

CHELSEA HIGH SCHOOL COURSEBOOK

2027-2028

Chelsea High School
740 N. Freer Rd

A Note from the High School Principal

Perhaps the most significant decisions you make each year in high school are those involved with selecting an appropriate course of study. Because every student is unique, we expect you to assess your educational goals and select those courses best suited to your individual needs. Only by first selecting the appropriate classes and then by maximizing the learning in the classes, will you begin to reach your educational potential.

Graduation requirements for the first time in Michigan history are now largely determined by the State Department of Education and are much more rigorous than requirements for previous classes, especially in mathematics and science. These changes recognize the type of education students need to be successful in our changing global economy.

You are asked to consider seriously the decisions regarding course selection. In making decisions, you are encouraged to seek information from the course descriptions and other information in this booklet; from your school counselor and materials from the counseling office; and from teachers, parents, and other sources. By considering all information available, you should then select the very best course of study to meet your educational needs.

It is our responsibility to offer the best possible curriculum within the resources available. It is the student's responsibility to take full advantage of the curriculum offered. We are confident that you will maximize your educational opportunity at Chelsea. This is done by first becoming familiar with this booklet and then selecting those courses that are the most appropriate for you.

The entire staff wishes you the very best in the course selection process and in the coming school year!

Sincerely,



Amanda Clor, Principal

Suggestions for Registration from the Counseling Department

Your future educational and/or vocational training depends, by and large, upon the choices you make during high school. Therefore, planning a personal course of study in high school is an extremely important responsibility which confronts students and their parents each year. School counselors are available at Chelsea High School to assist you in making your decisions. If you are in doubt or need help in planning your educational program, feel free to consult your counselor. Your school counselor will help you and your parents make wise choices in selecting courses which are in harmony with your interests, needs and abilities. Your counselor will rely upon information obtained, test scores, personal observation, teacher recommendations, achievement records and individual conferences.

You should use careful consideration in requesting appropriate courses. In making your selections, weigh carefully the advice of your parents, your teachers and your counselors. Your choice of subjects should be made in light of your special interests, abilities and your future educational or vocational goals. In no case should you base your decision upon the fact that your friend will be in a particular class or that you prefer a specific teacher.

Parents must approve course requests by signing the registration sheets. All requests should be made with the idea that choices are final. Students are reminded that some classes may not be offered due to low enrollment and that conflicts may make it impossible to take an elective.

TABLE OF CONTENTS

Graduation Requirements 4-5

Scheduling Standards..... 6
Drop-and-Add Policy..... 7-8
Academic Information 7-10
~~Timeline~~ Virtual Course Offerings..... 11

Resources/Opportunities/Requirements..... 12
School Profile..... 71-73

Four-Year Plans 14

Description of Courses

Art 45-47
Business 39-41
Computer Science… 42

Consortium(SWWC)..... 57-70
English 15-19
Family & Consumer Science 37-38
Independent Study 56
Individualized Learning……..……53

Mathematics 20-23
Miscellaneous Courses..... 47-48
Music..... 48-50

Physical Education..... 51
Science 25-29
Social Studies.....30-33

Technology Education 43-44
World Languages 34-36

Graduation Requirements		
27 Total Credits required for graduation. One-half credit is granted for the successful completion of a one-period one-term course. Listed below are requirements for specific credits within the total credits.		
Curriculum Area	**Number of Credits**	**Required Content & Notes**
English Language Arts	4 Credits	· Required content: the equivalent of four full two-term courses that meet state course/credit guidelines. (One credit per year) · See notes in English department section for potential other options.
Mathematics	4 Credits	· Required content: Algebra 1, Geometry, and Algebra 2. · One math course must be taken in grade 12. · See notes in math department section for various options.
Science	3 Credits	· Required content: Biology; Physics, and Chemistry. · See notes in science department section for potential other options.
Social Studies	3.5 Credits	· Grade 9 - 0.5 credit of Civics. · Grade 10 - 1.0 credit of World History (which also includes geography content) is required. · Grade 11 - 1.0 credit U.S. History Class (also includes Geography content) · Grade 12 – 1.0 credit Government and Economics.
Physical Education/Health	1 Credit	Physical Education and Health required in grade 9.
Visual, Performing, Applied Arts	1 Credit	CHS courses meeting State Department of Education guidelines for the earning of this credit include: Art, business, music, computers, world language, life management, technology, and consortium.
World Language	2 Credits	Currently, students have a graduation requirement of at least two years of the same language (or equivalent). Students planning to apply to competitive four-year universities are highly recommended to take four years of a world language.
Total Credits	18.5	

Additional Graduation Requirements	
Requirement	**Explanation**
On-line Learning Experience	Students will meet this requirement both through the on-line learning components in Physical Education/Health class and through on-line learning experiences incorporated into each of the required credits of the Michigan Merit Curriculum.
Junior Year State Testing	Students must complete all portions of the appropriate state high school assessment (currently, M-STEP or MI-ACCESS, and SAT, ~~and WorkKeys~~ when scheduled during the 11th grade year.

1.A total of 27 credits must be obtained to earn a Chelsea High School Diploma. A half-credit is earned by the successful completion of one term of a class.

2. No more than 1.5 credits may count toward the credits for graduating from Cadet Teaching or from any other “miscellaneous” course.

3. A student must be enrolled for four full years to receive a diploma. However, a student with an overall "B" average (3.0 GPA) and having fulfilled all other requirements may, upon written request by his/her parents or guardians, and approval of the high school principal and Superintendent, be graduated from Chelsea High School after the 2nd trimester of their senior year

4. A total of 4 credits from another approved source will be accepted toward the total credits needed for graduation. This includes classes approved in advance from correspondence schools, adult education, and summer schools. Unless approved for "Dual Enrollment" credit, college credits are generally not acceptable toward a high school diploma.

5. In special circumstances, students may be allowed to attend school on a reduced program.
The usual minimum is 3 periods. This would be part of a plan developed with the Counseling staff.

6. The results of the General Education Development Tests will not be accepted as fulfilling the graduation requirements of the Chelsea High School.

7. Students may not repeat a class they have previously passed for additional credit without special approval unless indicated in the course description.

8. Students who meet all current conditions may qualify for "Dual Enrollment" credit for college-level work. This always requires approval by the principal prior to enrollment in the class.

9. We will accept from transfer-in students, a maximum of seven and one-half (7.5) credits per year toward graduation requirements. Students who transfer in with less than seven and one- half (7.5) credits per year, may have their total credit requirement adjusted but must meet all specific department requirements. This adjustment will be reflected on the student transcript.

10. The maximum number of credits a student can earn during a single school year (September – August) from all sources including MVHS, correspondence school, night school, etc. is 9.5 credits.

Chelsea High School Schedule Standards

Graduation requirements specify minimum standards to be met to receive a high school diploma. These schedule standards represent minimum standards for student schedules in each year of enrollment as a Chelsea High School student.

In any given term, a student may not be enrolled in more than one of the following courses:

- School-to-Work Transition Program (up to two periods allowed)
- Cadet Teaching
- Release Hour

In any given year, a student schedule must contain at least seven term classes from the following departments:

- English
- Mathematics
- Science
- Social Studies
- World Language
- Consortium

Except for English, Mathematics, Science, Social Studies and World Language, a student may not be enrolled in more than one and-one-half credits (1.5) in any single department in a school year. A student may be enrolled in more than three classes from a department other than English, Mathematics, Science, Social Studies, and World Language, if such an enrollment supports a stated goal contained in the student's Educational Development Plan (EDP). ~~Approved exceptions to this guideline are:~~

- ~~Exercise Science (1/2 credit) may be taken in addition to one and one-half credits of activity-based P.E.~~

Exceptions to these standards may be approved administratively when there is a compelling academic reason to do so.

College-Bound Recommendations

The Counseling Department would like to recommend the following programs for college-bound students:

English	4 credits; recommended courses: English 11 or AP English Language/ Composition, and English 12 or Advanced Placement Literature /Composition. Additional English electives are encouraged.
Mathematics	4 credits; recommended courses include Algebra 1 and 2, 1 year of Geometry, and 1 year beyond Algebra 2.
Science	3 credits required of science or 4 credits recommended, depending on the program the student expects to pursue in college.
Social Studies	3.5 required credits (Civics, World History, U.S. History, Government and Economics). Psychology, AP Government, Economics, and Elective History depending on the program student expects to pursue in college are recommended.
Fine Arts	2 credits recommended for a well-rounded background for college.
World Language	2-3 credits in high school (of the same language)
Computer Science	One-half credit (Computer Programming if planning a career in engineering)

Credits from Non-Public Schools

In recognizing its responsibility to uphold the minimum educational standards of the State of Michigan, the Board establishes the following policy and criteria regarding the acceptance of credits from non- public schools whether they are by state-approved, non-approved, or home schools:

For credit or course work to be accepted for courses taken in such schools, assurance of compliance with minimum requirements established by the state must be provided.

Recognition of credits or course work shall be granted when the proper assurance and the student's transcript has been received. The District reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the skills which are prerequisite to a placement. Although credits from non-public schools may be granted and placed on a student's transcript, no grades will be considered for class ranking.

Drop-and-Add Guidelines

Students and parents are responsible for establishing a satisfactory class schedule prior to the start of each term. Whenever a student changes a class, the new teacher may require the student to make up work from the first day of the term. All schedule change requests must be made via the schedule change request form with parent signature required. Forms are available in the Counseling office or on the website. Furthermore, the Counseling Office will issue deadlines for making such requests. The master schedule is built based upon the original schedule requests, which means all change requests are not possible.

Level One - First three days of term: student requests for a schedule change must be made via the Schedule Change Request form and received in the Counseling office by the 3:00 PM of the third (3rd) day of the term.

Level Two -From day four through day eight of each term, the following procedures apply:

A. If the request is initiated by the teacher who feels the student is misplaced and the parent and student agree, the schedule will be changed with no additional approval needed.
B. If the request is initiated by the student or parent the following applies: The parent must submit the Schedule Change Request form. The teacher will sign the request indicating approval of the drop. If the teacher disagrees, the following steps will be taken:
    i. The counselor will schedule a meeting with the student, parent, current teacher and possibly the potential receiving teacher.
    ii. If all parties agree with the change at this meeting, the schedule will be changed with no additional approval needed.
    iii. If all parties do not agree at this meeting, all will provide written input to the principal stating their position regarding the change. The principal will make the final decision.

Occasionally, after day eight, a student may be allowed to change, to a lower level comparable class, on teacher recommendation. Whenever a student changes to a lower level comparable class, the grades to date in the current class will travel to the new class but the student will be responsible on the term test for all work missed in the new class.

Level Three - After day eight, students are committed to completing the class unless a medically-related situation, as verified by the principal, justifies withdrawal. In this case a "W" will be recorded for the marking period and final grades.

The "last day to drop a class" is day eight of each term.

Dual Enrollment Eligibility

Students who wish to "dual enroll" for college credit must take the ~~PLAN~~, PSAT or ~~MME~~ ~~SAT~~ test, and achieve the state determined qualifying score on the appropriate test, as one condition of eligibility for dual enrollment.

Grading and Credit

Credit is granted based upon receiving a passing (D- or higher) final grade in a class.

Common Grading Scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

· All percentages will be rounded to the nearest whole number.

We also generate a "weighted G.P.A." for colleges to use if they desire for admissions and scholarship consideration. The weighted G.P.A. uses this scale: 5.00=A, 4.667=A-, 4.333=B+, 4.000=B, etc. All AP and "Honors" level courses receive the enhanced weighted honor points. On the transcript the traditional G.P.A. is coded "Unweighted G.P.A." and the weighted is coded "Weighted G.P.A."

NCAA Approved Core Courses

If you are an athlete and hope to compete on the college level, you must meet NCAA academic eligibility requirements in addition to CHS graduation requirements. Only those courses noted in the Course Offering Book as NCAA Approved may count towards NCAA eligibility core curriculum requirements. ~~The only exception to this is if you are a student who is qualified for special education service with an active I.E.P.~~ If you are an athlete and intend to compete in college, you need to plan carefully beginning in the ninth-grade year to ensure that you meet NCAA academic eligibility. Detailed information about NCAA eligibility should be obtained from head athletic coaches, the athletic director or counselors. This is the responsibility of the student/family.

Student Classification

A. Students will not be retained in a grade the first four years of high school even if short credits.
B. Fourth year students needing more than seven and one-half credits to graduate need to:
1. Create an acceptable plan to earn the necessary credits for June graduation.
2. The plan must adhere to all school policies and be approved by both their high school counselor and principal prior to implementation.
C. Fourth year students who do not develop a plan as in part B will be considered "seniors unable to graduate."

Summer School Criteria

1.To recover lost credit, students may take classes they have failed.
2. To receive credit, the class must be approved in advance by the counselor and building administrator.
3.Students may not take required classes in summer school for credit prior to taking them in the regular school program.
4.In extreme situations, exceptions to the above may be approved by the principal.

Testing Out

Students may choose to "Test Out" of any course by demonstrating a grade mastery of not less than C+ on the course comprehensive final exam or if there is no final exam, by exhibiting mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation. Credit earned for "Testing Out" will be recorded as a "P" pass.

"Testing Out" opportunities are offered in the fall, and spring. Students must make their "Testing Out" requests by September and March, for respective test dates. Students planning to apply to "Test Out" must meet with their counselors well in advance of the application deadlines to be fully informed of application procedures and to complete the application process prior to the deadline.

~~The Program for Independent Living Skills~~

~~Many students at Chelsea High School receive special education support to succeed in their regular classes. Some students benefit from having a special education teacher as their primary instructor for most, if not all, academic classes through the Program for Independent Living. In this way, instruction can be adapted to focus on key course concepts and provide hands-on opportunities for learning with a smaller adult-to-student ratio.~~

~~While students' learning needs vary considerably, the broad goal of the program is to prepare students for independent living. In addition to continuing academic instruction, the program focuses on vocational education and the development of daily living skills (such as cooking and understanding personal finances). Approximately one-third of the instruction takes place in community settings, such as local businesses and job sites.~~

~~Admittance is based upon Individualized Education Planning Team recommendations.~~

Virtual Courses Guidelines

Students may earn Chelsea High School course credit for online courses according to the following guidelines:

Courses Taken During the Normal School Day & Year: Up to two credits per year may be earned. Credit will only be granted for courses not offered on site at CHS, except in cases of a schedule conflict and as approved by the designated high school administrator. The cost of these classes may be the responsibility of the student or their family.

Courses taken outside the normal school day: Students enrolled in a full CHS schedule may earn up to 2 additional CHS credits per school year (September-August). Such credits may not be used for early graduation. Credits earned to meet graduation requirements must be pre-approved by the designated high school administrator. The cost for these classes may be the responsibility of the students or their family.

Credit Recovery: Students may recover up to two additional CHS credits per school year using online courses. Such credits may not be used for early graduation and must be completed by May 15, of the 12th grade year. Students may only enroll in an online credit recovery course after having taken and failed the corresponding CHS course. Credit earned to meet graduation requirements must be pre-approved by the designated high school administrator. The cost for these classes may be the responsibility of the student or their family.

Grading/Credit: To receive course credit for taking an AP online class, you must sign up and take the AP exam in May. Grades earned in all online classes will be recorded on transcripts but will not be counted in the student's cumulative G.P.A.

Withdraw Policy: The Drop-And-Add Policy stated in the student handbook, will also apply to virtual classes.

Resources

HIGH SCHOOL COUNSELORS can direct you to a wealth of information, references, and resource material. They are also skilled in counseling for decision-making.

~~TEACHERS, MEDIA SPECIALISTS, AND COUNSELORS are valuable resources to assist in exploring career options.~~

OTHER PARENTS, FRIENDS, AND CO-WORKERS can share experiences and information on colleges and universities.

NAVIANCE is an Internet-based career development system. https://student.naviance.com/chelseahs career tools and services help you connect to the world in meaningful ways.

INFORMATIONAL PROGRAMS are held throughout the year at our high school, at local colleges, and at technical schools.

Post Secondary Planning: Michigan Career Pathfinder pathfinder.mitalent.org

~~WORLD WIDE WEB is available for all areas of career exploration. See your counselor and teachers for lists of current web sites.~~

Opportunities / Requirements

ACT and SAT are tests required for four-year college entrance. Most colleges in Michigan require the SAT and juniors are encouraged to take them in the spring. ~~The SAT is also the qualifying test for the Michigan competitive Scholarship Program.~~ The SAT is now included as part of the State required testing and is one of three dual enrollment-qualifying tests.

Advanced Placement, sponsored by the College Board, provides examinations in the spring of the year by students who sign up to test. If the student scores well enough on the exam, he or she may earn college credit.

Articulation Agreement with Washtenaw Community College is available including all career and technical courses. This means that upon successful completion of the classroom requirements/ competencies, college credit may be earned for the high school class. Contact your CTE consortium teacher for more information.

Cadet Teaching is a hands-on experience for a job related to a career in education, in order to explore opportunities in that field.

Career Assessment Opportunities are available through the counselors, media center, teachers, and teacher-consultants. Students learn their interests and abilities.

Community Service can provide important social and employability skills which are recognized by potential employers. ~~Students may receive high school credit for completion of pre-approved community service.~~

Dual Enrollment is a program where students can take college classes and receive both high school and/or college credit for qualifying upperclassmen. Chelsea High School may pay the tuition and fees for certain courses. See the principal for specific details.

Education Development Plan (EDP) – A Career in Progress – an EDP is a plan of action in which you record your career goal and an education path to achieve it. It begins in middle school and is updated annually in Naviance.

Job Shadowing is provided in cooperation with local businesses. Job shadowing is a short-term experience arranged through your counselor. It provides an opportunity to explore a career of the student's choice.

Junior Testing is required for graduation and includes the SAT and M-Step ~~3 components of the MME.~~

PSAT/NMSQT is a practice test for the SAT offered by the College Board in October of the junior year. It is also the qualifying test for the National Merit Scholarship Program. The PSAT is one of three dual enrollment-qualifying tests. See your counselor for more information.

~~Internship is an opportunity for students to pair with a professional in the community to work on a specified academic project.~~

~~School-to-Work Transition Program is a for-credit work experience opportunity.~~

Four-Year Plan

Department	Freshmen	Sophomores	Juniors	Seniors
English	English 9 (2 levels)	English 10 (2 levels)	English 11 or AP English Language and Composition	Two English Elective Courses or English 12 or AP English Literature and Composition
Mathematics	Four credits required. Content must include Algebra 1, Geometry, and Algebra 2. Students must take at least one mathematics class in grade 12. See math department section for detail on options.			
Science	Biology 1	Chemistry 1 Physical Science 1 and Chem 1 B	Physics ~~Chemistry 1B~~ Physical Science 2 and Physics A ~~or~~ ~~Chemistry 1B~~ ~~& Science Elective~~	Science Electives Including AP Physics AP Biology AP Chemistry AP Mechanics “C” AP Electricity & Magnetism, Biology 2 Environmental Science Forensic Science Physics Science in the Cinema
Social Studies	Civics (1 term)	World History OR AP World History	US History OR AP US History	Government & Economics OR AP Govt AND/OR AP Econ
Visual, Performing, Applied Arts	1 credit in any year			
World Language	Spanish or French 1 or World Languages & Cultures A/B	Spanish or French 2 or World Languages & Cultures A/B	Spanish or French 3 or World Languages & Cultures A/B	Spanish or French 4 or World Languages & Cultures A/B
PE/HEALTH	Freshman Fitness/Health and Wellness			

Required Class

ENGLISH REQUIREMENTS:

Four credits are required with the following stipulations:

- Grade 9 - English 9 (one of 2 levels)
- Grade 10 - English 10 (one of 2 levels)
- Grade 11 - English 11 or
  Advanced Placement English Language and Composition
- Grade 12 - One credit of elective English courses or
  English 12 or Advanced Placement English Literature and Composition

All students must complete an English 9 course, an English 10 course, and English 11 or Advanced Placement English Language Composition plus at least two terms their senior year. Courses will be selected with the guidance and approval of the English teachers.

Suggested Course Paths:
The following paths are suggested for planning a four-year program. English classes in the "Standard Courses" path prepare students for college and/or career reading, writing, and speaking. Classes in the "Honors Courses" path are intended for students with special interest and aptitude in English who wish to deepen their literary thinking. Please note that these are suggested paths and not rigid tracks.

Grade	Standard Courses	Honors/Accelerated Courses
9	English 9	Honors English 9
10	English 10	Honors English 10
11	English 11	AP Lang. and Comp.
12	English 12 or English Electives	AP Lit. and Comp.

Grade 9 (1 credit required) (Select One)
English 9 College/Career Prep.
Honors English 9 Honors

Grade 10 (1 credit required) (Select One)
English 10 College/Career Prep.
Honors English 10 Honors

Grade 11 (1 credit required) (Select One)
English 11 College/Career Prep.
AP English Language and Composition Advanced Placement

Grade 12 (1 credit required) (Select One)
English 12 College/Career Prep.
AP English Literature and Composition Advanced Placement
One credit (two classes) from English elective courses

English Course Descriptions:

The following description applies to all core English courses (English 9, English 10, English 11, English 12).

Reading, writing, speaking, and listening will be integrated throughout the year. Readings will be taken from a variety of sources and reflect a variety of forms: fiction and nonfiction, traditional and contemporary. Students will also learn and apply an assortment of reading, writing, and speaking strategies. In addition, students will develop their vocabularies and increase their facility with the conventions of Standard English usage.

GRADE 9 COURSES

- English 9 (2 Terms) Grade 9
  NCAA Approved
- Honors English 9 (2 Terms) Grade 9

NCAA Approved
Prerequisite: Recommendation from 8th grade English teacher which includes data gathered from test scores, final course grade and writing samples.

The following description is in addition to the general core description listed above.
Literature and writing experiences will be based on universal themes using a variety of genres. Students will explore literary elements such as narrative structure, characterization, and theme. Students will also improve their research skills.

Placement in the appropriate level is subject to the recommendation of the teaching staff. Honors English 9 is designed for students who demonstrated excellence in a required writing sample, reading test scores, and previous class grade.

GRADE 10 COURSES

- English 10 (2 Terms) - NCAA Approved Grade 10
- Honors English 10 (2 Terms) - NCAA Approved Grade 10

~~Prerequisite: Placement in Honors English 10 is based on multiple criteria including English 9 course grade and standardized testing data.~~

The following description is in addition to the general core description listed above.
Students will examine ideas from multiple perspectives in order to deepen their understanding of literary techniques and to stimulate the development of their own writing and speaking. In addition to honing their writing skills, students will develop expertise in the fundamentals of public speaking.

In addition to the standard curriculum, students in Honors English 10 will be expected to read more challenging material, use more sophisticated writing and speaking strategies, and work at a faster pace.

GRADE 11 COURSES

- English 11 (2 Terms) NCAA Approved Grade 11

The following description is in addition to the general core description listed above:

Students will develop reading, writing, speaking, and listening skills across a variety of texts, topics, and genres. Students will connect these skills to real-world questions and contexts while also supporting the exploration and development of individual voice and perspective. Building on the foundation laid by previous CHS English classes, English 11 will work to deepen students' appreciation and understanding of how authors use their tools and voices to craft literature and how individuals, in turn, can use their voices for power or persuasion.

Advanced Placement Language and Composition (3 Terms) Grade 11
NCAA Approved

Advanced Placement English Language and Composition is a rigorous, college level course designed for college-bound juniors with exceptionally strong English skills. One of its main purposes is to prepare students to take the AP English Language and Composition test in May of their junior year. Therefore, it is expected that most students in the course will take the AP Language examination. Course work will involve college-level reading and discussion of nonfiction selections, rhetorical analysis, advanced practice with synthesis and argumentative writing, and development of knowledge and skills related to mechanics, usage, grammar, and vocabulary. A student may not take both AP English Language and Composition and English 11.

GRADE 12 COURSES
Students in grade 12 are required to take at least two terms of English their senior year from the following choices (including "Elective Courses"):

· English 12 (2 Terms) NCAA Approved Grade 12

This course is designed to improve students' skills in critical reading, writing, and thinking related to college and/or career readiness. Students will be expected to read a wide range of assigned works and write in various genres in preparation for life after high school. Students will also work to develop and practice durable skills for use in interpersonal communication.

· Advanced Placement Literature and Composition (3 Terms) Grade 12
NCAA Approved

Advanced Placement Literature is a rigorous, college level course designed for college-bound seniors with exceptionally strong English skills. Its main purpose is to prepare students to take the Advanced Placement Literature test in May of their senior year. Therefore, it is expected that students in the course will take an English AP examination. Course work will involve college-level literary and stylistic analysis, advanced writing practice, and vocabulary development. A student may not take both English 12 and AP English. This three-term class is a collegiate-level course that covers contemporary and mature themes. A full reading list for the course is available upon request.

ELECTIVE COURSES

Elective courses may be taken concurrently with other English courses in the grades indicated. Elective courses may also be used for the needed 1 credit of English in grade 12.

· Acting (1 Term) Grades 9-12
~~(Offered in even numbered years)~~

In Acting, students will learn the fundamentals of stage acting. Students will study improvisation, vocal and physical techniques, and will build the skills needed for character and script analysis. Students will perform short scenes and monologues, duets and multiple-person pieces. Students may take this course more than once, but only one-half credit may be used toward the four-year English requirement.

· ~~Songs as Poetry (1 Term) Grades 9-12~~
~~(Offered in odd numbered years)~~

~~Songs as Poetry gives students an opportunity to explore the connections between poetry and songs written over the last fifty years. Poetic elements such as imagery, figurative language, rhythm patterns and sound devices will be traced through a variety of lyrical music examples from the twentieth and twenty-first centuries.~~

· Literature, Film, and the Media (1 Term) Grades 10-12
~~(Offered in even numbered years)~~

This course involves critical analyses of the similarities and differences between how a story or idea is presented in writing versus how it is presented in film or other forms of media. Students will read several texts as the bases for these analyses. Ultimately, the student will work toward achieving "media literacy" – the ability to "read" media just as one would read a text. The student must be able to read and analyze a text for major themes and/or ideas, and then be able to apply this knowledge critically as a means of understanding the choices of a director or creator.

· Contemporary Literature (1 Term) NCAA Approved Grades 9-12

Contemporary literature is a one-trimester course that uses popular books to help students improve their reading and writing skills. Students strengthen their reading skills by reading books of their own choice. Class time is used to explore multiple ways to find books of interest and to read them individually, with a partner, and in small groups. Students also spend time reading, discussing their reading, and working on writing, multi-media and presentation skills to share what they've read. Students may take this course more than once, but only one-half credit can be used toward the four-year English requirement.

· ~~Passion Project (1 Term) - (Offered odd years) Grades 9-12~~

~~Passion Projects is a course designed to allow students the space to learn, create, or explore areas of interest that they may not be able to in the traditional classroom. Students will customize their own plan for how they will tackle their project, set mini-goals to accomplish them, and determine their own schedule to meet that goal. They will create an end of term project to showcase their process and what they've accomplished.~~

· ~~Writing for Change (1 Term) (Offered odd years) Grades 9-12~~

~~This course focuses on diverse authors and perspectives that have shaken our world. Over the course of a trimester, students will dive deeply into texts written by authors who have been marginalized because of their social class, gender identity, racial and/or ethnic background, and sexual orientation. Students will read these texts with the goal of understanding techniques writers use to describe, critique, and change the world in which they live and the goal of practicing these techniques in their own writing.~~

· Journalism (1 to 3 Terms) NCAA Approved Grades 9-12
Prerequisite: Application, including writing sample.

Your school, your voice! This course is all about observing and reporting, interacting and critiquing--using our voices to represent the student body of Chelsea High and becoming an agent of change who makes YOUR school a better place through reporting on and chronicling the year. Learn how to write in the journalistic style, take amazing photographs, practice marketing and advertising strategies, design with purpose in mind, and contribute to The Bleu Print and The Barker. This is a great opportunity to have fun, build your college resume, and make a difference. Students interested in writing for the school newspaper or yearbook are encouraged to sign up for multiple trimesters. Students may take this course more than once, but only one-half credit can be used toward the four-year English requirement. Students may select this class for one to three terms.

- Advanced Journalism (1 Term) Grade 12

Prerequisite: Students must apply and be selected for editor roles during the previous school year.

Advanced Journalism is designed for students serving in editor-level positions on the school's newspaper or yearbook staff. This course runs concurrently with Journalism but provides a separate, rigorous curriculum focused on leadership, editorial management, and advanced media production. Editors oversee publication processes, lead staff training, manage deadlines, and make
editorial decisions that shape the voice and quality of student media. Coursework emphasizes advanced writing, design, photography, responsible reporting, and the collaborative production of professional publications for both print and digital platforms.

· Creative Writing (1 Term) NCAA Approved Grades 10-12
~~(Offered in even numbered years)~~

Creative Writing is designed for students who demonstrate strong writing skills and a desire to express themselves creatively through a variety of genres. Students will participate in a workshop environment which includes writing daily in class, sharing their creative work with classmates, offering constructive criticism, revising drafts, and working toward polished finished products. Students are encouraged to submit their work for publication. The class will culminate in a final project.

Waiver of Prerequisite Policy:
Any student who does not meet a required prerequisite for a desired English course may appeal, in writing, to the English Department Chair for special consideration. The appeal process may require any or all of the following: submission of grade transcript and/or writing sample, personal interview, administration of a standardized reading test, and/or writing to a literature-based prompt. A committee of English teachers will consider the appeal and make a final decision.

MATHEMATICS

REQUIREMENTS:
Students are required to complete four credits of math. Students must:
a) Complete courses that include content in Algebra 1, Geometry and Algebra 2. b) Take a minimum of one math class in their senior year.
Additional Notes regarding Mathematics Requirements:
· 8th Grade completion of Algebra 1 at Beach Middle School will be counted as 1 credit of the four credit math requirements and will appear on the high school transcript. This credit will not count towards the total credits required for Chelsea High School graduation and the grade received in this class does not count toward the high school grade point average. All students, including those who completed Algebra in middle school, must take a math class in the 12th grade.
· If a student takes a mathematics course through dual enrollment at a college in 12th grade, it will count towards satisfying the requirement for mathematics in the senior year.
· The Math Department recommends that all students have a graphing calculator. Further suggestions may be included in course descriptions. Some calculators are available for student use.

Suggested Course Paths:
While many students will deviate from one path to another as they progress through the four years of high school, this chart represents the recommended math sequences, depending upon student ability in mathematics.

Grade	BASIC Teacher rec only	STANDARD	Accelerated & Honors
9	Algebra 1 (A/B/C)	Algebra 1	Geometry or Honors Geometry
10	Geometry	Geometry	Algebra 2 or Honors Alg 2
11	Alg 2 A & Math Elective	Algebra 2 A & B	Pre-Calculus or Honors Pre-Calc
12	Math Electives	Pre-Calculus or Math Electives (Teacher Recommendation)	AP Calculus or AP Statistics

GRADE 9 COURSES

· Algebra 1 (2 Terms) - NCAA Approved Grade 9

Algebra 1 is the first course of the mathematics sequence for the college-bound student. Reading and problem solving are emphasized throughout. Students learn to describe the world around them with algebraic expressions, equations, graphs, and statistics.

· Algebra 1 A/B/C (3 Terms) Grade 9
Prerequisite: Recommendation of teacher

Algebra 1 is the first course of the mathematics sequence taught over three terms. Reading and problem solving are emphasized throughout. Students learn to describe the world around them with algebraic expressions, equations, graphs, and statistics.

· Geometry (2 Terms) - NCAA Approved Grades 9-10
Prerequisite: Algebra 1, Graphing calculator

The course is developed through a practical approach with an emphasis on student discussion and communication. It is a study of the properties of various plane and solid geometric figures. Time is also devoted to developing logical arguments statements and introducing the trigonometric trigonometry, functions, vectors, and transformations and discrete math.

· Honors Geometry (2 Terms) - NCAA Approved Grade 9
Prerequisite: 8th Grade Algebra 1and Teacher Recommendation
Recommendation: Graphing calculator

The content of this course includes all of the topics in Geometry. However, there are some additional topics covered and some of the topics are covered in greater depth with more emphasis on critical thinking.

GRADE 10 COURSES

· Geometry (2 Terms) - NCAA Approved Grades 9-10
Prerequisite: Algebra 1: Graphing calculator

The course is developed through a practical approach with an emphasis on student discussion and communication. It is a study of the properties of various plane and solid geometric figures. Time is also devoted to developing logical arguments and introducing trigonometry, transformations and discrete math.

· Honors Algebra 2 (2 Terms) - NCAA Approved Grade 10
Prerequisite: Honors Geometry and teacher recommendation
Recommendation: Graphing calculator

This class is open to students in the accelerated math sequence. It covers all the material in Algebra 2 and the additional topics of conic sections, sequences and series, and probability and statistics.

· Algebra 2 (2 Terms) - NCAA Approved ? Grades 10-12
Prerequisite: Honors Geometry or Geometry
Recommendation: Graphing calculator

GRADES 11-12 COURSES

· Pre-Calculus (2 Terms) - NCAA Approved Grades 11-12
Prerequisite: B- or better in Algebra 2 or Honors Algebra 2 or Teacher Recommendation

This course integrates the major ideas of mathematics needed for calculus. Mathematical analysis, including specific attention to functions and trigonometry, and comparing structures is a unifying theme. The algebra and geometry studied in previous years are applied throughout in the solution of equations and inequalities, and in graphing. This course prepares students for first level calculus at CHS (AP Calculus AB) or in college.

· Honors Pre-Calculus (2 Terms) - NCAA Approved Grades 11-12
Prerequisite: Algebra 2 or Honors Algebra 2
Recommendation: Graphing calculator

This class is open to students in the honors math sequence. It covers all the material in Pre-Calculus at an accelerated pace and deeper level of application. (See Pre-Calculus course description)

- Introduction to Calculus (1 Term) – NCAA Approved Grade 11-12

Prerequisite: Pre-Calculus
Recommendation: Graphing calculator

The goal of this one term calculus class is to provide students the opportunity to experience an introduction to the foundations of differential calculus while still in high school. The course covers the traditional topics of differential calculus including limits, basic differentiation rules, the chain rule, implicit differentiation, related rates, optimization, and the connections between position, velocity, and acceleration.

· Advanced Placement Calculus (3 Terms) - NCAA Approved Grade 12
Prerequisite: Pre-Calculus
Recommendation: Graphing calculator

This is a rigorous, college level course. The goal of the advanced placement program is to earn college credit by taking an AP exam in May. Thus, students signing up for Advanced Placement Calculus should be committed to working hard and preparing themselves to take the Advanced Placement Calculus exam. This course would provide students the opportunity to experience the rigor of a college-level course while still in high school. The course covers the traditional topics of integral and differential calculus.

· Advanced Placement Statistics (3 Terms) - NCAA Approved Grades 11-12
Prerequisite: Honors Algebra 2 or Pre-Calculus or teacher recommendation
Recommendation: Graphing calculator

This is a rigorous, college level course. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. The major focus of the course is to prepare students to take the AP Statistics examination in May. Depending upon the college that a student attends, passing this AP test may earn student college credit for the equivalent of a one- term introductory college statistics course. This course may be taken as a second math course in the junior or senior year by students who will take AP Calculus as seniors. It is also recommended for seniors with strong math backgrounds who intend to pursue fields of study in college for which calculus may not be required.

MATH ELECTIVES

- Introduction to Statistics (1 Term) - NCAA Approved Grade 11-12

Prerequisite: Algebra 2

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Probability (Games of Chance) will also be covered in this class. This class is encouraged to be taken by seniors who need another course of math and have passed Algebra 2, and juniors who have passed Algebra 2 may also take this class.

- Medical Math Grades 9-12

Prerequisite: Algebra 1
Medical Math is an applied course for high school students preparing for careers in healthcare. This course expands on abstract formulas with real world clinical case studies, teaching students the essential math required to ensure patient safety, track physical performance, and design nutritional plans.

- Project Geometry (1 term) Grade 11-12

Prerequisite: Algebra 1 & Geometry

Project geometry is a one trimester, project-based course in which students will explore topics beyond the scope of the regular Geometry course. This class will further their understanding of geometry and its many real-world applications (architecture, art & culture, design, etc.). Field experts will be invited to share their knowledge, and hands-on activities and excursions will complement the course experience.

Please note: The following courses have been approved as Senior year math credit, if taken in the Senior year ONLY:

Science: All courses and levels of Physics

Technology: CAD 1
Business: Personal Finance, Business Foundations B, Accounting A & B
Computer Sciences: Intro to Coding and Game Design & Python Fundamentals and AP Computer Science
Consortium: ~~All~~ Approved-CTE courses

SCIENCE

REQUIREMENTS:

Students are required to complete three credits of science. The recommended science path for all college bound students is:

- Complete Biology 1 (grade 9)
- Complete Chemistry (grade 10)
- Complete Physics (Physics or AP Physics 1) (grade 11)

Note: Colleges strongly encourage four credits of science.

For other students who may need extra time building math and reading skills, the path will be:

- Complete Biology 1 (grade 9)
- Complete Physical Science 1 and Chemistry 1 B (grade 10)
- Complete Physical Science 2 ~~Chemistry 1B~~ and Physics A ~~or Chemistry 1B and a Science Elective (grade 11)~~

OPTIONAL SCIENCE PATHS

Grade	Basic	Standard	Honors/Accelerated
9	Biology 1	Biology 1	Biology 1
10	Physical Science 1 ~~& 2 (1 term each)~~ and Chemistry B	Chemistry	Chemistry
11	~~Chemistry B~~ Physical Science 2 & Physics A (1 term each) ~~or Chemistry 1B (1 term) and Science Elective (1 term)~~	Physics (2 terms)	AP Physics 1
12	Science electives	Science electives	Science Electives

Additional Notes on Science:

- Students must attempt to take all science courses in the first three years.
- Colleges strongly encourage four credits of science.
- ~~Completing one credit in a Career Technical Education (CTE) that includes science content and meets state requirements to be classified as a science credit, may be substituted for one-half (0.5) credit of science.~~

-Approved CTE courses may be used for third year science courses with counselor approval.

- Students may take more than one science course per term (schedule permitting)

GRADE 9 COURSES

· Biology 1 (2 Terms) - NCAA Approved Grade 9

This class provides a survey of the biological sciences. Biology 1 provides students a chance to not only study living things, but also to observe them through various lab experiences. Topics studied include ecosystems, cells, genetics, evolution, adaptation, speciation, classification with a survey of the kingdoms, and human body systems. All content contained in state course/credit guidelines for biology courses, plus additional biological topics, will be included in this course. Class requires daily homework, quizzes, unit tests, laboratory activities and reports, and a notebook consisting of class work.

GRADE 10 COURSES

· Chemistry (2 Terms) - NCAA Approved Grade 10
Prerequisite: Biology and Algebra

Chemistry is the study of the structure and the composition of matter and its interaction with the environment. Topics covered include: structure and properties of matter, chemical reactions and earth and space science concepts. Class activities to support these concepts involve: individual and group work, demonstrations, and lab experiments. The class requires homework, lab reports, quizzes, organization with a notebook, and chapter tests.

· Physical Science (2 Terms) NCAA Approved Grade 10-11
Prerequisite: Biology
Additional Prerequisite: Students must be approved for this course by the recommendation of an interdisciplinary team of teachers with Biology teachers.

This course focuses on the fundamental concepts of physical science. This course is designed to provide students with the critical thinking skills that are needed to apply concepts of physical science including: structure and properties of matter, chemical reactions, forces and interactions, electricity and magnetism. Students who have difficulty in reading comprehension and/or mathematics are best suited for this course. Class requires homework, quizzes, tests, laboratory reports, and a notebook of class work.

GRADE 11 COURSES

· Physics – (2 Terms) - NCAA Approved Grades 11-12
Required: Chemistry and Algebra

Physics is an introductory-level physics course. This course requires less mathematics than either of the AP Physics courses. In Physics, students will study motion, energy, static electricity, magnetism, light, and some Earth Science topics. Lab work, demonstrations, activities, and homework are done to support these topics.

· AP Physics 1 (2 Terms) - NCAA Approved Grades 11-12
Prerequisite: Chemistry 1 and Algebra 2 (or concurrent)

AP Physics 1: This is a rigorous, college level course that is Algebra-Based and equivalent to a

first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, power, and oscillations. It will also introduce fluid mechanics.

~~NOTE: Students who took Physical Science sophomore year must take Chemistry 1B and either a Science Elective or Physics A during junior year to meet the 11th grade science requirement.~~

ELECTIVE COURSES
Enrollment in elective courses occurs after the completion of path requirements or concurrent with the final course in a path requirement.

- Science in Cinema (1 Term) Grade 10-12

Prerequisites: Successful completion of Biology A, Biology B, and either Chemistry A or Physical Science A
Science in Cinema explores how science is portrayed in media and how accurately (or inaccurately) filmmakers represent scientific ideas, discoveries, and real-world implications. Through viewing and analyzing a variety of films, students will critically evaluate the scientific concepts presented and their impact on public understanding of science. Students will learn to think critically about what they see in movies, understand key scientific principles through various in-class learning experiences, and express their opinions clearly in writing and discussion.

- Biology 2 Anatomy (1 Term) – NCAA Approved Grades 10-12

Prerequisite: Biology 1 (may be taken independently, in any order)

~~Provides college-bound students a more detailed investigation in the areas of anatomy and physiology. This is a course for the self-motivated student; mostly laboratory work is involved. Areas studied are: anatomy and physiology using the fetal pig; additional lab investigations will be conducted to improve student understanding of body systems and homeostasis. Class requires lab reports, tests, quizzes, lab practicals, and projects.~~

Provides college-bound students a more detailed investigation of anatomy. This is a course for the self-motivated student; mostly laboratory work is involved. Areas studied are: eternal anatomy, the skeletal, muscular, digestive, respiratory, circulatory and urogenital systems using the fetal pig as a model organism. Additional lab investigations will be conducted to improve student understanding of body systems and homeostasis. Class requires lab reports, tests, quizzes, lab practicals, and projects.

- Biology 2 Genetics (1 Term) – NCAA Approved Grades 10-12

Prerequisite: Biology 1 (may be taken independently, in any order)

Provides college-bound students more insight on the topic of genetics. Lab work includes the use of Drosophila as a model genetic organism. This is a course for the self-motivated student; mostly laboratory work is involved. Students collect, analyze and communicate data, including statistical analysis. Class requires lab reports, tests, quizzes, lab practicals, and projects.

- Environmental Science (1 Term) - NCAA Approved Grades 10-12

Prerequisite: Biology 1

This elective course explores how humans interact with the environment through topics such as land and water use, energy and atmospheric issues, and human-wildlife relationships. Students engage in (but is not limited to) the following: homework, labs, projects, tests, and quizzes and community-based research to investigate and propose solutions to environmental challenges, including one unique to our local community. Designed as a three-year rotating curriculum, this course can be taken up to three times throughout high school, with new themes and projects introduced each year.

- Forensic Science (1 Term) - NCAA Approved Grades 11-12

Prerequisite: Biology 1 AND Chemistry or Physical Science

This course will introduce students to the application of science to the law. This class will blend areas of science with an emphasis on chemistry to the processing of crime scenes. Major topics of study will include; physical properties of evidence, fingerprint analysis, hair, fibers, toxicology, forensic serology, and document examination. Class activities, quizzes and tests, lab work, and individual assignments support this class.

- Advanced Placement Biology (3 Terms) - NCAA Approved Grades 11-12

Prerequisite: Biology 1
Offered in odd numbered years

This is a rigorous, college level course. The main objective of this course is to provide students with a first year college-level experience in biological science. Four major themes are integrated into this course: 1)The process of evolution drives the diversity. 2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. 3) Living systems store, retrieve, transmit and respond to information essential to life processes. 4) Biological systems interact and these systems and their interactions possess complex properties. The four “big ideas” will be integrated into ten units of study covered through the school year. A series of laboratory experiences are integrated into the course to reinforce the four big ideas.

- Advanced Placement Chemistry (3 Terms) Grades 11-12

NCAA Approved
Prerequisite: Chemistry 1, Algebra 2 and permission of instructor
Offered in even numbered years

AP Chemistry is a rigorous, college level course that builds students' understanding of the nature and reactivity of matter. After studying the structure of atoms, molecules, and ions, students move on to solve quantitative chemical problems and explore how molecular structure relates to chemical and physical properties. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP Exam in May.

- Advanced Placement Electricity and Magnetism "C" (2 Terms) Grade 12

NCAA Approved
Prerequisite: AP Physics 1 or Physics

The goal of this AP class is to earn college credit by taking the AP Physics "C" Electricity and Magnetism exam in May. Integral calculus will be emphasized throughout the course.

- Advanced Placement Mechanics "C" (2 Terms) Grade 12

NCAA Approved
Prerequisite: AP Physics 1 or Physics

The goal of this advanced placement program is to earn college credit by taking the AP Physics “C” Mechanics exam in May. Some introductory calculus will be taught and problem-solving strategies using calculus will be emphasized.

SOCIAL STUDIES

REQUIRED COURSE PATH:

Grade	Standard Course	Honors/Accelerated
9	Civics (1 Term)	N/A
10	World History(2 Terms)	AP World History
11	U.S. History (2 Terms)	AP U.S. History
12	Government (1 Term) Economics (1 Term)	AP Government AP Economics

GRADE 9 COURSES

- Civics (1 Term) - NCAA Approved Grade 9

This course provides students with the foundations, structures, and functions of US government and economics. The course will explore foundational documents and the framework that they provide for our government. Students will learn the basic principles of the American economy and the role the government plays in that system.

GRADE 10 COURSES

- World History (2 Terms) - NCAA Approved Grade 10
  AP World History may be taken in place of this course

World History explores the development of regional and global identities. This course offers a balanced view of world religions, the growth of empires, global convergence, revolutions, and globalization by examining human societies in Africa, Asia, Europe, the Americas, and Oceania. In World History there will be an emphasis on communication, inquiry based learning, analysis, and civic action.

- Advanced Placement World History: Modern (3 terms) – NCAA Approved Grade 10

May be taken in place of World History
Prerequisite: Civics

This is a rigorous, college level course. In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 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 connections, and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six overarching themes that students explore throughout the year in order to make connections among historical developments in different times and places, including humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

GRADE 11 COURSES

- US History (2 Terms) - NCAA Approved Grade 11

AP U.S. History may be taken in place of this course

In this course, we will explore major moments in modern American history, from the Progressive Era through to the 21st century. Key topics include social and economic reforms, the impact of the world wars, the Great Depression, and the Civil Rights Movement. We'll also examine America's role in the Cold War, technological advances, and changes in society after 9/11. Through primary sources, discussions, and projects, students will develop skills to analyze how the U.S. has evolved over time and what it means for the future.

- Advanced Placement U.S. History (3 Terms) - NCAA Approved Grade 11

May be taken in place of U.S. History
Prerequisite: Civics and World History or AP World History

This is a rigorous, college level course. This course is a survey of the history of the United States from the Columbian period to present. It provides students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History and prepare students to take the Advanced Placement U.S. History exam in May. Students will use primary and secondary source documents, class discussions, activities, essays, homework, projects, and tests to strengthen their ability to assess historical questions. This course is academically challenging; students will be assigned nightly reading assignments from college-level texts.

GRADE 12 COURSES

- Economics (1 Term) - NCAA Approved Grade 12

AP Economics may be taken in place of this course

~~Students will study the workings of the United States economy, learn about the role of consumers and producers, and study the forces of supply and demand. This course covers the American free market system, the global economy, and the role the government plays in both. This course will also focus on personal finance topics including earning income, budgeting, investing, insurance, credit, and taxes.~~

Students will study the workings of the United States economy, learn about the role of consumers and producers, and study the forces of supply and demand. Students will study the American free market system, the global economy, and the role the government plays in both. The second half of this course covers the state personal finance requirements including earning income, buying goods/services, budgeting/saving, investing, insurance, credit, and taxes.

- Advanced Placement Economics (3 Terms) - NCAA Approved Grades 11-12
May be taken in place of Economics

AP Economics is a full-year rigorous, college level course that will teach both AP Microeconomics and AP Macroeconomics. Students will have introduction to Economics and AP Microeconomics in the first term and AP Macroeconomics will begin in the second term. The third term will involve the completion of Macroeconomics, review for both AP exams, and personal finance instruction.

- United States Government (1 Term) - NCAA Approved Grade 12
AP Government may be taken in place of this course.

This course will go into depth about the structures and functions of the US government at the national, state, and local levels. It will also investigate the processes of voting and elections, the duties and responsibilities of US citizens, and the roles political parties and interest groups play in the electoral system. This course will explore questions about civic life, politics, and the principles of American constitutional democracy. It will also explore the role the United States plays in world affairs.

- Advanced Placement U.S. and Comparative Government and Politics (3 Terms) - NCAA Approved May be taken in place of United States Government
Grade 11-12

The focus of this year long rigorous, college level course is the combination of two distinct curriculums - AP US Government and Politics and Comparative Government and Politics. During this course, students will study the structure and functions of the United States government. Then, students will learn about the structure and functions of six foreign nations. Students will stay informed about current events and investigate public policies and issues in all seven countries. This course is also designed to prepare students to take both the AP United States Government and Politics exam and the AP Comparative Government and Politics tests.

ELECTIVE COURSES

- Sociology (1 Term) - NCAA Approved Grades 11-12

Sociology is the study of the structure and functions of human behaviors. The social aspects of mankind, his behavior, personality, institutions, and contemporary life are covered. Units of study include: Introduction to sociology, society and culture, racism, social class (with an emphasis on poverty in America), gender roles, deviant behavior, and crime and punishment. Students will also have the opportunity to explore topics that are of personal interest and share findings.

- Psychology (1 Term) - NCAA Approved Grades 11-12

The objective of this course is to acquaint the student with the basic ideas, concepts, and methods of psychology. Why do we think, feel, and behave the way we do? Are we who we are due to our environment or our genetics? What is the experimental methodology used in this field to answer these questions? Students will also have the opportunity to explore topics that are of personal interest and share findings.

- ~~Historical Roots of 21st Century Issues (1 Term) NCAA Approved Grades 10-12~~

~~The focus of this course is to explore and discuss current world issues and their historical beginnings. Units of study may include: Human Rights, Responding to Terrorism, The Middle East: Questions for US Policy, Dilemmas of Foreign Aid, and China on the World Stage, Confronting Genocide, Nuclear Proliferation, the US Role in the World, Climate Change, Questions of Justice, and Immigration.~~

- Turning Points in History (1 Term) Grades 9-12

Students will learn about various turning points in history that shaped and influenced future events. Examples include the Tet Offensive, the 1964 appearance of the Beatles on the Ed Sullivan show, the Iran-hostage crisis, the MLK assassination, and 9/11.

- Women in History – (1 Term) NCAA Approved Grades 9-12

Women's history is American history, but women rarely appear in the narrative outside of family life and their traditional roles. This course will study the roles women have played in all phases of American history from their activism in establishing our government to their fight for rights in the modern era. The focus will be placed on their methods, tactics and the fight for their rightful place in history. This historical content will be used to compare, and make sense of, the role of women in society today.

- Practical Law (1 Term) Grades 9- ~~10-~~12

This course places the study of law in relation to ethics and other kinds of law. The course emphasizes the legal systems, criminal law and juvenile justice, torts, consumer and housing law, and individual rights and liberties. This class is suggested for those who plan to take a law, business, or criminal justice curriculum in college and for those who wish to develop a greater awareness of the law.

- Human Geography (1 Term) Grade 9-12

Human Geography introduces students to the study of how humans interact with, organize, and impact the world around them. This course explores key questions about population, culture, politics, economics, and the environment — helping students understand the spatial patterns and processes that shape our global society.

WORLD LANGUAGES

Students planning to attend competitive four-year university are advised to take four years of a world language other than English at the high school level. All Students are encouraged to take two years of a world language.

World language instruction at CHS is based upon the National Standards for World Language Learning. This framework guides the teaching which helps students develop the following competencies: communicate in languages other than English, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, gain insight into the nature of language and culture by making comparisons, and, participate in multilingual communities at home and around the world.

The methodology used for world language instruction is called Total Proficiency through Reading and Storytelling (TPRS). This is a highly communicative methodology that promotes fluency and lasting communication skills. Based on TPR (one of the best known methods for long-term retention of vocabulary) and The Natural Approach, TPRS embodies sound pedagogical principles and proven elements of successful language acquisition. An appropriate text will support this instructional methodology at each level.

- World Languages & Cultures A/B (2 Terms) Grades 9-12

This trimester course offers insights into understanding different cultures throughout the world. The student develops an awareness and appreciation of the different perspectives of people from other countries. Students will explore the language, geography, history, music, dance, art, and cuisines of these areas. The student develops an understanding of how language embodies these differences and what creates culture by connecting the target culture to their own cultures. Students will participate in project-based learning, partner work, conversation, and presentations. This course can be applied toward the World Language graduation requirement. Students may choose to take one or two trimesters.

· French 1 (2 Terms) - NCAA Approved Grades 9-12

Emphasis in this course is on communication through listening and speaking. Students acquire a basic vocabulary, are able to talk about everyday life, and narrate stories in French. By the end of the course, students will have read a short novel and will have developed basic speaking, listening, reading and writing skills. Students are introduced to the French-speaking world, its people, and its everyday culture.

· French 2 (2 Terms) - NCAA Approved Grades 10-12
Prerequisite: Completion of French 1 with a grade of "C+" or better

The second-level student builds upon basic skills learned in the first-level class. Communication through listening and speaking continues to be emphasized. Reading and writing skills continue to develop. By the end of the course, students will be able to interact successfully in French. They will attain a deeper understanding of French customs and traditions.

· French 3 (2 Terms) - NCAA Approved Grades 11-12

Prerequisite: Completion of French 2 with a grade of "B-" or better.

The third-level class is conducted in French. Students will thoroughly study grammar, particularly verb tenses, and their applications. The focus of the course is to work toward fluent oral communication with continued development of reading and writing skills. Students are made aware of the major cultural contributions of the French world.

· French 4 (2 Terms) - NCAA Approved Grade 12

Prerequisite: Completion of French 3 with a grade of "B-" or better.

This course is conducted entirely in the target language. Students will begin a transition to the more rigorous AP curriculum with a focus on increased accuracy in all areas of language acquisition, increased awareness of culture and traditions as well as familiarity with works of literature and art.

· Spanish 1 (2 Terms) - NCAA Approved Grades 9-12

Emphasis in this course is on communication through listening and speaking. Students acquire a basic vocabulary, are able to talk about everyday life and narrate stories in Spanish. By the end of the course, students will have read a short novel, and will have developed basic speaking, listening, reading and writing skills. Students are introduced to the Spanish-speaking world, its people, and its everyday culture.

· Spanish 2 (2 Terms) - NCAA Approved Grades 10-12

Prerequisite: Completion of Spanish 1 with a grade of "C+" or better

The second-level student builds upon basic skills learned in the first-level class. Communication through listening and speaking continues to be emphasized. Reading and writing skills continue to develop. By the end of the course, students will be able to interact successfully in Spanish. They will attain a deeper understanding of Hispanic customs and traditions.

· Spanish 3 (2 Terms) - NCAA Approved Grades 11-12

Prerequisite: Completion of Spanish 2 with a grade of "B-" or better.

The third-level class is conducted in Spanish. Students will begin formal grammar study, particularly verb tenses, and their applications. The focus of the course is to work toward fluent oral communication with further development of reading and writing skills. Students study Hispanic culture in greater detail.

· Spanish 4 (2 Terms) - NCAA Approved Grade 12

Prerequisite: Completion of Spanish 3 with a grade of "B-" or better.

This course is conducted entirely in the target language. Students will begin a transition to the more rigorous AP curriculum with a focus on increased accuracy in all areas of language acquisition, increased awareness of culture and traditions as well as familiarity with works of literature and art.

· AP Spanish Language (3 Terms) - NCAA Approved Grades 11-12

Prerequisite: Completion of Spanish 4 with a grade of "B-" or better or permission of the instructor.

This rigorous, college level course develops students' proficiency in all four language skills; listening, speaking, reading, and writing. Objectives for students include: a) the ability to comprehend formal and informal spoken Spanish; b) the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in Spanish; c) the ability to compose expository passages; and d) the ability to express ideas orally with accuracy and fluency. AP Spanish Language prepares students for the College Board AP Spanish Language exam administered in May, with a pre-exam to start the year in September to best help note progress and improvement by the end of the course.

In September 2020 Public Act 158 of 2020 was signed into law which amended the Revised School Code to eliminate dates during which high school students may fulfill one of the two foreign language credits required for a diploma by completing a Department-approved formal career and technical education (CTE) program or by completing an additional visual or performing arts credit. This flexibility was scheduled to be phased out for students graduating after 2024; however, PA 158 makes it permanent.

It is important to meet with your counselor if you are thinking about attending a 4 year university after high school because this may impact your acceptance. Certain colleges, for example Michigan State University, require a minimum of two years of a foreign language for admission.

FAMILY & CONSUMER SCIENCE

· Foods and Nutrition 1 (1 Term) Grades 9-12

In this first course, students learn basic skills in food preparation. This class has been developed to introduce students to the basic foundations of food preparation and nutritional concerns. They will learn about buying, preparing, and storing foods such as proteins, fruits, vegetables, grains, and dairy products, along with the nutritional value of those foods. Students will learn and apply principles for sanitation and food safety as well as kitchen safety, while working within a food preparation environment. Students will explore their interest by preparing food products. Emphasis is placed on teamwork skills when working in a kitchen. Written assignments as well as food preparation are part of the overall experience.

· Foods and Nutrition 2 (1 Term) Grades 9-12
Prerequisite: "C-" or better in Foods and Nutrition 1

This course is designed for students interested in preparing and serving meals with eye and taste appeal. The course has been developed to introduce students to the principles of baking through the preparation of cakes and cookies, pies and pastries. It will also include the aesthetics of meal preparation, meal planning, budgeting for food, and meal appeal. Food lab experiences will food combinations such as soups and salads, sandwiches and pizza, casseroles and side dishes.

· Foods and Nutrition 3 (1 Term) Grades 10-12
Prerequisite: "C-" or better in Foods and Nutrition 1

Do you enjoy learning about foreign foods? If so, Foods and Nutrition 3 is the class for you. We will explore and prepare foods from around the globe as well as regional American foods. This course will also give you the opportunity to experience planning foods for entertainment purposes as we delve into party planning, formal vs. informal settings, and cooking with a theme. Finally, in Foods and Nutrition 3 we will research food related health problems and learn how to adjust diets for those issues, such as diabetes, high blood pressure, and eating disorders. Food labs are a major component of this class.

· Child Development (1 Term) Grades 10-12
This course provides students with exposure to the basic skills and attitudes to become responsible care- givers. These include basic understanding of social, emotional, physical and intellectual development of children from birth through age six. Students will observe children at various ages and design age- appropriate activities for them. Students also analyze the needs and responsibilities involved in being a parent. Time is given to the exploration of careers in the field of teaching, pediatrics, pediatric physician's assistant, preschool teachers, day care, nursing and social work.

· Personal Management (1 Term) Grades 10-12

The emphasis of this course is placed on the individual and his/her relationship with others. It is designed to help students sort out the confusion and conflict in their lives, to explore and prioritize what they value, develop a sense of belonging, and learn skills to help them set and achieve

goals. Time management, managing resources and first impressions are topics covered within the class. Activities and discussions within the class setting help the student develop self-awareness and a positive self-concept, assess his/her personality, practice decision-making skills and learn ways to manage stress.

· Family Living (1 Term) Grades 10- 12

Family Living prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Students will explore friendships, dating, marriage, job/business relationships and their impact on the family as well as develop communication skills and conflict resolution techniques. We will also delve into cultural diversity, gender differences, and coping techniques for many of life's challenges. Join in playing the dating game, planning a wedding, budgeting for families, planning a family vacation and a great many class discussions.

- Introduction to Sewing (1 Term) Grades 10- 12

Are you interested in learning to sew? If so, this class is for you. This class will focus on the basics of sewing: learning how to thread and use a sewing machine, sewing tools and their function, textile characteristics, basic hand sewing techniques, pattern usage, and clothing construction techniques. You will have the opportunity to construct clothing in this class. We will also explore careers in the textile, apparel, and design industries. ~~Students will be required to purchase their own supplies: sewing shears, straight pins, pin cushion, seam ripper, fabric and patterns (just to name a few). A complete list of supplies will be distributed on the first day of class.~~

BUSINESS

· ~~Business Foundations (1 or 2 Terms) Grades 9-12~~
~~Students can take both Business A and B or any of the two in any order~~

~~This course introduces the students to the role of business in the lives of individuals, consumers, workers, and citizens. Class coverage includes small business management, business fundamentals, social responsibility and ethics, basic economics, technology, financial operations, risk management, and consumer decision-making. Students will also use a sports and entertainment computer simulation. This simulation will let students handle promotion, ticket pricing, stadium operations and staffing, sponsors, concessions, concert booking and more. This course is designed to be the first business class many students take. This course is strongly suggested for those who plan to take a business curriculum in college~~.

Recommended Pathway for students interested in Business and/or Marketing

Grade 9	Grade 10	Grade 11	Grade 12
Entrepreneurship 1	Entrepreneurship 2	Marketing A/B	Advanced Marketing

Entrepreneurship 1(1 Term) Grade 9-12
Students learn how entrepreneurs identify problems, generate ideas, and turn opportunities into businesses. Students research markets, study successful and unsuccessful ventures, and build the foundation of their own business concept.

Entrepreneurship 2 (1 Term) Grade 9-12
Students take their business concept from idea to plan. They develop a complete business plan, including market analysis, financial projections, and a marketing approach, and present their plans to an audience, such as classmates, staff, or community members. Prerequisite: Entrepreneurship 1.

Advanced Marketing (3 Trimesters) Grade 11- 12
In Advanced Marketing, students take on leadership roles in the school store and apply their marketing skills to real business decisions. Each trimester, students help manage part of the store's operations, such as scheduling, inventory, or promotions, and complete a marketing project for the store or another real client. Students may enroll for one, two, or three trimesters. Students who continue for more than one trimester take on greater management responsibility and longer-term projects. The course prepares students for college majors and careers in business, management, marketing, and entrepreneurship. Prerequisite Marketing A, B or C.

~~• Marketing (1, 2 or 3 Terms) Grades 9-12~~

~~This course covers the foundations of marketing, economics, finance, and advertising. The basis for this course will be in the ongoing decision-making process and operation of the student store, Champions Corner. Students will gain first-hand experience at all aspects of running and marketing a business using the student store as their basis. Students will use a virtual business retail, restaurant and hotel management computer simulation. Other simulations may be used. The retail (Marketing A), restaurant (Marketing B), and hotel (Marketing C) simulations will include market research, location selection, financial statements, product, pricing, purchasing, layout, staffing, marketing, turnaround, and class topic project moguls. Students can take 1 term, 2 terms or 3 terms of Marketing in any order. This course is strongly suggested for those who plan to take a business curriculum in college.~~

Marketing A (1 Term) Grades 10-12

Marketing A introduces the principles of marketing and how marketing decisions connect to the rest of a business. Students study product, pricing, distribution, and promotion; learn how businesses understand their customers; and examine the management, finance, and human resources decisions that shape marketing. Students apply what they learn by working in the school store, including customer service, sales, and day-to-day operations.

Marketing B (1 Term) Grades 10-12

Marketing B moves students from understanding marketing to creating it. Students conduct market research, develop brands, and plan and carry out promotional campaigns, including digital and social media marketing, using the school store as their real-world business. They also practice project management, sales, and merchandising, and begin preparing for industry-recognized certifications. Completing Marketing A and B prepares students for Advanced Marketing. Pre-Requisite: Marketing A

Accounting (1 or 2 Terms) Grades 10-12
Prerequisite: must complete one term of Accounting A prior to taking Accounting B

The course presents concepts, principles and practices of general journal accounting for proprietorship, corporation, and partnership. Procedures for organizing the business' financial records, the purpose and use of journals, ledgers, worksheets, income statements, balance sheets, and post-closing trial balances are covered. The relationship these financial records have in the complete accounting cycle is emphasized. This course is strongly suggested for those who plan on taking a business curriculum in college and for those who wish to know how to manage and maintain their own personal records. Students will use the computer as a tool for data entry. Students must complete one term of Accounting A prior to taking Accounting B.

· Personal Finance (1 Term) Grades 10-12

For anyone interested in money – getting it, spending it, and keeping it. This course includes studies and projects in shopping practices, buymanship, insurance, credit, buying a car, renting an apartment, balancing your checkbook, investing your money, making and understanding a budget, and planning for your future. Students will use the computer as a tool for data entry and will take part in a computer simulation in personal finance.

· Intro to Coding and Game Design (1 Term) Grades 9-12

In this introductory coding course, students will explore the fundamentals of game design and coding using Microsoft MakeCode Arcade. Through creating their own 8-bit style video games, they will learn key programming concepts such as loops, arrays, and functions, while developing strong algorithmic thinking and problem-solving skills. By the end of the course, students will have designed, coded, and shared their own playable games in a fun, creative, and interactive environment.

- Python Fundamentals (1 Term) Grades 9-12

Students will continue their study of computer science by being introduced to text-based coding. The course will introduce students to the Python programming language. Students will identify task requirements, plan strategies and use programming concepts and problem solving strategies to design completely functional programs and games.

- AP Computer Science A (3 Terms) Grades 10-12

This rigorous, college level course introduces students to programming and design concepts using a modern object oriented language (Java). The course will address the main goals of a college-level computer science programming course: Program Design and Algorithm development; Code Logic; Code implementation, Code Testing; Documentation; and Ethical computing. These skills will be used to develop programs to address real-world issues.

- Cybersecurity (3 Terms)

Requirements: Grades 11-12 only, Application Required, Full Year Program

Cybersecurity lays a foundation for understanding cyber law and policy, Linux, networking technology basics, risk assessment, cryptography, and a variety of cybersecurity tools – all the essential knowledge and skills needed to begin a future in the cybersecurity workforce. Not only does Cybersecurity introduce the breadth of cybersecurity concepts and skills to students, but it also prepares them to verify their technical know-how through the CompTIA Security+ certification. Students will also learn pre-requisite skills by working through Cisco Skills for All courses to be introduced into the basics of networking. This will lay a foundation for understanding Cybersecurity topics at a deeper level

TECHNOLOGY EDUCATION

- Technology & Design (1 Term) Grades 9-12

Students will experience the engineering design process as they design, build, and test prototype solutions to open-ended problems. They will communicate design intent using the CAD program Onshape. They will bring their ideas to life using 3D printing and other fabrication tools. Students will work in a shop environment using both machines and hand tools to create and evaluate their prototypes.

- Technology & Design 2 (1 Term) Grades 9-12

Prerequisite: Technology & Design 1 with a grade of "C" or better.

Students will expand their engineering problem solving skills as they design, build and test solutions to problems which require research, computer aided design and shop skills. This course will build on the 3D CAD software and shop skills from technology and Design 1. Students will work in a shop environment with machines, tools and a 3D printer to construct prototypes.

- CAD 1 (1 Term) Grades 9-12

Students in CAD 1 will learn how to operate Onshape, a web-based 3D modeling program used by engineers and designers. Throughout the course, students will gain hands-on experience creating and editing 3D parts, assemblies, and technical drawings. Topics include sketching, dimensioning, geometric constraints, extrusions, revolutions, and assemblies, as well as design documentation and visualization. This course provides the essential skills and knowledge to advance into CAD 2 or the SWWC Engineering course.

- CAD 2 (1 Term) Grades 10-12

Students will expand on the skills learned in CAD 1 as they take on more complex design challenges using Onshape. The course emphasizes advanced modeling techniques, mechanical assemblies, and detailed drawings that meet industry standards. Students will apply the engineering design process to create original products and refine their designs through testing and iteration. This course prepares students for advanced coursework in the SWWC Engineering course.

- Robotics: (1 Term) Grades 9-12

In this hands-on course, students explore the modern applications of robotics in industry and everyday life. They will design, build, program, and operate a VEX robot to complete a variety of engineering challenges. Using the VEX code Blocks programming language, students will learn the fundamentals of robotics and problem-solving.

- Engineering/Robotics: (3 Terms) Grades 11-12

This course is offered through the SWWC as Engineering/Robotics - Chelsea. This year-long course, provides students with advanced experiences in engineering and manufacturing technologies. Students will gain hands-on experience with advanced 3D printing, the operation of a FANUC industrial robot, and a HAAS CNC machine, preparing them for real-world applications in modern industry.

Students will apply the Engineering Design Process as they identify, plan, and create working prototypes designed to solve specific problems. Students will use CAD software (Fusion), 3D printers, hand tools, and machinery to produce their prototypes. Mobile robot construction, programming, and testing are also integral parts of the course.

This course is open to all students with an interest in any technical or engineering career path.

· Draw, Paint, Print 1 (Beginner) (1 Term) Grades 9-12
Prerequisite: None

Draw, Paint, Print 1 is an introductory course designed to immerse students in the fundamental skills of drawing, painting, and printmaking. Through hands-on experiences with a variety of materials and mediums, students will explore how these art forms serve as powerful means of personal expression. They will learn essential techniques in drawing and painting, as well as the exciting processes of printmaking, enabling them to create unique works of art that reflect their individual perspectives. The knowledge and skills gained in this course will provide a solid foundation for success in advanced art classes.

· Ceramics 1 (Beginner) (1 Term) Grades 9-12

Ceramics 1 is an introductory exploration of three-dimensional art making processes and hand building techniques with clay. Creative thinking and problem solving skills will be developed as students respond to personally relevant and meaningful prompts through the ceramic medium. Finishing work, such as glazing, will also be explored and utilized in this course. Students will have the opportunity to develop and practice their understandings of the elements and principles of art and design with a predominantly three-dimensional focus, which will prepare them for Ceramics 2.

· Graphics Arts 1 (Beginner) Grades 9-12

Graphic Arts 1 explores the world of graphic design and illustration as a means of visual culture and communication. Students explore the design principles through digital illustration, typography, color theory, and photography to create dynamic media. Students will be learning Adobe programs including Illustrator, Photoshop and InDesign.

· Photography 1 (Beginner) (1 Term) Grades 9-12

Photography 1 focuses on photography as fine art. Students will focus on composition in their photography as well as learn how to analyze photos of other photographers. Students will learn how to operate a DSLR camera as well as how to use Adobe Lightroom to digitally enhance their photos.

· Draw, Paint, Print 2 (Intermediate) (1 term) Grades 9-12
Prerequisite: Draw, Paint, Print 1

Draw, Paint, Print 2 is an upper level art course designed to help students develop their drawing, painting, and printmaking skills. Prompts will provide students an opportunity of choice and developing personal relevance in their artworks while simultaneously introducing new techniques, art making strategies, and exploration of new materials.

Skills learned in this course will not only help students become more proficient artists in terms of technical ability, but will also help students develop their critical thinking and creative problem solving abilities so that they can become more thoughtful and reflective artists. This course will help prepare students for Draw, Paint, Print 3 and/or Studio Art.

· Draw, Paint, Print 3 (Intermediate/Advanced) (1 Term) Grades 10-12
Prerequisite: Draw, Paint, Print 2

Draw, Paint, Print 3 is an upper level art course expanding on knowledge learned in Draw, Paint, Print 2. Students will explore more advanced materials and strategies to expand their artistic abilities in the realm of drawing, painting, and printmaking. Students will have more autonomy and choice within this course when answering prompts while simultaneously learning invaluable approaches to a wide range of artistic mediums. This course will help students develop their artistic portfolios and will catapult them to success in Studio Art.

· Graphic Arts 2 (Intermediate/Advanced) Grades 9-12
Prerequisite: Graphic Arts 1

Graphic Arts 2 students continue to develop skills in typography, color theory and design, while exploring prompts that allow for more personal and conceptual work. In addition, students will practice the client/designer relationship with projects that mimic real design jobs and interactions.

· Photography 2 (Intermediate/Advanced) (1 Term) Grades 10-12
Prerequisite: Photography

Photography 2 focuses on building a stronger visual vocabulary in photography. Students will explore more personal and conceptual themes in their photography while building upon concepts and techniques learned in Photography 1 such as capabilities with the DSLR camera, lenses, and lighting. Students will learn how to use photography in mixed media creation such as collage.

· Studio Art (Advanced) (1 Term) Grades 10-12
Prerequisite: Two or more of the following courses: Ceramics 2/Draw, Paint, Print II / Photography 2/Graphic Arts 2 /Sculpture

Studio Art is a class designed to build upon skills learned in previous prerequisite art classes and/or build a portfolio for admission to art school. Projects will be based on conceptual prompts

and essential questions. In this class students will have the chance to both explore and master materials of their choosing. This class is an advanced class, requiring self-motivation, self-discipline and time management. It is recommended for students who are serious about their involvement in the visual arts. *May be taken more than once with permission from teacher

· Ceramics 2 (Intermediate/Advanced) (1 Term) Grades 10-12
Prerequisites: Ceramics 1

Ceramics 2 is a course designed to expand on techniques previously learned in Ceramics 1. Students will learn more complex hand building skills, in addition to beginning wheel throwing and mixed media three-dimensional art. Students will be encouraged to develop creative thinking skills and personal expression in order to create quality work. The skills and techniques learned in this course will prepare students for Studio Art.

- Introduction to Sculpture (Intermediate) (1 Term)
  Grades 10-12

Prerequisite: Draw, Paint, Print 1 OR Ceramics 1

This course is an exploration of three-dimensional sculptural art. Students will learn sculpture techniques including but not limited to paper mache, jewelry making and wearable art, installation art, fiber arts and dyeing, mobiles, assemblage, kinetic art, and mobiles. Students will be able to interpret the prompts in personally relevant and meaningful ways.

MUSIC

(All music courses may be repeated for credit)

BAND

· Concert Band (3 Terms) Grades 9-12
Prerequisite: Audition, or recommendation from Middle School Band Director

The Chelsea High School Symphony Band will provide the student with an opportunity to review, develop, and master musical concepts and techniques learned through prior band experience. Band members will learn how to perform (in large group, small group, and solo situations) utilizing proper technical, musical, and rhythmical strategies, experience a variety of different musical styles and genres, and be exposed to the theoretical and historical aspects of instrumental wind and percussion instruments and literature at the intermediate proficiency level. This ensemble will perform with the Wind Ensemble comprising the Bulldog Marching Band, and will be responsible for performing at all home football games and various marching band shows/events. The Symphony Band will perform formal concerts, at festivals, civic functions/parades, and various school events. Members of this ensemble will also have the opportunity to participate in pep-band, jazz band, and various other school musical ensembles. This course may be taken more than once.
This ensemble will provide a music performance experience for those students who have not yet attained the skills required to participate in the Wind Symphony or for the student who prefers a less intense musical experience at the high school that performs less demanding (technically) literature.

· Symphony Band (3 Terms) Grades 9-12
Prerequisite: Audition or recommendation of high school/middle school director

The Chelsea High School Wind Ensemble is intended for the most advanced wind and percussion students in the high school band program. The emphasis of this course will be on the development of the musical and technical skills necessary to study the most advanced wind and percussion literature. Band members will learn how to perform (in large group, small group, and solo situations) utilizing proper technical, musical, and rhythmical strategies, experience a variety of different musical styles and genres, and be exposed to the theoretical and historical aspects of instrumental wind and percussion instruments and literature at the most advanced proficiency level. This ensemble will perform with the Symphony Band comprising the Bulldog Marching Band, and will be responsible for performing at all home football games and various marching band shows/events. The Wind Ensemble will perform formal concerts, at festivals, civic functions/parades, and various school events. Members of this ensemble will also have the opportunity to participate in pep-band, jazz band, and various other school musical ensembles. This course may be taken more than once.

The Bulldog Marching band is a Performance ensemble that combines members of the Symphony Band and Wind Ensemble. Marching Band is included as an aspect of both of the above ensemble curricula.

The marching band offers students a musical experience unique to the band medium. The student will develop an awareness and appreciation of a combination of visual, spatial, and aural elements in a musical presentation.

The student will develop physical and musical skills that will enhance the presentation of musical literature appropriate to the marching ensemble.

The marching band involves a high degree of interdisciplinary objectives incorporating aspects of music education with physical education, science – acoustical awareness, history, as well as combining the arts – music, visual, dance, etc. Many of the objectives of the marching band meet both state and national content standards/benchmarks for arts/music education.

ORCHESTRA

· Concert Orchestra (3 Terms) Grades 9-12
Prerequisite: Audition or middle school Strings class

This ensemble is designed for the string student who prefers a less demanding orchestral experience than the Symphony Orchestra. The emphasis of the course will be to develop the skills necessary to perform music of intermediate - to intermediate/advanced-level of difficulty. This will be a full orchestra experience with a complement of winds and percussion from the Concert Band. The group activities will include concerts, clinics, and festivals. Students will need to schedule regular practice in order to meet the performance demands of the class. This course may be taken more than once.

· Symphony Orchestra (3 Terms) Grades 9-12
Prerequisite: Audition

This ensemble is designed to meet the needs of the most advanced string student in the high school orchestra program. The ensemble will be comprised of 10th, 11th and 12th grade students and, in some instances, highly talented 9th grade students. The purpose of this group will be to develop more advanced music skills and broaden the exposure to music found in the standard repertoire of the "Orchestra." This will be a full orchestral experience with a compliment of winds and percussion from the Wind Symphony. This orchestra will place great demands on the individual to practice regularly to meet the expectations of the difficult music that will be performed. Concerts, clinics, and festivals will also be a part of this ensemble. This group will be auditioned each year. This course may be taken more than once.

CHOIR

· Concert Choir (3 Terms) Grades 9-12

This class introduces students to performance and singing skills in a unison, two-part, and three-part treble voice choir. The class is designed to assist the growth of young singers. Students review and master basic musical concepts and techniques learned in previous music experiences. Emphasis will be on developing solid vocal techniques, music-reading skills, performance procedures, confidence and poise, building community within the choir, and the responsibilities of performing in an ensemble.

· Chelsea Chamber Choir (3 Terms) Grades 10-12
Prerequisite: Audition with director

This class continues to develop artistry, performance, and singing skills in a four to eight-part small ensemble. The class emphasizes advanced skills in the development of voice quality, intonation, ability to read music, and the overall development of musicianship in conjunction with the learning music from many different styles and artistic time periods. In addition, members build skills in creativity and expressivity, attach to a vital high school community, boost self-confidence, and create a product of beauty that is greater than just themselves. Students review and master musical concepts and techniques learned in several previous choral experiences as they study music of a difficult level requiring advanced technical and interpretive skills; and music containing changing key signatures, unusual meters, complex rhythms and detailed expressive elements. This class is suitable for the musically mature student of exceptional competence.

· ~~Freshman Fitness/Health (2 Terms Required) Grade 9~~

~~This course will be taught in the classroom and the gymnasium throughout two terms. This course is a combination of fitness and health concepts into one integrated class. Health concepts will be taught in the classroom setting and include: Career planning, CPR, Human Sexuality, Goal setting/ Decision making, Substance abuse, Nutrition, and other health-related concepts. Students will be participating in fitness activities in the gymnasium, including cardiovascular exercises, strength training exercises and sport activities.~~

Freshman Fitness (1 Term, Required) Grade 9

Freshman Fitness is a one-trimester physical education course, aligned to the Michigan Physical Education Standards, that builds the skills and habits students need for a lifetime of physical activity. Students take part in cardiovascular exercise, strength training and sport activities, and learn to plan and track a personal fitness program. Together with Health and Wellness, this course meets the one-credit health and physical education graduation requirement. Freshman Fitness is the prerequisite for Advanced Fitness.

Health and Wellness (1 Term, Required) Grade 9

Health and Wellness is a one-trimester course, aligned to the 2025 Michigan Health Education Standards, that builds the knowledge and skills students need to make healthy decisions. Topics include mental and emotional health, healthy relationships, nutrition and physical activity, substance use, safety (including CPR and AED training), and sexual health. Parents may opt their child out of sexual health instruction. Together with Freshman Fitness, this course meets the one-credit health and physical education graduation requirement.

Advanced Fitness (1, 2 or 3 Terms) Grades 9-12
Prerequisite: Freshmen Fitness and permission of the instructor or department chair.

This course is for the student who is serious and dedicated in developing muscular strength, muscular endurance, and flexibility. It is an intense fitness class designed to prepare the student for a successful level of fitness throughout life. The course itself entails the use of the weight machines, free weights, Olympic lifts, running form, and other forms of anaerobic and aerobic training. Programs will be individualized to students' sports and interests. Emphasis will also be given to developing and acquiring athletic fitness components; e.g., agility, speed, quickness, balance, and flexibility. This course may be repeated.

- Exercise Science (1 Term) Grades 11-12

This is a course designed to meet the needs of students interested in health-related careers. The course consists of introductory lecture and lab experiences in anatomy, physiology, kinesiology, and nutrition. Students apply these concepts to career opportunities such as the following: sports psychology, physical therapy, recreation, sports management, exercise physiology, teaching, coaching, and sports medicine.

Chelsea High School offers a variety of course options designed to support students with different learning needs, strengths, and academic goals. Some courses provide additional instructional support, smaller learning environments, collaborative teaching, or individualized approaches to instruction. These opportunities are considered as part of each student's individual academic plan and with placement team approval.

Reading/Language Arts (1, 2 or 3 Terms) Grades 9-12

This course consists of the various elements to work on increasing a students reading skills, reading comprehension skills and critical thinking about a presented text. The class will include elements of literature, grammar, and writing.

Study Skills (1, 2 or 3 Terms) Grades 9-12

This course will include specially designed instruction that focuses on reading, writing, math, social/emotional/behavioral, and/or organization skills based on student needs. This course provides support for students both individually, and in small groups in grades 9-12. Key objectives include academic reinforcement, self-advocacy, executive functioning, continued development of foundational skills.

The Program for Independent Living Skills

Many students at Chelsea High School receive special education support to succeed in their regular classes. Some students benefit from having a special education teacher as their primary instructor for most, if not all, academic classes through the Program for Independent Living. In this way, instruction can be adapted to focus on key course concepts and provide hands-on opportunities for learning with a smaller adult-to-student ratio. While students' learning needs vary considerably, the broad goal of the program is to prepare students for independent living. In addition to continuing academic instruction, the program focuses on vocational education and the development of daily living skills (such as cooking and understanding personal finances). Approximately one-third of the instruction takes place in community settings, such as local businesses and job sites. Admittance is based upon Individualized Education Planning Team recommendations.

MISCELLANEOUS COURSES

Academic Learning Lab (1, 2 or 3 Terms) Grades 9-12
Prerequisite: Approval of Student Services Team - May be taken more than once

Academic Learning Lab will be offered to students who qualify for extra support due to circumstances that make consistent academic achievement difficult. The focus of the class will be on the development of skills essential for academic success. The class is open to any student who qualifies, is administratively approved and meets the standards for performing each term in the class.

Bulldog Block (Required all 3 terms) Grades 9-12

Bulldog Block is a student advisory period that is designed to support the academic, social, and emotional growth of every student. Bulldog Block integrates mentoring, social-emotional learning (SEL), and academic support into a cohesive program. Students will gain personalized support and guidance, engage in lessons focused on the competencies outlined in the district's Portrait of a Graduate, and can receive tutoring and academic support in core subjects. Bulldog Block formalizes activities such as advising, tutoring, and SEL lessons. This dedicated advisory ensures that all students receive the support they need to succeed academically while also developing the skills necessary for personal well-being and future success.

Cadet Teaching (1, 2 or 3 Terms) Grades 11-12
Prerequisite: Program director's approval

This course provides students with the opportunity to work with practicing teachers in classes at the high school, middle school, elementary or preschool level. The course will meet in a classroom at CHS for a minimum of one day per week for direct class instruction. The other four days a week will be spent in the students' placement. Students will earn 1/2 credit per hour per term. A student's EDP must be consistent with this program for admission and students are required to provide their own transportation. Students may take this course for up to three terms for a maximum of one and one-half (1 ½) credits.

Dual Enrollment Grades 9-12

Dual Enrollment is an opportunity to enroll in a college course while in high school. Eligible students will earn college credit with Chelsea High School paying tuition. *See your counselor for more information.

Dual Enrollment (at CHS) through Washtenaw Community College Grades 11-12

Chelsea High School has partnered with Washtenaw Community College to offer one class during 5th hour at the Washington Street Education Center. This class meets the Michigan Transfer Agreement (MTA) guidelines. This means an agreement to transfer these credits at participating Michigan four-year colleges/universities is in place. (Students should check with the college in which they wish to attend to determine if the MTA agreement is honored.) Eligible students will earn college credit with Chelsea High School paying tuition. *See your counselor for more

information. *~~Students are responsible for books and all other materials~~. Book costs are covered by CHS as long as they are within the allowance given by the state for tuition and books~~.~~

~~Mentorship (1 Term) Grade 12~~

~~The Mentorship program teams up a student with a mentor, a person who is a specialist in the area of the student's interest. The mentor can be a faculty member or a person in the community. The mentorship program provides an avenue for highly motivated students to pursue special interests that cannot be provided within the regular curriculum. Under the general supervision of the Mentorship Supervisor, the student works largely independently and as guided by his/her learning contract, which is developed jointly by the student and the mentor. Students who enter the Mentorship program will be expected to present to the Chelsea School Board a presentation on their experience at the end of their mentorship experience.~~

Release (1, 2 or 3 Terms) Grade 12

Seniors may be released from a full schedule of classes if they meet all conditions established by the Michigan Department of Education. Interested students and their parents must submit the appropriate form prior to approval for a reduced schedule. To be accepted for Release, students must have a minimum of three appropriately challenging academic classes as determined by the principal during each term with "Release." Students may have release at most three periods total during their entire senior year with only one per term.

~~School-to-Work Transition Program (1, 2 or 3 Terms) Grades 11-12~~
~~Prerequisite: Approval of application for admission~~

~~This course is designed to help students make the transition from school to work. Students will choose interest areas in which they wish to gain experience. Students must have their own transportation to and from the worksite. Students interested must obtain employment that conforms to all Michigan Department of Education guidelines including 1) the job must align with their EDP, 2) the student must be enrolled in a related academic class, 3) there must be an approved Work Permit on file, 4) the employer must maintain worker's compensation insurance for the student, and 5) any additional regulations established. By policy the student may not work for a business owned by a member of his/her immediate family or be supervised by a member of his/her immediate family. A maximum of 3 total credits can be earned in school-to-work.~~

INDEPENDENT STUDY

An Independent Study program is available to those students who desire to pursue intensive study in a particular area of curriculum. Independent programs are available for any department, provided the following conditions are met:

1. The purpose of Independent Study is not to accelerate graduation. It is normally taken during the normal school day except for very advanced students.

2. An Independent Study program may not be taken in place of any required courses without specific approval by the principal.

3. A student must have attained a very high academic standard in the department in which the application is made.

4. An Independent Study program is available only after all courses in a particular field of interest have been taken and completed successfully or with departmental approval.

Application for an Independent Study program must be made to the teacher with whom you would like to work in the particular department. The completed application must include:

· A statement of the purpose of the Independent Study. Why do you want to do this?

· A description of the program you will pursue. Students may take a Virtual Class as an Independent Study program. What do you propose to do for the Independent Study? Please be as specific as possible.

· An assessment plan. How will you demonstrate that you have completed the proposed program. This may be an evaluation (AP Test) or project-based assessment and will normally require a formal presentation.

Permission of the instructor is, of course, required, and the department chair of core classes, counselor, and principal must give final approval.

English Technology Math Art Science Social Studies Photography
Family & Consumer Science Music Business Physical Education
Computer Education World Language

South & West Washtenaw Consortium
Career and Technical Education

The major purpose of the courses included in this section is to prepare the student with entry level and transferable skills and knowledge needed to prepare for college and career. The student's selection of a career and technical education course in no way would prevent him or her from furthering their education beyond high school. Additional program materials are available in the counseling office or from the instructors. The courses are full-year courses, open primarily to juniors and seniors. Enrollments are limited; therefore, it is essential that students indicate their desires when considering their schedules for the fall. Interested students must complete an online application. If applications exceed the openings available, acceptance will be based upon career goals, attendance record, teacher recommendation, graduation date plans, discipline and instructor interview. Priority will be given to seniors who will be in class the full year, juniors next. Students not electing to choose a course by February cannot be guaranteed a slot in the program of their choice. When it is necessary to attend another school to enroll in the program, bus transportation may be provided, with the exception of Cosmetology, Auto II, Careers in Education and Welding II.

*** ALL 2ND YEAR STUDENTS MUST HAVE INSTRUCTOR'S APPROVAL ***

ACCOUNTING
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This course will teach students the fundamentals of Accounting, which is the language of business. Students will complete projects that incorporate the entire Accounting cycle. Learning how financial decisions are made will be emphasized. Students will learn how to calculate and analyze paycheck stubs, and learn the payroll cycle of a business. Business math is emphasized throughout the course. Articulation is available with Washtenaw Community College.

ADVANCED PHOTOGRAPHY 1
Location: Saline High School
Requirements: Grades 11- 12 only, Application Required, Full Year Program
This class covers all aspects of the photographic world, from traditional black and white silver gelatin prints to digital masterpieces. Students will have the opportunity to express their creative abilities and explore the world of still images. Advanced Photography is designed for students to explore photography as an outlet for personal expression. Students will learn how to use a multitude of cameras, both digital and film. We will investigate many alternative processes that can create unique final prints. Students will use a Mac computer lab fully equipped with the Adobe Creative Suite for editing, manipulating and enhancing digital photographs. Students will begin to build their own professional photography portfolio in order to display their work. Students will learn the historical aspects of photography and gain an understanding of the photography industry. Articulation is available with Washtenaw Community College.

ADVANCED PHOTOGRAPHY 2
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Advanced Photography 1
The Advanced Photography course is designed for students committed to gaining practical experience and mastering the concepts, composition, and execution of their ideas through photography. Over the year, students will explore various techniques to build a final portfolio for evaluation, demonstrating their skills and versatility in problem-solving and ideation. They will also create a body of work for the Concentration section, centered on a personally meaningful topic. Additionally, students will engage in month-long assignments to delve deeply into a single subject, resulting in a cohesive collection of images. The course culminates in a polished final portfolio, showcasing their best work for job applications, college admissions, and scholarship opportunities.

AUTOMOTIVE TECHNOLOGY 1
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program + Optional One Additional Period in the Spring, Drivers Education Part I
This is a course in which the student applies the principles and functions of components as they pertain to automotive systems. The course is divided into three major areas of study including a light service unit, automotive electrical systems and braking systems. Included in the light service unit are topics ranging from reference materials and micrometers to basic vehicle systems such as cooling, lubrication and wheels and tires. The automotive electrical systems unit includes all aspects of automotive electrical systems from the basic battery, alternator and starter concepts to advanced electrical diagnostics. The braking systems unit covers all aspects of automotive braking systems, including hydraulic principles, disc and drum braking systems and antilock braking systems. The laboratory portion covers approximately 70 percent of this course. The class is designed to provide the student with relevant and realistic hands-on training for preparation for the automotive servicing field. Students should be able to obtain state mechanic certification in at least two areas of the test categories upon successful completion of the first-year program. NATEF certification is available for those students who complete the NATEF curriculum. During the spring trimester the SWWC offers internships through the ASE Educational Internship program. Articulation is available with Washtenaw Community College.

AUTOMOTIVE TECHNOLOGY 2 (Early start-7:15AM)
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Drivers Education Parts 1 & 2 and successful completion of Auto Technology I
This course covers an advanced study of topics covered in the prerequisite course, plus additional instruction in five areas of study. The major areas of concentration are steering & suspension, engine performance & drivability, manual transmission & drive axle, automatic transmission and heating and air-conditioning. The steering & suspension unit covers many aspects of the current vehicle steering and suspension designs. The engine performance unit covers numerous topics including electronic fuel injection, computerized engine control, exhaust gas emission testing/analysis and ignition systems. The manual and automatic transmission units are centered on maintenance and light repair. The students will be exposed to simple diagnosis and repair of the heating and air conditioning system. State of the art diagnostic equipment will be emphasized throughout all units. This course is exclusively designed to provide the student with relevant and realistic hands-on training for preparation into the automotive servicing field, as well as establishing a foundation for possible careers as a Product Testing Technician, Dynamometer Technician, Service Manager, Parts Manager,

Factory Service Representative and Engineering Technician. Students will have the opportunity to take the State mechanic certification exams at the conclusion of the course. Internships are available through the ASE Educational Internship Program. Articulation is available with Washtenaw Community College.

BOTANY-Plant Systems and Landscape Science
Location: Saline High
Requirements: Grades 11-12 only, Application Required, Full Year Program
This class is an introduction to plant science, crops & soils, natural resources, and greenhouse management. Students care for plants in the hydroponic lab and school greenhouse, along with gaining the background knowledge and safety training necessary to complete the hands-on work in those facilities. This course will provide students with a foundation of botanical studies in agricultural crops, horticultural plants, soil science, equipment operation, and wildlife & natural resource systems. Topics include plant classification, plant anatomy, plant processes & growth, plant breeding & genetics, row crop production, specialty crop production, wildlife & habitats, plant pests & diseases, integrated pest management (IPM), hydroponics, greenhouse safety & management, forestry, and soil science. Articulation is available with Michigan State University upon completion of both the Botany & Zoology courses and receiving the FFA State Degree. Membership and participation in activities of the National FFA Organization are a required and beneficial part of all agriculture, food & natural resources (AFNR) classes. Students will be required to apply hands-on skills outside of the classroom to AFNR-related work-based and research-type supervised experience projects as part of their evaluation and grade. Students will also have the opportunity to compete, travel, and win cash awards, recognition, and scholarships in the FFA. A $20 dues payment for membership in the National FFA Organization (once per school year) is a required cost of this program.

BUILDING TRADES
Location: Bennett Street, Saline
Requirements: Grades 11-12 only, Application Required, Full Year Program
The Building Trades program prepares a student for employment in the construction industry. There is currently a serious shortage of construction workers and a major goal of this program is to fill that gap by preparing our students with the skills necessary for employment immediately upon graduation. Many of our Juniors take summer jobs and our Seniors are ready for either immediate employment or continuing education in the Building Trades. The specific areas of study include: site preparation, demolition, framing, door & window installation, electrical, plumbing, HVAC, insulation, drywall, masonry, finish carpentry, painting, construction techniques, and management and employability skills. A solid foundation in math skills is desirable, geometry is helpful. Articulation is available with Washtenaw Community College.

CAREERS IN EDUCATION 1
Location: Saline High School and Placement Locations
Requirements: Grades 11-12 only, Application Required, Full Year Program, Child Development Recommended
This hands-on program is designed for juniors and seniors who want to explore a career in education. Students will earn training hours recorded in MiRegistry, a central database that tracks the professional development and qualifications of early childhood educators and people working with school-age youth programs. Professional Training: Students will learn basic education principles, classroom management, lesson planning, and important professional responsibilities. Key topics include teaching methods, child development, classroom management, and creating a safe environment for all students. Students will also work towards professional credentials like the

Michigan Youth Development Associate (MI-YDA) for school-age youth or the Child Development Associate (CDA) for early childhood and preschool ages. Field Experience: The SWWC instructor will help place students with a mentor teacher in their home district, based on their age/subject interests. In the classroom, students will gain hands-on experience by tutoring small groups, assisting with projects, helping with classroom preparation, observing, documenting, and eventually teaching their own lessons. Students can also attend field trips and training through FCCLA (Family, Career, and Community Leaders of America), a national, co-curricular organization embedded into this course. College credit may be available at various colleges throughout Michigan.

CAREERS IN EDUCATION 2

Location: Saline High School and Placement Locations

Requirements: Grade 12 only, Application Required, Full Year Program, Child Development Recommended, Successful Completion of Careers in Education 1

This course is designed for high school students who are actively interested in pursuing a career in education. Building on the foundational skills from the first-year curriculum, students will explore key topics, including Strategic Partnerships in Education, supporting Special Populations and Diverse Learners, and Program Development. Students will learn to assess student progress through effective assessment techniques and gain leadership skills through the FCCLA Leadership opportunities and the chance to compete with their assignments. Additionally, students will continue to engage in Work-Based Learning and Classroom Placements, applying their knowledge in real-world settings. By completing this course, students will continue to work towards their MI-YDA (Michigan Youth Development Associate) credential or CDA (Child Development Associate), further preparing them for a successful future in the field of education. Lastly, upon successful completion of this course, direct credit is available with many Michigan colleges and universities.

COMPUTER AIDED DESIGN 1 – TECHNICAL/ARCHITECTURAL

Location: Saline High School

Requirements: Grades 11-12 only, Application Required, Full Year Program, (CAD and PLTW classes preferred)

This program offers training in computer aided design (CAD) in regards to the fields of Technical Drafting or Architectural Drafting, and students will have the opportunity to choose which curriculum they would like to learn. Students will gain an understanding of CAD respective to their chosen path, including 3D solid modeling, creating drawings, photo-realistic rendering, animation, all while completing both technical and creative projects. Curriculum will be tailored to individual student's skill level and interests using the most current software available, and the course can be taken for a second year with a different curriculum if desired. All Technical Drafting students will have an opportunity to become a Certified Onshape Associate. Students will also have the opportunity to compete at the annual SkillsUSA and MITES competitions. This course will prepare students for engineering or architectural curriculum at the post-secondary level, and articulation agreements exist that allow college credits to be earned at certain colleges and universities. Students completing the course may find employment in entry-level positions as draftsmen, architects, or engineering assistants. Articulation is available with Washtenaw Community College.

COMPUTER AIDED DESIGN 2 – TECHNICAL/ARCHITECTURAL

Location: Saline High School

Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Computer Aided Design 1

This program continues training in computer-aided design (CAD) in regard to the fields of Technical Drafting or Architectural Drafting, and students will have the opportunity to continue their chosen path

or try the other. Students will reach a deeper level of understanding in their chosen path, with a focus on industrial/building standards. The curriculum will be tailored to individual student's skill levels and interests using the most current software available, and work-based learning opportunities will be provided when available. All Technical Drafting students will have an opportunity to become Certified Onshape Associates and/or Professionals. Students will also have the opportunity to compete at additional competitions in addition to the annual SkillsUSA and MITES competitions. This course will better prepare students for engineering or architectural curriculum at the post-secondary level. Students completing the course may find employment in entry-level positions as draftsmen, architect assistants, or engineering assistants. Articulation is available with Washtenaw Community College.

COMPUTER INTEGRATED MANUFACTURING (CIM) 1
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This program offers training in multiple methods of manufacturing. Students will learn how to produce parts using manual mills and lathes, computer numerical control (CNC) mills and lathes, as well as rapid prototyping on a 3D printer. Students will learn to use problem solving skills and engineering knowledge to create models using CAD software, create toolpath programs/code using CAM software, and master machining skills as they relate to manual machining, CNC machining, and 3D printing. The course will also stress the importance of shop safety, the design process in regards to engineering, drawing reading, and measurement with precision tools. Additionally, this class builds upon the PLTW curriculum, and students can take the course for a second year with a different curriculum if desired. All enrolled students will have the opportunity to compete for a spot at SkillsUSA in Automated Manufacturing Technology. This course will prepare students for the manufacturing curriculum at the post-secondary level, and articulation agreements exist that allow college credits to be earned at certain colleges and universities. Students completing the course will have the opportunity to obtain entry level employment at local businesses in the fields of machining/programming and engineering technology. Articulation is available with Washtenaw Community College.

COMPUTER INTEGRATED MANUFACTURING (CIM) 2
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Computer Integrated Manufacturing 1
This program continues training in the manufacturing field with regard to Manual Machining, CNC Machining, and 3D Printing. The course will have a heavy focus on advanced machining principals, industrial 3D printing, and inspection procedures. All students will have the opportunity to earn industry-recognized credentials pertaining to CNC Milling, CNC Turning, Metrology, and Industrial 3D Printing. Students will also have the opportunity to compete in manufacturing-based competitions at SkillsUSA and other local college events. Upon completion of the course, numerous internships, apprenticeships, and job opportunities will be available for students. Articulation is available with Washtenaw Community College.

COMPUTER SERVICING 1: Hardware and Operating Systems
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This comprehensive course integrates advanced electrical and electronics systems training with foundational computer hardware and operating system competencies. Students will acquire the skills needed to excel in both the electrical/electronics and computer technology fields, preparing for

industry-recognized certifications in Electrical/Electronics Equipment Installation and Repair. Key electrical competencies include residential and commercial wiring, industrial motor controls, and manufacturing automation. Students will design, program, and troubleshoot industrial systems, including PLCs and HMIs while mastering core principles of AC/DC circuits, semiconductors, and digital circuits through hands-on assembly, testing, and measurement. Emphasis is placed on safety standards, blueprint interpretation, and adherence to the National Electrical Code and Michigan standards. The course also prepares students to build, repair, and troubleshoot PCs, networks, and electronic devices using state-of-the-art simulators and hands-on activities. Topics covered include hardware, operating systems (Windows, Linux, Mac), memory and storage, networking, wireless systems, peripherals, and mobile devices. Additionally, students will explore DC circuitry, soldering, test equipment, and workplace safety. Traditional workplace learning and leadership skills are integrated throughout the curriculum, offering articulation opportunities with Washtenaw Community College. This dynamic program ensures students are equipped to meet the demands of both the electrical and computer technology industries. Articulation is available with Washtenaw Community College.

COMPUTER SERVICING 2: Networking
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program. Successful Completion of Computer Servicing 1: Hardware and Operating Systems
The Computer Systems Technology 2: Networking course is designed for students who are going to enter the information technology field. Students in this course expand their troubleshooting skills. Through state-of-the art simulators and hands-on activities, this course prepares students for the TestOut Network Pro certification exam and CompTIA's Network+ certification exam. Students gain the knowledge and skills they need to install, configure, and maintain a network for businesses and organizations. Course concepts include network protocols, cables and devices, IP and server configuration, routing, security and firewalls, and network storage. Additionally, the fundamentals of electronics will continue to be explored, these may include DC circuitry, integrated circuits, wiring, soldering, test equipment, and safety. Traditional workplace learning and leadership skills are included in this curriculum. Articulation is available with Washtenaw Community College.

COSMETOLOGY 1 at HVBA in Saline (Saline Middle School)
Requirements: Grades 11-12 only, Application Required, Full Year Program, Entire Program is 2 Years + 1 Summer
Cosmetology is a two-year, adult-level program for students who have made a serious commitment to become a professional Cosmetologist. A mandatory summer program is held in the summer between Cos I and Cos II. The State-approved Cosmetology program prepares a student for employment in one of our nation's largest personal service industries, with the entry-level skills needed for employment in the beauty trades. Upon completion of 1500 hours of combined theory and clinical instruction, the student will be qualified to take the Michigan State Board of Cosmetology exam. Students must pay a $15 State registration fee, purchase uniforms, and arrange their own transportation to the off-campus (Saline) location. Classwork includes the following areas of study: personal hygiene, communication, sanitation, bacteriology, laws and rules, hair cutting, hair styling, artificial hair, hair coloring, chemical reconstruction, manicuring, facials, makeup, hair removal, and applied anatomy, physiology, and chemistry as related to skin, hair, and nails. Spots are limited. (Seniors who register for Cos I must be willing to commit to a year beyond graduation to complete the program.)

COSMETOLOGY 2 at HVBA in Saline (Saline Middle School)

Requirements: Grade 12 only, Application Required, Full Year Program, Entire Program is 2 Years + 1 Summer, Successful Completion of Cosmetology 1
The second year of Cosmetology is a continuation of the coursework learned in Cos I, with an emphasis on practical, hands-on skills, including working on clients in the student salon. Additional class work includes applied anatomy, physiology, and histology of the human head, hands, nails, and skin, applied chemistry as related to skin, hair, and nails, and salon management and employability skills. A final project includes a digital portfolio and resume. Students will be prepared to take the State licensing exam at the completion of 1500 clock hours. Registering for the exam and all associated fees are the student's responsibility.
Students who successfully become licensed cosmetologists may receive articulated credit with Washtenaw Community College, Baker College, Davenport University, Mott Community College, and Ferris State University.

CULINARY ARTS 1
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This course is designed to introduce students to the hospitality industry with a major focus on Culinary Arts. Students will learn and apply principles of safety, sanitation and food preparation. They will operate "The Hive", our student operated restaurant, as well as participate in catering and special projects. In addition, they will learn and practice employability skills, goal setting, and problem solving. They will apply math, science, communication, critical thinking and collaboration skills to a variety of situations. Students will learn core knowledge and skills in both hot foods and baking. This class is available to students in their junior and/or senior years. Students have the opportunity to earn a nationally recognized certificate through the National Restaurant Association with ServSafe and ProStart programs, as well as to participate in Skills USA competition. Articulation is available at Schoolcraft and Northern Michigan College.

CULINARY ARTS 2
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Culinary Arts 1
Culinary Arts 2 offers advanced coursework and practical application of the skills, techniques, and knowledge gained from the year one course. Year two students select a discipline of either Hot Foods or Baking and Pastry to continue exploring and honing their interest-based skills. Students utilize the Rouxbe CTE curriculum offering them an in-depth, self-paced medium for growing in knowledge and skill. Students will also participate more actively in The Hive Catering Company by applying nutritional analysis and recipe costing to weekly menu and catered events. Year two students also have the opportunity to earn advanced certification through the American Culinary Federation. Articulation is available at Schoolcraft and Northern Michigan College.

CYBERSECURITY 1
Location: Chelsea CTE Center
Requirements: Grades 11-12 only, Application Required, Full Year Program
Cybersecurity lays a foundation for understanding cyber law and policy, Linux, networking technology basics, risk assessment, cryptography, and a variety of cybersecurity tools – all the essential knowledge and skills needed to begin a future in the cybersecurity workforce. Not only does Cybersecurity introduce the breadth of cybersecurity concepts and skills to students, but it also prepares them to verify their technical know-how through the CompTIA Security+ certification. Students will also learn pre-requisite skills by working through Cisco Skills for All courses to be

introduced into the basics of networking. This will lay a foundation for understanding Cybersecurity topics at a deeper level.

CYBERSECURITY 2
Location: Chelsea CTE Center
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Cybersecurity 1
Students will have the opportunity to further their networking and cybersecurity skills. Students can venture down the path to complete their Cisco Certified Network Administrator, or begin working on earning a CCST Networking or CCST Cybersecurity through the Cisco Skills for All course catalog.

ENGINEERING/ROBOTICS 1
Location: Chelsea CTE Center
Requirements: Grades 11-12 only, Application Required, Full Year Program
Engineering & Robotics introduces students to engineering and manufacturing technologies through hands-on experiences. Students will work with 3D printers, a FANUC industrial robot, and a HAAS CNC machine, gaining skills applicable to modern industry. They will apply the Engineering Design Process to identify, plan, and create functional prototypes that solve real-world problems. Students will also build and program mobile robots. This course is open to all students interested in technical or engineering career paths.

ENGINEERING/ROBOTICS 2
Location: Chelsea CTE Center
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Engineering/Robotics 1
This year-long, advanced course builds on Engineering/Robotics 1, giving students hands-on experience with 3D printers, a CNC router and mill, and a FANUC ER 4ia robot. Students will complete FANUC online training and apply the Engineering Design Process to design, build, and test advanced prototypes. By the end of the course, students will gain practical skills in robotics, manufacturing, and automation, preparing them for further study or careers in engineering and advanced technology fields.

EXERCISE SCIENCE & SPORTS MEDICINE
Location: Chelsea CTE Center & Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This CTE program introduces students to various aspects of health-related careers, such as Physical Therapist (PT), Athletic Trainer, Occupational Therapist (OT), EMT, First Responder, as well as many others. Students will explore topics including human anatomy and physiology, injury evaluation, diagnosis, treatment, and rehabilitation. Students must have a strong desire to learn about health and the human body, anatomy and physiology, as well as have a strong skill set pertaining to Science, English, and communication. Certifications offered include Physical Therapy Aide Certification and BLS CPR & First Aid. Additionally, students have the opportunity to earn college credit through dual enrollment with Adrian College by taking a three-credit course titled Pathologies of Injuries & Illnesses, which is embedded in this program. Students are required to complete 30 observation hours over the course of the year. At the conclusion of this course, students will gain critical skills needed to save a life, in addition to performing a comprehensive injury evaluation. Articulation agreements are available with Washtenaw Community College and Adrian College.

GRAPHIC ARTS ACADEMY 1
Location: Dexter High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
Graphic Arts Academy provides skills and experiences for students interested in graphic arts/communications as a possible career or as background for advanced education after high school. Graphic Arts Academy students experience all aspects of a full-service commercial printing/imaging company. This gives students the opportunity to experience the latest technology and employability skills needed to be successful in a graphic arts/communications career. The school-to-work transition is a major focus of the Graphic Arts Academy. Articulation is available with Ferris State University and Washtenaw Community College.

GRAPHIC ARTS ACADEMY 2
Location: Dexter High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Graphic Arts Academy 1
Students focus mainly on customer-based orders from the Dexter community. Students are exposed to the entire business aspect of the Graphic Communications industry and move through the process of providing full service imaging on many substrates. Our students will gain exposure to several key areas, including, customer service, cost estimating, scheduling, production, and shipping. Students record the entire process from start to finish, and as the semester advances, they compile a portfolio of all their completed work.

HEALTH SCIENCES TECHNOLOGY
Location: Chelsea CTE Center & Saline High School + Clinical Site
Requirements: Grades 11-12 only, Application Required, Full Year Program plus 1 additional period during 3rd trimester for Chelsea and Saline trimester students.
Health Sciences has been designed for students who are interested in health careers at the professional and paraprofessional levels. Areas of study include Career Explorations in Healthcare, Patient Rights and Medical Ethics, Medical Terminology, Anatomy & Physiology, Disease Process, direct patient care, and trends in healthcare. Students will earn multiple industry-recognized certifications, such as BLS for Healthcare Providers, Stop the Bleed, and Teen Mental Health First Aid, while developing essential soft skills such as empathy, teamwork, and professional communication. A key component of this program is the six-week clinical experience, where students will apply their learning in long-term care facilities and other healthcare settings, working directly with patients and healthcare professionals. This program is especially beneficial for students considering careers such as Certified Nursing Assistant, Registered Nurse, NP, PA, Physician, EMT/Paramedic, Radiology/Imaging Specialist, and many others. It provides valuable insight into healthcare career pathways before entering college or training programs. Students who successfully complete all course and clinical requirements are eligible to take the State of Michigan Certified Nursing Assistant (CNA) Exam. The CNA credential is required for admission to the WCC Nursing Program and is recognized by many nursing and allied health programs across the state. CNA work experience is also accepted by many Physician Assistant (PA) programs as required patient-care hours. Articulation agreements are available with Washtenaw Community College and Ferris State University, offering students a strong head start on their postsecondary education. Class fees: Scrubs $30+, Certifications range from $20-$50, CNA State Tests $175.00 + $40 certification fee, HOSA Membership $35 and optional competition fees vary.

HOSPITALITY & TOURISM MANAGEMENT
Location: Dexter High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This program explores the business and management side of the hospitality and tourism industry, including lodging, food and beverage operations, attractions and travel services, and event management. Students will be introduced to a wide range of career pathways within the field while developing job-readiness and role-specific skills to support their future college and career plans. Success in this course requires consistent attendance, active participation, and a willingness to engage with learning experiences both inside and outside the classroom. Students should be motivated to learn, stay organized, pay attention to detail, and communicate effectively in a variety of settings. Students will also gain real-world experience by planning and executing leadership-driven events through our CTSO, giving them hands-on practice in project management, teamwork, and professional leadership skills. Throughout the program, students will have the opportunity to participate in hands-on learning experiences, including site visits to destinations such as the Detroit Auto Show, Shinola Hotel, Bavarian Inn Lodge, and the University of Michigan Stadium (The Big House), as well as hearing from industry professionals during in-class speaker sessions. Students will have the opportunity to earn the industry-recognized Hospitality and Tourism Specialist Credential.

MARKETING 1
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
Marketing 1 provides an introduction to the theory and practice of marketing. Students will gain an understanding of how marketing impacts our economy, the decisions they make as consumers, and how companies try to influence individual purchasing decisions. Students will focus on eight functions of marketing through interactive lectures, discussions, application projects and online simulation activities. The curriculum follows the latest national marketing standards and enforces academic rigor and relevance. The school store, The EDGE, serves as a laboratory for the students to apply skills learned in the classroom. All students enrolled in this class will be highly encouraged to join the internationally recognized marketing association, DECA. By taking advantage of DECA membership, students will become academically prepared, community-oriented, professionally responsible, and experienced leaders. Articulation is available with Ferris State University and Washtenaw Community College.

MARKETING 2 (Store Operations)
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Marketing 1
The school store at Saline High School, known as The EDGE, serves as the laboratory for the students and is an integral component of a comprehensive marketing program. The store is operated by students and will provide them with a hands-on learning experience. Time spent in the lab provides students with benefits such as an actual business atmosphere to apply marketing theory and principles, as well as development of business like procedures and attitudes. It also encourages leadership and management skills. The fast-paced, customer service-driven environment may also simulate a student's first job and will assist in developing the necessary skill set for success as they transition from school to work. Students will also participate in collaborative projects with other CTE courses, where they will act as a business partner to help promote their course capabilities.

VIDEO GAME DESIGN AND DEVELOPMENT
Location: Saline High School

Requirements: Grades 11-12 only, Application Required, Full Year Program
Get ready to turn your imagination into an interactive reality! In this project-based course, you'll design and build your own web-based video games—from the very first spark of an idea to fully playable levels and polished final games. Whether you love storytelling, art, coding, sound design, or just playing games, there's a place for you here. You'll get hands-on experience with real game development tools as you dive into: game engines like Scratch, Snap!, Unity, and/or Unreal Engine, character and world design, programming and logic, story and narrative development, Sound effects and music, user experience (UX), and player testing. You'll work together in game dev teams, just like the pros, building collaboration, creative intelligence, problem-solving, and communication skills.
Along the way, you'll learn how to analyze games, prototype your ideas, and give/receive helpful design feedback—all while using real-world project management and engineering processes. But this class goes beyond just making games. You'll explore: the history and future of game design, types of games, genre theory, careers in the video game and interactive media industry, game documentation, and portfolio development. You'll also have the opportunity to join the extracurricular BPA (Business Professionals of America) club to compete in game design, animation, and programming events—and develop leadership skills in a nationally recognized organization.
Plus, you'll compete in the Games for Change (G4C) competition, where student-created games aim to make a difference in the world. You can even earn an industry-recognized credential. To top it off, you'll build your own portfolio website to show off the games you create—perfect for internships, college applications, or your future studio launch. Field trips and guest speakers from the gaming industry, university video game design/dev professors, and more make the experience even more exciting and real. Articulation is available for Washtenaw Community College, Ferris State University.

VIDEO NEWS PRODUCTION 1 (News Media-PM)
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
The Video News Production class is an in-depth look at broadcast video and school news through digital media production. Students will learn the techniques needed to write, produce, and output news stories and video media that impact their school and community. The broadcast aspect of news media is met by training students in the school broadcast studio and with online learning experiences in video production projects. Students will also be able to produce special interest pieces, mini documentaries, social media content, and podcasts, as well as build their personal media portfolio. Students will work hand-in-hand with local community members, staff members, and other students.
SHS Today (PM) - Each student will be exposed to the latest broadcasting technology and techniques as they produce a news show called SHS Today. This show is aired weekly throughout the school, local SCTN channel 18, and on the web. Students will also be able to produce special interest projects working hand-in-hand with local community members. (You are not required to be on camera at any time in this class. Many positions exist behind the scenes, too!)

VIDEO NEWS PRODUCTION 1 (Sports Media-AM)
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
The Video News Production class is an in-depth look at broadcast video and school news through digital media production. Students will learn the techniques needed to write, produce, and output news stories and video media that impact their school and community. The broadcast aspect of news media is met by training students in the school broadcast studio and with online learning experiences in video production projects. Students will also be able to produce special interest pieces, mini documentaries, highlight reels, social media content, podcasts, and more, working hand-in-hand with local community members, the athletic department, coaches, and student athletes. Students will also

have the opportunity to do play-by-play commentary as well as be a sideline reporter at our various athletic events. Hornet Nation (AM) - Each student will be exposed to the latest broadcasting technology and techniques as they produce a weekly sports show called Hornet Nation. Students will work hand-in-hand with the athletic department, coaches, and athletes to produce an ESPN-style news show for the school, as well as many other special projects throughout the year. (You are not required to be on camera at any time in this class. Many positions exist behind the scenes, too!)

VIDEO NEWS PRODUCTION 2 (News Media-PM)
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Video News Production 1
The Video News Production 2 class is an extension of VNP 1 which is an in-depth look at broadcast video and school news through digital media production. Students will continue to learn and improve on the techniques needed to write, produce, and output news stories and video media that impact their school and community. Leadership opportunities are available for qualified second-year students. "Adobe Certified Professional" certifications are available in Adobe Premiere Pro and Photoshop.
SHS Today (PM)- Each student will be exposed to the latest broadcasting technology and techniques as they produce a news show called SHS Today. This show is aired weekly throughout the school, local SCTN channel 18, and the web. Students will also be able to produce special interest projects working hand-in-hand with local community members. (You are not required to be on camera at any time in this class. Many positions exist behind the scenes, too!)

VIDEO NEWS PRODUCTION 2 (Sports Media-AM)
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Video News Production 1
The Video News Production 2 class is an extension of VNP 1 which is an in-depth look at broadcast video and school news through digital media production. Students will continue to learn and improve on the techniques needed to write, produce, and output news stories and video media that impact their school and community. Leadership opportunities are available for qualified second-year students. "Adobe Certified Professional" certifications are available in Adobe Premiere Pro and Photoshop. Hornet Nation (AM) - Each student will be exposed to the latest broadcasting technology and techniques as they produce a weekly sports show called Hornet Nation. Students will work hand-in-hand with the athletic department to produce an ESPN-style news show for the school as well as many other special projects throughout the year. (You are not required to be on camera at any time in this class. Many positions exist behind the scenes too!)

ADVANCED GRAPHIC DESIGN & PRINTING 1
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
Advanced Graphics & Printing 1 explores the print and design industry through drawing, typography, graphic design, illustration, and animation. Learn marketable skills in a studio setting that includes a Mac lab running the Adobe Creative Suite, and a print lab that provides hands-on workspace to generate products like t-shirts, brochures, posters, stickers and more. An emphasis is placed on the design process, concept development, and critique to help students build a portfolio for a career in commercial arts. Students build on creativity skills and learn how to produce original designs using typography, photography, and graphics. Articulation is available with Washtenaw Community College and Ferris State University.
ADVANCED GRAPHICS & PRINTING 2

Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Advanced Graphics and Printing 1
Throughout the year, students will work independently on client design, personal design, and printing projects, taking on leadership roles within the class. In Trimester 1, they will create eight conceptual pieces by experimenting weekly with various subjects, mediums, elements, principles, and compositional techniques, each accompanied by a written statement of purpose. In Trimester 2, students will delve into two chosen focus areas for four weeks each, producing a collection of work with a final output, along with written statements for each area. Finally, Trimester 3 culminates in a polished portfolio project that showcases their best work for job applications, college admissions, and scholarship opportunities.

WELDING & FABRICATION 1
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This course is open to any student interested in metalworking and the world of fabrication. Students will be introduced to the use and application of basic hand tools & power tools as well as modern fabrication equipment while constructing projects made from metal. During the first trimester, students will rotate through various different welding processes to gain understanding and experience with all available equipment. Knowledge in the joining processes of GMAW, SMAW, FCAW, GTAW, and OAW will be developed.
During the second trimester, students will have the opportunity to choose which welding process they would like to work with each day. This allows students to focus on the processes that interest them the most and gives them the freedom to practice for competitions. Students who are interested in competing, will get a chance to prove that they have what it takes to represent the SWWC at various competitions in and out of state. Prizes include scholarship opportunities, welding supplies, welding machines and more.
During the third trimester, students will have the opportunity to construct a project of their own design. They will learn how to create a materials list, welding blueprint and operations sheet. After the design process, students will buy their own metal and assemble their project in class. A detailed PowerPoint presentation will be required after each project is finished. Students that excel may receive articulated college credits from Washtenaw Community College or Ferris State University, and be prepared for the AWS welding certification test.

WELDING & FABRICATION 2
Location: Saline High School
Requirements: Grade 12 only, Application Required, Full Year Program, Successful Completion of Welding & Fabrication 1
This advanced course builds on the foundational skills they have learned in year 1, preparing them for a successful career in the welding industry. First Trimester will continue with studies in SMAW, GMAW, FCAW, GTAW, PAC, OAC, and CAG in various positions. They will master advanced welding techniques, gain proficiency in specialized welding processes, develop critical thinking and problem-solving skills for complex welding projects, and learn about welding safety and industry standards. Second trimester will consist of blueprint reading, layout theory, testing, and inspection to ensure industry standards. Students will take what they have learned and put it to use in lab projects that they can then take home. Third trimester is all about welding in the industry, welding in the field, and welding competitions. Students will use problem-solving skills to read competition blueprints and

compete on an advanced level. At the end of the year, students will have the opportunity to walk away with an AWS welding credential and/or AWS welding certification.

WORK-BASED LEARNING
Requirements: Grade 12 Only, Application Required, Full Year Program
Work Based Learning is offered to senior students who completed a SWWC class the previous school year. They have an opportunity to get a paid job to learn skills related to their prior coursework. They will be released from school and receive high school credit for working a job in their chosen career field. The benefits include earning high school credit while working at a job in the community, learning valuable work skills related to a career of interest, learning responsibility, time management skills and valuable communication skills, earning money, and getting a start in a career while in high school. To be considered for this program, the student must have completed 11th grade, have good school attendance, a minimum GPA, and must obtain teacher and counselor recommendations. Students will be required to keep regular paperwork and timesheets and must sign in every day for attendance purposes.

ZOOLOGY-Animal Systems & Pre-Veterinary Science
Location: Saline High School
Requirements: Grades 11-12 only, Application Required, Full Year Program
This course is an introduction to animal science, pre-veterinary skills, & agribusiness. Students raise broiler chickens & aquatic classroom pets, along with gaining the background knowledge and safety training necessary to complete this hands-on work.
This course will provide students with a foundation in animal science & husbandry, livestock studies, companion animal studies, and agribusiness practices. Topics include animal domestication, poultry science, animal anatomy & physiology, animal reproduction & genetics, animal nutrition & digestion, animal welfare, animal diseases & biosecurity, recordkeeping, and agribusiness finances. Articulation is available with Michigan State University upon completion of both the Botany & Zoology courses and receiving the FFA State Degree. Membership and participation in activities of the National FFA Organization are a required and beneficial part of all agriculture, food & natural resources (AFNR) classes. Students will be required to apply hands-on skills outside of the classroom to AFNR-related work-based and research-type supervised experience projects as part of their evaluation and grade. Students will also have the opportunity to compete, travel, and win cash awards, recognition, and scholarships in the FFA. A $20 dues payment for membership in the National FFA Organization (once per school year) is a required cost of this program.

SCHOOL PROFILE
2026-2027



Chelsea High School Code: 230-610

School Data

Chelsea High School is a public, comprehensive high school with an enrollment of approximately 800 students in grades 9 through 12. We are a unique suburban community in a small town environment with offerings of a much larger town. Approximately 16,500 individuals reside in the Chelsea School District, which is approximately twelve miles west of Ann Arbor. The Chelsea community is supportive of the schools and academically oriented. We are fully accredited by AdvancEd. Among high schools in 2025, Chelsea High School's graduation rate was 96%, ranking as one of the top schools in the state of Michigan.

As measured by the SAT examChelsea High School students consistently demonstrate strong academic achievement across state assessments, performing above state averages in reading, writing, mathematics, science, and social studies. In reading and writing, ***72.2% of Chelsea students scored at the Advanced or Proficient level****, compared to* ***52.1% statewide****. In mathematics,* ***59.1% of Chelsea students scored at the Advanced or Proficient level****, more than double the statewide rate of* ***26.5%****.*

Chelsea students also outperformed state averages on the M-STEP assessments. In science, ***51.1% of Chelsea students demonstrated proficiency****, compared to* ***35.2% statewide****, while* ***59.2% of Chelsea students demonstrated proficiency in social studies****, compared to* ***43.2% statewide****. These results reflect the strong academic foundation and commitment to student learning at Chelsea High School.*

Chelsea High School is part of a consortium with four other school districts to offer college articulated credits in vocational programs. Advanced Placement classes are offered in every core area and in 2026, we administered 509 tests with an overall passing rate of 90%, which ranks Chelsea HS as one of the highest performing AP schools in the state. Over the past thirteen years, 87.5% of our Advanced Placements students passed their AP exams. Upon completing high school,72.2% of students enrolled in either a 2 year or 4 year post secondary institution according to the 2024-2025 data.

Chelsea High School has consistently been recognized as one of Michigan's top public high schools by U.S. News & World Report since 2016. Over the past decade, CHS has regularly ranked among the top public high schools in the state, reflecting our continued commitment to academic excellence and student achievement.

For the ***2025–2026*** *rankings, Chelsea High School was recognized as the* ***27th best public high school in Michigan****, placing us among the* ***top 2% of Class B public high schools*** *in the state. This recognition reflects the dedication of our students, staff, families, and community to maintaining a culture of excellence and continuous improvement.*

Academic Program

Chelsea High School offers an extensive AP curriculum. AP classes include: AP Biology, AP Physics 1, AP Physics C: Electricity & Magnetism, AP Chemistry, AP Calculus, AP Statistics, AP Micro Economics, AP Macro Economics AP English Language, AP Literature, AP World History, AP U.S. History, AP American and Comparative Government and AP Computer Science.

In addition, we offer honors level courses in Mathematics and English leading to the AP courses. We have a variety of elective courses within our core academic departments as well as many elective only departments. These total approximately 125 course offerings in our curriculum.

Chelsea High School is a member of the South and West Washtenaw Consortium, which provides approximately 23 different career and technical education programs.

Graduation requirements include a total of 27 earned credits to include 4 credits of English, 4 credits of Mathematics, 3 credits of Science, 1 credit of World History, 1 credit of U.S. History, 1 credit of Civics/Government, .5 credit of Economics, 1 credit of Physical Education/Health and 2 credits of World Language. For the college-bound student, a ***typical*** *program might be as follows:*

Freshman	***Sophomore***	***Junior***	***Senior***
English 9 (1)	*English 10(1)*	*American Literature or AP English Language and Composition (1)*	*College Prep English or AP English Literature (1)*
Algebra I or Geometry (1)	*Geometry or Algebra II (1)*	*Algebra II or Pre Calculus (1)*	*Pre Calculus, AP Calculus or AP Statistics (1)*
Biology I (1)	*Chemistry (1)*	*AP Physics 1 or Conceptual Physics (1)*	*AP Biology, AP Chemistry or AP Physics, or other Science Elective*
Physical Education/ Health (1) Civics (.5)	*World History (1) Or AP World History*	*U.S. History (1) Or AP US History*	*U.S. Government (.5) Economics*
World Language (1)	*World Language (1)*		
Visual, Performing, Applied Arts, (1 or 2)	*Visual, Performing, Applied Arts, (1 or 2)*	*Electives*	*Electives*

Grading System

Students at Chelsea High School are graded according to a 4.0 scale. The scale is as follows: 4.00=A, 3.667=A-, 3.333=B+, 3.00=B, etc. All courses are counted and weighted equally for purposes of compiling the cumulative grade-point average and class rank. Students are selected for the honor roll based on the term GPA. "Honors" level courses are coded with an "H" on the transcript.

We also generate a "weighted G.P.A." for colleges to use if they desire for admissions and scholarship consideration. The weighted G.P.A. uses this scale: 5.00=A, 4.667=A-, 4.333=B+, 4.000=B, etc. All AP and "Honors" level

courses receive the enhanced weighted honor points. On the transcript the traditional G.P.A. is coded "Unweighted G.P.A." and the weighted is coded "Weighted G.P.A."

Faculty

All faculty members are fully certified by the State of Michigan and meet the highly qualified status as required by the NCLB Act (No Child Left Behind) The majority of our faculty members have attained their master's degree or above.

Extra-Curricular Program

Chelsea High School has long enjoyed a rich and successful tradition in extra-curricular athletics. Our boys have an opportunity to compete in the sports of baseball, basketball, cross-country, football, golf, hockey, lacrosse, soccer, swimming, tennis, track, water polo and wrestling. Girls can experience competition in basketball, sideline and competitive cheerleading, cross-country, water polo, golf, soccer, softball, swimming, tennis, track, volleyball, field hockey and water polo. Bowling, shooting and equestrian are offered as co-ed sports. We currently have 32 varsity athletic teams.

We have very strong co-curricular activities including Music, Student Council, National Honor Society, Yearbook and our student newspaper (Bleu Print). Beyond the curricular music programs we have a Jazz Band, a Celtic music group known as the "Chelsea House Orchestra" and a show choir known as "Company C." Students also have an opportunity to participate in a variety of clubs and activities such as the World Language Club, Key Club, Interact, Quiz Bowl, Robotics, and Special Olympics.

Additional Information (Updated when information becomes available)

The Class of 2026's SAT composite score was 1084, again out performing the state average significantly. In addition to higher-than-average academic achievement, many of our students are involved with co-curricular activities as well. Over 80% of the student body is involved in the athletic program on a yearly basis, and a similarly large percentage of the student body is involved in an extra-curricular program outside of athletics.

****All statistical information reported was as accurate as available in August, 2026.***

Administrative Staff

Amanda Clor, Principal
Samantha McKee, Assistant Principal
Eric McCalla , Athletic Director
Jason Morris, Dean of Students

Counseling Staff

Tim Mann, Counselor (A-G)
Daniela Bickel, Counselor (H-O)
Dorvia Thomas-Hill, Counselor (P-Z)
Ellen Kent, Psychologist
Amy Kay, Admin. Assistant/Registrar