Clarenceville High School

Course Catalog 2022 - 2023

PREPARED BY THE COUNSELING DEPARTMENT
Clarenceville High School
20155 Middlebelt Rd
Livona MI 48152

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District Beliefs

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

Mission Statement

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

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

Clarenceville High School

CHS Mission Statement

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

Clarenceville High School

Troy Nelson
Principal

B. A. Luther College
M. Ed. Oakland University

Tracey Stevenson
Assistant Principal

B. S. University of Michigan
M. S. Sienna Heights University
M.S. Madonna University

Kevin Murphy
Athletic Director

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

CHS Beliefs

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

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

CHS VISION STATEMENT

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

Course Catalog Overview

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

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

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

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

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

Sincerely,

Troy A. Nelson
Principal

SOME COURSES MAY BE VIRTUAL OR BLENDED

Course Catalog

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

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

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Counseling Department

Joelle Troszak

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

Jennifer Weston

B.A. University at Buffalo
M.S. Canisius College

The counseling office follows an "open door" policy for all students and parents. A student who would like to have counseling services should come to the office and ask to see a counselor. If one is not available at the moment, provisions will be made for a contact as soon as possible.

Office Staff

Denise O'Rourke

Administrative Assistant

Gail Bierschbach

Attendance and Athletics Secretary

GRADUATION REQUIREMENTS

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

Credit Requirements for Graduation

*********SOME COURSES MAY BE VIRTUAL OR BLENDED*********

Grad Year	Credits from Required Courses	Credits from Elective Courses	Total # of Credits to Graduate
2023 & 2024	18.5	4	22.5
2025 & 2026	18.5	4.5	23

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

4.0 Credits — English/Language Arts:
English Language Arts 9, 10, 11A
.5 Elective Credit Junior Year
One (1) English Credit in Senior Year

3.0 Credits — Science:
Biology, Chemistry
Science Elective (1 credit)

4.0 Credits — Mathematics:
Algebra 1, Geometry, Algebra 2
One (1) Math Credit in Senior Year

3.5 Credits — Social Studies:
1 Credit in U.S. History and Geography
or AP U.S. History and Geography
1 Credit in World History and Geography
or AP World History and Geography
.5 Credit in American Government
or AP Government A
.5 credit in Economics
.5 credit in Civics or AP Government B

.5 Credit — Health**.**

.5 Credit — Physical Education

***2.0** Credits — World Languages
(both credits in same language);

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

1.0 Credit — Additional from Career/Tech, Fine Arts, Performing Arts, Visual Arts,
Vocational Education or Practical Arts

1. The Michigan Merit Exam (MME) and the College Board SAT, workkeys,MStep must be taken in the junior year and are a graduation requirement.
2. Credit is earned for the successful completion (G or a D- or better) in a class.
3. Students attend for eight (8) semesters taking a full load of courses aimed at meeting the requirements unless adjusted by administration for special education.
4. Students who take classes other than those offered at the high school must have prior written permission from their counselor in order to get credit for graduation.
5. Staffing and course offerings for the school year are based on student registration information.
6. Students may take a series of credits using dual enrollment and apply them to graduation credit requirements.

Student Information From the Counseling Department

Educational Development Plans

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

Career Planning

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

College-Bound

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

ACE

Oakland Ace (Accelerated College Experience)

Oakland ACE is an early college program for students in participating Oakland County districts. The program is designed for those facing challenges to college enrollment and success. Oakland ACE offers students the opportunity, guidance, and support to earn an associates degree, or up to 60 transferrable credits, while still in high school. Students who meet the eligibility criteria apply during the 10th grade and commit to a three-year program spanning grades 11, 12 and 13 (an added fifth year of high school). Splitting time between courses at their home high school and college classes at Oakland Community College, students work simultaneously toward their diploma and an associate degree. There is no cost to the

Oakland Technical Early College

. Oakland Technical Early College is an extended high school program. Beginning in the 11th grade students have the opportunity to work toward an associate degree related to the technical program the student is taking at OSTC. Oakland Schools Technical Campuses partner with Oakland Community College to bring Early College opportunities to our campuses. In 11th and 12th grades, students take college courses along with their home high school and OSTC coursework. Students attend Oakland Community College full time during an added 13th year completing final high school requirements and potentially earning a full associate degree. More info on pg 59

Financial Aid

Students going to any post-secondary educational program should seek financial aid.

Students and parents should begin the process of completing the FAFSA form after October 1st of the student's graduating year. (www.studentaid.gov).

Good grades and solid preparation are the keys to obtaining help in financing a student's higher education and training.

Parchment.com

The simple online way to **Request, Send, and Store Transcripts**.
Including powerful tools to research colleges and find the right fit for you.

Request & Send Transcripts

Step 1: Log in or Register

1. Sign in at www.parchment.com
2. Click **Sign Up** to log in or register your account

Step 2: Add your school to your Profile

1. Click Get Started
2. Add your High School

Step 3: Provide Consent

1. Complete the waiver form.
2. Complete the Transcript Authorization form by entering a Registration Code, or eSigning the form

Step 4: Add Destinations

1. Select Destinations such as colleges, NCAA, Common Application, or yourself
2. Review Destinations

Step 5: Payment

1. Provide debit/credit card payment if there are any fees

Step 6: Track Order

1. The status of your request will be emailed and updated in your Parchment.com Account

More than 3 Million students use Parchment to send Transcripts

Prepare for College!

Get your college application plan organized, and see how you stack up.

STORE YOUR INFO IN YOUR PROFILE:

- Unweighted GPA
- Weighted GPA
- SAT Scores
- SAT II Scores
- ACT Scores
- AP Classes and Grades
- Excurriculars
- Awards and more!

CREATE A LIST OF COLLEGES YOU LIKE:

- Search for colleges
- Add colleges to your list
- Indicate your stage in the application process

TRACK APPLICATIONS:

- Keep track of your college application decisions

FIND & COMPARE COLLEGES

- Discover new colleges by seeing where students like you enroll
- Use Parchment's Simulator for admission predictions
- Learn more about colleges and their applicants on the college-specific pages

SEE HOW YOU STACK UP:

- Complete your profile and add colleges to your list to get data-driven Parchment predictions
- Predictions are based on statistical models from the results of students who have voluntarily added their admissions data in the past
- Scatterplots and analytics on each college page give data about how you compare to past applicants
- Predictions are probabilities. If you are given a 10% change and you applied to a college 100 times, you should be accepted 10 of those times.

Get Started at www.parchment.com

If you want to attend a college, you should always apply.
Predictions are only meant to be a guide. The only way to guarantee you will not get into a college is to not apply.

What are Career Pathways?

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

Why Career Pathways?

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

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

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

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

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

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

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

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

Career Pathways

Arts and Communication

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

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

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

Business, Management, Marketing, and Technology

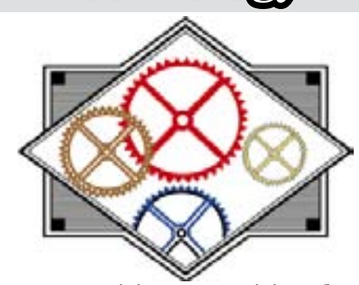
Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

- Do you enjoy being a leader, organizing people, planning activities, and talking?
- Do you like to work with numbers or ideas?
- Do you like things neat and orderly?
- Do you enjoy carrying through with an idea and seeing the end product?
- Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet?

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

Engineering/Manufacturing and Industrial Technology

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



- Are you mechanically inclined and practical?
- Do you like reading diagrams and blueprints, and drawing building structures?
- Are you curious about how things work?
- Would you enjoy painting a house, repairing cars, wiring electrical circuits, or working with woodworking?

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

Career Pathways

Health Sciences

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

- Do you like to care for people or animals that are sick or help them stay well?
- Are you interested in diseases and in how the body works?
- Do you enjoy reading about science and medicine?
- Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic?

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

Human Services

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

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

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

Natural Resources and Agriscience

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

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

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

ART

EXPLORATORY ART
#310001

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

BEGINNING CERAMICS AND ADVANCED CERAMICS
#310005 & 310006

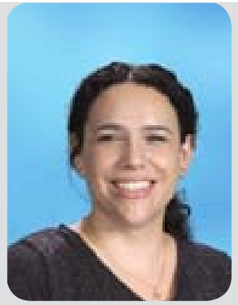
These courses are designed for the student who is interested in the use of clay as an art medium. Different techniques of hand-built pottery such as coil, slab, and pinch methods will be explored while making useful ceramic pieces as well as decorative art. Advanced Ceramics is a more in-depth study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

Prerequisite: Exploratory Art, Beginning Ceramics for Advanced Ceramics

BEGINNING DRAWING AND PAINTING
#310002

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

Prerequisite: Exploratory Art



Erin Fritz

B.A. Wayne State University
M.A. Central Michigan University

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

ART

ADVANCED DRAWING AND PAINTING #310003

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

Prerequisite: Exploratory Art and Beginning Drawing and Painting

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

3-D Design introduces students to sculpture and jewelry techniques. Students continue to develop skills in creative design and craftsmanship as they explore such exciting techniques as fabrication, modeling, casting, and carving. Students explore their own unique interpretations while expanding skills and understanding of the media, tools, and elements of art.
Creative problem solving is emphasized in this course as the student develops personal answers to the design questions posed by the teacher.

COMMERCIAL DESIGN #310007

Commercial Design introduces the student to those forms of art which are used to project ideas or to advertise products and services. This course provides the student with experiences in such exciting areas as computer art, illustration, transportation design, fashion design, interior design, package design, product design, and knowledge of color and design for production. Students begin to build a portfolio of examples as an important selling tool for their skills.

Prerequisite: Exploratory Art and Beginning Drawing

INDEPENDENT STUDY ART #310008

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

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

Mission

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

Philosophy

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

DIGITAL IMAGING #310009

This course is designed for students who are interested in Graphic Design & Photography. This Introductory Pixlr course will familiarize students with the editing capabilities of Pixlr Editor. Lessons cover the basics of saving and storing image files and defining the various processes used for image editing. When students complete this Pixlr course they will know how to use the tools, know how to edit images, and manipulate photos.

PREREQUISITE: Exploratory Art REQUIREMENTS: access to a lap-

CAREER AND TECHNICAL EDUCATION

Judy Bargerstock
B.S. Eastern Michigan University
M.A. Eastern Michigan University

EXPLORING BUSINESS #320023

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

Prerequisite: Technology and Careers
Sophomore/Junior/Senior Status

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

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

Business Administration Management Operations(BAMO):

Exploring Business

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

Business Law

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

Business Management 101 - A & B

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

Completion of the Business Management classes would give you the following seven Davenport University credits if program criteria are met:
BUS120, BITS 101, BITS 105, BITS 209, BITS 214, BITS 221, & CISP 100

ADDITIONAL RECOMMENDED ELECTIVES;
Accounting A & B

FINANCE CLASSES
(4th year math elective)

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

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

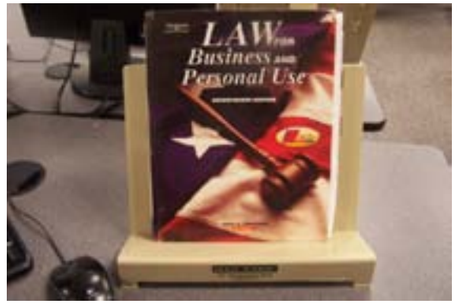
What is BPA?

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

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

CAREER AND TECHNICAL EDUCATION

BUSINESS LAW
#320006



This course will teach the student aspects of law that govern our business life. The course deals with contracts as they pertain to buyer and seller, business management and leadership, and ethical and other legal responsibilities of business. Students will also learn about different legal forms of business organizations and our court system that impact all of us in both civil and criminal matters.

It is an important course or core class for any student planning on majoring in any form of business.

Prerequisite: Sophomore/Junior/Senior Status

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

Through exploring business management principles and using computers, this course is designed to prepare students with the necessary skills to succeed in a professional working environment and balance business fundamentals with real-world experiences. This course will advance students' skills in presentation, leadership, teamwork, and strategy. Students will understand the fundamentals of business management functions by learning about the departments of a typical corporation and the types of jobs found in the various departments.

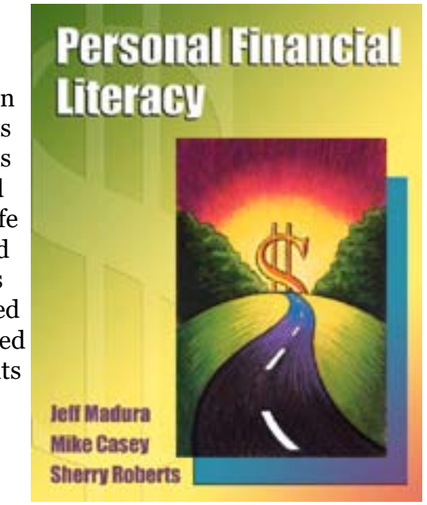
Completion of the Business Management classes would give you credit for the following seven Davenport University Classes if program criteria are met: BUS 120, BITS 101, BITS 105, BITS 209, BITS 214, BITS 221, and CISP 100

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

Prerequisite: Exploring Business <u>and</u> Business Law
Sophomore/Junior/Senior Status

CAREER AND TECHNICAL EDUCATION

PERSONAL FINANCE A #350038
PERSONAL FINANCE B #350039



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

If taken senior year this course fulfills the senior math requirement

ACCOUNTING A #320010
ACCOUNTING B #320011

Using an online computer program and a computerized accounting program, this course is designed to give students knowledge and experience in keeping records and books for a simple proprietorship, and corporation. It covers the complete accounting cycle while using various types of ledgers and journals.

This course is essential for any student preparing to own their own business, work in the business field, pursue a major in business, or continue in a college business major. Many careers require accounting as part of their college course work.

If taken senior year this course fulfills the senior math requirement

INDEPENDENT STUDY

Independent coursework may be taken for elective credit at the discretion of the teacher.

ENGLISH LANGUAGE ARTS

ELA 9
#330001

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

ELA 10
#330003

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

ELA 11 #330005

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

Michael Korczyk

B. A. Western Michigan University
M.A. Wayne State University

Welcome to the English Language Arts Department.

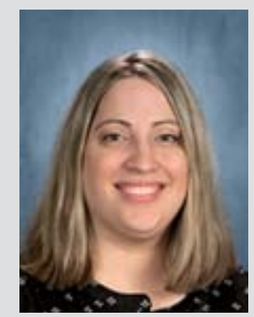
As you enter the English hallway, not only will you notice friendly, enthusiastic, master teachers, but you will be entering the world of literature and composition. We expect that you will become competent writers and learn to think about the world of language arts in new ways.

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

ENGLISH LANGUAGE ARTS

Andy McEvoy

B.A. Central Michigan University
M.A. Central Michigan University



Susan DeWolf

B.A. University of Michigan – Dearborn
M.A. Eastern Michigan University

ELA 12 # 330060

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

SPEECH COMMUNICATIONS #330008

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

Emily Seward

B.A. Central Michigan University

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

ENGLISH LANGUAGE ARTS

CREATIVE WRITING
330007

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

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

Stephanie Ricci

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

AP ENGLISH
LITERATURE
#330023

College bound students will work to enhance literary analysis skills with a focus on being able to pass the AP (Advanced Placement) test. Course content will include World and British Literature with appropriate vocabulary. The focus will be on drama, short stories, poetry, and novels.

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

Mark Klinger

B.S. Eastern Michgan University

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

ENGLISH LANGUAGE ARTS

AP ENGLISH
LANGUAGE
AND COMPOSITION
#330020

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The goal of the AP English Language and Composition course is to provide students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. The overarching objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. This course will emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing in any context.
Prerequisite: 11th or 12th grade standing or teacher recommendation.

ENGLISH
LANGUAGE
LEARNERS
#330030

In ELL, students work as a class and individually to improve their abilities in academic speaking, listening, reading, and writing. We also focus on grammar, vocabulary, and writing mechanics as student needs demonstrate. Students are permitted to conduct research projects according to their personal and academic interests and to engage in respectful debate about issues that affect their lives. Within this class, students also learn the lifelong skills of self-reflection, self-assessment, and consensus decision-making.

Prerequisite: Recommendation only

INDEPENDENT STUDY

Independent coursework may be taken for elective credit at the discretion of the teacher .

WORLD LANGUAGES

SPANISH 1 #330101

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

SPANISH 2 #330103

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

Prerequisite: Spanish 1

World Language Mission Statement

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

Gabby Hart

B. A. Albion College

Welcome to the World Languages Department

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

WORLD LANGUAGES

FRENCH I #333100

This course will be based on the textbook, Discovering French Nouveau Bleu and will focus on the 5C's of language: Culture, Communication, Connections, Comparisons and Communities. Basic grammar skills will include identifying parts of a sentence including articles, subjects, and verbs. Vocabulary will include: greetings, numbers, time, family, days of the week, months, food, beverages and leisure time activities along with other popular words and phrases. Students will also learn how to accept or decline invitations, ask questions as well as order in a restaurant, and pay for their bill. They will be able to talk about themselves and their likes and dislikes. Students will be exposed to various Francophone speaking nations, cultural traditions, holidays and foods.

French II #333102

This course will again focus on the five C's of Language: Culture, Communication, Connections, Comparisons and Communities. The course will begin with an intense review of grammar and vocabulary from French 1 by going more in depth and including more vocabulary. The new grammar includes utilizing the immediate future and immediate past tense while the new thematic vocabulary will include the home, the family and urban activities. Other objectives include learning what to do when visiting a French city such as taking public transportation and asking for directions. Students will continue to be exposed to various Francophone speaking countries, traditions, holidays and foods.

French III #333103

This course will continue from French 2 in the textbook Discovering French Nouveau Blanc and will again focus on the five C's of Language: Culture, Communication, Connections, Comparisons and Communities. The class will develop the vocabulary and grammatical skills acquired with an emphasis on being able to communicate in multiple tenses and with more sophisticated skills such as utilizing object pronouns. Students will gain new vocabulary relating to city life, leisure-time activities and entertainment. Particular emphasis will be placed on real life materials and cultural readings for students to gain a deeper understanding and appreciation of the French language and culture. Students will again be exposed to the rich variety of Francophone traditions, foods and celebrations.

Sarah Klankey

B. A Kansas State University

Those who study another language increase their knowledge of their own language as they discover similarities and differences. Learning another language leads to greater awareness and understanding of other cultures.

Activities in the language classroom are aimed at developing a living language used for communication. The curriculum implements what people want to do through language. They will also be able to identify and discuss the contributions of other cultures.

LIFE MANAGEMENT

PARENTING #340001

The child is studied through the various stages of prenatal care and birth. Emotional, social and physical development of the child, plus parenting and child rearing techniques are taught. We will work cooperatively with the elementary school for some hands-on experience with "real kids" for one of the units. If you think you will ever become a parent, this class is a must.

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

Life Management Mission Statement

The Life Management Department believes that life skills are problem solving behaviors which can be developed through teaching and personal experience .When used effectively, they can be used to handle "everyday" problems and common issues that all individuals encounter.

Joelle Troszak

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

Welcome to the Life Management Department.

This department offers classes, which cover topics that students will use in life. Skills are taught which will enable students to lead a productive and responsible lifestyle.

MATHEMATICS

Mathematics Department Mission Statement

We believe the mission of CHS is to expose our students to the power, practicality and beauty of mathematics by providing a supportive learning community that encourages and develops each student's mathematical abilities and skills.

All students should have the ability to explore, conjecture, and reason logically, as well as the ability to use a variety of mathematical methods effectively to solve non-routine problems.

Our mission is to create mathematics instruction that is designed to develop strength in mathematics and develop skills in both reasoning and problem solving, and that is sensitive to the unique needs of the students. We will provide educational experiences in mathematics that help prepare students for successful roles in an ever changing society.

ALGEBRA 1 # 350005

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

T1-84 graphing calculator strongly recommended

GEOMETRY #350007

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

Prerequisite: Algebra 1
T1-84 graphing calculator strongly recommended.

Megan Prior

B. A. University of Michigan

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

Tim Hyde

B.S. Michigan State University
M.A. University of Michigan - Dearborn

MATHEMATICS

ALGEBRA 2 #350009

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

TI-84 graphing calculator strongly recommended.

Michael Laschober

B. S. California State University, San Bernadino

M. S. National University

PRE-CALCULUS WITH TRIGONOMETRY #350011

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

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

Janice Smith

B.S. Eastern Michigan University

ADVANCED PLACEMENT CALCULUS #350013

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

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

Shant Massoyan

B.A Rutgers University

M.A. New Jersey City

Following courses can be used for 4th year Math or 3rd year Science credit-

BUT NOT BOTH

Course Description- Engineering I

An introduction to the engineering profession and in-depth coverage of four disciplines: Mechanical, Electrical, Civil, and Chemical Engineering. Focuses on developing problem-solving skills, computational skills, and communication skills. Through active, collaborative work, students work on teams to apply the engineering problem-solving method to "real-world" situations.

Semester Offered: Fall

Deborah Kummer

B.S. Michigan Tech University
MAT Wayne State University

Course Description- Engineering II

An introduction to the engineering profession and in-depth coverage of four disciplines: Manufacturing, Computer, Environmental, and Biomedical/Biomechanical Engineering. Focuses on developing problem-solving skills, computational skills, and communication skills. Through active, collaborative work, students work on teams to apply the engineering problem-solving method to "real-world" situations.

Semester Offered: Spring

Prerequisites for Engineering I & II: Successful completion of Chemistry and any Physics with a C or higher, less than 20% absenteeism for previous semester, or instructor approval

VOCAL MUSIC

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

CONCERT CHOIR A #360001
CONCERT CHOIR B #360002

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

Membership is required during both semesters unless by director approval.

CHORALIERS A #360004
CHORALIERS B #360005

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

Membership is required during both semesters unless by director approval.

Vocal Music Department Mission Statement

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

The Concert band performs at a variety of concerts, festivals and school programs. The music ranges from classical to contemporary and from medium to advanced difficulty. Students in Concert Band are also required to be in Marching Band.

CONCERT BAND A # 360010
CONCERT BAND B # 360011

Admission to Concert Band is by audition or by director approval. All performances and rehearsals are mandatory.

Membership is required all year unless by director approval

Clarenceville Symphonic Winds is a group made of students who show an exemplary standard of proficiency on their particular instrument. The group represents Clarenceville High School by performing throughout our community and state. The music performed ranges from classical to contemporary and at an advanced level of difficulty.

SYMPHONIC WINDS A #360013
SYMPHONIC WINDS B #360014

Students in Symphonic Winds are also required to be in Marching Band. All performances and rehearsals are mandatory. A performance audition is required, open to students in grades 9-12.

Membership is required all year unless by director approval.

THEATRE ARTS #330011

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

Christopher Kuhn

B. A. Eastern Michigan University

INSTRUMENTAL MUSIC

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

PHYSICAL EDUCATION

PHYSICAL EDUCATION (Required for Graduation) #360050

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

ADVANCED PHYSICAL EDUCATION #365052

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

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

A ninth through twelfth grade student may earn a .5 credit in physical education for participating and meeting the requirements of an MHSAA endorsed, district sponsored sport or Clarenceville High School marching band. The student must complete two full seasons of the sport or marching band. The student must be a member in good standing on the team as determined by the coach/director .

Physical Education Mission Statement

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

Ryan Irish

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

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

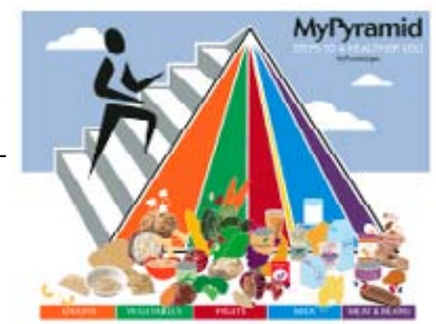
PHYSICAL EDUCATION

ATHLETIC CONDITIONING #360053

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

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

HEALTH (Required for Graduation) #360054



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

INDEPENDENT STUDY

Independent coursework may be taken for elective credit at the discretion of the teacher.

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

PRACTICAL ARTS

YEARBOOK A #330013
YEARBOOK B #330014

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

Full year commitment is required.
Prerequisite: Teacher recommendation and Application Process or earned a "C" or better in previous ELA courses.

Megan Kutz

B. A. University of Michigan
M.A. University of Michigan
M.A.T. Madonna University

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

Engineering I

An introduction to the engineering profession and in-depth coverage of four disciplines: Mechanical, Electrical, Civil, and Chemical Engineering. Focuses on developing problem-solving skills, computational skills, and communication skills. Through active, collaborative work, students work on teams to apply the engineering problem-solving method to "real-world" situations.

Semester Offered: Fall

SCIENCE DEPARTMENT

COURSE SEQUENCE FOR SCIENCE

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

**You could also take Anatomy A and Forensics A or Anatomy A and Forensics B*
This is NOT highly recommended.

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

Science Mission Statement

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

Deborah Kummer

B.S. Michigan Tech University
MAT Wayne State University

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

BIOLOGICAL SCIENCES:

BIOLOGY #370001

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

FORENSIC SCIENCE A
(Physical Evidence) #370012

Andrea Ewasek

B.A. Northern Michigan University
M.A. Wayne State University

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

FORENSIC SCIENCE B
(Biological Evidence)
#370018

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

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

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

Prerequisite: Biology A, B and Chemistry course

PHYSICAL SCIENCES

CHEMISTRY #370007

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

Daniela Bull

B.A Universidade de Santa Cruz do Dul
M.A. Eastern Michigan

CONCEPTUAL CHEMISTRY #370004

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

Nicole Ryan

B.A. University of Maryland Baltimore County
M.A. Gratz College

SCIENCE

PHYSICS #370009

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

Prerequisite: Recommended "B" or better in Algebra

CONCEPTUAL PHYSICS #370003

Students in this course learn the same basic topics as they would learn in college prep physics but it is less math intensive and the material is covered at a slower pace. Students will relate the concepts to everyday life in order to explain how and why things happen. This course will involve some mathematic calculations and lab work.

SCIENCE OF WELLNESS A & B #370052 & #370053

It focuses on aspects of wellness ranging from cooking and nutrition, diabetes, heart disease, neuroscience / mental wellness, and environmental wellness from a scientific perspective. The course aligns with the Next Generation Science Standards (NGSS), pulling from all three strands: Physical, Life, and Earth.

This class is taught from a very practical scientific perspective about how students can take the information they are learning in class and apply it to make a real impact in their lives and the world around them.

Prerequisite:Biology and chemistry are important prerequisites

INDEPENDENT STUDY

Independent coursework may be taken for elective credit at the discretion of the teacher .

SOCIAL STUDIES

Required for Freshmen

UNITED STATES HISTORY /GEOGRAPHY #380020

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

AP UNITED STATES HISTORY /GEOGRAPHY

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society
Available for grades 10-12

Social Studies Mission Statement

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

Joshua Green

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

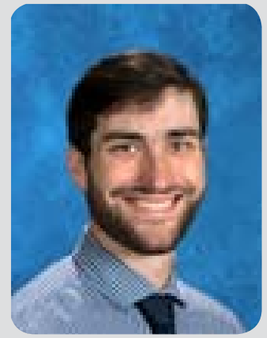
Welcome to the Social Studies Department.
The Social Studies Department focuses on educating all students to become literate, responsible, and productive people, as well as involved citizens and self-directed, lifelong learners. Students will come to understand their responsibilities as citizens and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

SOCIAL STUDIES

AMERICAN GOVERNMENT #380022

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

Required for Juniors



Mark Morrow

B.A. Kalamazoo College
M.A. University of Michigan

AP COMPARATIVE GOVERNMENT AND POLITICS

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

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

Anthony Salciccioli

B.A. Michigan State University
B.A. University of Michigan Dearborn
M.A.T. Marygrove College

WORLD HISTORY / GEOGRAPHY #380011

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

Required for Sophomores

AP WORLD HISTORY / GEOGRAPHY

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

SOCIAL STUDIES

ECONOMICS #380005

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

Required for Juniors

Megan Fitzgerald

B.S. Florida State University

CIVICS #380022

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

Required for Seniors

PRACTICAL LAW #380007

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

Prerequisite: 11th and 12th grade status

Justin Kelley

B.S. U of M Dearborn

PSYCHOLOGY # 380008

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

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

PSYCHOLOGY B # 380030

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

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

SOCIOLOGY # 380009

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

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

SOCIAL STUDIES

PHILOSOPHY #380026

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

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

AFRICAN AMERICAN STUDIES #380059

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

Availabe to 10-12 grade.

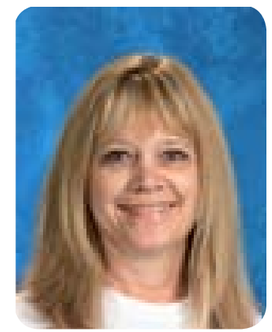
INDEPENDENT STUDY

Independent coursework may be taken for elective credit at the discretion of the teacher .

SPECIAL EDUCATION

Special Education Mission Statement

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



Amy Cornell

B. S. University of Florida
M. A. University of Florida

Sarah Sporny

B.A University of Michigan
M.A University of Michigan

TRANSITION SERVICES

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

UNPAID TRANSITIONS

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

PAID TRANSITIONS

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

SPECIAL EDUCATION

Dennis McCotter

B.S. University of Detroit Mercy
M.A. Marygrove College

Trevor Johnson

B.A. Western Michigan University
M.A. Madonna University

Chris Migliore

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

Megan Kutz
B.S. University of MI
M.A.University of Michigan
M.A.T. Madonna University

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

INDUSTRIAL TECHNOLOGY PROFESSIONAL SKILLED TRADES

AUTO 1 #395002
AUTO 2 #395003

This program provides a sequence of classroom and shop experiences relating to the automotive lubrication, cooling, starting, charging, and ignition systems. Students will be required to demonstrate safe and positive work habits while performing various lab activities.

AUTO CARE #395007

This course is designed for students who want to gain an understanding of basic car maintenance and to keep their car running better for less cost. It is not part of the regular auto program. Previous automotive knowledge is not needed. Regular maintenance, simple emergency repair, and consumer protection will be included. The student will change oil, fan belts, headlights, and perform other simple jobs. Safety will be stressed.

Prerequisite: 15 years old and have a valid driver's license or permit.

GENERAL WOODWORKING A #395015

In this course students will develop skills in the use of hand tools and power equipment. Students will use the band saw, lathe, spindle, disk and belt sanders, router table, and the jig saw. Safety tests, planning a project, basic processes, assembly of parts and the finishing of a project will constitute the major units of the course.

Prerequisite: None

GENERAL WOODWORKING B #395016

In this course students will continue to develop their skills using the machines, hand tools and power tools used in Woodworking A. The first week of the course will be spent reviewing the safe and proper operation of the machines and equipment. The remainder of the course will be spent building a predetermined project and with students choosing an auxiliary project.

Prerequisite: Woods A

Dean Bergeron

B.S. Central Michigan University

Welcome to the Technology/Vocational Education Department. Should you look into taking a vocational-tech course? The classes offered in the vocational-tech curriculum are designed to develop a blend of hands-on shop experiences with the application of science and math principles students have learned in their academic areas. These courses are beneficial to any student who is going to college to pursue an engineering degree or any mechanical, architectural, or service oriented degree. Any student planning on pursuing a skilled trades associate degree or enroll in an apprenticeship program should also take these classes to become familiar with the processes, terminology and skills related to these areas.

PROFESSIONAL SKILLED TRADES

GENERAL WOODWORKING C #395017

In this course students will continue to develop their skills using the machines, hand tools and power tools used in Woodworking A. The first week of the course will be spent reviewing the safe and proper operation of the machines and equipment. The remainder of the course will be spent building a predetermined project and with students choosing an auxiliary project.

Prerequisite: Woods A

ADVANCED WOODWORKING A #395026

This course will expand on the knowledge and skills learned in Woodworking A, B and/or C. Students will learn how to use all the power equipment in the shop. The machines will include the table saw, jointer, planer and radial arm saw. Students will make a project using dado and rabbit joints and learn to laminate.

Prerequisite: General Woodworking A and B, A and C or A, B and C

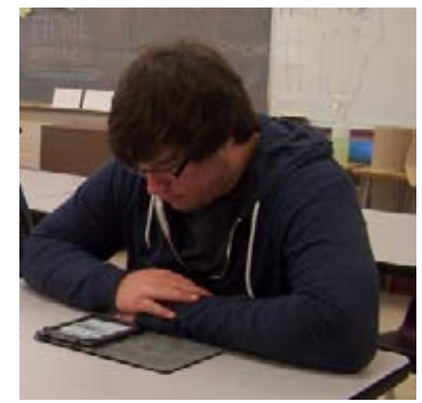
I believe for a student to get a high-paying job they must plan on continuing their educational experience along with work related experiences to keep pace with the changing technology in these rapidly changing fields.
Therefore, my primary goal is to teach students the basic principles so they can continue their learning experience and learn where to access the information to do so.

Mission Statement: Technology/Vocational Education Department

Through technology/vocational education courses, students will cultivate new interests as well as reinforce skills learned in core subject areas that will enable them to better transition to either post-secondary education/ training or entry into the workforce.

LEAD Period Overview

LEAD is an acronym for Leadership, Excellence, Attitude, and Dreams. This mandatory program is a multi-pronged approach to increasing our student academic excellence through the building of student to student and teacher to student relationships. We believe it is through building these relationships that student and teacher culture will grow in a positive direction allowing us to move forward and improve in our teaching and learning.
The LEAD program will afford every student at Clarenceville High School the opportunity to have one adult mentor to rely on as needed. The teacher mentor will help by guiding students through their personalized learning during their four year educational journey at CHS. LEAD will focus on student academic success, future career planning and character education.



Online Learning Platform - Edmentum Courses

Credit Recovery

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

The academic concepts of an Edmentum Courseware online course will remain the same as our classroom academic concepts. Much of the coursework (listening to lectures from online instructors, completing vocabulary activities, practice/homework questions, writing journals/essays, lab activities, and online quizzes/tests) will take place during the class period; however, students will be required to access the program through the library and/or home access in order to keep "on target" to complete the curriculum by the end of the term. The advantage of self-pacing is that you can move quickly through material you know well and spend longer on more difficult concepts.

Self paced means you, the student, will be taking on MORE responsibility for your work ethic. To be successful with this type of online learning it is essential that the student is present and on time every day. Students must use their class time wisely if they are to be successful in maintaining their progress throughout the course. Students must pass both the Final Exam from the corresponding CHS Class and the Edmentum courseware online with a combined final grade of 60% to receive credit.

Materials Needed

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

Important to Know for all Online Learning Classes

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

Tips for Success in all Online Learning Classes

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

OAKLAND SCHOOLS TECHNICAL CAMPUS

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

See your school counselor about application process for Oakland Schools Technical Campus courses.

Interested and qualified students are provided bus transportation to the technical campus to receive instruction and training in one of the thirteen (13) vocational areas; the students leave at 10:45 a.m. and return at 2:15 p.m.

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

CAMPUS CLUSTERS

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

OAKLAND TECHNICAL EARLY COLLEGE

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

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

During the 11th and 12th grades, students take high school requirements, an OSTC program and college courses that align with a technical degree. Students attend Oakland Community College full-time during an added 13th year, completing their high school diploma and potentially earning an associate degree.

The cost for college tuition and books are covered for participants in this program. Students and their families are responsible for transportation to Oakland Community College.

ADDITIONAL HIGH SCHOOL EDUCATION OPPORTUNITIES

DUAL ENROLLMENT

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

Early in the senior year, students should apply to the schools of their choice for admission and financial aid. Students should also complete and submit the FAFSA form (Free Application for Federal Student Aid) . This application is available at www.studentaid.gov/.

Check all available forms of assistance. The Clarenceville Scholarship booklet contains many valuable suggestions and is available in early April.

OAKLAND COMMUNITY COLLEGE

CREDIT RECOVERY - SUMMER SCHOOL

Counselors and/or Administration may recommend students for Summer School. Plato Edemtum is an online computer based program that can be utilized for credit recovery during the summer. There is a fee and you must commit to .5 or more credits at the time of application.

C.H.S.Teacher'sE-MailAddresses

Troy Nelson	**Principal**	troy.nelson@clarencevilleschools.org
Tracey Stevenson	**Assistant Principal**	tracey.stevenson@ clarencevilleschools.org
Jennifer Weston	Counselor	jennifer.weston clarencevilleschoolsorg
Joelle Troszak	Counselor	joelle.troszak@clarencevilleschools.org
Tim Constant	Instructioal Coach	timothy.constant@clarencevilleschools.org
Sarah Sporny	Social Worker	sarah.sporny@clarencevilleschools.org
Denise O'Rourke	Administrative Assistant	denise.orourke@clarencvilleschools.org
Gail Bierschbach	Attendance/Athletic Secretary	gail.bierschbach@clarencevilleschools.org
Terry Wahrman	Media Center/Secretary	terry.wahrman@clarencevilleschools.org
Matt Amacker	Student Support Coach	matt.amacker@clarencevilleschools.org
Alison Brandt	Food Service	alison.brandt@clarencevilleschools.org
Judy Bargerstock	Career & Technical Education	judy.bargerstock@clarencevilleschools.org
Dean Bergeron	Technology/Vocational	dean.bergeron@clarencevilleschools.org
Daniela Bull	Science	daniela.bull@clarencevilleschools.org
Amy Cornell	Special Education	amy.cornell@clarencevilleschools.org
Susan DeWolf	English Language Arts	susan.dewolf@clarencevilleschools.org
Andrea Ewasek	Science	andrea.ewasek@clarencevilleschools.org
Megan Fitzgerald	Social Studies	megan.fitzgerald@clarencevilleschools.org
Erin Fritz	Art	erin.fritz@clarencevilleschools.org
Josh Green	Social Studies	joshua.green@clarencevilleschools.org
Gabby Hart	World Language/Spanish	gabby.hart@clarencevilleschools.org
Timothy Hyde	Math	timothy.hyde@clarencevilleschools.org
Ryan Irish	Physical Education	ryan.irish@clarencevilleschools.org
Trevor Johnson	Special Education	trevor.johnson@clarencevilleschools.org
Justin Kelley	Social Studies	justin.kelley@clarencevilleschools.org
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Megan Prior	Math	megan.prior@clarencevilleschools.org
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Nicole Ryan	Science	nicole.ryan@clarencevilleschools.org
Anthony Salciccioli	Social Studies	anthony.salciccioli@clarencevilleschools.org
Emily Seward	English Language Arts	emily.seward@clarencevilleschools.org
Janice Smith	Math	janice.smith@clarencevilleschools.org