



2025-2026
Course Catalog

MISSION STATEMENT

**The mission of Clintondale High School, in cooperation with the community, is:
Preparing today's learners to be tomorrow's leaders.**

Dear Students,

Clintondale High School course offerings, graduation requirements, college and post high school considerations, career pathways, course descriptions, and prerequisite information are all included in this guide. We hope you find this guide useful as it contains all of the information required for you to plan and select courses that will best complement your talents and interests. Please take the time to study this information prior to making your final course selections, and feel free to contact school staff to assist with developing a four-year plan that builds upon experiences, and promotes continuous progress towards your long-range goals, state requirements, and career pathways. It is important to understand that your class schedule is determined based on your original requests, as well as seat availability. Changing classes in the fall is extremely difficult to do and there is no guarantee that it will even be possible. Our master schedule is developed based on your course selections; therefore, be sure to carefully select your courses and expect that a change is not going to happen!

We are extremely proud of our students, staff, and curriculum in this wonderful school, yet we choose not to remain satisfied; we continuously challenge our students and staff. We are committed to making every effort to help you select a program that will best meet your educational goals and objectives. I strongly encourage you to speak with your parents in order to select the best possible schedule for next year. Please take the time to read and research the outstanding variety of courses offered at CHS. The decisions you make now will have long lasting implications for your future.

Good luck as you begin planning your courses for next year, and remember that if you have any questions or need help, feel free to contact a counselor or any other building staff member. We look forward to another fantastic year at Clintondale High School!

Sincerely,

Dr. Daniel Berry, Principal

HIGH SCHOOL ADMINISTRATION

Principal

Daniel Berry

HIGH SCHOOL COUNSELOR

Courtney Carroll

Assistant Principal

Maurice Woods

REGISTRAR

Sue Pollack

Athletic Director

Robert Walmsley

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BOARD OF EDUCATION PHILOSOPHY

Clintondale Community Schools is a progressive community-oriented institution that is dedicated to meeting the educational needs of the students through a comprehensive range of quality educational programs. With the realization that education is both a right and a privilege, the schools will plan their programs to give equal educational opportunities to students of varying interests and abilities. To attain this goal, a staff of individually qualified persons, devoted to, and motivated by a common purpose, must function with students and each other in a workable, democratic relationship involving mutual confidence, respect, helpfulness and planning. Through classroom work and student activities, they will provide practical experiences designed to perpetuate the fundamental concepts of American democracy and to meet the leisure, recreational, social and emotional interests and needs of students.

DISTRICT MISSION STATEMENT

The Clintondale Community Schools District will provide an academic environment that prepares our diverse student body to reach its potential and become productive members of society.

HIGH SCHOOL VISION STATEMENT

To develop socially responsible citizens and to empower them to meet the changes of a rapidly changing society. Furthermore, to help them grow a sense of cultural awareness, to develop an appreciation for the arts, and a tolerance of diversity with a commitment to bettering their community.

Clintondale High School graduates will have the ability to:

- ☐ comprehend what they read
- ☐ write and speak effectively
- ☐ use scientific facts and principles
- ☐ solve mathematical problems
- ☐ understand past and present cultures
- ☐ develop habits which promote physical and emotional well-being
- ☐ demonstrate learning and problem solving skills
- ☐ show courtesy, respect and concern for others
- ☐ identify a career path and a method to achieve it assume a productive and responsible role in society
- ☐ use and transfer technological knowledge and skills for life roles (family member, citizen, worker, and lifelong learner). Revised August 5, 2008

ACADEMIC GUIDELINES and OPPORTUNITIES

Clintondale High School only offers full time enrollment. All students must carry a minimum of six (6) classes each semester to be considered a full time student.

ADVANCED PLACEMENT - The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. High school students that take AP exams may earn college credit, appropriate placement, or both, for satisfactory performance on AP exams depending on which college or university the student will attend. AP courses are intended to be the equivalent of a college-level freshman course. **It is expected that students taking an AP course understand that these courses are far more demanding and rigorous than a regular high school course.**

ARTICULATION - Beginning with the 1997-98 school year, Clintondale High School has entered into agreements with Baker College, Macomb Community College and other state articulated colleges/universities 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.

C2 PIPELINE – (Partnership with Wayne State University) C² Pipeline is a 21st Century Community Learning Center funded program through the Michigan Department of Education. C² Pipeline operates in 24 Metro Detroit schools with the goal of college and career readiness. In order to achieve that goal, the staff of C² Pipeline uses hands-on, project-based learning activities in the fields of science, technology, engineering and math (S.T.E.M.) to engage students. An emphasis is placed on careers in S.T.E.M and the healthcare profession. C² Pipeline has several collaborating partners in the Metro Detroit area that are helping accomplish this goal.

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.

CLASS RANK - Class rank is determined at the end of each semester using the student's cumulative GPA. The ranking is cumulative and includes all high school semester final grades for students at each grade level. Class Rank is determined beginning with the end of the first semester of Junior Year.

CREDIT RECOVERY – Credit recovery courses are available online through Edmentum 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.

[Courses Available on Edmentum](#)

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.**

DUAL ENROLLMENT – Dual enrollment 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 passing the Macomb Community College placement test. 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.

- [Macomb Community College Course Book](#)
- [Wayne State University Course Book](#)

EARLY COLLEGE - In cooperation with Macomb Community College and the Macomb Area Intermediate School District. This opportunity will begin in the fall of a student's junior year and there is an extensive application process. This is a five-year high school program, which allows for the earning of a High School Diploma in conjunction with up to 62 college credits. Interested students should schedule an appointment with their counselor by sophomore year to see if they qualify for this program, applications are due each year in early March.

EDUCATIONAL DEVELOPMENT PLANS (EDP) – An EDP is a plan of action in which a learner records a career goal and an educational path to achieve it. This enables each learner to develop a unique, ongoing record of career planning based on thoughtfully selected and attainable career goals and educational options that provide guidance in taking effective steps to enter a career of choice. CHS has adopted Michigan's six career pathways and has developed a plan for helping students explore, plan, and apply what they have learned toward a variety of career options. Counselors will work with all 9th-12th grade students each school year on their individualized EDP.

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.

GRADING SCALE –

Letter Grade	Honor Points	Letter Grade	Honor Points
A+ 97-100%	4.300	C 73-76%	2.000
A 94-96%	4.000	C- 70-72%	1.667
A- 90-93%	3.667	D+ 67-69%	1.333
B+ 87-89%	3.333	D 63-66%	1.000
B 83-86%	3.000	D- 60-62%	0.667
B- 80-82%	2.667	F 59% or less	0.000
C+ 77-79%	2.333		

Cumulative Grade Point Average is determined at the end of each semester using the student's final semester letter grades for all the classes. The Cumulative Grade Point Average (GPA) is calculated by dividing the total honor points earned by the total number of credits attempted. Grades not used in calculating GPA: CR = Credit earned with 0.000 GPA; WE = Withdraw Exit (from school); WP = Withdraw (from school) Passing; WF = Withdraw (from school) Failing.

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.

INCOMPLETES – In cases where unusual circumstances prevent a student from completing all the work for a class by the end of the semester, the teacher may award an incomplete (I) grade at their discretion. This is a temporary grade that must be resolved within **two weeks** of the end of the marking period for which the "I" was given. It is the student's responsibility to make arrangements with the teacher to complete the work and resolve the grade. An "I" that is unresolved at the end of the **two week** time period may become an "F".

NCAA Eligibility – In order to practice and play as a freshman at an NCAA Division I or Division II university/college, the student-athlete must satisfy the requirements of the NCAA Bylaw 14.3. Student-athletes first entering a collegiate institution will have eligibility for practice and competition in the freshman year certified by the NCAA Initial-Eligibility Clearinghouse. It is the responsibility of the student to meet with their CHS counselor to verify academic requirements for NCAA eligibility. Informational brochures are available in Student Services. See page 8 for NCAA approved courses and athletic eligibility suggested course path.

ON-LINE CLASSES - As part of the 21f legislative opportunity, students may take up to two (2) on-line courses each semester with no tuition cost through Michigan's Online Course Catalog. Students choosing an additional course, may select courses through Michigan's Online Course Catalog, Edmentum or other approved programs, and will incur a tuition fee. Students must make an appointment with their counselor to discuss these options.
[Courses available through Edmentum.](#)

SCHEDULE CHANGES – Are strongly discouraged and are very difficult to accommodate. Requests for changes must be submitted in writing on the Schedule Change Request Form available in the Student Services Center. ***All schedule change requests must be completed during the designated drop/add dates.***

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. Students 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.

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.

TRANSFER STUDENTS – Clintondale High School is a Schools of Choice. 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.

ASSESSMENTS

The State of Michigan requires that all high school juniors take the Michigan Merit Exam which includes MSTEP/SAT/WorkKeys assessments. Due to the requirement, **students MUST have taken all parts of the MME to be eligible for graduation from CHS. The test will be given in the Spring on the dates that are set by the State.** CHS also administers the PSAT 9 and the PSAT 10 tests to all freshmen and sophomores. These tests are used to help prepare for the SAT.

The assessments used at Clintondale High School include:

PSAT – 9th grade, 10th grade – Spring

PSAT NMSQT - 11th grade Fall

NWEA – 9th grade, 10th grade – Fall and Spring

SAT (Scholastic Achievement Test) – 11th grade - Spring

WorkKeys – 11th grade - Spring

M-STEP (Michigan Student Test of Educational Progress) - 11th grade - Spring

High School Internet Communications

Parent Portal/StudentPortal - These online information portals allow parents and students to review student's grades, class assignments, and attendance through the Internet. From any computer with internet access, students or parents select the appropriate school, then enter the Username and Password to review class information. Specific instructions are available on the District website at www.seatwaitingforyou.com. For help getting your account activated, call the Counseling Office at 791-6301ext 2008.

On-Line Electronic EDP (XELLO) - This Internet program is available to 7th through 12th grade students and their parents. The electronic EDP (4 year educational plan) allows the student to select courses for all four years of high school, submit assessment results, and complete an interest inventory. Based on interest, academics and activities, various career options will be suggested. This tool will be available on-line 24 hours a day. Throughout high school, students and parents are encouraged to periodically review all information. This site will be available on CHS's website at <https://xello.world/en/>.

College Considerations

All colleges do not have the same academic entrance requirements. The responsibility for meeting these requirements rests with the student and parents. Our guidance counselors are available to assist you in the college application process.

COLLEGIATE ATHLETE RESOURCES

For Clintondale Students who are interested in the possibility of playing intercollegiate athletics at a National Collegiate Athletic Association member institution, it is critical to follow the appropriate steps to ensure initial eligibility. Parents are encouraged to speak with their Clintondale counselor to ensure their child is on the right track toward initial eligibility. For more information on eligibility center registration, see the information below or contact the Clintondale Counseling Department.

Students must register with the NCAA Eligibility Center: <https://web3.ncaa.org/ecwr3/>
Students may also register with NAIA: <http://www.naia.org/>

Why do I need to register with the NCAA Eligibility Center?

In order to be eligible to play NCAA sports at a Division I or II school, you must meet certain academic and amateurism requirements. To have your academic and amateurism evaluations completed, setting up a certification account with the NCAA Eligibility Center is required. If you are not sure if you will play at an NCAA Division I or II institution, or you are planning to play at a Division III institution, you may set up a free profile account, which can be transitioned to a Certification Account at a later date if needed.

When should I register with the NCAA Eligibility Center?

We recommend that you register with the NCAA Eligibility Center no later than the beginning of your sophomore year in high school. This should allow sufficient time to be sure you are on track to graduate on time and meet the NCAA's required initial eligibility standards.

What do I need in order to register with the NCAA Eligibility Center?

1. A valid email address. (Best practice is to use an email address that remains accessible after graduating from high school.) On eligibilitycenter.org, click on Create an Account, enter your email, then click send. This requests the system to send you an email with registration instructions, which will include a verification code and a link to the website. When you receive the email, click the link to be directed to a secure webpage that asks for the verification code included in the email. Once entered, you will be able to continue the registration process, including creating a password, which must be between 6-12 characters and a combination of letters and numbers.
2. Your education history, from age 11 onward.
3. Your sports participation history, from age 14 onward.

I want to play a sport at an NCAA Division III school; do I need to register with the NCAA Eligibility Center?

Prospective student-athletes who plan to compete at an NCAA Division III school need to realize those institutions set their own admissions and eligibility standards, so you are not required to register with the NCAA Eligibility Center. However, you can create a free profile page that will provide you with an NCAA ID number and important reminders during high school. Some Division III schools may ask you to create a profile page for record-keeping purposes.

NCAA Initial Eligibility Additional Resources:

[Limitless Possibilities](#)

[Division I academic requirements](#)

[Division II Academic Requirements](#)

[2.3 or take a knee](#)

NCAA CLEARINGHOUSE

DIVISION I ACADEMIC REQUIREMENTS

FULL QUALIFIER	ACADEMIC REDSHIRT
May practice, compete and receive athletic scholarships during their first year of enrollment	May practice and receive athletic scholarships during their first year of enrollment but may NOT compete
☐ Earn a core-course GPA of at least 2.3 ☐ Complete 16 core courses (see table below) ☐ 10 of the 16 core courses must be completed before the seventh semester (senior year) of high school ☐ 7 of the 10 core courses must be in English, Math or Natural/Physical Science ☐ Earn the ACT/SAT score matching your core course GPA on the Division I sliding scale (see pg. 54) ☐ Graduate high school	☐ Earn a core-course GPA of at least 2.0 ☐ Complete 16 core courses (see table below) ☐ Earn the ACT/SAT score matching your core course GPA on the Division I sliding scale (see pg. 54) ☐ Graduate high school

DIVISION II ACADEMIC REQUIREMENTS

FULL QUALIFIER	PARTIAL QUALIFIER
May practice, compete and receive athletic scholarships during their first year of enrollment	May practice and receive athletic scholarships during their first year of enrollment but may NOT compete
☐ Earn a core-course GPA of at least 2.2 ☐ Complete 16 core courses (see table below) ☐ Earn the ACT/SAT score matching your core course GPA on the Division II sliding scale (see pg. 55) ☐ Graduate high school	☐ Earn a core-course GPA of at least 2.0 ☐ Complete 16 core courses (see table below) ☐ Earn the ACT/SAT score matching your core course GPA on the Division II sliding scale (see pg. 55) ☐ Graduate high school

CORE-COURSE REQUIREMENTS

Division I Athletics	Division II Athletics
<u>16 Core Courses Required:</u>	<u>16 Core Courses Required:</u>
4 years English/Language Arts	3 years English/Language Arts
3 years Math (Algebra I or higher)	2 years Math (Algebra I or higher)
2 years Natural/Physical Science	2 years Natural/Physical Science
2 years Social Science	3 years of additional English, Math or Natural/Physical Science
1 year of additional English, Math or Natural/Physical Science	2 years Social Science
4 years of additional courses from any area above, Foreign Language or Comparative Religion/Philosophy	4 years of additional English, Math, Natural/Physical Science, Foreign Language, Comparative Religion or Philosophy

See next page for a list of CHS approved NCAA Core Courses.

NCAA APPROVED CHS COURSES

ENGLISH

9th Grade English
9th Grade English Honors
10th Grade English
10th Grade English Honors
11th Grade English
11th Grade English Honors
AP Language & Composition
AP Literature & Composition

SOCIAL STUDIES

Civics
AP Microeconomics
Civil and Criminal Law
Economics
AP US Government & Politics
Psychology
Sociology
US History
AP US History
World History & Geography
World History & Geography Honors

ADDITIONAL CORE COURSES

First Year American Sign Language
First Year Spanish
Second Year American Sign Language
Second Year Spanish

SCIENCE

Biology
Biology Honors
Chemistry
Chemistry Honors
Environmental & Earth Science
Physical Science
Physical Science Honors
Robotics
Anatomy

MATH

Algebra 1
Algebra 1 Honors
Algebra 2
Algebra 2 Honors
Algebra 2 Year 1
Algebra 2 Year 2
Geometry
Geometry Honors
Introduction to Calculus
Pre-Calculus
Probability

CAREER PATHWAYS

Helping Clintondale students map out successful careers

The Six Pathways are: 1 - Arts & Communication, 2 - Business Management & Technology, 3 - Health Sciences, 4 - Human Services, 5 - Manufacturing Technology & Engineering, 6 - Natural Resources & Agriscience.

1 Arts & Communications

Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Arts & Communications may be the career path for you!

Express yourself through careers related to humanities and the performing, visual, literary and media arts. Sample careers include artists, journalists and graphic designers. These careers are interesting to people who value creativity and seek opportunities to express themselves.

2 Business Management & Technology

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? This may be the career path for you! Business related careers include accounting, business administration, finance, information processing, and marketing. Sample careers include accountants, business managers, and auto salespersons. These careers are interesting to people who are good in math, feel comfortable using computer programs, and enjoy being the leader of a group.

3 Health Sciences

Do you like to care for people or animals who are sick or help them stay well? Are you interested in diseases and in how the body works? Health Sciences may be the career path for you? You can help others through careers related to the promotion of health as well as the treatment of injuries and disease. Sample careers include physicians, nursing, and veterinarians. These careers are interesting to people who like to know how the body works and care about the wellbeing of people and animals.

4 Human Services

Are you friendly, open, outgoing, 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 others? Human Services may be the career path for you!

Human Service careers are related to childcare, civil service, education, hospitality, and the social services. Sample careers include counselors, teachers, & law enforcement officers. These careers are interesting to people who enjoy interacting with people and helping them solve their problems.

5 Manufacturing Technology & Engineering

Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious how things work? This may be the career path for you! Manufacturing Technology & Engineering careers provide opportunities to design, develop, install or maintain physical systems. Sample careers include mechanics, airplane pilots, and engineers. These careers are interesting to people who enjoy working with tools, equipment, and other kinds of machinery.

6 Natural Resources and Agriscience

Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you like to be physically active? This may be the career path for you? These are careers related to natural resources, agriculture, and the environment. Sample careers include fish and game wardens, marine biologists, and farmers. These careers are interesting to people who enjoy working outdoors and are interested in nature and animals.

REQUIREMENTS FOR GRADUATION

Credit is granted for each semester of successfully completed course work. Students who have completed all requirements for graduation from Clintondale Community Schools may be issued a diploma. In order for a student to earn a diploma from Clintondale High School, the student must have been in attendance at Clintondale High School for at least one semester of their senior year and earned no less than 2.0 credits.

Per Board of Education Policy #5460 Graduation Requirements - Students must complete the entire Michigan Merit Exam, which consists of a College Entrance exam, Career Readiness test, and Michigan wrap-around tests (currently SAT, WorkKeys, M-STEP), or an approved and appropriate alternate assessment, in order to graduate.

Total Credits Required to Graduate: Class of 2018 and beyond = 22.0 Credits

Coursework Requirements	Credits Required	Recommended Grade Level	Qualifying Courses and Other Notes
English/Language Arts	4.0	9th 10th 11th 12th	English 9 English 10 English 11 or AP Language & Comp AP Literature & Comp OR Elective*
Social Studies	3.0	9th 10th 11th/12th 11th/12th	World History with Geography US History with Geography US Government (.5 credit) Economics (.5 credit)
Science <i>Class of 2020 and beyond</i> <i>*New Science Sequence*</i>	3.0	9th 10th 11th 12th	Physical Science Biology Chemistry and/or Physics <i>Physical Science-Chemistry and Physical Science-Physics (.5 credit each)</i> <i>Chemistry, AP Chemistry, Physics, AP Physics, or Science Elective</i>
Mathematics <i>**All students must be enrolled in a math course until they have completed the State required Michigan Merit Exam (MME). **</i>	4.0	9th 10th 11th 12th	Algebra I or Honors Algebra I Geometry Algebra II or Honors Algebra II Additional Math credit for Final Year Math Requirement* <i>Credit for Algebra I, Geometry, and Algebra II may be earned in middle school.</i>
World Language	2.0		Spanish or American Sign Language (ASL) – 2.0 credit of the same language 1.0 Credit may be replaced by an additional English, World Language, Math, or Science course. <i>*1.0 Credit may be earned in middle school.</i>
Physical Education	0.5		PE requirements may be replaced by an additional English, World Language, Math, or Science course.
Health	0.5		Health Credit may NOT be replaced.

Coursework Requirements	Credits Required	Recommended Grade Level	Qualifying Courses and Other Notes
Visual/Performing or Applied Art	1.0		Credit may be earned in any one category of fine arts, or any other course designated to satisfy VPA credit
Electives	4.0		(XEL)-- Freshman Seminar (0.5 credit) 9th grade year
On-Line Learning Experience			Incorporated into the CHS curriculum.
Testing Requirement			Good faith effort on State mandated testing.
Community Service	40 hours	9th - 12th	10 hours per year you are a CHS student

COURSE GUIDE

ENGLISH LANGUAGE ARTS

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Language Arts 9	9	English 9	Yes
Honors Language Arts 9	9	English 9	Yes
Language Arts 10	10	English 10	Yes
Honors Language Arts 10	10	English 10	Yes
Language Arts 11	11	English 11	Yes
*AP Language & Composition	11	English 11	Yes
Language Arts 12	12	English 12	Yes
*AP Literature & English Composition	12	English 12	No
Creative Writing & Literature I	11-12	English Elective	No
Creative Writing & Literature II	11-12	English Elective	No
Exploratory Literature I	11-12	English Elective	No
Exploratory Literature II	11-12	English Elective	No
Journalism	10-12	English Elective	No

* * \$20.00 fee required to be applied to College Board testing expenses

ENGLISH LANGUAGE ARTS 9

1.0 credit

Two semesters

Grade Level: 9

Prerequisite: None

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

1.0 credit

Two semesters

Grade Level: 9

Prerequisite: None

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 10

1.0 credit

Two semesters

Grade Level: 10

Prerequisite: ELA 9 or equivalent

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 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

1.0 credit

Two semesters

Grade Level: 10

Prerequisite: 3.0 average in English
& teacher permission

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 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 11**1.0 credit**

Two semesters

Grade Level: 11

Prerequisite: ELA 9 & ELA 10 or equivalent

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 genres 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*.

ADVANCED PLACEMENT LANGUAGE & COMPOSITION**1.0 credit**

Two semesters

Grade Level: 11

Prerequisite: 3.0 average in English
& teacher permission

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

ENGLISH LANGUAGE ARTS 12**1.0 credit**

Two semesters

Grade Level: 12

Prerequisite: ELA 9, 10, 11 or equivalent

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 genres, 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*.

ADVANCED PLACEMENT LITERATURE & COMPOSITION**1.0 credit**

Two semester

Grade Level: 12

Prerequisite: 3.0 average in English
& teacher permission

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works" (College Board). Students are expected to be active participants in the learning process through extensive reading, analysis, classroom discussion and collaboration, and numerous written assignments.

Students conclude the year by taking the College Board Advanced Placement English Literature and Composition examination in May.

CREATIVE WRITING AND LITERATURE STUDY I

0.5 credit

One semester

Grade Level: 11-12

Prerequisite: None

Creative Writing (Fiction and Nonfiction) Workshop is designed to offer students the opportunity to explore and create a variety of subgenres: the personal essay, memoir, profiles, humor writing, descriptive writing, poetry, drama, and long- and short-form fiction. The elements of fiction writing (narrative, scene, dialogue, point of view, characterization), the elements of nonfiction writing (accuracy, detail, exposition, research), and the elements of poetry (detail/imagery, lyricism, reflection, musicality) are all explored, as are vocabulary development, technique, and writing mechanics. Student assignments are designed to encourage the creation and revision of texts, alone and collaboratively, and students will work toward the goal of a portfolio of polished material at the end of the year.

CREATIVE WRITING AND LITERATURE STUDY II

0.5 credit

One semester

Grade Level: 11-12

Prerequisite: None

Creative Writing (Fiction and Nonfiction) Workshop is designed to offer students the opportunity to explore and create a variety of subgenres: the personal essay, memoir, profiles, humor writing, descriptive writing, poetry, drama, and long- and short-form fiction. The elements of fiction writing (narrative, scene, dialogue, point of view, characterization), the elements of nonfiction writing (accuracy, detail, exposition, research), and the elements of poetry (detail/imagery, lyricism, reflection, musicality) are all explored, as are vocabulary development, technique, and writing mechanics. Student assignments are designed to encourage the creation and revision of texts, alone and collaboratively, and students will work toward the goal of a portfolio of polished material at the end of the year.

EXPLORATORY LITERATURE I

0.5 credit

One semester

Grade Level: 10-12

Prerequisites: None

William Shakespeare -This course provides an introductory study to Shakespeare's tragedies and comedies, and a careful study of major plays and sonnets. Shakespeare's importance as a dramatist and the enduring nature of his ideas and vision are stressed.

Women's Studies -The main focus of this course will be women and their societal advancement through American History. Women's Studies examine the experiences and contributions of diverse groups of women in American society. This course will provide knowledge about the social role of women and their involvement past and present.

EXPLORATORY LITERATURE II

0.5 credit

One semester

Grade Level: 10-12

Prerequisites: None

African American Literature - This course emphasizes African- American Literature from the 18th -20th century and from both a historical and literary perspective. Texts are explored

from the perspectives of not only race, but also in the larger context of American literary, artistic and cultural themes and movements.

Biographies and Autobiographies - This course covers the study of biographies, autobiographies, memoirs, and journals as works of literature.

JOURNALISM

1.0 credit

Two semesters

Grade Level: 10-12

Prerequisite: 2.0 in English

This course is designed to teach students 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.

SOCIAL STUDIES

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
World History & Geography	9	World History	Yes
Honors World History & Geog.	9	World History	Yes
*AP US History	10	US History	Yes
US History & Geography	10	US History	Yes
Civics	11	Civics	Yes
*AP US Government and Politics	11-12	Civics	Yes
Economics	11	Economics	Yes
*AP Microeconomics	11-12	Economics	Yes
Psychology	11-12	Social Science Elective	Yes
Sociology	11-12	Social Science Elective	Yes
Contemporary World Issues	9- 12	Social Science Elective	No
Criminal and Civil Law	9-12	Social Science Elective	Yes
History Through Film	9-12	Social Science Elective	No

* * \$20.00 fee required to be applied to College Board testing expenses

WORLD HISTORY & GEOGRAPHY

1.0 credit

Two semesters

Grade Level: 9

Prerequisite: None

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 21st 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

Two semesters

Grade Level: 9

1.0 creditPrerequisite: 3.0 average in history
& teacher permission

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 21st 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.

US HISTORY & GEOGRAPHY

Two semesters

Grade Level: 10

1.0 credit

Prerequisite: None

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.

AP US HISTORY

Two semesters

Grade Level: 10

1.0 creditPrerequisite: 3.0 average in history
& teacher permission

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in 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 and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The class prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

CIVICS

One semester

Grade Level: 11

0.5 credit

Prerequisite: None

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 the origins and foundations of the American government. Students will organize the structure and function of the 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

One semester

Grade Level: 11

0.5 creditPrerequisite: 3.0 average in history
& teacher permission

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 the origins and foundations of the American government. Students will organize the structure and function of the 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.

ADVANCED PLACEMENT US GOVERNMENT & POLITICS

Two semesters

Grade Level: 11

1.0 creditPrerequisite: 3.0 average in history
& teacher permission

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

ECONOMICS

One semester

Grade Level: 11

0.5 credit

Prerequisite: None

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

One semester

Grade Level: 11

0.5 creditPrerequisite: 3.0 average in history
& teacher permission

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.

ADVANCED PLACEMENT MICROECONOMICS

Two semesters

Grade Level: 12

1.0 creditPrerequisite: 3.0 average in history
& teacher permission

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

PSYCHOLOGY

One semester

Grade Level: 11 – 12

0.5 credit

Prerequisite: 2.0 cumulative GPA

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

0.5 credit

Prerequisite: 2.0 cumulative GPA

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.

CONTEMPORARY WORLD ISSUES

One semester

Grade Level: 9 – 12

0.5 credit

Prerequisite: None

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.

CRIMINAL & CIVIL LAW**0.5 credit**

One semester

Grade Level: 9 – 12

Prerequisite: None

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**0.5 credit**

One semester

Grade Level: 9 – 12

Prerequisite: None

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

SCIENCE

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Physical Science	9	Physical Science	Yes
Honors Physical Science	9	Physical Science	Yes
Biology	10	Biology	Yes
Honors Biology	10	Biology	Yes
Chemistry	11	Chemistry and/or Physics and/or Anatomy	Yes
Honors Chemistry	11	Chemistry and/or Physics and/or Anatomy	Yes
Physics	11-12	Chemistry and/or Physics and/or Anatomy	Yes
Anatomy & Physiology	11-12	Chemistry and/or Physics and/or Anatomy	Yes

PHYSICAL SCIENCE

Two semesters

Grade Level: 9

1.0 credit

Prerequisite: None

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 SCIENCE HONORS

Two semesters

Grade Level: 9

1.0 credit

Prerequisite: 3.0 average in science
& teacher permission

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.

BIOLOGY**1.0 credit**

Two semesters

Grade Level: 10

Prerequisite: None

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**1.0 credit**

Two semesters

Grade Level: 10

Prerequisite: 3.0 avg. in science
& teacher permission

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.

CHEMISTRY**1.0 credit**

Two semesters

Grade Level: 11 – 12

Prerequisite: 2.0 average in Algebra 1

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 an understanding of the periodic table.

CHEMISTRY HONORS**1.0 credit**

Two semesters

Grade Level: 11 – 12

Prerequisite: 3.0 average in science
& teacher permission

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.

PHYSICS**1.0 credit**

Two semesters

Grade Level: 11 – 12

Prerequisite: none

This course is a survey of major concepts, methods, and applications of physics. Topics include a description of motion, Newton's Laws, conservation principles (energy and momentum), waves, thermodynamics, electricity, magnetism, optics, and modern physics.

ANATOMY & PHYSIOLOGY**1.0 credit**

Two semesters

Grade Level: 11 – 12

Prerequisite: none

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations, and multimedia presentations.

MATH

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Algebra 1 Focus	9	Math Elective	No
Algebra 1	9	Algebra	Yes
Geometry	10	Geometry	Yes
Geometry Honors	9-10	Geometry	Yes
Algebra 2	11	Algebra 2	Yes
Algebra 2 Honors	10-11	Algebra 2	Yes
Pre Calculus	11-12	4th Year Math, Math Elective	Yes
Introduction to Calculus	12	4th Year Math, Math Elective	Yes
Probability	12	4th Year Math, Math Elective	Yes
Personal Finance	12	4th Year Math, Math Elective	No

ALGEBRA 1 FOCUS

1.0 credit

Two semesters

Grade Level: 9

Prerequisite: Teacher Recommendation

Algebra 1 Focus is a supplemental math course that students will be given in addition to their Algebra 1 Class. Research shows that all students need different levels of support to achieve academic success in high school. Furthermore, research has shown that those students who experience academic failure in the 9th grade are far greater to drop out than any other grade level in high school. At Clintondale, we are offering Algebra 1 Focus for those students that need additional support while learning the Algebra 1 concepts and standards. Students will focus on the concepts of their Algebra 1 class while strengthening the basic math skills that are needed to be successful throughout their high school math classes.

ALGEBRA 1

1.0 credit

Two semesters

Grade Level: 9 – 12

Prerequisite: None

Required: TI-84+ graphing calculator

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

Two semesters

Grade Level: 9 – 12

1.0 credit

Prerequisite: Algebra 1

Required: TI-84+ graphing calculator

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 topics 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

Two semesters

Grade Level: 9 – 12

1.0 creditPrerequisite: 3.0 average in math &
teacher permission

Required: TI-84+ graphing calculator

The course explores the nature of mathematical reasoning. It covers lines, angles, triangles, trigonometry, quadrilaterals, circles, polygons, 3-dimensional solids, and transformations. Some specific topics 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.

ALGEBRA 2

Two semesters

Grade Level: 9 – 12

1.0 credit

Prerequisite: Algebra 1 & Geometry

Required: TI-84+ graphing calculator

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

Two semesters

Grade Level: 10 – 12

1.0 creditPrerequisite: 3.0 average in math &
teacher permission

Required: TI-84+ graphing calculator

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.

PRE-CALCULUS

Two semesters

Grade Level: 11 – 12

1.0 credit

Prerequisite: Geometry & Algebra 2

Required: TI-84+ graphing calculator

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

Two semesters

Grade Level: 12

1.0 credit

Prerequisite: Pre-Calculus

Required: TI-84+ graphing calculator

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

0.5 credit

Prerequisite: Algebra 2

This course is designed to give students the basic understanding 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.

PERSONAL FINANCE

One semester

Grade Level: 12

0.5 credit

Prerequisite: Algebra 2

This course is designed to give students the basic understanding 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).

WORLD LANGUAGES

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Spanish I	9-12	Foreign Language	Yes
Spanish II	9-12	Foreign Language	Yes

SPANISH I

1.0 credit

Two semesters

Grade Level: 9-12

Prerequisite: None

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

1.0 credit

Two semesters

Grade Level: 9-12

Prerequisite: Spanish I

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.

BUSINESS AND MARKETING

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Young Entrepreneurs	9-12	Visual/Performing Arts, 4th Year Math	No
Sports and Entertainment Marketing	9-12	Visual/Performing Arts, 4th Year Math	No
School Store I	10-12	Visual/Performing Arts, 4th Year Math	No
School Store Retail Management	11-12	Visual/Performing Arts, 4th Year Math	No
Genius Hour	11-12	Visual/Performing Arts, 4th Year Math	No
Career Exploration	11-12	Visual/Performing Arts, 4th Year Math	No
Intro to Real Estate	11-12	Visual/Performing Arts, 4th Year Math	No
WBL Internship	12	Visual/Performing Arts, 4th Year Math	No
WBL Co-op	12	Visual/Performing Arts, 4th Year Math	No

YOUNG ENTREPRENEURS

0.5 credit

One semester

Grade Level: 9 – 12

Prerequisite: None

Do you have what it takes to run your own business? Young Entrepreneurs equips students with the values and vision to pursue their dreams. We focus on the application of an idea – an idea students can own as this course explores what it takes to become an entrepreneur and be your own boss. This course will focus on changing the mindsets of young people, so they believe in themselves and what they can accomplish while instilling entrepreneurial and economic principles built for success as students create their own business plan.

SPORTS & ENTERTAINMENT MARKETING

0.5 credit

One semester

Grade Level: 9 – 12

Prerequisite: None

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.

SCHOOL STORE I - RETAIL MARKETING

Two semesters

Grade Level: 10 – 12

1.0 credit

Prerequisite: Young Entrepreneurs or Sports & Entertainment Marketing

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.

SCHOOL STORE II - RETAIL MANAGEMENT

Two semesters

Grade Level: 11 – 12

1.0 credit

Prerequisite: School Store I

This course is a continuation of School Store I. Second year students focus on management exploring scheduling, supervision, problem solving and training employees as they oversee the daily functions, reports and routines of the Hot Spot. This course is an actual on-the-job training experience in a retail store operation, located in the high school.

GENIUS HOUR/THINK TANK

One semester

Grade Level: 11 - 12

0.5 credit

Prerequisite: self motivated

Genius hour is a movement that allows students to explore their own passions and freedom to design their own learning. It allows students to explore their own curiosity through a self-manifested sense of purpose and study while within the support system of the classroom. In Genius Hour, students are in control, choosing what they study, how they study it, and what they do, produce, or create as a result.

CAREER EXPLORATION

One semester

Grade Level: 11 - 12

0.5 credit

Prerequisite: None

Explore your career interests while learning how to accomplish your goals. Students will study the choices they have for education, careers, and the world of work through multiple job shadows related to their personal areas of interest.

In doing so, you will develop your resume, interviewing skills, communication and presentation skills. Classroom discussions and activities relate to job attainment and advancement (promotions).

INTRODUCTION TO REAL ESTATE

One semester

Grade Level: 11 - 12

0.5 credit

Prerequisite: None

Students will be introduced to real estate essentials that include an in-depth look at real estate careers, usages of land, land ownership, mortgages, liens, deeds, the appraisal process, the home inspection process, financing sources, investments in real estate, contracts, property law, and the sales and marketing process. Students will approach these

real estate concepts from an ethical, customer-based point of view and will be involved in several creative research projects and fun marketing simulations.

WORK BASED LEARNING (CTE CAPSTONE)

1.0 credit

Two semesters

Grade Level: 12

Prerequisite: Own transportation

Must be approved by Ms. Spriggs/counselor prior to scheduling

Capstone: Students who are employed in the community can earn high school credit for their work experience. Students need to work an average of 15 hours per week to receive credit and must take and pass a related vocational course each semester they are enrolled in work based learning.

CULINARY ARTS

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Culinary Arts Level I	9-12	Visual/Performing Arts, 4th Year Math	No
Culinary Arts Level II	9-12	Visual/Performing Arts, 4th Year Math	No
Advanced Culinary Arts	10-12	Visual/Performing Arts, 4th Year Math	No
Restaurant Operations I	10-12	Visual/Performing Arts, 4th Year Math	No
Restaurant Management II	11-12	Visual/Performing Arts, 4th Year Math	No
Baking and Pastry	11-12	Visual/Performing Arts, 4th Year Math	No
Showcase Recipe Showdown	11-12	Visual/Performing Arts, 4th Year Math	No

INTRODUCTION TO CULINARY ARTS--LEVEL I

0.5 credit

One semester

Grade Level: 9 -12

Prerequisite:

This is the first semester Culinary Arts class. Here we explore the segments of the food service industry, career opportunities, kitchen basics, safety and sanitary protocols, nutrition, recipe math principals. We will use our learning for 10-12 hands-on cooking labs focusing around basic knife skills and kitchen tool usage, concentrating on building on safe food handling concepts.

INTRODUCTION TO CULINARY ARTS--LEVEL II

0.5 credit

One semester

Grade Level: 9 -12

Prerequisite: Level I

This is the second semester Culinary Arts class. Passing grade in level one required to enroll in this class. Here we expand our learning to cooking techniques, knife cuts, and recipe execution. We also explore recipe math principals in more depth, workplace procedures, and we focus more closely on lines of kitchen communication through the use of weekly cooking labs.

ADVANCED CULINARY ARTS**1.0 credit**

Two semesters (3rd hour) Grade Level: 10 -12 Prerequisite: Intro to Culinary

This class moves into ServSafe education. This is the study of our current food safety requirements, and it is a requirement for any restaurant management position as well as many kitchen positions. Upon completion of this one year class, students will be ServSafe certified. The majority of this class will take place in the kitchen creating and executing recipes for sale in The Dragon Cafe, as well as competitions and special events. Passing grade in intro to culinary arts required to enroll.

RESTAURANT OPERATIONS Year 1**2.0 credits**

Two semesters (4-5 hour) Grade Level: 10 -12 Prerequisite: Advan Cul Arts

This is the first Dragon Cafe class, and requires completion of Advanced Culinary Arts. This two hour block class will focus on learning the kitchen brigade system, and mastery of all kitchen work stations. Students will gain experience in the commercial kitchen, using the commercial equipment, and prepare dishes for service, and serving in The Dragon Cafe! This is a hands-on learning experience, we will build a cafe “team” where cooperation and participation are the keys to success!

RESTAURANT MANAGEMENT Year 2**2.0 credits**

Two semesters (4-5 hour) Grade Level: 11 -12 Prerequisite: Rest. Operations

This is the second Dragon Cafe class, and completion of restaurant operations is required. This two hour block class will focus on the management aspects of the restaurant. We will explore menu building, marketing, scheduling, ordering, cost evaluation, and creation of promotional events. This class will also be responsible for training the incoming restaurant operations class, teaching them the proper procedures for successful service in The Dragon Cafe. This class will lead our Dragon Cafe “team”!

BAKING AND PASTRY ARTS**0.5 credit**

One semesters Grade Level: 11 -12 Prerequisite: Advan Cul Arts

This class will go in depth creating bakery items such as cakes, cookies, breads, flake pastries, and several other types of baked goods throughout this full year course. Completion of advanced culinary arts is required to enroll in this course. We will study various pastry chefs, review techniques through video demonstrations, compete in dessert competitions, and create pies and tarts for The Dragon Cafe! This class is participation focused, and you should plan to be in the kitchen most of the week.

SHOWCASE RECIPE SHOWDOWN**0.5 credit**

One semesters

Grade Level: 11 -12

Prerequisite: Advan Cul Arts

This semester-long course requires completion of Advanced Culinary Arts. Throughout this semester course students will manipulate existing recipes to create their own new and original recipes. They will be expected to create original dishes from a variety of given ingredients. They will compete with each other both head-to-head, and in groups creating recipes that we will video and share for grading, and for use on our social media sites. This class is for those willing to experiment with recipes, and taste new combinations!

AUDIO VISUAL AND TECHNOLOGY

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Podcasting I	10-12	Visual/Performing Arts, 4th Year Math	No
Podcasting II	10-12	Visual/Performing Arts, 4th Year Math	No
Sportscasting and Interviewing	10-12	Visual/Performing Arts, 4th Year Math	No
Introduction to Cinematography and Film Editing	9-12	Visual/Performing Arts, 4th Year Math	No
Audio Recording	10-12	Visual/Performing Arts, 4th Year Math	No
Digital Media	10-12	Visual/Performing Arts, 4th Year Math	No
Graphic Design Fundamentals	9-12	Visual/Performing Arts, 4th Year Math	No
Graphic Production	10-12	Visual/Performing Arts, 4th Year Math	No
Adv. Graphic Production	10-12	Visual/Performing Arts, 4th Year Math	No
Intro to Media Production	9-12	Visual/Performing Arts, 4th Year Math	No
Media Production 1	10-12	Visual/Performing Arts, 4th Year Math	No
Media Production 2	10-12	Visual/Performing Arts, 4th Year Math	No

PODCASTING I

0.5 credit

One semester

Grade Level: 10-12

Prerequisite: Audio Recording

Together, we will demonstrate an understanding of audio storytelling, recognizing the podcast medium as an intimate form of storytelling. Students will learn the essentials of quality sound and podcast production, understand the role of ethics and diversity in podcasting, improve broadcast skills, including writing, research, interviews, editing and on-air presentation as well as appraise and establish protocols to launch and distribute podcasts.

PODCASTING II

0.5 credit

One semester

Grade Level: 10-12

Prerequisite: Podcasting I

We will use the power of podcasting to benefit ourselves and society. Through this course students will learn to produce documentary-style audio stories highlighted on our own Dragon Podcast. You will be encouraged to develop your own personal voice and style, while also learning practical skills necessary for finding work in both radio and podcasting. You'll

learn to identify what makes for good radio story subjects and sources, and how to pitch your idea to an outlet. There will also be an introduction to using music and sound design.

SPORTSCASTING AND INTERVIEWING

0.5 credit

One semester

Grade Level: 10-12

Prerequisite: Cinematography

This course trains students to produce live sports broadcasts and sports studio shows. Students work behind and in front of the camera, in production and on-air roles, which include: play-by-play announcer, color analyst, sideline reporter, and studio show host and analyst.

INTRODUCTION TO CINEMATOGRAPHY AND FILM EDITING

0.5 credit

One semester

Grade Level: 9-12

Prerequisite: Media Production

This course is designed to introduce students to the concept of media literacy and to provide them with the opportunity to explore a wide range of video production technologies and techniques. It is a technical course supported by a selection of written assignments and oral presentation activities. Students will work individually, and in small teams, as they work through the production exercises and projects. The equipment used will include digital video cameras; smartphones, lights; microphones; computers; audio and video digitizers; and a variety of other video production equipment.

INTRODUCTION TO AUDIO RECORDING

0.5 credit

One semester

Grade Level: 10-12

Prerequisite: None

This course will teach students the fundamentals and techniques relative to studio/live recording and help students understand the functions of the four properties of sounds: amplitude, frequency, duration and timbre, and all about sound waves and frequencies and how they are related. Students will also be exposed to the techniques and disciplines of digital sound recording, digital audio hardware, acoustics and digital audio workstations (DAWs). 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.

DIGITAL MEDIA

0.5 credit

One semester

Grade Level: 10 – 12

Prerequisite: None

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 small application. Students will create working websites.

GRAPHING DESIGN FUNDAMENTALS

1.0 credit

Two Semesters

Grade Level: 9-12

Prerequisite: None

This introductory course provides students with a foundational understanding of the principles and practices of graphic design. Students will explore the elements of design—including line, shape, color, texture, and space—and learn how these elements work together to create effective visual communication. Through hands-on projects, students will develop basic skills in layout, typography, composition, and digital imaging. The course introduces industry-standard design software and tools, emphasizing creativity, problem-solving, and attention to detail. Students will also study the design process, from concept development and sketching to digital production and presentation.

GRAPHIC PRODUCTION

1.0 credit

Two semesters

Grade Level: 10-12

Prerequisite: Graphic Design Fundamentals

There's more to successfully designing and producing a t-shirt than you might think. This course spells it all out, from design through production. This course explains which kinds of materials—cotton or blends—do best with particular types of designs, and covers various printing methods, design considerations, production challenges, and—of course—budgets and how to get the most out of your design. By walking through potential pitfalls and providing you with the knowledge you need to make smart creative and logistical decisions, this helps ensure that you'll have a better chance of getting your t-shirt design right the first time. Topics include: Designing the shirt, Choosing materials to print on, Location and size of design, Production challenges and How your budget affects your methods.

ADVANCED GRAPHIC PRODUCTION

1.0 credit

Two semesters

Grade Level: 10-12

Prerequisite: Graphic Production

This Career and Technical Education (CTE) course is designed for students who have successfully completed Graphic Production and wish to deepen their knowledge and skills in the graphic communications industry. Students will expand their expertise in advanced design concepts, digital prepress, color theory, typography, and multi-page layout. Emphasis will be placed on professional-level projects that integrate design with real-world production practices, including large-format printing, digital publishing, branding, and packaging design.

Learners will work collaboratively on client-based and community-centered projects, applying problem-solving and critical-thinking skills to meet deadlines and produce high-quality materials. Students will also explore career pathways and postsecondary opportunities in graphic design, printing technology, digital media, and related fields, while gaining exposure to industry standards and certifications.

By the conclusion of the course, students will have developed an expanded professional portfolio showcasing advanced design and production work, positioning them for success in both college and career settings.

INTRO TO MEDIA PRODUCTION

1.0 credit

Two semesters

Grade Level: 9-12

Prerequisite: None

This course is a general intro to video production with an emphasis in journalistic news writing, compiling and distribution. You will gain experience in television and broadcast productions in the studio and out in the field. You will learn many of its different facets including but not limited to camera, audio, graphics, editing and directing. There will also be learning experiences as on air talent. Students will learn the craft of video production and the different aspects associated with a broadcast; compile, write, edit and distribute newsworthy information; work together as a team in the studio and on location to produce quality work that can be aired; and produce daily high school announcements and news.

MEDIA PRODUCTION 1

1.0 credit

Two semesters

Grade Level: 10-12

Prerequisite: Intro to Media Production

This course continues where Intro to Media Production left off with an emphasis in journalistic news writing, compiling and distribution. You will gain experience in television and broadcast productions in the studio and out in the field. You will learn many of its different facets including but not limited to camera, audio, graphics, editing and directing. There will also be learning experiences as on air talent. Students will learn the craft of video production and the different aspects associated with a broadcast; compile, write, edit and distribute newsworthy information; work together as a team in the studio and on location to produce quality work that can be aired; and produce daily high school announcements and news.

MEDIA PRODUCTION 2

1.0 credit

Two semesters

Grade Level: 10-12

Prerequisite: Media Production 1

This advanced Career and Technical Education (CTE) course builds upon the foundational skills introduced in Media Production I and challenges students to take a leadership role in the planning, creation, and delivery of professional-quality media projects. Students will refine their skills in advanced video production, audio engineering, motion graphics, digital storytelling, and multi-camera production. Emphasis will be placed on producing content for live broadcasts, documentaries, promotional media, and emerging digital platforms.

Learners will collaborate in team-based production environments, assuming roles that mirror real-world industry positions such as director, producer, editor, and technical operator. Projects will focus on meeting client-based objectives, applying advanced editing techniques, and integrating special effects and post-production processes. Students will also explore the business and entrepreneurial side of media, including project management, marketing, and audience engagement.

By the end of the course, students will produce a professional portfolio of advanced media projects, demonstrate leadership in a production environment, and be prepared for postsecondary study, internships, or entry-level employment in broadcasting, film, journalism, or digital media industries.

EDUCATION AND TRAINING

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Teacher Cadet	10-12	Elective	No
Teacher Cadet 2	11-12	Elective	No

TEACHER CADET

1.0 credit

Two semesters

Grade Levels: 11- 12

Prerequisites: None

Thinking about being a teacher after high school? Our Teacher Cadet program will give you the opportunity to experience the classroom from the teacher's perspective. This course is offered to students who are considering a career in Education. This off-site program provides opportunities for the Teacher Cadet Intern to experience the classroom from a teacher's perspective. Students will work with an instructor/ coordinator to learn about proper classroom pedagogy including multiple intelligence, diversity, learning styles, lesson planning and delivery, discipline, classroom management and many other topic areas. Cadets will assist a mentor teacher for hands-on application in their local elementary classroom, possibly 6th grade for those interested in secondary.

TEACHER CADET 2

1.0 credit

Two semesters

Grade Levels: 11- 12

Prerequisites: Teacher Cadet 1

This course is the second part of the Teacher Cadet program and is designed for students who are interested in pursuing a career in education. Building on the foundational knowledge and skills from the introductory Teacher Cadet course, students will deepen their understanding of child development, learning styles, instructional strategies, and classroom management. A major component of this course is the work-based learning experience, where students apply what they've learned by assisting in local classrooms under the supervision of certified teachers. Through observation, participation, and guided teaching experiences, students gain valuable insight into the daily responsibilities of educators and the rewards of working with children.

STEM

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Coding	9-12	Visual/Performing Arts, 4th Year Math	No
Introduction to Robotics	10-12	Science Elective, Visual/Performing Arts, 4th Year Math	No
Advanced Robotics & Machines	11-12	Science Elective, Visual/Performing Arts, 4th Year Math	Yes
Introduction to Cybersecurity	9-12	Visual/Performing Arts, 4th Year Math	No

CODING

Two semesters

Grade Level: 9-12

1.0 credit

Prerequisite: None

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.

INTRODUCTION TO ROBOTICS

Two semester

Grade Level: 10 – 12

1.0 credit

Prerequisite: Coding I

Students will learn introductory and basic concepts of Robotics and Coding. Projects will be at the introductory level, such as (but not limited to) Sphero Robots and Coding (block code), Arduino Robots and Coding (Arduino code), and STEM projects.

ROBOTICS & MACHINES

Two semester

Grade Level: 11 – 12

1.0 credit

Prerequisite: Intro to Robotics

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 3D printers, Drones, and basic robots.

INTRO TO CYBERSECURITY

Two semesters

Grade Level: 9 – 12

1.0 credit

Prerequisite: None

Introduction to Cybersecurity is a two-semester course. At the beginning of the course, you will delve into cybersecurity concepts and threats. You will also explore how to protect yourself and your computer system from cyberattacks. As you progress in the course, you will learn about the importance of firewalls, wireless networks, and cryptography in boosting cybersecurity. You will become familiar with cybersecurity strategies, including risk management and contingency planning. Additionally, you will understand the laws, standards, and ethics associated with cybersecurity. Finally, you will learn about the different careers and job opportunities available in the field of cybersecurity.

ART

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Introduction to Art	9-12	Visual/Performing Arts	No
Studio Arts	10-12	Visual/Performing Arts	No
Advanced Art	10-12	Visual/Performing Arts	No
Ceramics	9-12	Visual/Performing Arts	No
Advanced Ceramics	10-12	Visual/Performing Arts	No
Anime	10-12	Visual/Performing Arts	No

INTRODUCTION TO ART

1.0 credit

Two semesters

Grade Level: 9 – 12

Prerequisite: None

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.

ADVANCED ART

1.0 credit

Two semesters

Grade Level: 10 – 12

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

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 art shows and complete a portfolio in preparation for application to an art school.

STUDIO ARTS

Two semesters

Grade Level: 10-12

1.0 creditPrerequisite: B or better in Intro to Art
or teacher invitation

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 of 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.

CERAMICS

Two semesters

Grade Level: 9 – 12

1.0 credit

Prerequisite: None

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

Two semesters

Grade Level: 10 – 12

1.0 credit

Prerequisite: Ceramics

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.

PERFORMING ARTS

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Advanced Band	9-12	Visual/Performing Arts	No
Choir	9-12	Visual/Performing Arts	No
Theatre I	9-12	Visual/Performing Arts	No
Advanced Theatre	10-12	Visual/Performing Arts	No
Intro to Dance	9-12	Visual/Performing Arts, PE	No

ADVANCED BAND

Two semesters

Grade Level: 9 – 12

1.0 credit

Prerequisite: None

This course provides students with the opportunity to develop fundamental musical skills through participation in a performing ensemble. Students learn the basics of instrumental performance, music reading, tone production, rhythm, and ensemble playing. Emphasis is placed on building musicianship, teamwork, and personal responsibility through regular rehearsals and performances. Students will study a variety of musical styles and repertoire appropriate for their skill level while gaining experience in concert performance, listening, and evaluation. Participation in concerts and school performances is an important part of the course. No prior instrumental experience is required; students will be taught proper instrument care, technique, and rehearsal etiquette.

CHOIR

Two semesters

Grade Level: 9 – 12

1.0 credit

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.

THEATRE I

One semester

Grade Level: 10-12

0.5 credit

Prerequisite: None

This course is offered for anyone interested in the theatre arts. It will consist primarily of acting techniques including: pantomime, improvisations, and characterizations. Daily

activities, rehearsed scenes, and written character analysis are required activities. The course also studies the beginnings of Greek theatre and the history of American musical theatre. Daily participation and performance are required.

ADVANCED THEATRE

0.5 credit

One semester

Grade Level: 10-12

Prerequisite: Theatre I

Students will perform and create characters, study different styles of theatre, read various plays, and enhance acting and improvisation skills. Each student will design set, lighting, costumes, and makeup for a chosen production. Included in the course are a theatre history presentation/paper, and a formal play analysis. Students who have completed Drama II and wish further theatrical studies may contact the instructor for additional opportunities. M.I.F.A. Drama competition will be required for students in this course during the first semester.

Intro to Dance

1.0 credit

Two semesters

Grade Level: 9 – 12

Prerequisite: None

This class will focus on cultivating the dance student into becoming a dance professional. The course is a two part course; Online and In Class. In class we will focus on dance technique and form through the body but online we will focus on dance history and fundamentals of dance. The online course will be through Schoology. Be sure to download and operate through that program because it will be used often.

PHYSICAL EDUCATION

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Health	9-12	Health	No
Team Sports	9-12	Gym, Elective	No
Basketball	9-12	Gym, Elective	No
Girl's Health and Fitness	9-12	Gym, Elective	No

HEALTH

One semester

Grade Level: 9 – 12

0.5 credit

Prerequisite: None

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.

TEAM SPORTS

One semester

Grade Level: 9 – 12

0.5 credit

Prerequisite: None

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**0.5 credit**

One semester

Grade Level: 9 – 12

Prerequisite: None

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. Students are required to dress and participate to pass the class.

GIRL'S HEALTH AND FITNESS**0.5 credit**

One semester

Grade Level: 9-12

Prerequisite: None

This class is designed for women who are interested in participating in a variety of activities that will positively influence their health, well-being and fitness levels. Many activities will focus on real world connections and lay the groundwork for future physical education classes and an active life-style beyond high school. Activities include: yoga, Pilates, body sculpting, badminton, volleyball, soccer, tennis, softball, Zumba, and nutrition.

MISCELLANEOUS

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
Leadership	11-12	Elective	No
Academic Skills	9-12	Elective	No
Dual Enrollment	9-12	Varies	No
Advanced Placement Courses Online	9-12	Varies	Varies
Online Learning Options	9-12	Varies	Varies

LEADERSHIP

0.5 credit

One semester

Grade Level: 11 – 12

Prerequisite: None

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.

ACADEMIC SKILLS**credit/no credit**

One semester

Grade Level: 9 – 12

Prerequisite: None

The goal of this class is to create a learning environment that helps you become a more efficient academic learner and producer. This class will provide you with the opportunity to improve academic success. You will learn strategies that have been proven to improve success for students. These strategies include time management techniques, organizational skills, goal setting, and building academic self-esteem.

DUAL ENROLLMENT**credits vary**

Two semesters

Grade Level: 9-12

Prerequisite: See counselor

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.

- [Macomb Community College Course Book](#)
- [Wayne State University Course Book](#)

ADVANCED PLACEMENT COURSES (ONLINE)**1.0 credit**

Two semesters

Grade Level: 11-12

Prerequisite: Dependent on AP course

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 an AP course.

ONLINE LEARNING OPTION (21f)**1.0 credit**

Two semesters

Grade Level: 9-12

Prerequisite: See counselor

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

[Courses available through Edmentum:](#)

SPECIAL SERVICES

Course Name	Grade Range	Fulfills Graduation Requirement	NCAA Approved
LL Language Arts 9	9	English 9	Yes
LL Language Arts 10	10	English 10	Yes
LL Language Arts 11	11	English 11	Yes
LL Language Arts 12	12	English 12	Yes
LL Algebra I	9	Algebra I	Yes
LL Geometry	10	Geometry	Yes
LL Algebra II	11-12	Algebra II	Yes
ELA Support	9-12	English	No
Math Support	9-12	Math	No
Guided Study	9-12	Elective	No
MiCi Program	9-12		No

LL ENGLISH LANGUAGE ARTS 9

1.0 credit

Two semesters

Grade Level: 9

Prerequisite: IEPT Report

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 student progresses 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

1.0 credit

Two semesters

Grade Level: 10

Prerequisite: IEPT Report

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

1.0 credit

Two semesters

Grade Level: 11

Prerequisite: IEPT Report

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 an integral part of this course.

LL ENGLISH LANGUAGE ARTS 12

1.0 credit

Two semesters

Grade Level: 12

Prerequisite: IEPT Report

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 ALGEBRA 1

1.0 credit

Two semesters

Grade Level: 9 - 12

Prerequisite: IEPT Report

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

1.0 credit

Two semesters

Grade Level: 10 - 12

Prerequisite: IEPT Report

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)

2.0 credits

Four semesters

Grade Level: 11 - 12

Prerequisite: IEPT Report

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.

ELA SUPPORT

1.0 credit

Two semesters

Grade Level: 9-12

Prerequisite: IEPT Report

This course is designed to support students working toward a Certificate of Completion by building essential communication, literacy, and critical thinking skills needed for success in

school, the workplace, and everyday life. Students will engage in reading a variety of accessible texts—including short stories, informational articles, poetry, and media selections—to strengthen comprehension and vocabulary. Writing instruction focuses on practical applications such as sentence and paragraph development, personal responses, summaries, and real-world writing tasks (e.g., emails, job applications, and reflections). Oral communication, listening, and collaboration are key components of the course.

MATH SUPPORT

1.0 credit

Two semesters

Grade Level: 9-12

Prerequisite: IEPT Report

This course is designed to help students working toward a Certificate of Completion develop essential math skills for success in school, daily life, and future employment. The curriculum emphasizes practical applications of mathematics while reinforcing key concepts in number sense, operations, measurement, geometry, data, and problem-solving. Students engage in hands-on activities, real-world scenarios, and guided practice to strengthen foundational skills such as addition, subtraction, multiplication, division, fractions, decimals, and percentages. Instruction also focuses on applying math in everyday situations—such as managing money, reading schedules, understanding measurements, and interpreting basic data and graphs.

GUIDED STUDY

1.0 credit

Two semesters

Grade Level: 9-12

Prerequisite: IEPT Report

The goal of this class is to create a learning environment that helps you become a more efficient academic learner and producer. This class will provide you with the opportunity to improve academic success. You will learn strategies that have been proven to improve success for students. These strategies include time management techniques, organizational skills, goal setting, and building academic self-esteem.

MICI PROGRAM

**(MiCi Art, MiCi English, MiCi Science, MiCi Social Studies,
MiCi Health, MiCi Math)**

Two semesters

Grade Level: 9 - 12

Prerequisite: IEPT Report

The MiCI (Mild Cognitive Impairment) classroom is a special education setting for students with mild cognitive impairments or other disabilities, as defined by the Michigan Administrative Rules for Special Education (MARSE). The classroom supports students in a self-contained setting. The decision for the student to attend the MiCi classroom is determined by a student's Individualized Education Program (IEP) team. The secondary program for students with mild cognitive impairment shall have not more than 15 different students in the classroom at any one time and the teacher shall be responsible for the educational programming for not more than 15 different students.

CAREER PREP CENTER (CPC) COURSES

*See counseling office for more information about CPC courses

- Building Trades
- Collision Repair
- Computer Aided Design (CAD)
- Computer Information Systems (Programming/Game Design)
- Cybersecurity
- Dental Science
- Emergency Medical Technician (EMT)
- Health Science
- Metal Technology
- Visual Imaging & Printing Technology

FREDERICK PANKOW CENTER COURSES

*See counseling office for more information about Pankow courses

- Auto Technology
- Auto Collision & Refinishing
- Construction Technology
- Criminal Justice
- C# Programming & Game Design
- Drafting/CAD
- Early Childhood
- Graphic Arts & Design Tech
- Horticulture Science
- HVAC
- Introduction to Cyber Security
- JAVA Programming
- Mechatronics
- Medical Assisting
- Medical Investigations
- PC Servicing & Networking
- Sports Medicine/PT/OT

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.

DIVISION I CORE COURSE GPA SLIDING SCALE

Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **CANNOT** be used in an academic certification.

DIVISION I FULL QUALIFIER SLIDING SCALE			DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

DIVISION II CORE COURSE GPA SLIDING SCALE

DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

*Final concordance research between the new SAT and ACT is ongoing.

PARENT PORTAL INSTRUCTIONS



MISD PowerSchool Unified Classroom – Parents and Student

-UNIFIED CLASSROOM-

HOW PARENTS AND STUDENTS WILL CREATE THEIR UC ACCOUNTS

1. Please go to your district's PowerSchool URL. (<https://ps.ccs.misd.net/public/>)
2. Click on Parent or Student Sign In.

3. Click on Create PowerSchool ID.

Create
PowerSchool ID
here.





4. Enter your Username and Password (This is your existing Traditional Parent or Student Account information.) Click Next.

The screenshot shows the 'PowerSchool ID Creation' page. At the top is the PowerSchool logo. Below it, the title 'PowerSchool ID Creation' is centered. Underneath is the instruction 'Step 1: Enter your current sign in information'. There are two input fields: 'Username' and 'Password'. Below these fields is a blue button labeled 'Next', which is circled in red. Below the 'Next' button is a link that says '— Or —' followed by a button labeled 'I have a Powerschool ID'. At the bottom, there is a small copyright notice: 'Copyright © 2005-2016 PowerSchool Group LLC and/or its affiliate(s). All rights reserved. All trademarks are either owned or licensed by PowerSchool Group LLC and/or its affiliates.'

- a. Please note, if you are a parent and you do not have a Traditional parent account, you will need to contact your student's school and ask for your Access ID and Password.
 - i. Once you have your Access ID and Password, you will need to create a Traditional Parent account.
 - ii. Click on the Create Account tab.
 - iii. Click on Create Account button.

The screenshot shows the 'Student and Parent Sign In' page. At the top is the PowerSchool logo. Below it, the title 'Student and Parent Sign In' is centered. There are two buttons: 'Sign In' and 'Create Account'. The 'Create Account' button is circled in red. Below these buttons is a section titled 'Create an Account'. It contains the text: 'Create a parent account that allows you to view all of your students with one account. You can also manage your account preferences. [Learn more.](#)'. At the bottom right of this section is a blue button labeled 'Create Account', which is also circled in red. At the bottom, there is a small copyright notice: 'Copyright © 2005-2016 PowerSchool Group LLC and/or its affiliate(s). All rights reserved. All trademarks are either owned or licensed by PowerSchool Group LLC and/or its affiliates.'



- iv. Fill out the Parent Account Details and then click Enter on the bottom of the page.

PowerSchool

Create Parent Account

Parent Account Details

First Name

Last Name

Email

Desired Username

Password

Re-enter Password

Password must: (Be at least 6 characters long)

Link Students to Account

Enter the Access ID, Access Password, and Relationship for each student you wish to add to your Parent Account:

1
Student Name Access ID Access Password Relationship Choose

[Continue](#)

- b. Once you created you parent portal account, please continue to #5.
5. You will be taken to a Welcome Screen for the Unified Classroom.

Welcome to the Unified Classroom!

We need you to create a new **PowerSchool ID**

On the next page, you'll enter a new username to be your PowerSchool ID along with a new password.

Your PowerSchool ID will be used to access Unified Classroom.

[Continue](#)

PowerSchool



You will be instructed to create a new username and password.

- a. Click Continue.
6. Create a new PowerSchool ID and Password for the Unified Classroom website.

Set Up Your New PowerSchool ID

Unified Classroom uses a new global PowerSchool ID. Please enter a new username and password.

PowerSchool ID required

New Password required SHOW

Retype Password required SHOW

Create PowerSchool ID

PowerSchool

- a. Parents and guardians must use their personal email address in the PowerSchool ID section and choose a desired password.
 - b. Students should use their district assigned email as their username and choose a desired password.
7. Click Create PowerSchool ID.
 8. You will be taken to a screen for the Unified Classroom that indicates that you are all set.

That was easy! You're all set.

Your new PowerSchool ID is ready.

Here's how to get into Unified Classroom next time:

PowerSchool ID: parent@unifiedclassroom.com

Sign in URL: <https://unifiedclassroom.com/unifiedclassroom>

Continue to Unified Classroom Sign in

PowerSchool



9. Click Continue to Unified Classroom Sign In.
10. You will be directed to the Unified Classroom log in screen and you can sign in with your new PowerSchool ID and password.

In the future, families will have to copy and paste the Unified Classroom URL into their internet browser or save it as a favorite/bookmark. (<https://classroom.powerschool.com/>)

After the initial set up, there will be two ways to access your student's information.

- 1) The *PowerSchool App* will remain unchanged. You can continue to use the username and password as before (Please note: This is your Traditional Parent Account.) and you will be able to find the same information. The PowerSchool App is still available in the iTunes Store or Google Play.
- 2) The online *PowerSchool Parent Portal* will be replaced to allow you to access the resources available through the PowerSchool Unified Classroom. (<https://classroom.powerschool.com/>)

*****Please keep in mind that after you set up the Unified Classroom, you will have two separate sets of log on credentials to remember.**

- One login for the PowerSchool app.
- One login for the online Unified Classroom.

Some things to remember in regards to some of the issues we have had with UC are:

The most significant issue is that if you use a computer that has already accessed UC, it sometimes will open a cached version of the page and you won't be able to access the appropriate page to initiate the set up process.

If you encounter this issue, please clear your browser's cache. On Windows machines, for the 3 major browsers (Chrome, Internet Explorer, & Firefox), press and hold *Ctrl*, *Shift*, and *Delete* to navigate to the screen to clear your cache.

Please [click here](#) to watch a video walking through the steps of PowerSchool ID account creation.

COMPLIANCES

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: Kevin Knoblock – Phone: 586-791-6300

SECTION 504 & TITLE II: Kevin Knoblock, Director of Special Education – Phone: 586-791-6300

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.