

# Clintondale High School

## Course Offerings

35200 Little Mack Ave.  
Clinton Township, Michigan 48035  
586-791-6301

Mission: Preparing today's learners to be tomorrow's leaders.

### CONTENTS

Graduation Requirements.....	2
English Language Art Courses.....	3
Math Courses.....	6
Science Courses.....	9
Social Studies Courses.....	11
Physical Education/Health Courses.....	15
Foreign Language Courses.....	16
Visual & Performing Arts Courses.....	18
Music Courses	
Art Courses	
TV Production Courses	
Technology Courses.....	22
Business Courses.....	24
Culinary Arts.....	25
Miscellaneous Courses.....	26
Special Education.....	27
CPC Courses.....	30
Instructional Information Policies.....	31
Federal Laws.....	33



#### ADMINISTRATION

Greg Green, Superintendent  
Coleen Brunni, Curriculum Director  
Meloney Cargill, Principal  
Dawn Sanchez, Assistant Principal & Ninth  
Grade Center Director  
Dr. Rene Nota, Special Education Director

#### HIGH SCHOOL COUNSELORS

Mr. Glasius (Student last names A-K)  
Ms. Dalton (Student last names L-Z)

## Michigan Merit Curriculum Graduation Requirements

- English: 4 credits
  - English Language Arts 9
  - English Language Arts 10
  - English Language Arts 11
  - English Language Arts 12
- Mathematics: 4 credits
  - Algebra 1
  - Geometry
  - Algebra 2
  - One math course in final year of high school
- Science: 3 credits
  - Physical/Earth Science
  - Biology
  - Chemistry
- Social Studies: 3 credits
  - World History: 1 credit
  - United States History: 1 credit
  - Civics: ½ credit
  - Economics: ½ credit
- Physical Education: ½ credit
- Health: ½ credit
- Visual, Performing, Applied Arts (VPAA): 1 credit
- Foreign Language: 2 credits
- Elective Classes: 6 credits (12 classes)
- Online Learning Experience

✓ 22 TOTAL CREDITS to graduate from Clintondale High School

✓ 40 HOURS of Community Service

### Community Service Requirement

- Students must complete 40 hours of community service in addition to their academic requirements.
- Service may begin the summer prior to a student's freshman year.
- For students enrolled after the first semester of their freshman year, the requirement will be prorated and is equal to five times the number of semesters a student is enrolled in Clintondale.
- The service must be performed outside of school hours unless under the supervision of the classroom teacher and directly tied to the curriculum.

Special Education Students: The Individualized Education Plan (IEP) shall identify the appropriate courses of study and identify the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements, or in a Personal Curriculum, and meet the requirements for a highschool diploma.

## ENGLISH LANGUAGE ARTS

## **ENGLISH LANGUAGE ARTS 9**

Grade Level: 9

Prerequisite: None

Description: The English Language Arts 9 class teaches life lessons through literature and deals with inter-relationships and self-reliance. Students will acquire new insight into themselves and their world with the goal of changing attitudes through knowledge. Strategies for reading and writing will be a prime focus. The curriculum is divided into units: short story, writing, novel, poetry and prose. Generative text skills will be writing, critical thinking, discussion, and public speaking. Units are designed to meet the English Language Arts High School Expectations to help students meet the Michigan Merit Curriculum Course Credit Requirements for Grade 9. Anchor Texts: *To Kill a Mockingbird*, *Romeo and Juliet*, and *The Odyssey*.

## **ENGLISH LANGUAGE ARTS 9 HONORS**

Grade Level: 9

Prerequisite: None

Description: The English Language Arts 9 class teaches life lessons through literature and deals with inter-relationships and self-reliance. Students will acquire new insight into themselves and their world with the goal of changing attitudes through knowledge. Strategies for reading and writing will be a prime focus. The curriculum is divided into units: short story, writing, novel, poetry and prose. Generative text skills will be writing, critical thinking, discussion, and public speaking. Units are designed to meet the English Language Arts High School Expectations to help students meet the Michigan Merit Curriculum Course Credit Requirements for Grade 9. Anchor Texts: *To Kill a Mockingbird*, *Romeo and Juliet*, and *The Odyssey*.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **ENGLISH LAB (This course is an elective credit not a math credit.)**

Grade Level: 9

Prerequisite: None

Description: This course is a 2-hour block in which students are placed through their reading Lexile scores and teacher recommendation. Extra class time is given in order to help students reach grade level with their reading and writing skills. The program used is Read 180, which is produced by Scholastic. All materials are provided. On a daily basis, students receive whole and small group instruction with reading and writing skills practice, have a session of self-paced independent reading, and have computerized reading instruction tailored to their needs. Students break into three small groups that rotate among three stations that include the work described above.

## **ENGLISH LANGUAGE ARTS 10**

Grade Level: 10

Prerequisite: ELA 9 or equivalent

Description: The goal for English Language Arts 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas,

texts, and tasks. Tenth graders will connect with and respond to texts through Critical Response and Stance. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact these areas. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, and to become socially active with appropriate use of power. Anchor Texts: *Crucible*, *Huck Finn*, *Of Mice and Men*, and *Raisin in the Sun*.

## **ENGLISH LANGUAGE ARTS 10 HONORS**

Grade Level: 10

Prerequisite: 3.0 average in English & teacher permission

Description: The goal for English Language Arts 10 Honors is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. Students will connect with and respond to texts through Critical Response and Stance. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact these areas. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, and to become socially active with appropriate use of power. Anchor Texts: *Crucible*, *Huck Finn*, *Of Mice and Men*, and *Raisin in the Sun*.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **ENGLISH LANGUAGE ARTS 11**

Grade Level: 11

Prerequisite: ELA 9 & ELA 10 or equivalent

Description: The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World Literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future. Anchor Texts: *Beowulf*, *Canterbury Tales*, *Tragedy of Hamlet*, *Frankenstein*, *Lord of the Flies*, and *Night*.

## **ENGLISH LANGUAGE ARTS 11 HONORS**

Grade Level: 11

Prerequisite: 3.0 average in English & teacher permission

Description: The goal for English Language Arts 11 Honors is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11 Honors, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World Literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future. Anchor Texts: *Beowulf*, *Canterbury Tales*, *Tragedy of Hamlet*, *Frankenstein*, *Lord of the Flies*, and *Night*.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **ENGLISH LANGUAGE ARTS 12**

Grade Level: 12

Prerequisite: ELA 9, 10, 11 or equivalent

Description: The goal for English Language Arts 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9 through 11. Using the lens of leadership skills, English Language Arts 12 students will develop a world perspective by analyzing classic and contemporary texts in a variety of genre, including post-colonial literature. Twelfth graders will synthesize information, ideas, and themes to understand the past, the present, and to think innovatively about the future. They will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of a global world. Anchor Texts: *Their Eyes Were Watching God*, *Things Fall Apart, 1984*, *Animal Farm*, *The Grapes of Wrath*, *The Great Gatsby*, *Antigone*, *Letters from Birmingham Jail*.

- This course fulfills the online learning experience requirement.

## **ENGLISH LANGUAGE ARTS 12 HONORS**

Grade Level: 12

Prerequisite: 3.0 average in English & teacher permission

Description: The goal for English Language Arts 12 Honors is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English Language Arts 9 through 11. Using the lens of leadership skills, English Language Arts 12 students will develop a world perspective by analyzing classic and contemporary texts in a variety of genre, including post-colonial literature. Twelfth graders will synthesize information, ideas, and themes to understand the past, the present, and to think innovatively about the future. They will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of a global world. Anchor Texts: *Their Eyes Were Watching God*, *Things Fall Apart, 1984*, *Animal Farm*, *The Grapes of Wrath*, *The Great Gatsby*, *Antigone*, *Letters from Birmingham Jail*.

- This course fulfills the online learning experience requirement.
- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **JOURNALISM**

Grade Level: 10-12

Prerequisite: 2.0 in English

Description: This course is designed student the history of journalism, bias, and journalistic ethics, and to teach students to gather news on various subjects, write news articles and headlines, and to format and produce the school newspaper. Students should have computer layout and digital photography experience.

## **MATH COURSES**

**ALGEBRA MATH LAB** (This course is an elective credit not a math credit.)

Grade Level: 9

Prerequisite: Teacher recommendation

Description: This course spends time giving the necessary remediation needed for students that have fallen behind in the skills necessary to master the material in math. The students will spend additional time in the course working on prerequisite concepts such as mastery of operations on real numbers, introductory

algebraic concepts, and proportionality. Students will also be introduced to alternative modes for understanding such as technology, manipulatives, and investigations.

## **ALGEBRA 1**

Grade Level: 9 – 12

Prerequisite: None

Required: TI-84+ graphing calculator

Description: Algebra is a function-based course. It builds upon a number of key algebraic topics such as linear and nonlinear patterns of change and their graphic, numeric, symbolic, and verbal representations. First semester algebra will cover graphic analysis and linear functions. Second semester will cover quadratic, polynomial, and exponential functions. Problem solving strategies and critical thinking are taught and used throughout the course. Graphing calculators and Chromebooks are used throughout.

## **GEOMETRY**

Grade Level: 9 – 12

Prerequisite: Algebra 1

Required: TI-84+ graphing calculator

Description: The course explores the nature of mathematical reasoning. It covers lines, angles, triangles, trigonometry, quadrilaterals, circles, polygons, 3-dimensional solids, proof writing, and transformations. Some specific topic of concentration are notions of parallel and perpendicular, proportionality, symmetry, similarity, area, surface area, and volume of various geometrical objects. This course builds upon students' knowledge of algebra and therefore makes use of students' mastery of algebraic concepts. Students will use graphing calculators in this course to support their learning. It is highly recommended that students have their own calculator.

## **GEOMETRY HONORS**

Grade Level: 9 – 12

Prerequisite: 3.0 average in math & teacher permission

Required: TI-84+ graphing calculator

Description: The course explores the nature of mathematical reasoning. It covers lines, angles, triangles, trigonometry, quadrilaterals, circles, polygons, 3-dimensional solids, and transformations. Some specific topic of concentration are notions of parallel and perpendicular, proportionality, symmetry, similarity, area, surface area, and volume of various geometrical objects. This course builds upon students' knowledge of algebra and therefore makes use of students' mastery of algebraic concepts. Students will use graphing calculators in this course to support their learning. It is highly recommended that students have their own graphing calculator in this course.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **ALGEBRA 2**

Grade Level: 9 – 12

Prerequisite: Algebra 1 & Geometry

Required: TI-84+ graphing calculator

Description: This course will expand on algebraic principles to complex numbers, logarithms, rational and irrational numbers, rational and irrational exponents, graphing of quadratic functions, including transformations and shifts, trigonometry, statistics, and probability. Problems solving strategies and critical

thinking are taught and used throughout the course. TI – 84 graphing calculators will be used throughout the course.

### **ALGEBRA 2 HONORS**

Grade Level: 10 – 12

Prerequisite: 3.0 average in math & teacher permission  
Required: TI-84+ graphing calculator

Description: This course will expand on algebraic principles to complex numbers, logarithms, rational and irrational numbers, rational and irrational exponents, graphing of quadratic functions, including transformations and shifts, trigonometry, statistics, and probability. Problem solving strategies and critical thinking are taught and used throughout the course. TI – 84 graphing calculators will be used throughout the course.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

### **PRE-CALCULUS**

Grade Level: 11 – 12

Prerequisite: Geometry & Algebra 2  
Required: TI-84+ graphing calculator

Description: Pre-Calculus is an intense analytic study of functions and their graphs. Topics covered are polynomial, rational, exponential, logarithmic and trigonometric functions. Also covered are matrices, sequences, series, three-dimensional geometry, probability and statistics. Problem solving applications and the use of the TI-84+ graphing calculator will be stressed throughout the course.

### **INTRODUCTION TO CALCULUS**

Grade Level: 12

Prerequisite: Pre-Calculus  
Required: TI-84+ graphing calculator

Description: This course will cover the basic concepts of calculus including functions, continuity, limits, derivatives and techniques of integration. Great emphasis is to be placed on the use of the graphing calculator.

### **PROBABILITY (ONE SEMESTER)**

Grade Level: 12

Prerequisite: Algebra 2

Description: This course is designed to give students the basic understandings of probability. Students will understand the basic goals and concepts of statistics, learn ways to organize and describe data sets, learn how to describe trends, averages and variations, learn how to find probabilities of events, and learn how to use knowledge of probability in games of chance like cards and the lottery.

- This course fulfills HALF of the 4<sup>th</sup> year math requirement.

### **PERSONAL FINANCE (ONE SEMESTER)**

Grade Level: 12

Prerequisite: Algebra 2

Description: This course is designed to give students the basic understandings of personal finance. Students will survey careers and educational requirements, explore the cost of living on your own the income required to sustain a certain standard of living, practice job interview skills, understand basic employee rights, employee withholdings, and contracts, demonstrate understanding of banking services and how checking works (including debit cards), understand the issues of wisely using credit, borrowing money and using credit cards (including college loans), research investment options such as stocks and bonds, learn how to manage money and budget expenses, and research car buying and total costs of ownership (including insurance).

- This course fulfills HALF of the 4<sup>th</sup> year math requirement.

## **SCIENCE COURSES**

### **PHYSICAL AND EARTH SCIENCE**

Grade Level: 9

Prerequisite: None

Description: Physical and Earth Science is a full year course. The first semester will be Physical Science. It will cover the description and measurement of matter/energy and forces, the organization of the periodic table of elements, the examination of motion, and the use of waves in transferring energy. The second semester will be Earth Science which will explain surface features of Michigan, plate tectonics, the effect of technology on our natural resources. It will cover watersheds of Michigan, elements of weather forecasting, and will finish with a study of the universe and solar systems.

### **PHYSICAL AND EARTH SCIENCE HONORS**

Grade Level: 9

Prerequisite: 3.0 average in science & teacher permission



Description: Earth Science Honors will follow the state science objectives covering the surface features of Michigan, plate tectonics, the effects of technology on our natural resources, watersheds of Michigan, elements of weather forecasting, and will finish with a study of the universe and solar systems. Physical Science Honors will follow state objectives for Physical Science with an emphasis on mathematical data. The course will cover the description and measurement of matter/energy and forces, the organization of the periodic table of elements, an examination of motion, and the use of waves in transferring energy.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **BIOLOGY**

Grade Level: 10

Prerequisite: None

Description: This Biology course will cover a variety of subject matter, including but not limited to: The Scientific Method, Lab Safety, The Chemistry of Life, Cell function and Growth, Specialized Cells, Genetics, DNA/Mitosis/Meiosis, Protein Synthesis, Classification Systems, Evolution and Natural Selection, Photosynthesis and Cell Respiration, Viruses and Bacteria, The Immune System, and Ecology. Students will apply knowledge that they have learned by performing Laboratories, Projects, and Webquests to gain "hands-on" experience and a mastery level of the related concepts.

## **BIOLOGY HONORS**

Grade Level: 10

Prerequisite: 3.0 avg. in science & teacher permission

Description: This Honors Biology course will cover a variety of subject matter, including but not limited to: The Scientific Method, Lab Safety, The Chemistry of Life, Cell function and Growth, Specialized Cells, Genetics, DNA/Mitosis/Meiosis, Protein Synthesis, Classification Systems, Evolution and Natural Selection, Photosynthesis and Cell Respiration, Viruses and Bacteria, The Immune System, and Ecology. Students will apply knowledge that they have learned by performing Laboratories, Projects, and Webquests to gain "hands-on" experience and a mastery level of the related concepts.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **CHEMISTRY**

Grade Level: 11 – 12

Prerequisite: 2.0 average in Algebra 1

Description: Chemistry is a full year course following the state of Michigan science objectives. In this class students will recognize many forms of energy and understand that energy is central to predicting and explaining how and why chemical reactions occur. They will also explain and predict most chemical phenomena. Students will organize materials into compounds, elements, and mixtures based on the chemical and physical behavior. They will understand the structure of the atom to make predictions about the physical and chemical properties of various elements and the types of compounds those elements will form. To do this they will develop and understanding of the periodic table.

## **CHEMISTRY HONORS**

Grade Level: 11 – 12

Prerequisite: 3.0 average in science & teacher permission

Description: The aim of chemistry honors is to give the high school student knowledge of the broad concepts and models upon which modern chemistry rests as well as pertinent facts from the traditional descriptive high school chemistry course so that he/she can gain understanding of the everyday chemical world in which the intelligent well-rounded citizen lives.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **ENVIRONMENTAL & AGRICULTURAL SCIENCE (ONE SEMESTER)**

Grade Level: 9 – 12

Prerequisite: None

Description: In this course, students will learn various factors of the environment. Students will help with and gain knowledge of their school's own immediate environment, including recycling, grounds clean-up and maintenance, gardening, Clinton River Watershed and various others items.

## **ROBOTICS & MACHINES (ONE SEMESTER)**

Grade Level: 9 – 12

Prerequisite: None

Description: In this course, students take on the roles of mechanical engineers, computer scientists, and electrical engineers. Students will research and apply Dynamics throughout the year. Subjects such as motion planning and obstacle avoidance, velocity and acceleration, and robotic engineering are covered. Students put knowledge into practice through lab settings where various machines will be studied and worked on, such as 3-D printers, Drones, and basic robots.

## **SOCIAL STUDIES COURSES**

### **WORLD HISTORY & GEOGRAPHY**

Grade Level: 9

Prerequisite: None

Description: World History introduces the student to the major cultures of the world. Emphasis is placed on the impact of religion, geography, politics, and economics on the development of these cultures. These topics are studied within a geographic and chronological framework that is intended to help the student understand the interrelationships between current cultures, as well as historical events that have resulted from internal and external causes. World History covers the time periods 300 CE/AD through the first decade of the 21<sup>st</sup> century, introducing the central concepts from each one of these time eras. Students will analyze the systems of human organization as they have evolved through history. The students will understand the growth and development of world religions and how they have impacted global culture. Students will explore regional interactions between people, groups, religious systems and political systems and how the historical relevance of these interactions has influenced the present and will impact the future.

### **WORLD HISTORY & GEOGRAPHY HONORS**

Grade Level: 9

Prerequisite: 3.0 average in history & teacher permission

Description: World History introduces the student to the major cultures of the world. Emphasis is placed on the impact of religion, geography, politics, and economics on the development of these cultures. These

topics are studied within a geographic and chronological framework that is intended to help the student understand the interrelationships between current cultures, as well as historical events that have resulted from internal and external causes. World History covers the time periods 300 CE/AD through the first decade of the 21<sup>st</sup> century, introducing the central concepts from each one of these time eras. Students will analyze the systems of human organization as they have evolved through history. The students will understand the growth and development of world religions and how they have impacted global culture. Students will explore regional interactions between people, groups, religious systems and political systems and how the historical relevance of these interactions has influenced the present and will impact the future.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

## **UNITED STATES HISTORY & GEOGRAPHY**

Grade Level: 10

Prerequisite: None

Description: U. S History is a course that conceptualizes important eras in U.S. History by using historical and geographic themes. Current events are discussed throughout the course and related to Era 6(1877 through World War I) during the first semester and Eras 7-9 (1920's-New Global Age) in the second semester. Students will utilize geographic principles such as space, place, environment, social makeup, physical/spatial dynamics and connections and U.S./global issues and events in determining change and continuity in American society, identifying the gathering and interactions of people, cultures and ideas, evaluating economic and technological changes and their relationship to society, cultures, ideas and the environment and view the changing role of America in the world.

## **UNITED STATES HISTORY & GEOGRAPHY HONORS**

Grade Level: 10

Prerequisite: 3.0 average in history & teacher permission

Description: U. S History is a course that conceptualizes important eras in U.S. History by using historical and geographic themes. Current events are discussed throughout the course and related to Era 6(1877 through World War I) during the first semester and Eras 7-9 (1920's-New Global Age) in the second semester. Students will utilize geographic principles such as space, place, environment, social makeup, physical/spatial dynamics and connections and U.S./global issues and events in determining change and continuity in American society, identifying the gathering and interactions of people, cultures and ideas, evaluating economic and technological changes and their relationship to society, cultures, ideas and the environment and view the changing role of America in the world.

- Honors coursework entails a more investigative and rigorous structure than the regular section. It includes the use of many new technologies to document student learning.

## **CIVICS**

Grade Level: 11

Prerequisite: None

Description: Civics is a course studying the structure and function of the federal, state, and local governments in the United States. Students will understand the conceptual foundations of civic and political life. Students will identify origins and foundations of American government. Students will organize the structure and function of American government. Students will become familiar with the

United States and its government's relationship to world affairs. Students will assess citizenship in America with a greater emphasis on the role of citizenship activism in America.

### **CIVICS HONORS**

Grade Level: 11

Prerequisite: 3.0 average in history & teacher permission

Description: Civics is a course studying the structure and function of the federal, state, and local governments in the United States. Students will understand the conceptual foundations of civic and political life. Students will identify origins and foundations of American government. Students will organize the structure and function of American government. Students will become familiar with the United States and its government's relationship to world affairs. Students will assess citizenship in America with a greater emphasis on the role of citizenship activism in America.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

### **ECONOMICS**

Grade Level: 11

Prerequisite: None

Description: Economics is a course that covers the principles of economics as it relates to consumers, producers, entrepreneurs, governments and foreign competitors. Students will explore individual, business and government economic choices, competitive markets, supply, demand and the role of government in Market Economies. Students will understand National Markets and the role of the American government in the National Market. Students will appraise global economic systems and interdependence in International Markets as well as making personal decisions regarding Personal Finance.

### **ECONOMICS HONORS**

Grade Level: 11

Prerequisite: 3.0 average in history & teacher permission

Description: Economics is a course that covers the principles of economics as it relates to consumers, producers, entrepreneurs, governments and foreign competitors. Students will explore individual, business and government economic choices, competitive markets, supply, demand and the role of government in Market Economies. Students will understand National Markets and the role of the American government in the National Market. Students will appraise global economic systems and interdependence in International Markets as well as making personal decisions regarding Personal Finance.

- Honors coursework entails a more investigative and rigorous structure than the regular section.

### **PSYCHOLOGY (ONE SEMESTER)**

Grade Level: 11 – 12

Prerequisite: 2.0 cumulative GPA

Description: Psychology is a course designed to acquaint students with psychology as a social science. Students will become familiar with scientific methods of research. Students investigate mental processes and behavior. Emphasis is placed on perception and learning, psychological development, and the causes of abnormal psychology. Psychology is an elective course and is designed for college bound students.

### **SOCIOLOGY (ONE SEMESTER)**

Grade Level: 11 – 12

Prerequisite: 2.0 cumulative GPA

Description: Sociology is a course designed to acquaint students with sociology as a social science. Students will become familiar with the history of sociology and its purposes in society. Students will examine culture on the personal, local, national, global and popular levels. Students will determine the reasons for conflict and competition among groups. Students will identify key societal roles and determine their significance. Sociology is an elective course and is designed for college bound students.

### **CRIMINAL & CIVIL LAW (ONE SEMESTER)**

Grade Level: 9 – 12

Prerequisite: None

Description: This course covers practical law topics in the Criminal Justice and Civil Justice systems. Course topics may include legal foundations, due process, criminal and civil trial procedure, rights of the accused, and contemporary legal issues.

### **HISTORY THROUGH FILM (ONE SEMESTER)**

Grade Level: 9 – 12

Prerequisite: None

Description: Students will examine historical events and eras as depicted through the Hollywood lens, comparing the "real" events to the "reel" depictions.

### **PLSC 121 – AMERICAN GOVERNMENT 1 – PEOPLE & POLITICS (ONE SEMESTER)**

Grade Level: 11 – 12

Prerequisite: None

Description: Explores basic political concepts and what distinguishes democracy from other forms of government. Traces formative ideas and forces that shaped the U.S. Constitution. Expansion of civil liberties and rights is examined. Attention to relations of national, state and local governments. Shows how public opinion through the media, interest groups, political parties, and elections makes demands on – and places restraints on – government. What new challenges for government arise from scientific, demographic, economic, and social change?

- This is a course offered through Ferris State University. Students will earn 3 college credits for the successful completion of this course.

### **PLSC 122 – AMERICAN GOVERNMENT 2 – POLICY MAKING (ONE SEMESTER)**

Grade Level: 11 – 12

Prerequisite: None

Description: Careful examination of the institutions of American national government and its policies. How the legislative, executive, and judicial branches work with – and against – each other to shape public policy. Explores the labyrinth of the bureaucracy. The complex interactions of these political structures are illustrated with current events. Considerable time is given to the resulting policies on the budget, the economy, technology, health care, welfare, military, foreign relations, and issues of gender and equality.

- This is a course offered through Ferris State University. Students will earn 3 college credits for the successful completion of this course.

## **PHYSICAL EDUCATION COURSES**

Students may take only ONE physical education class per semester.

### **HEALTH**

Grade Level: 9 – 12

Prerequisite: None

Description: The health course discusses mental and social health, human development, nutrition and fitness, as well as substance abuse and disease prevention. These elements enhance the student's ability to understand their relationship between the environment in which they develop and the community in which they live. Semester one includes discussions of these topics: making healthy choices, personality and self-esteem, managing stress, building healthy relationships, personal care, preventing violence, food and nutrition, making healthy food choices, and preventing injuries. Semester two includes the topics of exercise, rest, and recreation, personal care, alcohol, tobacco, preventing drug abuse, infectious diseases, non-infectious diseases, and healthy environments.

### **PHYSICAL FITNESS (BOYS)**

Grade Level: 9 – 12

Prerequisite: None

Description: This is a class with emphasis placed on body building and conditioning through weight lifting, calisthenics, flexibility training, and jogging. Fitness testing will also be a part of class. Written assignments are required during the semester. Students are required to dress and participate in order to pass.

### **PHYSICAL FITNESS (GIRLS)**

Grade Level: 9 – 12

Prerequisite: None

Description: This class places emphasis on stretching, body toning, health and nutrition, conditioning weight training, sports, plyometrics, flexibility, and aerobic exercise. Students are required to dress and participate to pass class. Written assignments are required during semester.

### **TEAM SPORTS**

Grade Level: 9 – 12

Prerequisite: None

Description: This is a class with emphasis on building strength, speed, endurance, and prevention of injuries. It consists of a prescribed program for each individual in weight training, conditioning, flexibility, and agility. Students are required to dress and participate to pass the class.

## **BASKETBALL**

Grade Level: 9 – 12

Prerequisite: None

Description: This course is for students interested in developing his/her overall basketball performance. The emphasis is on conditioning, running, calisthenics, weight training, and stretching. Skills and techniques will be taught. This is a participation class. Students are required to dress and participate to pass the class.

## **FOREIGN LANGUAGE COURSES**

### **SPANISH I**

Grade Level: 9 – 12

Prerequisite: None

Description: Spanish is now the second most common language in the United States. Join millions in understanding and communicating in Spanish! Emphasis will be on basic skills in listening, speaking, reading, and writing. Students will explore the culture and geography of a variety of Spanish speaking countries through text, maps, and audiovisual media.

### **SPANISH II**

Grade Level: 9 – 12

Prerequisite: Spanish I

Description: Emphasis is placed upon further development of oral and written communication skills. Grammar becomes more complex than in Spanish I with the introduction of several tenses, various ways of translating from Spanish to English, syntax (sentence structure), and several parts of speech. Cultural topics are included with emphasis upon ancient and modern people of Mexico. Practical conversational themes for pair activities include ordering in restaurants, communicating in doctor's offices, and directions.

### **SPANISH III**

Grade Level: 10 – 12

Prerequisite: Spanish II

Description: Comprehension of Spanish will advance with the aid of short stories, Spanish – only conversation, Spanish language videos, and text, among other things. Written and oral expression in Spanish will become more common for individuals and small groups than in the previous Spanish classes. There will be culture, history, and geography lessons with emphasis upon Spain.

## **SPANISH IV**

Grade Level: 11 – 12

Prerequisite: Spanish III

Description: Proficiency in Spanish will be realized in a variety of ways. Among these are the preparation and delivery of both directed and open-ended (more creative) conversations related to specific themes, and extemporaneous conversations. Students will expand vocabulary and grammar topics with a number of Spanish reading selections, including short stories, at least one play, and a textbook. Whereas Spanish II emphasized the culture, geography and history of Mexico and Central America; and whereas Spanish III emphasized the culture, geography and history of Spain, Spanish IV will include contemporary themes from a number of Hispanic countries.

### **AMERICAN SIGN LANGUAGE I**

Grade Level: 9 – 12

Prerequisite: None

Description: This is an introductory class to develop basic communication skills in American Sign Language (ASL). The focus of the first year is to build vocabulary through meaningful application. Students will study the history and culture of ASL as it uniquely relates to those that use ASL in the United States. The class structure is performance and presentation based. Most homework assignments will be started in class and will be to practice vocabulary or write original dialogues, etc. This course will look at topics such as introducing oneself, exchanging personal information, talking about surroundings, telling where you live, talking about your family, topics in deafness and ASL, giving directions, describing others, making requests, talking about family and occupations, attributing qualities to others, and talking about routines.

### **AMERICAN SIGN LANGUAGE II**

Grade Level: 9 – 12

Prerequisite: American Sign Language I

Description: In the second year of ASL, students will spend more time relying on signing and less time using their voice to communicate. After a substantial review of the first-year vocabulary, the class will focus primarily on activities and projects to help ensure that students are using appropriate ASL grammar, structure, and syntax during conversations and presentations. This course will look at topics such as locating things around the house, complaining, making suggestions and requests, exchanging personal information, describing and identifying things, talking about the weekend, review of previous units, and service and application of ASL.

### **AMERICAN SIGN LANGUAGE III**

Grade Level: 9 – 12

Prerequisite: American Sign Language II

Description: In the third year of ASL, students will spend more time relying on signing and less time using their voice to communicate. After a substantial review of the first- and second-year vocabulary, the class will focus primarily on activities and projects to help ensure that students are using appropriate ASL grammar, structure, and syntax during conversations and presentations. This course will look at topics such as narrating unforgettable, explaining rules, sharing interesting facts, telling about accidents, talking about money, making major decision, discussing health conditions, and storytelling.



## **MUSIC COURSES**

\*All of the music courses fulfill the VPAA requirement.

### **MARCHING/SYMPHONIC BAND**

Grade Level: 9 – 12

Prerequisite: Admission by audition

Description: Students will learn the fundamentals of corps and high step marching along with marching drill arrangements. Students will perform at the home varsity football games and parades. Symphonic band members will learn concert music with an emphasis on technique and performance skills. Students will perform two formal concerts and participate in at least one national festival.

### **CHOIR**

Grade Level: 9 – 12

Prerequisite: Choir experience and/or audition

Description: Because this is the main performing choir that represents our school, it is only open by audition to new members. During an audition, students will be expected to sing a major scale, do a common warm-up exercise, and sing a song of their choosing. Students will strengthen their abilities to sing in four-part harmony through proper vocal techniques, read music independently through basic music theory, and sing as well balanced and unified group through daily warm ups and rehearsal of a wide variety of music. Students will participate in at least one major performance per semester. Some solo opportunities will be made available.

## **ART COURSES**

\*All of the art courses fulfill the VPAA requirement.

### **INTRODUCTION TO ART**

Grade Level: 9 – 12

Prerequisite: None

Description: This course will cover the basics of drawing and painting through the study of seven elements of art: line, shape, form, color, value, texture, and space, as well as seven principles of design: balance, movement, rhythm, contrast, emphasis, pattern, unity. Students will have the opportunity to experiment and create with several different media. Besides the art projects, some poetry, short reports, and a research paper are included in the course. Students will have the opportunity to self-assess their progress and gather and display a portfolio of their work.

### **STUDIO ARTS**

Grade Level: 10-12

Prerequisite: B or better in Intro to Art or teacher invitation

Description: In this course, you will investigate several forms of art through various media types. This will include both 2D and 3D art. Whether you plan to make a career or just wish to further investigate your artistic abilities, you will be given the opportunity to put a portfolio together.

Your studies in studio art focus on both the meaning and form of art, by actively creating works of your own. You will develop the skills of imagining, reflecting, seeing, and feeling in art. By working with various media, you expand your ability to invent and experiment. This class includes an introduction to drawing, design, and color theories. You will be exposed to several artistic processes such as ceramics, painting, metals, fibers, printmaking, computer graphics, and sculpture.

You will also be exposed to art history and art from other cultures, since by studying the legacy of the past you can come to better understand yourself and the work of contemporary artists. You learn to make valid artistic judgments and to recognize the artistic relationships necessary to produce art.

Through this class you should learn what it means to be an artist. This means you will be expected to express ideas through your work, and to try new things, in order to realize that art making is an ongoing process and that includes making mistakes which eventually lead to a better understanding materials and ideas. Art making requires personal reflection upon the artistic process in order for you to develop your voice. You will be expected to investigate an individual visual concern in depth. You will plan and execute a series of works that demonstrate this investigation.

Your goal should be to develop a wide range of technical skills using a variety of media in order to solve problems. You will be asked to express verbally and in written form an understanding about your work and the work of others through group and individual critiques, in class discussions about artwork.

## **ADVANCED ART**

Grade Level: 10 – 12

Prerequisite: Either Intro to Art or present a sketchbook of personal work and/or a portfolio of 10-12 finished personal works to be evaluated by the art teacher

Description: This course in fine arts is offered to prepare students who want to develop a more extensive study of both two-dimensional and three-dimensional art. The course will address these concepts:

1. Color, design and composition
2. Three-dimensional sculpture
3. Computer applications
4. Painting
5. Art History

There will be a brief review of the history of art and research into the careers of artists, both past and present. Students will be preparing work to enter in art shows and complete a portfolio in preparation for application to an art school.

## **CERAMICS**

Grade Level: 9 – 12

Prerequisite: None

Description: Students will learn the basic methods of hand construction and a variety of decorating and glazing techniques. They will study the development of pottery throughout history and in various cultures. They will learn the operation of a kiln and the principles of firing. During the second semester students will have the opportunity to throw on the potter's wheel.

## **ADVANCED CERAMICS**

Grade Level: 10 – 12

Prerequisite: Ceramics

Description: Students will continue working on individual projects using both hand construction and the potter's wheel, but will have the opportunity to work on a more self-directed level.

## **TV PRODUCTION COURSES**

\*All of the TV Production courses fulfill the VPAA or the 4<sup>th</sup> year math requirement.

## **TV PRODUCTION I**

Grade Level: 10 – 12

Prerequisite: None

Description: This course is designed to provide students with the basic knowledge and skills related to the television production industry. It includes instruction and hands-on assignments in the following areas: camera operation, recording audio, lighting systems, pre-production, post production, visual effects and graphics, and copyright laws.

## **ADVANCED TV PRODUCTION**

Grade Level: 11 – 12

Prerequisite: TV Production I

Description: This course is designed to provide students with the advanced knowledge and skills related to the television production industry. It includes instruction and hands-on assignments in the following areas: camera operation, recording audio, lighting systems, pre-production, post production, visual effects and graphics, and copyright laws.

## **INDEPENDENT STUDY TV PRODUCTION**

Grade Level: 12

Prerequisite: Advanced TV Production

Description: This course is designed to provide students with future knowledge and skills related to the television production industry. It includes instruction and hands-on assignments in the following areas: camera operation, recording audio, lighting systems, pre-production, post production, visual effects and graphics, and copyright laws. Students will be expected to work dependently on special assignments.

## **TECHNOLOGY COURSES**

### **INTRODUCTION TO COMPUTERS**

Grade Level: 9 – 12

Prerequisite: None

Description: Students will be given a working knowledge of the computer to include understanding computer terminology, and performing Word, Excel spreadsheeting, Access, and PowerPoint operations. Students will also be required to demonstrate keyboarding techniques and Internet capabilities.

- This course fulfills the VPAA credit or the 4<sup>th</sup> year math requirement.

## **DIGITAL MEDIA**

Grade Level: 10 – 12

Prerequisite: Introduction to Computers

Description: This course provides an introduction to HTML programming. Topics include integrating JavaScript and HTML, creating pop-up windows, adding scrolling messages, validating forms, enhancing the use of images and form objects, working with cookies, arrays, and frames, and using objects to create a mall application. Students will create working websites.

- This course fulfills the 4<sup>th</sup> year math requirement.

## **ADVANCED COMPUTERS**

Grade Level: 10 – 12

Prerequisite: Introduction to Computers

Description: The office assistant course is designed to prepare students for opportunities in today's rapidly changing business environment. Students will acquire skills and knowledge of office procedures and equipment. They will demonstrate knowledge of Microsoft Word, Excel, Access, and Outlook, sufficient to pass Microsoft testing. Windows 98 and Office XP will be completely covered.

- This course fulfills the 4<sup>th</sup> year math requirement.

## **INTRODUCTION TO CODING**

Grade Level: 9-12

Prerequisite: None

Description: This is an interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student. Topics covered include what is computer science, big data, algorithms, cybersecurity, game development, and graphics.

- This course fulfills the 4<sup>th</sup> year math requirement.

## **AP COMPUTER SCIENCE A**

Grade Level: 11-12

Prerequisite: None

Description: This class provides a hands-on approach to familiarizing students with programming languages and systems. Students will earn several programming constructs common to all languages, and also interact with various systems. Some of the specific languages that will be covered include Python, C#, Javascript, HTML, and CSS. In addition, students will receive an introduction to some of the most important computer topics such as modularity, portability, and overall design. Each unit will explore new areas of programming to keep students engaged. The course aims to introduce students to the vast breadth of creativity possible

with programming. Students will be asked to write a variety of programs that can be submitted online throughout the course.

- This course fulfills the 4<sup>th</sup> year math requirement.

### **ROBOTICS & MACHINES (ONE SEMESTER)**

Grade Level: 9 – 12

Prerequisite: None

Description: In this course, students take on the roles of mechanical engineers, computer scientists, and electrical engineers. Students will research and apply Dynamics throughout the year. Subjects such as motion planning and obstacle avoidance, velocity and acceleration, and robotic engineering are covered. Students put knowledge into practice through lab settings where various machines will be studied and worked on, such as 3-D printers, Drones, and basic robots.

- This course fulfills the 4<sup>th</sup> year math requirement.

### **INTRODUCTION TO AUDIO RECORDING**

Grade Level: 10-12

Prerequisite: ONE of the following: Intro to Computers, Adv Computers, Digital Media, Coding, TV Production, Robotics

Description: This course will teach students the fundamentals and techniques relative to studio/live recording and help students understand the functions of audio signals and the sound reproduction equipment. The audio recording class will also acquaint students with emerging audio formats. Technological changes directly related to the recording industry are frequently introduced. The class is committed to staying current and will help students understand new directions in technology.

## **BUSINESS COURSES**

### **SPORTS & ENTERTAINMENT MARKETING**

Grade Level: 9 – 12

Prerequisite: None

Description: Sports and Entertainment Marketing takes you on a step-by-step journey through the world of marketing. You will encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment. This course will include selling, advertising, promoting, sponsors, public relations, planning an event, interpersonal relations, and employability skills, communication, and product research and development.

- This course fulfills the VPAA or the 4<sup>th</sup> year math requirement.

## **ENTREPRENEURSHIP**

Grade Level: 10 – 12

Prerequisite: None

Description: This course will let you feel what it's like to be your own boss and make your own schedule. It will show you how to start your own business and make it a success. Hands-on simulations let you test your skills to see if you have what it takes to become an entrepreneur. This course will look at what skills are needed to be an entrepreneur, ownership of businesses, developing a business plan, financing, hiring and managing staff, record keeping, and identify a market need.

- This course fulfills the VPAA or the 4<sup>th</sup> year math requirement.

## **SCHOOL STORE**

Grade Level: 10 – 12

Prerequisite: Entrepreneurship

Description: This course is an actual on-the-job training experience in a retail store operation, located in the high school. It includes training experience in the following areas: salesmanship, merchandising, display, promotion, advertising, inventory control, cashiering, and accounting.

- This course fulfills the VPAA requirement.

## **JOB SHADOW**

Grade Level: 12

Prerequisite: Permission of Co-op Coordinator

Description: This class will have the student participate in job shadowing where the student will observe a mentor working in the career field of his/her choice for 90 hours per semester. The shadowing stationing will be selected by the high school, and an area employer will assign a career mentor the student. The job shadow hours can vary. For example, the 90 hour requirement can be fulfilled before school officially begins in the summer, or Saturdays and Sundays, Christmas and Easter break, or whatever can be worked out between the employer and the job shadow. The class is graded on a credit/no credit basis, unless student fails to attend placement, in which case they will receive an "F".

## **CULINARY ARTS**

\* All of the Culinary Arts courses fulfill the VPAA or the 4<sup>th</sup> year math requirement.

\* Culinary Arts courses are articulated with Macomb Community College.

## **INTRODUCTION TO NUTRITION/CULINARY ARTS**

Grade Level: 9 – 12

Prerequisite: None

Description: Prepares students for entry-level positions in the food-service industry. Student will learn hot and cold food prep, garnishes and presentations, baking, safety and sanitation, and nutrition. Emphasis is placed on the organization of work habits and teamwork.

## **CULINARY ARTS/RESTAURANT OPERATIONS**

Grade Level: 10 – 12

Prerequisite: Introduction to Culinary Arts

Description: Prepares students for entry-level position in the foodservice industry. Student will learn basic hot and cold food preparation, beginning baking, and safety and sanitation practices.

### **ADVANCED CULINARY ARTS/RESTAURANT OPERATIONS**

Grade Level: 10 – 12

Prerequisite: Culinary Arts or instructor permission

Description: Prepares student for line cook, Sous chef, pastry chef, bakery chef, and all back-of-the-house procedures. Students will operate a restaurant while gaining work experience through rotation. Students will demonstrate skills daily as they successfully work in the restaurant.

### **DINING ROOM MGMT/RESTAURANT OPERATIONS**

Grade Level: 9 – 12

Prerequisite: Culinary Arts or instructor permission

Description: Prepares student for entry-level position in a dining facility. Students will gain working experience through rotation of dining room positions, which include bussing, serving, hosting, and front-of-the-house management techniques. Experience will also be gained through entry level back of the house positions that include dishwashing, stock (receiving and storage), janitorial, and expediting.

### **BAKING & PASTRY ARTS**

Grade Level: 10 – 12

Prerequisite: Culinary Arts or instructor permission

Description: This course is designed to educate students in the art of Baking and Pastry Arts. Students will learn the basics of mixing, shaping and baking including quick breads, cakes, pastry dough, mousses, sauces, glazes, cookies, candies and confections. In addition, students will be introduced to basic cake decorating techniques. Students will also prepare food for school functions and community service events as well as participate in culinary competitions. This course includes classroom instruction and practical lab work in a commercial kitchen. Students may be eligible to receive Ferris State University college credit upon successful completion of course.

## **MISCELLANEOUS COURSE OFFERINGS**

### **LEADERSHIP**

Grade Level: 11 – 12

Prerequisite: None

Description: This course is open to any student interested in learning leadership and organizational skills. The purpose of this course is to offer all students an opportunity to develop and demonstrate skills for effective leaders. Each student will be required to participate in group projects. Students will be able to demonstrate their learning through various project plans and simulated public speaking forums. Students will learn how to acquire and maintain discipline. Great leaders from the past and present will be studied.

### **DUAL ENROLLMENT**

Grade Level: 9-12

Prerequisite: See counselor

Description: Students have the opportunity to dual enroll at a local college while they are still in high school. Students can qualify for dual enrollment by having at least a 3.25 GPA. Seniors should possess a



3.00 GPA. All students must also meet the Michigan state qualifying test scores. Students should contact their school counselor for more information if they are interested in dual enrollment courses.

### **ADVANCED PLACEMENT COURSES (ONLINE)**

Grade Level: 11-12

Prerequisite: Dependent on AP course

Description: Advanced Placement (AP) courses may be taken online through Michigan Virtual High School's online system. After the successful completion of the course, students are eligible to take the AP exam for possible college credit, which is given by College Board each May. Students should contact their school counselor for more information if they are interested in taking a AP course.

### **ONLINE LEARNING OPTION (21f)**

Grade Level: 9-12

Prerequisite: See counselor

Description: Students can have the option of taking online classes. Students should contact their school counselor for more information if they are interesting in taking an online course.

## **SPECIAL SERVICES DEPARTMENT COURSES**

### **LL ENGLISH LANGUAGE ARTS 9**

Grade Level: 9

Prerequisite: IEPT Report

Description: Through the use of anthology and novels literature will be selected that has been adapted to interest and motivate students of various reading levels and enjoy and appreciate literary works they may not normally select. Phonics (phonemic awareness, phonetic and structural analyses) will be an integral part of the course such that the the student progress from primary reading skills and guided reading to independent reading, thinking and writing. This course will also enhance skills that will integrate reading with the writing process. Students will be able to read and write better so they can acquire information to gain insight into themselves, their environment, to share knowledge and information more effectively.

### **LL ENGLISH LANGUAGE ARTS 10**

Grade Level: 10

Prerequisite: IEPT Report

Description: This course of study will present an American chronology through the use of anthology and a variety of novels, short stories, plays and poems. The students will still be building skills and acquiring knowledge in composition. The students will have the opportunity to experience and analyze American History, heritage and values.

## **LL ENGLISH LANGUAGE ARTS 11**

Grade Level: 11

Prerequisite: IEPT Report

Description: This English course will address cultural diversity. Themes from short stories, novels, and literature anthology will be the main sources. Through literature the students will experience other times, places and events, while continuing to acquire new information and enhance skills. Reading comprehension for critical thinking is be an integral part of this course.

## **LL ENGLISH LANGUAGE ARTS 12**

Grade Level: 12

Prerequisite: IEPT Report

Description: Senior English uses the English/British literature theme from the Globe Fearon literature text. Through the use of anthology and novels literature will be chosen that has been adapted to interest and motivate students of various reading levels, to enjoy and appreciate literary works they may not normally select. Each unit of study will involve reading, writing and discussion. Thinking critically will be an important component on behalf of every student and to all assignments. While exploring a different time and period, the goal of the course is to enhance reading and writing skills, which will allow students to become independent learners.

## **LL PHYSICAL AND EARTH SCIENCE**

Grade Level: 9

Prerequisite: IEPT Report

Description: Physical and Earth Science is a full year course. The first semester will be Physical Science. It will cover the description and measurement of matter/energy and forces, the organization of the periodic table of elements, the examination of motion, and the use of waves in transferring energy. The second semester will be Earth Science, which will explain surface features of Michigan, plate tectonics, the effect of technology on our natural resources, it will cover watersheds of Michigan, elements of weather forecasting, and will finish with a study of the universe and solar systems.

## **LL BIOLOGY**

Grade Level: 10

Prerequisite: IEPT Report

Description: This course begins with the study of the cell theory. Cells will be studied in regards to their structure and functions. The second semester will apply cell theory to the study of the human body. The human body will be studied by organ systems and material will be presented in regards to creating healthy living habits.

## **LL CHEMISTRY**

Grade Level: 11-12

Prerequisite: IEPT Report

Description: The aim of special education chemistry is to give the high school student knowledge of the broad concepts and models upon which modern chemistry rests as well as pertinent facts from the

traditional descriptive high school chemistry course so that he/she can gain understanding of the everyday chemical world in which the well-rounded citizen lives. This course includes mathematical concepts and calculations specifically designed to aid in solution of applicable chemistry problems.

## **LL WORLD HISTORY & GEOGRAPHY**

Grade Level: 9

Prerequisite: IEPT Report

Description: First semester, this course will deal with the general history of the world from early man to ancient India and China. It will concern itself with the political, economic, social, religious, intellectual, geographic, and cultural development of civilization. Second semester will deal with the general history of the world from ancient India and China to Greco-Roman civilization. It will concern itself with the political, economic, social, religious, intellectual, geographic, and cultural development of civilization.

## **LL UNITED STATES HISTORY**

Grade Level: 10

Prerequisite: IEPT Report

Description: Throughout the course, attention is given to a conceptual approach to important themes in United States History rather than to specific details. Current events are discussed throughout the course and related to the past (1877 through World War I) during semester one. Semester two will be a continuation of American history, beginning with the era of the 1920's to the present.

## **LL CIVICS**

Grade Level: 11

Prerequisite: IEPT Report

Description: This course introduces students to the form and functions of our system of government. Students examine the responsibilities of citizens in American democracy and the individual rights guaranteed by the United States Constitution. It will also focus on local and state government services.

## **LL ECONOMICS**

Grade Level: 11

Prerequisite: IEPT Report

Description: This course is designed to demonstrate to students how the economic forces of scarcity and choice affect the management of personal financial resources and shape consumer decisions regarding the purchase, use, and disposal of goods and services. This course should affect the economic well-being of students as they leave school and become productive members of society.

## **LL ALGEBRA 1**

Grade Level: 9 - 12

Prerequisite: IEPT Report

Description: The special education algebra course will cover fundamental operations in algebraic expressions, the solution of linear equations, exponents and polynomials, factoring, data, statistics and probability. This course also includes systems of linear equations, irrational numbers and radical expressions, geometry, and quadratic equations. Problem solving strategies and critical thinking are taught and used throughout this course.

## **LL GEOMETRY**

Grade Level: 10 - 12

Prerequisite: IEPT Report

Description: The special education geometry course will explore geometry: Points, lines, and angles in the plane, parallel lines and transversals, triangles, and quadrilaterals, proportion and similarity. The course also includes the Pythagorean Theorem, quadratic equations, length, area, and volume. Problem solving strategies and critical thinking are taught and used throughout this course.

### **LL ALGEBRA 2 (OFFERED OVER 2 YEARS)**

Grade Level: 11 - 12

Prerequisite: IEPT Report

Description: The special education Algebra II course is a continuation of Algebra I, expanding algebraic principles to complex numbers, logarithms, rational expressions, powers, roots, radicals and fractional exponents. The course also includes graphing of quadratic functions, polynomials – sums, products, quotients, trigonometry, statistics, probability, and measurement. Problem solving strategies and critical thinking are taught and used throughout this course.

### **CAREER PREP CENTER (CPC) COURSES**

\*See counseling office for more information about CPC courses.

- Medical Machining 1
- Medical Machining 2
- Building Trades 1
- Building Trades 2
- CAD/Pre-Engineering 1
- CAD/Pre-Engineering 2
- Collision Tech Repair 1
- Collision Tech Repair 2
- Computer Information Systems 1 (CIS - Programming/Web Design)
- Computer Information Systems 2 (CIS - Programming/Web Design)
- Dental Science 1
- Dental/Health Science 2
- Electronics Technology 1
- Computer Technology A+ Certification
- Health Science
- EMT (seniors only)
- Health Science Internship (seniors only)
- Health Science Exploration
- Network Administration 1
- Network Administration 2
- Visual Imaging & Print Tech 1
- Visual Imaging & Print Tech 2

### **CREDIT RECOVERY COURSES**

Credit recovery courses are available online through Educere and may only be registered through the counseling office. Students should contact their school counselor if they are in need of credit recovery to find out about the options available.

## INSTRUCTIONAL INFORMATION POLICIES

**School Of Choice.** Clintondale High School is a School of Choice where classes are available.

**Units of Credit.** A unit of credit is earned by carrying satisfactorily a regular class meeting five (5) days per week for a full year and satisfactorily completing all competency exams. Work carried for credit in classes, which do not meet daily or full periods, are given in proportion to the time devoted to the work.

**Transfer of Credit.:** Following the recommendations of North Central Accreditation, Clintondale High School observes the following:

- **Acceptable Credits:** Clintondale High School, in accepting a pupil with advanced standing, gives credit only for work done in regularly scheduled courses taught by properly certified teachers. No credit is given for work done in non-organized activities.
- **Tentatively Accepted Credits:** Clintondale High School does not accept units earned in non-accredited schools or in any irregular manner until the administration of the accredited school is fully satisfied that the work has been well done.
- **Identification of Source of Credit:** On college entrance application forms, Clintondale High School indicates clearly the agencies responsible for teaching each course, the units accepted as transfer credits, those taught by a tutor, and those earned by correspondence. If no specific indication is given, it is assumed that the courses were taken regularly in the high school granting the diploma.
- **Transfer Students:** For transfer students who have not previously attended another school during a specific semester for personal reasons outside or beyond their control, the policies are as follows:
  - Students who register within the first card marking are eligible to receive a letter grade.
  - Students who register within the first two weeks of the second card marking are eligible for CR (credit) or NC (no credit) only.
  - Students who register after the second week of the second card marking are not eligible to receive credit or a letter grade during that semester.
  - This policy also applies to second semester card marking periods.

**Dropping Courses.** Students cannot drop subjects without agreement and permission of the counselor, parent, and administrator. Students dropping subjects without permission will be given a failure on the permanent record for the subject dropped. STUDENTS DROPPED FROM A CLASS AFTER THE THIRD WEEK OF THE SEMESTER WILL RECEIVE AN "F" ON THEIR PERMANENT RECORDS.

**Standardized Test Requirement.** All high school students must attempt all parts of the Michigan Merit Exam (MME) in order to be eligible for graduation. The MME will be administered to ALL juniors during the spring and consists of the SAT test, WorkKeys test, and M-STEP.

**Testing Out.** Public Act 335, Section 1279B, of the State Code requires that any high school student be offered the opportunity to “test out” of courses. Student must exhibit mastery of course content by attaining a grade of C+ or better on a comprehensive final examination. Students may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to, portfolios, performances, papers, projects and/or presentations.

**Senior-Year Credits.** Clintondale High School does not grant diplomas to pupils transferring from either accredited or non-accredited schools unless the pupils spend a full semester in the school and complete two units of work in a credible manner or have approval from the building principal.

**Articulation.** Beginning with the 1997-98 school year, Clintondale High School has entered into agreements with Baker College and Macomb Community College whereby students may earn credit for both institutions while satisfactorily completing the course requirements of courses at Clintondale High School. Contact the counseling office for further information.

**Diplomas.** Clintondale High School awards one type of diploma to graduates. A diploma certifies that a student has completed all of the requirements necessary to graduate from Clintondale High School.

**Counselors.** Please sign up to see your counselor for information about testing, dual enrollment, credit recovery, and college information including applications, scholarships, and NCAA requirements.

## **CLASS RANK, STANDING, AND STATUS**

- **Minimum Classes.** All students must carry a minimum of six classes.
- **Class Rank.** All students in a class will be included in determining the class rank.
- **Grading Scale.** Clintondale High School uses a grading scale in which plus (+) and minus (-) will be used in calculating Grade Point Average (GPA). Clintondale High School does not weigh any grades.
- **Class for Credit.** A credit (CR) grade may be received under certain circumstances, which will indicate that the student remained in the class for the entire designated time, and will not be computed as part of the GPA.
- **Seniors.** Seniors’ final GPA and rank is determined at the conclusion of the fourth card marking. Honors are established at the end of the third card marking.
- **Exam for Credit.** Students may receive credit in the class if they pass a comprehensive exam with a C+ or higher grade. The student shall receive a CR (credit), which will not affect their overall GPA.

## GRADE REDUCTION SCALE

	11-13 Absences	14-16 Absences	17-19 Absences	20+ Absences
Semester Grade	Adjusted Grade	Adjusted Grade	Adjusted Grade	Adjusted Grade
A	A-	B+	B	B-
A-	B+	B	B-	C+
B+	B	B-	C+	C
B	B-	C+	C	C-
B-	C+	C	C-	D+
C+	C	C-	D+	D
C	C-	D+	D	D-
C-	D+	D	D-	D-
D+	D	D-	D-	D-
D	D-	D-	D-	D-
D-	D-	D-	D-	D-

Note: Grades cannot be reduced below D- for excessive absences.

## ACADEMIC AWARDS

CHS uses the following manner for academic recognition of student scholars:

- 3.75 – 4.00+     Summa cum laude (with highest academic distinction)
- 3.50 – 3.74     Magna cum laude (with great academic distinction)
- 3.20 – 3.49     Cum Laude (with academic distinction)

Grade point average (GPA) will be based on eight semesters of coursework with the eighth semester represented by the third quarter grades. All classes taken during those semesters will count toward the GPA. Students honored with one of the above distinctions will be recognized at the Senior Awards ceremony and presented with a medallion.

Content area awards: Each department; i.e., English, Math, Art, Science, etc., will grant awards to seniors who have demonstrated outstanding achievement, exemplary citizenship, good attendance, initiative, and other qualities that include superior accomplishment while at Clintondale High School.

## **CLINTONDALE STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW AND THE MICHIGAN DEPARTMENT OF EDUCATION**

The Clintondale Community Schools Board of Education hereby agrees to comply with Federal Laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the United States Department of Health and Welfare and Education and the Michigan Department of Education.

District Policy requires non-discrimination on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, English proficiency, disability, height or weight; in its programs, services, activities, employment or admissions policies.

### **CONTACT PERSONS FOR CIVIL RIGHTS COMPLIANCE PLAN**

TITLE VI & TITLE IX & THE AGE ACT: Ms. Brandy Sandusky – Phone: 586-791-6300  
SECTION 504 & TITLE II: Dr. Rene Nota, Director of Special Education – Phone: 586-791-6301

#### **Title VI: Discrimination on the Basis of Race, Color, or National Origin**

If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI or is in some way discriminatory on the basis of race, color or national origin, he/she may bring forward a complaint to the Administration Office at the following address: 35100 Little Mack, Clinton Township, MI 48035.

#### **Title IX: Sex Discrimination**

If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title IX or is in some way discriminatory on the basis of sex, he/she may bring forward a complaint to the Administration Office at: 35100 Little Mack, Clinton Township, MI 48035.

#### **Title II: Americans with Disabilities Act of 1990**

If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title II or is in some way discriminatory on the basis of disabilities, he/she may bring forward a complaint to the Administration Office at: 35100 Little Mack, Clinton Township, MI 48035.

#### **Age Discrimination Act of 1975**

If any person believes that Clintondale Community School District or any part of the school organization has inadequately applied the principles and/or regulations of the Age of Discrimination Act or is in some way discriminatory on the basis of age, he/she may bring forward a complaint to the Administration Office at the following address: 35100 Little Mack, Clinton Township, MI 48035.

**Informal Procedure** (for Title II, Title VI, Title IX, Age of Discrimination Act)



The person who believes he/she has a valid basis for complaint shall discuss the concern with the Local Coordinator (refer to previous page), who shall in turn investigate the complaint and reply to the complainant in writing within two (2) business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the following steps.

**Formal Grievance Procedure** (for Title II, Title VI, Title IX, Age of Discrimination Act)

- **Step 1:** A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the Local Coordinator (refer to previous page), within five (5) business days of receipt of the written reply to the informal complaint. The Coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within five (5) business days by certified mail.
- **Step 2:** If the complainant wishes to appeal the decision of the Local Coordinator (refer to previous page), he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Local Coordinator's response to the grievance. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing to the grievance within (10) business days by certified mail.
- **Step 3:** If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of her/his receipt of the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within fifteen (15) days of the receipt of such an appeal. The Board Secretary shall send a copy of the Board's disposition of the appeal to each concerned party within ten (10) business days of this meeting by certified mail.
- **Step 4:** If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to the office for Civil Rights, U.S. Department of Education, Washington, D.C., 20201.

**Section 504: Discrimination against the Handicapped**

The Clintondale Community School District, in compliance with Section 504 of the Rehabilitation Act of 1973 regarding discrimination against the handicapped adopted by the Department of Health and Human Services, publishes the following complaint procedures. A complaint is defined as an alleged action prohibited under the Act identified above, and a Complainant is a student or employee who submits a complaint.

- **Step 1:** The complainant must submit to the administrator designed to receive and investigate complaints alleging noncompliance with the Rules and Regulations, a signed, written, "Statement of Complaint". The "Statement of Complaint" shall name the complaint; shall state the facts giving rise to the complaint; shall identify all the provisions of the Rules and Regulations alleged to be violated; shall state the contention of the complainant with respect to those provisions; shall indicate the relief requested; and shall be signed by the complainant involved. The coordinator shall give the complainant an answer in writing no later than five (5) business days after receipt of the written complaint.
- **Step 2:** If the complaint is not resolved in Step 1, it must be submitted within five (5) business days to the Superintendent or her/his Deputy. The Superintendent or her/his Deputy and the complainant shall meet within a reasonable time, not to exceed fourteen (14) business days, in an attempt to resolve this matter.
- **Step 3:** If a satisfactory disposition of the complaint is not made as a result of the meeting provided in Step 2 above, either party shall have the right to file said complaint with the Secretary of the Board within five (5) days of the meeting provided in Step 2. The Board shall have thirty (30) days to render its decision, in writing, to the complainant.

Any complaint submitted under this procedure shall be filed at Step 1 within twenty (20) business days after the complainant became aware, or reasonably should have become aware, of the complaint. If the complaint is not served within that time, the complaint will not be considered. Failure by the complainant to appeal the complaint from Step 1 to Step 2 within the time limit provided shall also bar the complaint.

Complaint forms for Title II, Title VI, Title IX, Age Discrimination Act 1975, and Section 504 are available in the Main Office of the High School.

**Special Services and Pupil Personnel:** The department of Special Services offers various extended community services such as diagnostic testing, family counseling with social workers, student group counseling, and other related special needs. For further information, please contact the Special Services Department. Clintondale High School offers services for students who have been identified as having special needs, (either handicapped or disadvantaged), through vocational Paraprofessionals working with certified Career Technical classes or in the Career Resource Room.

The Individuals with Disabilities Education Act of 1997 (IDEA) requires that children with disabilities be educated in the least restrictive environment. IDEA requires that students with disabilities receive their education in regular education classrooms unless their disability prevents them from making satisfactory progress even with supplementary aids and services. Clintondale High School will work to implement inclusive classes for students with disabilities where possible.

**Career-Technical Support Services:** Supplementary Services are available to Special Population students if enrolled in a certified Career/Technical or Life Management Education class (e.g., Construction Trades, DE/Marketing, Business Core, Information Processing Specialist, Administrative Specialist, Child Care, Family Living, Basic Foods, Parenthood). These additional services will be available to certified handicapped, academically disadvantaged, Limited English proficient and/or non-traditional (by sex) students. Please contact Ms. Kimberly Spriggs for additional information.