate works of fiction, poetry, and drama from various periods and a variety of cultures. Students work to find success on College Board's AP Literature Exam. With course content pulling from Novels, dramas, short stories. Content has been written and published by authors around the world from throughout the last three-thousand years.

**Prerequisite: 11th or 12th grade standing or teacher recommendation.**

**AP ENGLISH LITERATURE  
AND  
AP ENGLISH LANGUAGE AND COMPOSITION  
are offered alternating years.**

## AP ENGLISH LANGUAGE AND COMPOSITION #330020

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The goal of the AP English Language and Composition course is to provide students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. The overarching objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. This course will emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing in any context.

**Prerequisite: 11th or 12th grade standing**



Stephanie Ricci

B.S. Central Michigan University

M.A. Central Michigan University



Mark Klinger

B.S. Eastern Michigan University

# WORLD LANGUAGES

Welcome to the World Languages Department  
Growing global interdependence is a reality. With increased mobility, knowledge of more than one language is becoming increasingly valuable. Companies, when hiring employees, may consider knowledge of more than one language important. Although knowledge of Spanish may not be the primary qualification, it may be the deciding factor in obtaining employment in a world where the job market is becoming more competitive. Consequently, most colleges and universities recommend or require that high school students take at least two or three years of a world language. World language study facilitates communication across cultures.

## SPANISH 1 #330101

Students will be actively involved in using the four language skills: speaking, listening, writing, and reading. The emphasis is on proficiency through meaningful use of the language in real, relevant situations. Students will have extensive listening practice, including the use of tapes of native speakers and comprehension exercises. They will use real-life vocabulary in carrying on conversations with each other - asking, answering and commenting in hypothetical situations. Students will learn about the cultures of Spanish-speaking people as it is an integral part of the lesson, including maps, photographs, videos, readings and discussions. Students will write structured exercises, answers to questions, dialogs, letters, and short paragraphs. There are regular assignments that include reading, written and oral exercises. Student evaluations will include written, oral, and listening tests.



Gabby Hart

B. A. Albion College



## SPANISH 2 #330103

A continuation of Spanish 1, the emphasis continues to be on student communicative ability and on proficiency.

**Prerequisite: Spanish 1**

### World Language Mission Statement

Through world language courses, students will have the necessary reading, writing, listening, speaking skills and cultural awareness to enable them to communicate in a multi-cultural society, aligned with college entry or job placement requirements to make them life-long learners of the World Language.



Tristan Burk

B.A. Eastern Michigan

# ELECTIVES

## STEM

This high school STEM (Science, Technology, Engineering, Mathematics) course focuses on hands-on projects and group collaboration, immersing students in the engineering design process. Through a series of real-world challenges, students will work collaboratively emphasizing project-based learning, developing problem-solving skills, iterating on designs, and using cutting-edge tools such as 3D printers. Assessment is based on individual and group projects, class participation, and successful application of the engineering design process. This course aims to inspire a passion for engineering, nurture critical thinking, and prepare students for STEM careers.

## DRONES

This high school drones class provides a comprehensive introduction to the exciting world of unmanned aerial vehicles (UAVs). Focused on building fundamental flying skills and ensuring safety, students will engage in hands-on drone piloting exercises, mastering basic maneuvers. The course emphasizes safety protocols, regulations, and ethical considerations related to drone operation. Additionally, students will explore various career opportunities in the rapidly growing field of drone technology, gaining insights into roles such as drone piloting, aerial photography, surveying, and environmental monitoring. By combining practical flight experience with insights into the diverse applications of drones, this course aims to inspire students while preparing them for potential careers in this innovative and evolving industry.

## ARCHITECTURAL DRAFTING AND DESIGN

Architectural Draft and Design is an introductory course designed for students interested in architectural design, interior design or construction occupations. Students begin the course learning foundational drafting vocabulary related to architectural design and development as well as learn about the various styles of architecture along with architects commonly associated with specific styles. Students will learn how to sketch preliminary ideas for residential building designs before using a 3-D modeling program to design and draw their concepts. Students will learn about creating construction documents composed of foundation plans, floor plans, elevations, sections, details, plot plans, renderings and model building. Opportunities to participate in field trips to expand exposure to architectural styles and influences are also offered throughout the course. The second semester examines the design process in greater depth with a focus on commercial building design. This course is designed for students interested in architectural design, interior design or construction occupations.

## ESPORTS

The Gaming Concepts course takes students through the rich and immersive world of eSports. Examining examples of the social benefits, inclusiveness, and the structure of organization and competition that esports provides then coupling the examination with in-class hands-on experience with the following: Digital Media Design, Shoutcasting, Video & Audio Production, Event Management, Human Nutrition & Health, and Game Experience. **Prerequisite: 11th or 12th grade standing and on track to graduate.**



Kyler Ayres

B.S. Grand Valley State University  
M.A. Brunel College London



# MATHEMATICS

## Mathematics Department Mission Statement

We believe the mission of CHS is to expose our students to the power, practicality and beauty of mathematics by providing a supportive learning community that encourages and develops each student's mathematical abilities and skills. All students should have the ability to explore, conjecture, and reason logically, as well as the ability to use a variety of mathematical methods effectively to solve non-routine problems. Our mission is to create mathematics instruction that is designed to develop strength in mathematics and develop skills in both reasoning and problem solving, and that is sensitive to the unique needs of the students. We will provide educational experiences in mathematics that

## ALGEBRA 1 #350005

Algebra 1 prepares students in the skills and concepts essential for continued study in subsequent high school mathematics courses. Students gain an understanding of the real number system and its properties and become proficient at performing operations of addition, subtraction, multiplication, division, and factoring of algebraic expressions. Procedures for solving linear equations and inequalities, systems of linear equations, and some quadratic equations are studied and applications are made to real world problems. T1-84 graphing calculator strongly recommended

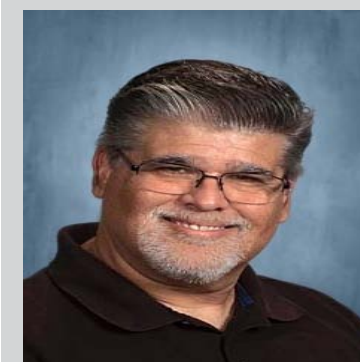
## INTENSIFIED ALGEBRA 1

Prepares students in the skills and concepts essential for continued study in subsequent high school mathematics courses. Students gain an understanding of the real number system and its properties and become proficient at performing operations of addition, subtraction, multiplication, division, and factoring of algebraic expressions. Procedures for solving linear equations and inequalities, systems of linear equations, and some quadratic equations are studied and applications are made to real world problems.

**How this class differs from Algebra 1:** two-hour block class using the agile mind curriculum. This helps students who may struggle with prerequisite skills and learning habits build a healthy relationship with math and learning.

## AP STATISTICS

AP Statistics is designed to prepare students for the College Board AP Statistics Exam. The course focuses on four fundamental skills: (1) Selecting methods for collecting or analyzing data; (2) Describing patterns, trends, associations, and relationships in data; (3) Using probability and simulation to describe probability distributions and define uncertainty in statistical inference; (4) Using statistical reasoning to draw appropriate conclusions and justify claims. In addition to these four fundamental skills, students will explore and analyze data using graphical and numerical techniques.



Michael Laschober

B. S. California State University, San Bernadino

M. S. National University

Welcome to the Mathematics Department. Mathematics is an important gateway to many educational and career objectives. The course selections you make should be based on your present mathematical knowledge and success as well as your future educational and career goals. As you complete your course selections, consider the prerequisites of the course and your long-range goals. It is the desire of the mathematics department that you will make it your goal to learn the MOST mathematics you can.

Brendan Ritchie

B.A. Albion College

# MATHEMATICS

## ALGEBRA 2 #350009

Algebra 2 is a college preparatory class that reviews the properties of the real numbers system, and extends the study to include complex numbers. Operations with algebraic expressions are reviewed and extended to include more advanced work with special products, factoring, rational expressions, exponents and radicals. The concept of function is developed. Linear and quadratic equations and inequalities in one and two variables are solved graphically and algebraically. Matrices and exponential and logarithmic functions are also studied.

**TI-84 graphing calculator strongly recommended.**

## PRE-CALCULUS W/ TRIGONOMETRY #350011

Pre-Calculus is intended primarily to be a preparation for Calculus. The first half of the course is dedicated to studying power, polynomial and rational functions including complex numbers and the Fundamental Theorem of Algebra. Focus is on the 12 families of functions, their characteristics and transformations. Students will explore data and statistics using modeling, regression and graphing technology. Major emphasis during the second part of the course is on circular and trigonometric functions, and the application of trigonometry to problem solving, along with vectors and parametric equations.

**Prerequisite: Algebra 2 with a grade of a "C" or better**  
**TI-84 graphing calculator required.**

## CALCULUS 1 #350013

Calculus is the mathematics of motion and change. In this course students will learn about limits and continuity, derivatives, integration and some transcendental functions. By the time a student has finished this course, he/she will be able to apply these ideas to practical situations such as predicting population sizes, describing the orbits of satellites and spacecraft, and explaining the formation and location of rainbows. Students are encouraged to pay for and take the national Advanced Placement test, which may permit them to receive college credit for the class.

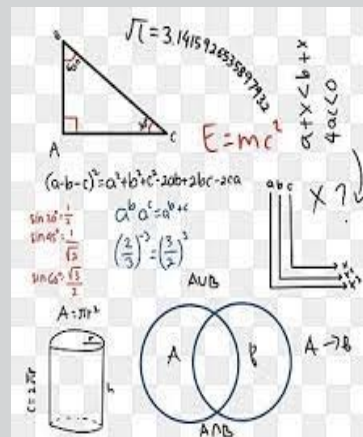
**Prerequisite: Pre-Calculus with Trigonometry with a grade of "C" or better**



Timothy Hyde

B.S. Michigan State University

M.A. University of Michigan Dearborn



Hunter Fedorchuk-Thomas

B.S.W Oakland University  
Teaching Cert Grand Valley State

# MATHEMATICS

## GEOMETRY #350007

Geometry is the study of one, two, and three-dimensional space. Basic definitions and relationships of geometric figures are logically developed and proved by means of deductive reasoning. Coordinate geometry, graphing, and applied geometrical topics are introduced. Algebraic concepts developed in Algebra 1 are integrated into the study of geometry. This course also includes the discipline of mathematics that requires logical reasoning, ingenuity, and consistency traits, which have great applications in solving the complex problems of everyday living.

**Prerequisite: Algebra 1**

**TI-84 graphing calculator strongly recommended.**

Quinlan OKeefe

B.A. Albion College

**Following courses can be used for 4th year Math or 3rd year Science credit- BUT NOT BOTH**

## ENGINEERING 1

An introduction to the engineering profession and in-depth coverage of four disciplines: Mechanical, Electrical, Civil, and Chemical Engineering. Focuses on developing problem-solving skills, computational skills, and communication skills. Through active, collaborative work, students work on teams to apply the engineering problem-solving method to "real-world" situations. This is a college prep course intended for students interested in majoring in Engineering in a traditional 4 year college or university. The heavy workload that is included in this class is as demanding as any college placement course. Additionally, due to the projects included with this course, attendance with less than 20% absenteeism (less than 18 days per semester) is required (from the previous semester) to take this course. Semester Offered: Fall

## ENGINEERING 2

An introduction to the engineering profession and in-depth coverage of four disciplines: Manufacturing, Computer, Environmental, and Biomedical/Biomechanical Engineering. Focuses on developing problem-solving skills, computational skills, and communication skills. Through active, collaborative work, students work on teams to apply the engineering problem-solving method to "real-world" situations. This is a college prep course intended for students interested in majoring in Engineering in a traditional 4 year college or university. The heavy workload that is included in this class is as demanding as any college placement course. Additionally, due to the projects included with this course, attendance with less than 20% absenteeism (less than 18 days per semester) is required (from the previous semester) to take this course.

**Prerequisites for Engineering I & II:**  
**"C" or higher for Algebra 1, Physics, and Chemistry or teacher approval**



Deborah Kummer

B.S. Michigan Tech University

MAT Wayne State University

# SCIENCE DEPARTMENT

## COURSE SEQUENCE FOR SCIENCE

9th Grade – Biology (1 Credit)  
 10th Grade – Chemistry or Conceptual Chemistry (1 Credit)  
 11th Grade – 1 Additional Elective  
 Physics (all year) – college prep  
 Conceptual Physics (all year)  
 Anatomy A and B – college prep  
 Forensics A and B

\*You could also take Anatomy A and Forensics A or  
 Anatomy A and Forensics B

This is NOT highly recommended.

All students must earn 3 credits to fulfill their graduation requirements. The science department strongly encourages students who are planning careers in science to take four years of science classes.

### Science Mission Statement

Our mission is to continually search for new ways to help students succeed in the classroom. We pledge to maintain high standards of learning and expect all students to succeed. We will teach students to construct, use, and reflect on scientific knowledge and inspire them to see the application of science in the world around them



Andrea Adams

B.A. Northern Michigan University

M.A. Wayne State University

## BIOLOGY #370001

This class will address how scientists construct, use and reflect on knowledge through class activities, laboratories and discussion. Topics to be discussed include cells and cell division, evolution and adaptation, ecosystems and ecology, genetics, heredity and the organization of living things.

## AP BIOLOGY

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

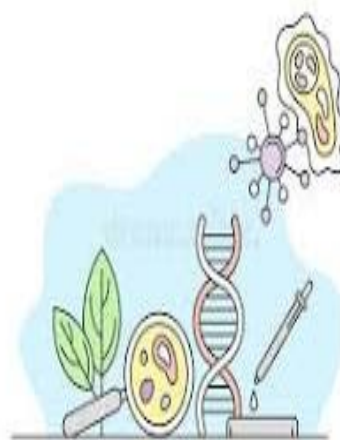


Alexander Snow

B.S. University of Michigan

M.Ed University of Michigan

Welcome to the world of science, a field of study students will use for the rest of their lives. All of the science classes emphasize the need for knowledge, teamwork and problem solving which can include using math skills at various levels. Whether an individual is headed for a technical or professional career, the department feels the above skills are needed to succeed.



# SCIENCE DEPARTMENT

## FORENSIC SCIENCE A PHYSICAL EVIDENCE #370012

This class will allow students to play the role of several forensic specialists and analyze evidence to solve crimes. Students will learn several techniques used by crime technicians and be able to identify discrepancies between eyewitness accounts and crime scene evidence. This course requires a lot of lab work and cooperative learning. Topics will include fingerprinting, hair and fiber analysis, drugs and toxicology, and arson.

## FORENSIC SCIENCE B BIOLOGICAL EVIDENCE #370018

This class will allow students to play the role of several forensic specialists and analyze evidence to solve crimes. Students will learn several techniques used by crime technicians and be able to identify discrepancies between eyewitness accounts and crime scene evidence. This course requires a lot of lab work and cooperative learning. Topics will include Blood and DNA analysis, anthropology (bones!) and entomology (insects!)

## ANATOMY AND PHYSIOLOGY A/B #370005/#370006



Nicole Ryan

B.A. University of Maryland Baltimore County

M.A. Gratz College

This college prep course is designed for students interested in the health sciences and the medical field. Students will explore how viruses and bacteria cause disease. They will also research several diseases and create their own “Medical book”. Students will also study several systems of the body and how they interact with each other. They will learn Latin root words, prefixes, suffixes and medical terminology that is used in the medical field. Students will also dissect animals in this class. This class is fast paced and requires a lot of labelling, research, lab work, and independent learning and motivation.

**Prerequisite: Biology A, B and Chemistry course**



Bree Ohlrich



## SCIENCE DEPARTMENT

### CHEMISTRY #370007

This course is a study of matter with emphasis on the relationships involving energy, phases of matter, gas laws, atomic theory, and bonding. Practical concepts include chemical equations, chemical mathematics, solutions, kinetics, acid/base chemistry, redox reactions, and organics. Students are required to keep a unit by unit portfolio binder. Intended for college bound students going into

### CONCEPTUAL CHEMISTRY #370004

Conceptual Chemistry is designed for all high school students to receive credit in Chemistry at a less rigorous pace than the standard Chemistry and to prepare for the SAT/MME exam. Topics include: measurement (metric system, scientific notation, significant figures, precision/accuracy), scientific method, matter, heat and gas laws, atomic structure, and modern atomic theory, periodic table & bonding. There are six (6) required lab reports, which must follow a formal lab report protocol. Students are required to keep a unit by unit portfolio binder. The final exam is cumulative and includes a final portfolio assessment.

### PHYSICS #370009

This college prep course is designed for students interested in Engineering and Manufacturing. Students will learn about mechanics, forces and motion, wave theory and sound, electricity and magnetism. Students will relate these concepts to everyday life in order to explain how and why things happen. This class is very math intensive so students need to be strong in their algebraic skills. Students with an A or B in math should take this course. This class is fast paced and requires a lot of algebra, lab work, and independent learning and motivation.

**Prerequisite: Recommended "B" or better in Algebra**

### CHEMISTRY OF COOKING

Chemistry of cooking is a course designed to help students identify how the concepts they have learned in their chemistry class can be applied to cooking in the kitchen. Students will learn the chemistry that contributes to the food we eat by performing scientific investigations and thinking about foods on the molecular level. While understanding how these concepts play out with cooking, students will also put their learning to the test as we cook a variety of foods and dishes throughout the semester. And, yes, students will be able to eat the foods they cook! Topics include Chemical and Physical Changes, Types of Mixtures, and the Four Main Molecules of Food

### THE SCIENCE OF WELLNESS A/B

It focuses on aspects of wellness ranging from cooking and nutrition, diabetes, heart disease, neuroscience / mental wellness, and environmental wellness from a scientific perspective. The course aligns with the Next Generation Science Standards (NGSS), pulling from all three strands: Physical, Life, and Earth. This class is taught from a very practical scientific perspective about how students can take the information they are learning in class and apply it to make a real impact in their lives and the world around them.

**Prerequisite: Biology and chemistry are important prerequisites**

### AP ENVIRONMENTAL SCIENCE

AP Environmental Science is designed to prepare students for the College Board AP Environmental Science Exam. The goal of this interdisciplinary course is to provide students with the scientific practices required to understand the interrelationships of the natural world. Students are taught methods for identifying and analyzing environmental problems both natural and man-made. Students learn how to evaluate the relative risks associated with these problems, and to identify sustainable solutions for resolving or preventing them. There are four big ideas which are the foundation of the course: (1) Energy transfer; (2) Interactions between earth systems; (3) Interactions between different species and the environment; (4) Sustainability.

## SOCIAL STUDIES

### Social Studies Mission Statement

The Social Studies Department focuses on educating all students to become literate, responsible, and productive people, as well as involved citizens and self-directed, lifelong learners. Students will come to understand their responsibilities as citizens and develop the skills to make informed decisions. These skills will develop through the study of American History, World History, American Government/Civics and Economics. Students also have the opportunity to expand their knowledge and skills in social sciences by exploring Psychology, Practical Law, Sociology, Philosophy and Advanced Placement (AP) United States Government and Comparative Political Sys-

### UNITED STATES HISTORY/GEOGRAPHY #380020

This course will be aimed at the mastery of the skills and information needed to pass the Social Studies MME examination. The primary focus will be the development of the U.S. as a democracy from the period after Reconstruction to the present. Students will explore the reasons events take place, compare wars and immigration patterns and learn how democracy has expanded in America. The global impact of events in America and the interdependence of the U.S. with world events will be illustrated. An emphasis will be placed on process, cause and effects as they are related to historical inevitability. Writing will be required that evaluates historic decisions.

**Required for Freshman**

### AP UNITED STATES HISTORY GEOGRAPHY

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society

**Available for grades 10-12**



Megan Fitzgerald

B.S. Florida State University

Welcome to the Social Studies Department.

The Social Studies Department focuses on educating all students to become literate, responsible, and productive people, as well as involved citizens and self-directed, lifelong learners. Students will come to understand their responsibilities as citizens and develop the skills to make informed decisions. These skills will develop through the study of American History, World History, American Government, Civics, and Economics. Students also have the opportunity to expand their knowledge and skills in social sciences by exploring Psychology, Global Geography, Practical Law, Sociology, Big History, Consumer Finance and A. P. U.S. Government and Comparative Politics.

## SOCIAL STUDIES

### WORLD HISTORY/GEORGRAPHY #380011

This course surveys the political and social activities of people from the Big Bang to modern times. Students will acquire factual knowledge of major historical events, people, and places. Students will learn how knowledge of history improves current decision making. Geography skills will be interspersed throughout the course using traditional maps and the GeoHistogram. David Christian's, The Fleeting World and the Michigan Citizenship Collaborative Curriculum will be the basis of this course.

**Required for Sophomores**

### AP WORLD HISTORY/GEORGRAPHY

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

### AMERICAN GOVERNMENT #380022

This course will be structured to prepare students for the Social Studies MME examination. Students will gain understanding and appreciation of their roles in the governmental process. Students will study the reality of the political activities of the many players in the political process as well as the three branches of government as structured by the U.S. Constitution. A mock legislature will include bill writing and evaluation of various public controversies and potential constitutional amendments. Current events discussion will be a back drop that enables students to connect their lives to the responsibilities of being a productive citizen within our representative democracy.

**Required for Juniors**

### AP AMERICAN GOVERNMENT / POLITICS

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

**Prerequisite: Teacher recommendation. Class may count as American Government/ Civics with teacher and administration approval. Offered every other year**



Anthony Salciccioli

B.A. Michigan State University

B.A. University of Michigan Dearborn

M.A.T. Marygrove College



Vincent Marsico

B.A. University of Michigan

M.A. Eastern Michigan University

## SOCIAL STUDIES

### ECONOMICS #380005

This semester course is designed to provide the student with an understanding of the free enterprise system. The students will be introduced to an economic way of thinking and a decision making process for evaluating choices and their implications.

**Required for Juniors**

### CIVICS #380022

This course will be structured to prepare students for the transition into adulthood. Students will gain an understanding and appreciation of their role in the governmental process, specifically that of state and local government. Students will study the rights and responsibilities of citizenship as well as the ever changing role of America in the global economy. Using American Government as a foundational class, students will understand the importance of taking an active role in government. Students will in government activities, culminating with a service project activity within

**Required for Seniors**

### PRACTICAL LAW #380007

This course provides students with knowledge of the law that will be useful in their daily lives. Chapters are devoted to legal procedure and court systems, criminal offenses and punishments, civil rights and duties and family law including marriage, divorce, and inheritance. This course utilizes mock trials and court visitations, if possible.

**Prerequisite: 11th and 12th grade status**

### PSYCHOLOGY #380008

This course is designed as a general survey of psychological theories, the scientific method, and the brain and body connection. Students will be introduced to the major perspectives in psychology and the terms associated with them. Students will be encouraged to explore and understand their own psychological makeup and increase their tolerance and understanding of others.

**Prerequisite: 10th, 11th or 12th grade status.**

### PSYCHOLOGY B #380030

This course is a companion class to psychology A. It focuses on topics such as states of consciousness, learning and memory. A focal point of the class is the investigation of abnormal psychology. Students wishing to pursue a college education are highly encouraged to take this course.

**Prerequisite: 10th, 11th or 12th grade status.**

### SOCIOLOGY #380009

This course is designed as a general survey of groups and the way they influence behavior in individuals. Emphasis is placed on understanding the interactions of people and the phenomena that those interactions create social structure, institutions, stratification and collective behavior. Students will be encouraged to explore and understand their own relationships. Using the scientific method in a quantitative/qualitative research project, students will better understand the world around them and more effectively deal with social problems.

**Prerequisite: 10th, 11th and 12th grade status.**





## SOCIAL STUDIES

### PHILOSOPHY #380026



Martin Kirby

B.S. Eastern Michigan University

Masters at University of Michigan-Dearborn

Philosophy, in a very simple sense, is all about being curious and asking questions. Philosophy is derived from two ancient Greek words; “philo”, meaning, “to love” and “Sophia”, meaning, “wisdom”. Students in this course will ask and explore many questions and increase their ability to reason. Students will learn the basic components of logic, ethics, epistemology, aesthetics, and metaphysics and then subsequently use these as the foundation for their learning. Schools of philosophical thought will be explored, with an emphasis given on individuals from the Greek, Enlightenment, Empiricist, Objectivist, and Existentialist schools. Various famous works will be read and debated. Philosophical concepts such as Zeno’s Arrow, Plato’s Cave, Buridan’s Donkey, Occam’s Razor, Pascal’s Wager, and the Prisoner’s Dilemma will be presented. Major philosophical concepts will be interwoven throughout the class such as deduction vs. induction, a priori vs. a posteriori, structuralism, determinism vs free will, eastern philosophies vs western philosophies, logic notation and formulas, and the Existence of God. This course is designed for students who plan on taking a liberal arts curriculum at the university level.

**Prerequisite: 11th or 12th grade status, Cumulative 3.0 GPA or above**

### AFRICAN AMERICAN STUDIES #380059

African American Studies is a 1-Semester course focusing on allowing students to explore the contributions of African Americans throughout the history of the United States. This course will be designed to allow students to explore their independent interests, as well as engage in whole group learning, while answering essential questions of cultural, historical, political, and social significance.

**Available to 10-12 grade.**

William Ormerod



## MUSIC/DRAMA

### Vocal Music Department Mission Statement

- 1.To provide students a learning opportunity for meaningful cultural experiences in performance, understanding, and appreciation of the discipline and art of music.
- 2.Affirm integrity as represented by and in the performance of music, as an example of the highest in human aspiration and artistic truth.
- 3.Develop an analytical, creative, and intuitive understanding of music as a creative form of expression.
- 4.Develop an understanding within students of the value and inspiration that music provides in supporting cultural and societal unity
- 5.Enhance the ability of students to develop critical cognitive skills.
- 6.Afford students opportunities for cultural and aesthetic experiences through active participation in music which will enhance their understanding and appreciation of the arts.
- 7.Enhance cultural and aesthetic experiences for the Clarenceville student population through the presentation of recitals, concerts, musical productions, workshops, festivals, competitions, and performances.
- 8.By providing instruction and experiences appropriate to its courses, coursework in music for general education and music performance, produces musical events and concerts which enhance the cultural opportunities for the campus and community.

### VOCAL MUSIC

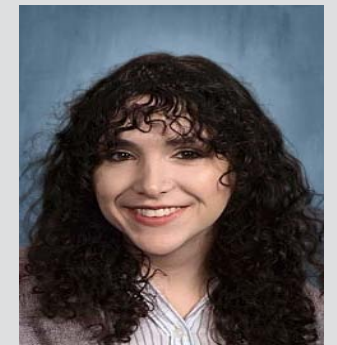
The atmosphere of working together for a common goal, stretching ourselves to achieve the best at every performance, and the beauty of human voices blending together in song is what makes being a part of the Vocal Music Department a must in the well-rounded education of a student at Clarenceville High School. Each spring the Vocal Music Department sponsors a district musical open to all students. This is a unique opportunity to explore the world of musical theater.

### CONCERT CHOIR A/B #360001/#360002

Concert choir is open to all students in grades 9 – 12 who have an interest in learning the basics of music reading, vocal technique, and choral singing. We perform 3-4 times during the year. Vocal development takes time and the greater investment, the greater your return. Performances are mandatory and a uniform is provided. No audition required. Membership is required during both semesters unless by director approval.

### CHORALIERS A/B #360004/#360005

Choraliers is a class for those students striving to reach a higher level of discipline in vocal technique and performance. The music ranges from Medieval to Contemporary and from intermediate to difficult. Choraliers members need to have a high level of commitment, enthusiasm and energy to withstand the pressures of numerous performances throughout the year. This unique vocal ensemble participates in regional and a state choral festival. Students are encouraged and coached to sing in local university Master’s classes, Choraliers is a full-year course. Performances are mandatory and a uniform is provided. Audition required - limited number of members. Membership is required during both semesters unless by director approval.



Ilyssa Brunhild

B.A. Oakland University



## MUSIC/DRAMA

CONCERT BAND A #360010  
CONCERT BAND B #360011

The Concert band performs at a variety of concerts, festivals and school programs. The music ranges from classical to contemporary and from medium to advanced difficulty. Students in Concert Band are also required to be in Marching Band. Admission to Concert Band is by audition or by director approval. All performances and rehearsals are mandatory.

**Membership is required all year unless by director approval**



SYMPHONIC BAND A #360013  
SYMPHONIC BAND B #360014

Clarenceville Symphonic Winds is a group made of students who show an exemplary standard of proficiency on their particular instrument. The group represents Clarenceville High School by performing throughout our community and state. The music performed ranges from classical to contemporary and at an advanced level of difficulty. Students in Symphonic Winds are also required to be in Marching Band. All performances and rehearsals are mandatory. A performance audition is required, open to students in grades 9-12.

**Membership is required all year unless by director approval.**



Douglas Ferguson

B.A. University of  
Michigan Ann Arbor

### Intrumental Music

Clarenceville High School offers varied opportunities for students, grade 9-12, to develop their teamwork, problem-solving, and leadership skills through instrumental music. By achieving excellence through performances and rehearsals students enhance their education, creating a well-rounded educational experience. A list of required rehearsals and performances shall be distributed to students at the beginning of each trimester. These are mandatory to fulfill the Michigan Merit Curriculum Standards for Fine and Performing Arts.

## PRACTICAL ARTS

YEARBOOK A #330013  
YEARBOOK B #330014

This course is a fundamental study of journalism with the focus placed on the publication of the Trojan yearbook. Students will have the opportunity to develop skills, which will assist them in understanding the steps to producing a publication. All aspects of student journalism rights and responsibilities will be explored. Assignments may include daily journals, creation of a writing portfolio and staff handbook.

**Full year commitment is required.**

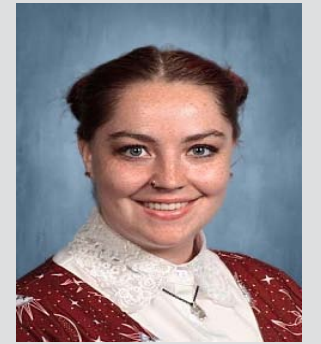
**Prerequisite: Teacher recommendation and Application Process or earned a "C" or better in previous ELA courses.**

THEATRE ARTS #330011

Theatre Arts is an introductory drama class that surveys the arts of analyzing and/or writing scripts and producing and performing plays. In this course, students will develop a working knowledge of theatrical vocabulary, methods of acting, scriptwriting, script analysis, stage directions, stage movement (blocking), stage craft and technology, set design, voice projection and inflection, and the history of theatre arts. Activities will include, but will not be limited to, reading and analyzing plays, writing scripts, reading about and practicing the art of performance and play production, stage work, group skits, and individual projects and performances. Assessment will be based upon students' theatrical knowledge shown through written work, theatre projects, written tests, stage work, and performances. Students will be required to produce and/or perform in up to two plays of one or two acts.

BROADCASTING/JOURNALISM

This upperclassman English elective course is designed to provide students with a comprehensive introduction to the field of Broadcasting and Journalism. Students will develop industry-standard skills in recording, editing, and creating digital, written, and live content. Through a combination of theoretical study and practical application, students will explore the principles and practices of modern broadcasting and journalism, including news gathering, storytelling, and audience engagement. Students become content creators of their own design, while still developing the English standard of skills they will need to excel in their adult life.



Karlie Sherwood

Reading Intervention  
Specialist

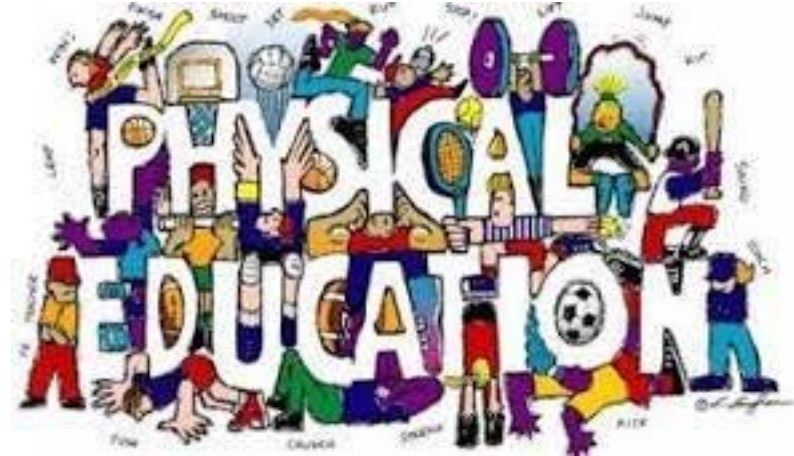
B.A. Saginaw Valley  
State University

The mission of Practical Arts is to develop in students a spirit of intellectual depth and versatility and a desire for continuous learning over a lifetime. Journalism students need to explain, clarify and interpret the complex world and present information for the service of the public interest.

# PHYSICAL EDUCATION

## Physical Education Mission Statement

The mission of the Physical Education department is to ensure that students understand all the components to living a healthy lifestyle through fitness, sports, and an all-around lifestyle for a successful long life.



## PHYSICAL EDUCATION (REQUIRED FOR GRADUATION) #360050

Physical Education is a required course for all students at Clarenceville High School. These classes are co-educational and are required for graduation. Physical Education is a physical skill subject that introduces students to physical fitness. Emphasis is placed on physical fitness striving to improve ones' muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Through-out the course the student develops basic physical skills and knowledge that will ensure the student the opportunity to develop his/her own potential. The student learns importance of daily physical activity and a healthy attitude towards self-discipline. The student will be required to participate in fitness activity testing. Proper clothing is expected during participation in all activities.

## ADVANCED PHYSICAL EDUCATION #365052

Advanced Physical Education is an elective course. The course is designed for the highly skilled physical education student who is athletically inclined. The refinement of sport specific skills is the course goal. A daily routine will consist of a proper warm-up, sport skill, competitive games, skill and knowledge tests evaluation and warm down.

**Prerequisite: Physical Education (a grade of "B" or better)**



Ryan Irish

B. S. Albion College  
M.S. Aquinas College

Welcome to Clarenceville High School's Physical Education Department. The Physical Education Department offers activities for those students that are enrolled in Physical Education classes at Clarenceville High School. These classes place an emphasis on physical fitness, body awareness and cardiovascular endurance, which are lifelong activities. Less emphasis is placed on skill and knowledge acquisition of the various team and individual activities in which the student will be involved.

# PHYSICAL EDUCATION

## ATHLETIC CONDITIONING #360053

This class will provide an intensive learning environment for all students interested in improving their overall fitness level We will specifically target student's flexibility, agility, speed, strength, endurance, and proper nutrition. It is stressed that the objectives taught in this course are skills that each student will be able to apply throughout their lives, allowing them to stay fit and healthy in an ever-increasing sedentary society.

**Prerequisite: Physical Education (a grade of "B" or better), instructor consent and approval prior to enrollment.**



## HEALTH (REQUIRED FOR GRADUATION) #360054

Health is a required course. It is designed to provide students with knowledge and skills covering a wide variety of health related topics. Areas to be studied will include: mental and emotional health, personal health, nutrition, disease prevention and control substance use and abuse (alcohol, drugs, tobacco) and human sexuality education. Birth control and physical development sections of sexuality education are optional at the parent's discretion.



Matthew Mair

once a student has successfully completed the requirements for Physical Education, they will have the opportunity to enroll in Advanced Physical Education or Athletic Conditioning. Athletic Conditioning is designed for those students who are serious about improving their cardiovascular endurance and muscular strength. Other areas this class will address will be agility, coordination, speed, and power. Advanced Physical Education is designed for the serious sport fanatic. Knowledge of rules, skills and strategy will be emphasized through participation in various team sports. Some activities to be covered will be: basketball, soccer, softball, volleyball and handball. The importance of physical activities will be emphasized as they contribute to health and a good quality of life.

# SPECIAL EDUCATION

## Special Education Mission Statement

The mission of the Department of Special Education at Clarenceville High School is to improve the educational outcomes of students with special needs, and to ensure access to a high quality education that meets individual students' needs

### TRANSITION SERVICES

Elective credit is available through our Transition Services Programs these programs are generally reserved for upperclassmen.

#### UNPAID TRANSITIONS

Unpaid Transitions Services courses are an introduction to on-the - job vocational training. Students are eligible to earn elective credit but do not receive a paycheck.

#### PAID TRANSITIONS

Advanced transition services provide students with a greater emphasis on employability skills These students receive a regular paycheck.



Joshua Green  
B.A. University of Michigan  
M.A. Michigan State University



Patricia Greco  
B.A/B.S. Eastern Michigan



Our department offers a wider variety of services on a continuum of support to students with special needs. All students are provided a free and appropriate public education in the least restrictive environment. Students will be provided with services based on individualized needs.



Morgan Doolan  
B.A. Grand Valley State University

Andrew Pedley

# ONLINE LEARNING PLATFORM EDMENTUM - COURSEWARE CREDIT RECOVERY

Edmentum Courseware provides one-on-one online instruction in core and elective courses for students in grades 9 – 12. Online classes are different than traditional classroom courses because they are self-paced and online. The courses are aligned to state and national standards combining the best resources from highly qualified teachers with the effective use of interactive technology. Courseware is primarily used for credit recovery for students needing to make up previous failed courses, with counselor permission.

The academic concepts of an Edmentum Courseware online course will remain the same as our classroom academic concepts. Much of the coursework (listening to lectures from online instructors, completing vocabulary activities, practice/homework questions, writing journals/essays, lab activities, and online quizzes/tests) will take place during the class period; however, students will be required to access the program through the library and/or home access in order to keep “on target” to complete the curriculum by the end of the term. The advantage of self-pacing is that you can move quickly through material you know well and spend longer on more difficult concepts. Self paced means you, the student, will be taking on MORE responsibility for your work ethic. To be successful with this type of online learning it is essential that the student is present and on time every day. Students must use their class time wisely if they are to be successful in maintaining their progress throughout the course. Students must pass both the Final Exam from the corresponding CHS Class and the Edmentum courseware online with a combined final grade of 60% to receive credit.

### MATERIALS NEEDED

- A notebook
- All mathematics students should have a calculator in class at all times.

### IMPORTANT TO KNOW FOR ALL ONLINE LEARNING CLASSES

1. Online learning is very dependent on reading material, and listening to and comprehending online lectures. The time requirement outside of class for each course will be directly related to your English language abilities, your work ethic, and your ability to process new material.
2. At the end of the term, if you have NOT completed 100% of the course, you will earn 0% for ALL remaining components. It is essential to keep on target.

### TIPS FOR SUCCESS IN ALL ONLINE LEARNING CLASSES

- Be able to navigate the web.
- Have average to above average English reading skills.
- Attend all classes.
- Come prepared and ready to work daily on your course.
- Complete all assignments independently.
- Track your progress.
- Keep an organized notebook.
- Treat your fellow students, teachers, and teacher assistants with respect.
- Get one-on-one help when you need it.

# OAKLAND SCHOOLS TECHNICAL CAMPUS

OAKLAND SCHOOLS TECHNICAL CAMPUS SOUTHWEST CAMPUS  
1000 Beck Road  
Wixom, MI 48393  
(248) 668-5600 Fax (248) 668-5670 www.ostconline.com

See your school counselor about application process for Oakland Schools Technical Campus courses. Interested and qualified students are provided bus transportation to the technical campus to receive instruction and training in one of the thirteen (13) vocational areas; the students leave at 10:45 a.m. and return at 2:15 p.m.

**Prerequisite: 11th and 12th grade upon application and counselor placement.**

## CAMPUS CLUSTERS

AGRISCIENCE AND ENVIRONMENTAL TECHNOLOGIES  
GRAPHIC AND COMMUNICATION DESIGN  
AUTOMOTIVE TECHNOLOGY  
COLLISION REPAIR AND REFINISHING  
CYBERSECURITY NETWORKING  
COMPUTER PROGRAMMING  
CULINARY ARTS/HOSPITALITY  
ENGINEERING, ROBOTICS & MECHATRONICS  
ENTREPRENEURSHIP & ADVANCED MARKETING  
MEDIUM/HEAVY TRUCK & EQUIPMENT  
MACHINING  
WELDING  
HEALTH SCIENCES

## OAKLAND TECHNICAL EARLY COLLEGE

Oakland Technical Early College is a rigorous three-year program offering high school students an early start in post-secondary training to better prepare them for high-skill, high-demand and high-wage careers.

Oakland Schools Technical Campuses have partnered with Oakland Community College to combine early college opportunities with many of our career technical programs.

During the 11th and 12th grades, students take high school requirements, an OSTC program and college courses that align with a technical degree. Students attend Oakland Community College full-time during an added 13th year, completing their high school diploma and potentially earning an associate degree. The cost for college tuition and books are covered for participants in this program. Students and their families are responsible for transportation to Oakland Community College.

# ADDITIONAL HIGH SCHOOL EDUCATION OPPORTUNITIES

## DUAL ENROLLMENT

Any student who has reached Junior or Senior level status may take university/college courses at the learning institution of their choice. A class taken at this level counts toward the minimum of four (4) classes that a student must be enrolled in according to Board of Education policy. Credit earned is applied to both the high school and university/college transcript. The district will pay for tuition according to a formula established by the State of Michigan. The student is responsible for his/her own transportation and book fees. Please see the dual enrollment coordinator for additional registration information.

Early in the senior year, students should apply to the schools of their choice for admission and financial aid. Students should also complete and submit the FAFSA form (Free Application for

Federal Student Aid) . This application is available at [www.studentaid.gov/](http://www.studentaid.gov/).

Check all available forms of assistance. The Clarenceville Scholarship booklet



## CREDIT RECOVERY - SUMMER SCHOOL

Counselors and/or Administration may recommend students for Summer School. Edmentum Courseware is an online computer based program that can be utilized for credit recovery during the summer.

There is a fee and you must commit to .5 or more credits at the time of application.

# CHS STAFF EMAIL ADDRESSES

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