

# **Montague High School**



***Home of the Wildcats***

## **Course Catalog & Programming Information 2024-2025**

## REQUIREMENTS FOR GRADUATION

*The following is to be approved by Montague Area Public Schools Board of Education for the 2024-2025 school year.*

**Students must take and successfully pass the courses listed below to earn a Montague High School Diploma. As a note, a full unit of credit is defined as that unit being earned by satisfactory completion of a two semesters of study. Four school years of attendance are required for a full diploma except in special cases where the procedure for early graduation has been followed.**

### Michigan Merit Curriculum – Subject Credit Requirements for Graduation

<p><b>4 English Language Arts (ELA) Credits</b></p> <ul style="list-style-type: none"> <li>• 1 credit in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> &amp; 12<sup>th</sup> grades.</li> </ul>
<p><b>4 Mathematics Credits</b></p> <ul style="list-style-type: none"> <li>• 3 credits aligned with the required state content expectations, in order, Algebra, Geometry, &amp; Algebra 2.</li> <li>• Montague allows students to take Algebra in middle school while awarding HS credit.</li> <li>• 1 math or math-related course required in the final year which could include any of the 4 credits described above or may be an additional district credit</li> </ul>
<p><b>3 Science Credits</b></p> <ul style="list-style-type: none"> <li>• 1 additional science credit – MHS requires 1 Earth Ecology credit – 9<sup>th</sup> grade year</li> <li>• 1 Biology credit – 10<sup>th</sup> grade year</li> <li>• 1 Chemistry or Physics credit – 11<sup>th</sup> or 12<sup>th</sup> grade year</li> </ul>
<p><b>3 Social Studies Credits</b></p> <ul style="list-style-type: none"> <li>• 1 credit U.S. History – 9<sup>th</sup> grade year</li> <li>• ½ credit Government – 10<sup>th</sup> grade year</li> <li>• ½ credit Economics – 11<sup>th</sup> grade year</li> <li>• 1 credit World History &amp; Geography – 12<sup>th</sup> grade year</li> </ul>
<p><b>1 Physical Education &amp; Health Credit</b></p> <ul style="list-style-type: none"> <li>• ½ credit Fitness &amp; Wellness</li> <li>• ½ elective Physical Education class             <ul style="list-style-type: none"> <li>○ Can replace ½ credit PE with 1 credit of marching band (with approval)</li> </ul> </li> </ul>
<p><b>1 Visual, Performing, and Applied Arts Credit (VPAA)</b></p> <ul style="list-style-type: none"> <li>• Credit aligned to state guidelines</li> </ul>
<p><b>2 World Languages Credits</b></p> <ul style="list-style-type: none"> <li>• Can replace 1 credit with an additional VPAA credit or Completion of CTE Program.</li> </ul>
<p><b>Online Learning Experience</b></p> <ul style="list-style-type: none"> <li>• Online course, learning experience, or experience is incorporated into one or more courses.</li> <li>• Chemistry and World History &amp; Geography fulfill this requirement.</li> </ul>
<p><b>Seminar</b></p> <ul style="list-style-type: none"> <li>• .25 credits per school year. Required course for all students. Focus on acceleration and academic remediation</li> </ul>
<p><b><u>All Juniors must take the SAT test:</u></b> (This is a State of Michigan requirement.)</p>

19 credits are required for graduation.

- 18 of the course MMC credits with one additional credit earned from Seminar

Students in the class of 2028 and beyond are required to complete a half credit course in financial literacy

## *Grading, Scheduling, & Transcripts*

### **College Course Work**

Whether due to Early College or Dual Enrollment, any college credit earned through M.H.S. will be transcribed. College classes will be listed on transcripts with the letter grade. They will count towards a student's GPA but will not be weighted. The only exception is for coursework that goes beyond a content area – for example Calculus after completing our advanced math here. Courses that extend beyond our content will be weighted. This is subject to departmental approval.

### **CTC Credits**

Each student earns up to 1.5 credits a semester while attending the Career Tech Center. Students may choose to apply those credits towards their English, Math, VPAA, World Language Experience, and/or an additional Science requirement depending on choice of program. Students may not choose to earn English & Math in the same year. This will be decided during scheduling. See pg. 21 of course catalog for complete listing.

### **Dropping Advanced Level Classes**

Advanced level course work is considered a privilege. It based upon a student's academic record and commitment to their academic goals. Students will NOT be allowed to drop an advanced level course once the year begins. Students, as always, have 1 week into the semester to drop a course. After the first week of a semester student will NOT be able to drop an advanced course for any reason. If there are extenuating circumstances, then a meeting with the administration and teacher is required. If an advanced level course is being dropped at any time it is the responsibility of the student to contact their planned college to inquire as to the repercussions.

### **Failing a Course**

A student who fails a required class must retake that class and earn a passing grade in order to meet graduation requirements. D- is considered a passing grade. All grades earned, both passing and non-passing will be reflected on the transcript and factor into GPA. We have a number of opportunities for students to retake courses including online, in the LAKES program, the following year, and through White Lake Area Community Education.

### **High School Credits**

High School credits earned before the start of 9<sup>th</sup> grade year shall be transcribed as credits earned along with the letter grade. They will not be counted towards the student's high school grade point. The only exception would be students who take high school course work specifically in the Montague High School building. Coursework taken directly at MHS shall be transcribed with the credits, letter grade, and the grade points.

### **Lakes Program**

The Lakes Program is a specialized program whose mission it is to help support eligible students to be successful in high school. Placement is based upon program requirements and school counselor recommendations. The Lakes program includes online credit recovery through Edgenuity to provide coursework needed to stay on track for graduation. Students may be enrolled in the Lakes Program for up to 2 hours per day in a semester, some exceptions may be made. A grade is given for each course a student is enrolled in online. Students in the Lakes are required to complete the state graduation requirements and can use the opportunity of the program to help them accomplish their goals and earn their diploma.

### **Parchment**

Current students and alumni are able to request transcripts using the online platform of Parchment.com. You may order a self-view or have them sent to an institution/college. There is a link on the counseling website. Simply create an account and request the document.

### **Personal Curriculum**

The personal curriculum is a process to modify specific credit requirements and/or content expectations on the individual learning needs of a student. It is also a tool used by the counseling office to audit and track student credit achievement. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

The district may utilize personal curriculums and the process for completing them for auditing purposes only. Please see the counseling office if you have any questions. To see the complete list of allowable personal curriculums, please visit our webpage at [Mapsk12.org](http://Mapsk12.org) or the State of Michigan webpage, [www.michigan.gov](http://www.michigan.gov).

### **Schedule Changes**

All schedules are established by the guidance office with input from the students. All schedule change requests must be made through the guidance office the first week of each semester. No students should expect schedule changes after the start of a semester. The counselor reserves the right to change schedules for any reason.

### **Weighted GPA**

All advanced courses, as determined by a committee of staff members (BRAN team), will have a weighted GPA on a 5.0 scale. Weighted courses began in the 17-18 school year. Course work prior to that will not be retroactively weighted. The weighted courses will be noted in the course catalog.

## *Programs & Opportunities*

### **AP Expectation to taking the AP test**

If you are enrolled in an Advanced Placement Course, or AP you are required to take the course for the whole year. You are also required to take the AP Exam at the end of the course at a cost to you. You will be informed of this cost at the start of the course. You may not opt out of the test. If for some reason or financial hardship you are unable to take the test you must discuss this with the principal. If a student earns a qualifying college score on the AP examination, the district will reimburse the student/family for the cost of the examination.

### **Dual Enrollment**

Michigan law states that school districts must offer Dual Enrollment opportunities to its students. This includes paying a portion of the tuition and fees (including purchasing textbooks) for college courses. Dual Enrollment is recommended for 11th and 12th grade students. Students may choose to take a college course during the academic year as long as the courses is not offered at their school. Students must have approval from the counselor and principal before enrolling. Courses not approved include physical education, theology, divinity, or religious education. Credit obtained will be recorded on the transcript. The school website and counseling office have all of the necessary paperwork that explains the process, expectation, and regulations.

### **Early College of Muskegon County**

This is a program that allows selected students to extend high school by one year in order to earn both their diploma and up to 62 college credits from Muskegon Community College (MCC) at no cost to the student. Students are recommended during their sophomore year by the guidance counselor to apply to be an Early College Student. Students attend M.H.S. for half the day and attend college during the other half. Students are still required to complete the state graduation requirements. Students who do not earn a passing grade in their college courses must reimburse MAPS for the cost of those courses.

### **Foreign Exchange Students**

Montague High School participates in a number of foreign exchange student programs. The counselor will have information in regards to these programs. Foreign exchange students visiting MHS will participate in Commencement but will receive Certificates of Attendance instead of a diploma. Montague also partners with Whitehall Montague Rotary to send one or two students a year to study abroad during their junior year of high school. Students are given the chance to learn more about this opportunity during their sophomore year.

### **Full Time Online MHS Student – Montague Virtual Academy**

This program is designed for the student who needs to take classes online. The student and parent/guardian will complete an application that will be reviewed by a committee, administrators and coordinator to determine if the Virtual Academy is the best fit for the student. If the student is approved for the program the parent/guardian and a mentor teacher will support the student. Coursework is provided through the following platforms: Edgenuity, Michigan Virtual, or Stride K12 using the Brightspace Learning Management system. The student is required to work on classes through the online program we offer for a minimum of 25-35 hours a week. The student may need to devote more time based on class progress. The student must also have weekly communication with the mentor teacher to ensure success in passing all online classes. [MCVA Catalog](#)

### **Homebound Policy**

Homebound services are provided by Montague High School to students who are unable to attend school due to a medical condition. Students become eligible for homebound services when the high school counseling office receives a note from a physician or hospital that indicates a medical condition that will cause the student to miss at least five consecutive days of school. Upon receiving this notification, Montague High School will make arrangements for homebound services to begin as soon as possible. The district utilizes certified teachers to instruct students receiving homebound services.

### **Michigan Virtual Online School – Opting Out**

The State of Michigan, under Section 21f of the State School Aid Act, allows parents to request that their student(s), in grades 5-12, be enrolled in no more than two (2) online courses in place of a currently scheduled course. Montague Area Public Schools supports online learning in cases where students and parents understand the opportunity. Students who are opting out of a course here at MHS must complete the application process during the enrollment period. The Counseling office can guide you to these packets. Once a student has been approved they will be assigned an hour in the day to complete their Michigan Virtual equivalent course.

### **Muskegon Area Career Technology Center**

Enrollment occurs in the spring of the sophomore and junior year. Placement is based upon guidance counselor recommendation. Students are still required to complete the state graduation requirements. Students are required to ride the bus provided unless otherwise determined by the principal and/or his designee. If students drive their own cars, written permission must be given to the office by 10:00 A.M. the day they are to drive. Enrollment in a MACTC course is a replacement for electives at the high school.

### **Credit Recovery**

Online courses for credit recovery are available. Enrollment in online courses is subject to the same restrictions and rules as traditional enrollment. All courses must be scheduled during the normal enrollment period and must be approved by the counseling office. Students and parents must also sign an online learning contract. The contract states specifically that all courses must be completed during the enrollment period. It also states it is the student's responsibility to notify the designated teacher for any additional support and all tests and exams must be taken on campus. The expectation to be successful in online courses is to complete 10% a week for each individual course. All course grades will appear on the transcript as a letter grade as of the end date for the grading period.

**Special Educations students:** The Individualized Education Plan (IEP) shall identify the appropriate courses of study and the supports, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements or in a Personal Curriculum (PC), and meet the requirements for a high school diploma. A personal curriculum must incorporate as much of the high school content expectations as is practicable for the pupil and is consistent with the pupil's educational development plan (EDP) and IEP.

### **Summer School**

Summer school is a six-week program offered to students as a credit recovery program. Students are required to complete all modules and attend class 6 hours per week. All unit tests and the final test are required to be completed in the classroom. Grading is based on module mastery 30%, unit post tests 25%, EOS Test 25%, and participation (attendance) 20%. The counselor will determine the classes the students take during summer school.

### **Testing-Out**

A student may earn credit for a course by testing out if they earn a qualifying score, as determined by the department, on the assessments developed or selected by the school district. This assessment will measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. A qualifying score of not less than a C+ on the assessment will be used to evaluate if a credit has been earned for that course. All earned credits through testing out count as a required credit for graduation under the Michigan Merit Curriculum. MHS has specific times when students may test out. Students may not "test out on demand." See the counselor for testing out timelines and procedures.

### **Transfer Students**

Transfer students from other high schools will be given individual consideration concerning the courses required for graduation. They may also be eligible for a personal curriculum.

## *Graduation*

### **Determining Graduation Participation**

Near the end of Marking period 3 senior teachers and the counselor begin gathering the list of students they are concerned won't make it to graduation. Students are met with and parents may be contacted. Dates will be determined ahead of time for the following. On the date of the audit students who are failing as of that date will not be allowed to walk or participate in any graduation activities. Students need to be passing their classes at the time of graduation to earn their diploma on time. Students who do not complete their coursework may enroll in summer school to complete their credits.

## *Scheduling*

### **Scheduling Constraints**

- All schedule changes must be made in person by the student to the counseling office
- Schedules will not be changed for the following reasons:
  - To change lunches
  - To have a specific teacher
  - To change Seminar
- Schedules will only be changed within the first two weeks of a new semester. All other changes must have administrator approval
- The counseling office reserves the right to change a schedule for any reason

## *Departments and Course Descriptions*

# **ENGLISH DEPARTMENT**

### **English 9A&B**

English 9A introduces freshmen to high school thinking, speaking, listening, writing and reading skills. Students will practice various forms of writing, including analytical, persuasive, and narrative. They will read literature from a variety of genres: poetry, nonfiction, short fiction, and memoir. Students will also read the novel *Ender's Game*. English 9B helps freshmen to further develop higher-level thinking, speaking, listening, writing and reading skills. Students will study poetry and figurative language, and will apply this learning to the study of two main texts: the epic poem *The Odyssey* and the Shakespeare play *Romeo and Juliet*.

### **English 10A & B**

Students will focus on several different learning targets throughout the year. Students will read two different independent novels to aid in scaffolding their learning. Students will broaden their experiences of world views and historical events to assess and modify how they have the power to impact them. The anchor texts to be studied are: *The Crucible*, *The Gettysburg Address*, and *A Long Way Gone*, and some poetry. Students will write persuasive passages using ethos, logos, and pathos, and conduct a short research project to gather relevant information and integrate it into a research paper.

### **Honors English 10A & B \*Weighted Course**

Honors English 10 is a year-long course that is structured to move more quickly than English 10. In this course, students will study a number of authors and genres in American Literature, focusing on vocabulary, reading, writing, research, listening, and speaking. Students who enroll in this course will need to have effective study skills, and must have shown success in English 9 A & B. Final enrollment will be based upon teacher determination. Students who enroll in Honors English 10 are students who are looking to continue in Honors English 11 and AP Literature.

### **English 11A & B**

English 11 focuses on improving reading and writing skills in order to prepare students for the SAT, college prep courses, and the workforce. A rigorous reading schedule includes a memoir study, a study of notable authors, various forms of poetry, and Renaissance literature. Extensive writing is also a part of the course as students will engage in literary and argumentative essays, a career exploration research paper, a college application essay, and regular writing practice through notebook assignments and exposure to SAT vocabulary.

## **English 12A & B**

The purpose of English 12 is to provide students with a chance to expand their horizons through a study of world literature. Units correspond with those taught in World History, which is also taught in grade 12, and focus on historical as well as contemporary issues. Units include a study of ancient Greece and Rome, the Dark Ages, the Renaissance in Europe, the Industrial Revolution, the Middle East, China, India, and Africa. Literary selections within these units include, but are not limited to, *Oedipus*, *The Tragedy of Julius Caesar*, *Dante's Inferno*, *Hamlet*, a study of Sherlock Holmes, *A Thousand Splendid Suns*, *Siddhartha*, as well as short stories, poetry, and folk tales from various cultures. Writing assignments relate to literature but also include college and career exploration.

## **Advanced Placement English Literature \*Weighted Course**

### **Prerequisite: Honors English or other AP English**

This course is designed for the student who is proficient in reading and writing skills. There will be significant reading and writing assignments that will prepare the student for college English courses. The class will also complete activities that will prepare the students to take the Advanced Placement test in May. If the student is successful, college credit may be awarded.

## **Advanced Placement English Language \*Weighted Course**

### **Prerequisite: Honors English or other AP English**

In AP Language and Composition, students will learn about the elements of argument and composition as they develop critical reading and writing skills. Students analyze and read nonfiction works from various time periods and write essays with various objectives. All curricular requirements are based on College Board units and content standards. The class will also complete activities that will prepare the students to take the Advanced Placement test in May. If the student is successful, college credit may be awarded.

## **Writing for Publication/Yearbook**

Open to grades 9-12, Writing for Publication introduces students to all facets of the journalist's craft: interviewing, reporting, writing (including blogging and the use of social media), editing, broadcast, and multimedia. Students will read, view, and analyze examples of successful journalism techniques as well as implement these skills in their own work. Students who take this course may join the Montague yearbook staff. (.5 credit; no Prerequisite; 9-12)

## **Renaissance**

Renaissance Leadership: - is a one-year elective course designed to prepare students for opportunities to plan, implement and evaluate projects at Montague High School that will serve the student body, staff (every single person who works at MHS in any capacity) and community. Students will develop and hone leadership, professional, speaking and business skills. Students will also work on essential skills such as public speaking, event planning, time management and goal setting along with laying the groundwork for implementation of the Josten's Renaissance program.

## **Film Studies**

Open to grades 10-12, Film Studies is a class that explores the history of film and its different genres. In class, students will analyze the different aspects of film, television, and other digital/media. This class will include weekly readings, viewings, and short writing assignments/assessments. Due to the different ratings of the films watched in class, students will need to have parent approval to enroll.



# MATHEMATICS DEPARTMENT

## **Math Success Seminar**

This intervention focused course is designed to support students with math skills they may have missed in earlier grades, skills necessary to explore and solve problems in Algebra and Geometry, as well as everyday life. Students will develop skills in basic math operations and learn the use of numbers for a variety of purposes. They will learn *new approaches* to solving basic math problems and study skills to gain confidence in other classes. Technology may be utilized to provide support and build skills.

## **Algebra 1A/B**

Students will be introduced to variables and basic algebraic problem-solving involving addition, subtraction, multiplication, division and squaring. Students will be solving multi-step equations, linear systems, graphing lines, and learning properties of lines, specifically slope. Students will be solving and graphing quadratic equations, graphing exponential equations, and working with other nonlinear functions. In addition, investigation of polynomials and factoring will be studied.

## **Geometry A/B**

Students will learn about planar geometry through the study of logics, isometries, polygons, congruence and proof. The first half of Geometry will focus on logic and proof. The second half of geometry reviews perimeter and area and then extends into three dimensional prisms and pyramids and their surface area and volume. Trigonometry and properties of circles are also discussed.

## **Algebra 2 Essentials**

Students in this course are seeking to become proficient at the minimum level in Algebra 2 for the Michigan Merit Curriculum math requirements. These students typically have had a history of struggle in mathematics and do not plan to go on to a math-related career. A personal curriculum modification is required when in this class.

## **Algebra 2A**

### **Recommendation: C or better in Geometry A**

Students in this course will learn about linear functions, linear inequalities, linear systems, matrices, quadratic functions, and complex numbers. Students will learn about the following functions: exponential, logarithmic, polynomial, radical, and rational. Quadratic relations, factoring quadratics, and conic sections will also be studied. (1/2 credit – 1 semester)

## **AP Statistics \* *Weighted course***

### **Recommendation: Successful completion of Algebra II**

**Note:** This course may not be offered if a sufficient number of students do not enroll in it.

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collection, analyzing, and drawing conclusions from data. A T84 plus graphing calculator is used extensively in this class. Students are exposed to four broad themes. Students are required to complete the course and examination to receive credit, advanced placement, or both for a one semester introductory college statistics course.

## **PreCalculus A&B \**Weighted Course***

### **Recommendation: Successful completion of Algebra 2A/B**

This course combines and extends the content previously studied in Algebra, Geometry and Algebra II into a preparatory course for Calculus. Topics covered include trigonometry, polynomials, sequences, limits, and derivatives.

### **AP Calculus AB \*Weighted Course**

#### **Recommendation: Successful completion of PreCalculus A/B**

This course focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (E.g. modeling change, approximation and limits, and analysis of functions) the course becomes a cohesive whole and prepares students for the AP exam in May.

### **AP Computer Science \*Weighted Course**

#### **Prerequisite: Grades 10, 11, & 12 and C- or better in Algebra or instructor approval (Can be used as a senior level math class)**

Computer Science Principles is a course designed to prepare students who are new to computer science for the AP CS Principles exam. The course covers many topics including the Internet, Big Data and Privacy, and Programming and Algorithms. Students are required to complete the course and examination to receive credit, advanced placement, or both for a one semester introductory college computer science course.

### **Personal Finance**

#### **Prerequisite: Grade 12 (Can be used as a senior level math class)**

This course covers math issues consumers face daily. Checking accounts, wage calculation, saving, budgeting, money management, home and auto expenses, investing, retirement, careers, and taxes will be covered in this course.

### **Financial Literacy**

Starting with the freshman class in Fall 2024, all students will be required to take a semester of a personal finance course. This course will fulfill that requirement. This course gives students a consistent framework for thinking through financial choices in order to improve their well-being. Decisions require action. Students who take charge of their finances are better prepared to invest in themselves and cope with the financial ups and downs that life will bring. An activity and project-based approach will be used.

## **SCIENCE DEPARTMENT**

### **Earth Ecology A&B Required for 9th**

Earth/Ecology will focus on providing instruction and experience in the topic of environmental stewardship and sustainability issues through the use of group work, demonstrations and presentations using a synthesized curriculum that incorporates NGSS and Michigan CTE standards. This course will focus on premier leadership, personal growth, and career success and require extensive participation in classwork and FFA. Students are required participate in a local Career Development Event with the opportunity to compete at the district, regional, state, and national level, attend field trips to facilitate instruction and participate in leadership conferences.

### **Biology A &B Required for 10th**

#### **Prerequisite: Earth Ecology**

This two semester course explores the living world meeting MMC Life Science requirements in addition to relevant AFNRE CTE segments. First semester covers the nature of science, biological systems through the lens of poultry production, biological chemistry, and introduces cell biology. Second semester studies energy in life, mitosis / meiosis, life cycles, genetics, and evolution. Students are required participate in a local Career Development Event during class with the opportunity to compete at the district, regional, state, and national level, attend field trips to facilitate instruction and participate in leadership conferences.

## **Essentials of Chemistry/Physics Required for 11th**

### **Prerequisite: Biology / Co-requisite: Algebra II**

This two semester lab based course represents an introductory course to the Physical Sciences. The first half of the course will be Chemistry related looking at the particle nature of matter. “Essentials of Chemistry” focuses on conservation of matter and energy and uses the modeling curriculum to develop understanding of the particle world around us. The second half will focus on motion and Newton’s Physics. “Essentials of Physics” asks students to look at the moving world, continuing with the conservation of energy but now looking at the macroscopic world and interpreting it using Newton’s laws of motion through work and simple machines to simple circuits and electrostatics.

## **Honors Chemistry A&B \* Weighted Course**

### **Prerequisite: Biology / Co-requisite: Algebra II**

This is a traditional college prep chemistry course. Session A covers the atomic theory, chemical reactions and the framework of chemistry up through stoichiometry. The second session of the traditional chemistry course, session B picks up where session A left off covering gas laws, solution chemistry, some organics and thermodynamics.

## **AP Chemistry \*Weighted Course**

### **Prerequisite: Honors Chemistry or Essentials of Chemistry/Physics and instructor permission**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students’ abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory.

## **AP Physics A&B \* Weighted Course**

### **Prerequisite: Honors Chemistry B / Co-requisite: FST**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

## **Astronomy**

A one-semester elective course learning about our place in the solar system, the galaxy and the universe. This course has a focus on observable astronomy and the history of observation that lead early scientists/philosophers to the understanding of the arrangement and motion of planets in the solar system as well as an explanation for the seasons and the motion of the celestial bodies they observed. Finishing with a look at the visible universe and how through observation of stars and starlight astronomers can determine, distance, composition and age of a particular star.

## **Principles of Technology**

A one-semester elective course learning about technology through hands on projects. Specifically working with Raspberry Pi, 3D printing, coding, computer aided drafting (CAD) and ultimately robotics and drones. Students will start with the principles of electronic, computer systems and work through controls, sensors, motors, and the coding required to make them work together.

# **SOCIAL STUDIES DEPARTMENT**

## **U.S. History A & B Required for 9th**

This course will cover the state expectations numbered 6.1 – 7.2 and the years including 1877 (the end of Reconstruction) through 1945 (the end of World War II). The process by which the United States is transformed from a policy of isolation and neutrality, to that of imperialism and world dominance is explored. Second semester course will cover the State expectations numbered 8.1 - 9.3 and the years including 1946 (beginning of the Cold War) through the present (post 9/11). The focus will be on the ever changing role of the United States on the world stage.

## **U.S. Government Required for 10th**

The course focuses on the study of American government. This course is designed to educate students on the process of the Federal and State levels of government. We begin by studying the basic principles and the Founding Era, so history plays an important role in our studies. Students will become knowledgeable about government relations and public policies and learn how to become a responsible active citizen. Much attention is paid to developing sound opinions based on research of current issues relating to different areas of study. Units of study will include: Core Values & Overview of World Government, The Founding of our Nation, Federalism, Voting & Political Parties, Civil Rights & the Bill of Rights, International Organizations & Three Branches of Government: Legislative, Executive & Judicial, and Foreign Policy.

## **Economics Required for 11th grade**

Economics focuses mostly on microeconomic issues such as scarcity, opportunity cost, supply & demand, taxation, fiscal and monetary policies, and the importance of saving. Simulations and current issues are used to enhance students' understanding of the fundamental economic principles. Economic indicators such as GDP/GNP, and the CPI will be applied as we also study inflation/recession principles and unemployment. This is a good course to prepare students for World History & Geography as well as college Economic courses. Basic units of study include Basic Economic Concepts, Monopolies & Government Regulation, Demand, Supply & Market Clearing Price, Banking, Monetary Policy & Economic Indicators, Taxation & Government Spending, and Savings & Investing.

## **World History & Geography A & B Required for 12th grade**

This course will cover a broad overview of European, Latin American and Middle Eastern history over the last 600 years. Particular attention is placed on the development of democratic institutions and practices. A premium is placed on the role of economics, religion and political changes. For much of content, geography is indirectly or directly integrated into the historical developments. Second semester section of the course will explore the following areas: China, India, Africa and Russia. Students will consider the modern historical developments of each country or religion. The major issues facing each of the lands under study will be explored in-depth. Political and physical geography are integrated into the study of each area.

## **Psychology**

Psychology focuses on the study of the individual and the workings of the brain. Incorporated into brain based research, we will look at stages of human development, personalities, and disorders. The class is research and project based.

## **Sociology**

Sociology is the study of human social behavior. It focuses largely on group behavior and how society affects a group's behavior. Students will be seeking answers to questions about group behavior through observing groups in our community (school, local area, and cultures throughout the world), especially the ones that classmates are a part of. Current and key events play a large role in dictating content in this course, and analyzing these events and their effects on society.

# **WORLD LANGUAGE DEPARTMENT**

## **World Language Experience A&B**

Designed to meet the state required World Language Experience; this course is intended for students who will not be taking Spanish I & II over the next two years and is recommended for any student interested in attending the Career Tech Center their Junior year. Semester one is an introduction to language and culture through news articles, videos, music, interactive instruction, and web assignments. The emphasis is on spoken language and learning about world cultures. Second Semester will be focused on the learning basic foreign language vocabulary and phrases using conversational instruction and gaining an understanding and knowledge of other cultures and countries. This course will also satisfy the Online Education graduation requirement.

## **Spanish I A&B**

This class is an introduction to understanding, speaking, reading and writing Spanish as a second language. Course study includes vocabulary building, pronunciation and basic sentence structure through various learning techniques including: online learning, news articles, songs, videos and stories. Class also includes an introduction to the culture, geography and history of Spain and Latin America.

## **Spanish II A&B**

This class is a continuation of understanding, speaking, reading and writing Spanish as a second language. Course study continues building fluency through several learning techniques including: conversational and listening activities, online learning, news articles, songs, videos and stories. Class also includes an introduction to daily life, history, and travel in Spanish and Mexico.

## **Spanish III A&B**

**Prerequisite: B average in Spanish II or approval of instructor**

This class is a continuation of Spanish II. The course sharpens listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. The course, conducted almost entirely in Spanish, will also examine the historical literary, artistic and cultural heritage of Spain and Latin America.

# **AGRI-SCIENCE ELECTIVES**

## **Advanced Placement Environmental Science \* *Weighted Course***

**Prerequisite: *Earth Ecology and Biology with a C or better***

APES is a college preparatory immersion into the science behind the natural world as exhibited through ecological interactions. This course is designed for the student who is proficient in critical thinking and research skills. There will be numerous laboratory and field related learning opportunities, as well as multiple research based papers that students will complete with the intent of becoming prepared for publishing data. The class will also complete activities that will prepare the students to take the Advanced Placement test in May. If the student is successful, college credit may be awarded.

## **Food Science I, II**

A look into the three tenants of food science: microbiology, chemistry, and business. Each discipline plays a role in how food travels from farm to table, and how you have grown to enjoy various types of food. In the class we will investigate the theory behind food preservation, the chemical make-up of food, and the billion dollar industries that are built on the buying, selling, and development of food. The course will use a project-based approach along with laboratory, team building, and problem solving activities to enhance student learning.

Suggested Grade Levels: 10-12 *Prerequisite: Earth Ecology with a C or better*

## **AG Leadership**

If you are involved in an organization, event or want to be a team captain leadership is for you! Leadership class is focused on preparing students for leadership opportunities in high school and in the work environment. Through guided interaction and group exercises, students will explore the principles of leadership by developing individual and group leadership skills that impact other students and the communities. Content areas include decision-making, goal setting, effective communication, servant leadership, organization and time management skills, and concrete strategies to implement change. This class teaches the student about the basics of a democratic government and parliamentary procedures. Individual projects as well helping organize school and community activities will be part of the class.

Suggested Grade Levels: 10-12 *Prerequisite: Earth Ecology with a C or better*

## **Greenhouse Management**

Are you interested in growing your own food? Building your own greenhouse or hydroponic system? Growing flowers and earning money while in school? In this class students will learn to produce various ornamental crops and food crops for the school and local restaurants. An understanding of structures, crop selection, and growing systems will be explored. As populations continue to expand, the importance of food production in a climate controlled environment increases.

Suggested Grade Levels: 10-12 *Prerequisite: Earth Ecology with a C or better*

## **Veterinary Science I, II**

Do you love animals or dream about working in veterinary medicine. This course will ignite your passion for working in this field. Veterinary Science is for students interested in learning skills to prepare for employment or advanced training in the veterinary or health services industry. Units of instruction include: medical terminology, animal handling and restraint, injections and sutures, parasitology, animal health care instruments, animal grooming and grooming equipment, veterinary office procedures, and comparative animal anatomy and physiology. Students will study small and large animals. Second semester students will gain hands-on experience related to the concepts learned in the first semester. They will gain a deeper understanding of medical terminology, animal anatomy, and animal health care and nutrition through practical applications. Students will have an opportunity to have an extended and/or work-based learning experience through a job shadow or practicum. The course will culminate with a veterinary lab practicum at Michigan State University's Veterinary Teaching Hospital facilities. Prerequisite: Earth Ecology and Biology with a C or better

# **MARKETING & BUSINESS TECHNOLOGY (DECA)**

Marketing at Montague High School consists of four classes that cover twelve business/marketing related segments. Students that complete all four semesters are able to take an advance level class called advanced marketing. There is no required order for any of the four classes and a student can take marketing classes in any order that fits their schedule. All students enrolled in any Marketing class will also have the opportunity to participate in DECA, a co-curricular organization that helps prepare emerging leaders for careers in marketing, finance, hospitality, and management.

## **Entrepreneurship:**

This course is designed for students to expand their knowledge on business/marketing and specifically to starting/owning their own business as well as identifying traits of successful entrepreneurs. During this class students will create a basic business plan.

## **Sports & Entertainment Marketing (previously Marketing Basics):**

This course provides a basic foundation for further study in marketing using many sports and entertainment industries as a basis for learning. Students will focus on marketing fundamentals, promotion, economics, and selling all related to sports & entertainment marketing. In addition to an overview of marketing this course is designed to give an introduction of advertising and promotion.

## **Marketing: Distribution/Human Relations**

This semester we will cover the distribution, market information management, human relations segments. Students will also be creating a portfolio with sample resume, cover letter, application, and thank-you letter for a potential job and participating in mock interviews.

## **Marketing: Promotions**

This class helps students explore advertising techniques and understand the critical role of promotions for business success. Students will create strategic plans for promoting products. Students will understand how to promote to different audience types.

## **Advanced Marketing I & II**

This class prerequisite is successful completion of all four marketing segments above and permission of the instructor. This semester will be a capstone class which will use all of a marketing students' abilities. The student will produce a written event and corresponding presentation that could be submitted to the DECA State Conference. Junior or Senior status required.

# **MUSIC/PERFORMANCE**

## **Marching and Symphonic Band**

**Open to all grades with permission of band instructor or by audition.**

This course is both activity and performance oriented to appreciate and understand the aesthetic qualities of music. The band participates at football games and other marching activities as well as concerts, basketball games, festivals, etc. Members of this class are also eligible to participate in solo and ensemble. Students must take band at least two semesters of the year. Both semesters are preferred. Anything different must be signed off by Mrs. Greenwood.

## **Chorus**

Any student who loves music and wants to become a better singer and musician is encouraged to take MHS chorus. In this choir, students will sing a variety of music, including pop, classical, folk, rock, jazz, traditional, show tunes, classical, and Christmas. Students will learn and demonstrate basics of correct vocal production (singing) as applied to each genre of music. Students will learn to sign in unison and harmony, and they will be assigned to sing soprano, alto, or baritone, depending on their vocal range. They will learn the fundamentals of music theory. The choir performs for the Christmas Concert, the Pops Concert, and the Spring Concert, with other opportunities for performing available. Performances are mandatory.

## **Beginning Guitar**

This class is for absolute beginners who want to learn how to play the acoustic guitar . Students that have played the guitar before, are also welcome. This class will cover playing basic guitar chords, strumming patterns, tab reading, note reading, how to change a guitar string, tuning and much more. This is a very hands on class and you will play the guitar every day. You do not need to own a guitar, but it helps if you do. You will be playing an acoustic guitar in class and electric guitars are not allowed.

## **History of Rock & Roll**

This class explores the beginning of Rock and Roll starting with Jazz and Blues music and following through to the British invasion. The time period studied is 1940's to -1960 with a bit of 1970's. Groups/styles studied may include but not limited to: Muddy Waters, Little Richard, Chuck Berry, Jerry Lee Lewis, Motown, The Beatles, The Rolling Stones & the British Invasion. The class then continues by exploring Rock and Roll artists and styles of the 1960's through current day music. How they influenced society and what impact they played in America will be studied. Groups/styles studied may include, but will not be limited to: British Invasion Artists, The Who, Jimi Hendrix, Eric Clapton, Bob Dylan, , Psychedelic Rock, Hard Rock, Michael Jackson, & Evolution of Rap/Hip Hop.

## **Music Technology**

Do you love creating music, writing songs, or recording? Have you ever wanted to learn more about music production, studio recording, mixing and mastering? This class is designed to introduce you to the music technology world, which will include many facets of creating, producing, and publishing music. We will dive into music theory to learn the building blocks and music fundamentals. We will learn how to use software and different hardware to record, mix, edit, and publish creative content. Finally, we will work towards publication and creating digital (audio and visual) portfolios of our work. This class is for anyone who loves music, and no performing experience is necessary.

## **Theatre Performance**

This class provides practical experience in theatre performance and production activities.

## **Theatrical Design**

Hands on involvement in the production of live theatre; participation in leading to a more thorough understanding of theatre through set building, costume design, stage direction and sound and light technology.



# PHYSICAL EDUCATION DEPARTMENT

## **Fit & Wellness – Required Health Course**

Fitness & wellness is a required course in which students will focus entirely on improving their physical fitness and wellness. The class will split time equally between the gymnasium and the classroom. Topics covered in the classroom include: health-related fitness, skill-related fitness, and FITT formula, parts of a workout, designing a workout, nutrition, sleep, first aid and CPR. Topics covered in the gymnasium include: physical fitness, cardiovascular endurance, muscular strength, muscular endurance and flexibility. The following fitness units are jogging, jump rope and weightlifting. This course is required during students sophomore year.

## **Physical Education**

Physical Education I is a course designed to cover two parts of a physically educated person. First, Physical Education I will entail all aspects of individual, team, and lifelong sports and activities that one can participate in through recreational practice. This includes: history, skills, rules and strategy for every sport. Examples of these sports include: football, soccer, ultimate Frisbee, badminton, pickle ball, bocce ball, Frisbee golf, shuffleboard, table games, basketball, table tennis, volleyball, floor hockey, softball, and many more. Each student will be tested over the rules and skills needed for every sport, as well as the origin of the game. The sports taught will depend on the season of the school year. Secondly, besides being a sports and activities course, Physical Education I will also provide students with the opportunity to assess and improve general health-related physical fitness and develop the basic aerobic capacity that will allow safe participation in community recreation settings.

## **Weight Training**

This course builds upon the basic techniques needed for developing muscular and cardiovascular strength and endurance that were previously learned in Fitness & Wellness. This class will discuss proper weight room technique and etiquette. It will include instruction on the use of weight machines and free weights, Cross-Fit circuit training, and other cardiovascular endurance and muscular strengthening activities to help improve one's health and well-being. Basic Weight Training will also provide students with the opportunity to assess general health-related physical fitness and develop the basic aerobic capacity that will allow safe participation in recreational settings while gaining an increased knowledge of health-related fitness.

## **Power PE**

Power P.E. I is a course designed toward students who participate in interscholastic athletics. The main focus is to help the student develop strength, speed, power and size through weight training, flexibility, plyometric activities, Cross-Fit circuit training, and running programs. This class is for the motivated student who wants to work hard to improve their performance.

# VISUAL ARTS DEPARTMENT

## **FOUNDATIONS OF ART - The prerequisite for most other art courses. Open to all grades.**

Art Foundations is a one semester, beginning level art class open to all grades. This class is designed to be an introduction to art materials, techniques, and concepts. The course will cover basic drawing skills, painting skills, an introduction to clay, as well as additional materials. The basics of good design will be covered, as well as an introduction to Art History. This is a hands-on studio class with an emphasis on creating artwork. Students will also learn proper care of art materials as well as how to use a sketchbook as a way to document the progression of skills acquired. Grading is based largely on effort and

participation. This course is required before taking any upper level art classes. Great for anyone interested in any design related field, as well as those who are just curious about art!

**PAINTING AND DRAWING 1 - Recommended Prerequisite: Foundations of Art. Open to all grades.**

This is a one semester course that places emphasis on building basic drawing and painting skills, as well as production of work. The first half of the semester will focus on developing students' design and drawing skills using various media, such as pencil, charcoal, ink, pastels and colored pencil. The second half of the course will focus on developing students' painting skills using various media, such as tempera, acrylic and watercolor. Students will be expected to exhibit knowledge of the elements and principles of design in their work. Students will be responsible for discussion, critique and the display of their artwork, as well as the upkeep and maintenance of supplies.

**CERAMICS AND SCULPTURE - Prerequisite: Foundations of Art. Recommended for grades 10-12.**

This is a one semester course that places emphasis on building basic ceramic and sculpture techniques, as well as production of work. The first half of the semester will focus on developing students' sculpture skills using various materials such as wire, plaster, and everyday objects. The second half of the course will focus on developing students' pottery skills using clay, which includes handbuilding and wheel throwing. Students will be expected to exhibit knowledge of the elements and principles of design in their work. Students will be responsible for discussion, critique and the display of their artwork, as well as the upkeep and maintenance of supplies.

**DIGITAL PHOTOGRAPHY 1 - Recommended for grades 10-12.**

This is a one semester course where students will learn the basics of digital photography and computer enhancement using digital cameras and Photoshop. Emphasis is placed on making quality, original images. This course focuses on subject matter, composition and visual communication. Students should be interested in creating art and comfortable with computers, although no prior art or Photoshop experience is necessary. It is helpful if students have their own digital camera, but not required. Students should exhibit the ability to work **independently and diligently**.

**PAINTING & DRAWING 2 - Prerequisites: Foundations of Art AND must have completed Painting & Drawing 1 with a B or better.**

This is a one semester course that will build upon the skills developed in Painting & Drawing 1 and Foundations of Art. Students will continue to explore two-dimensional art making mediums such as pencil, charcoal, ink, pastel, watercolor, acrylic, etc. Emphasis will be placed on creative thinking processes and making quality, original artwork. Students will work towards developing their own portfolio of work, artist statements and critique skills. Students taking this course should have demonstrated proficiency in previous art courses, have an interest for the subject, and be able to work independently and diligently.

**DIGITAL PHOTOGRAPHY 2- Must have completed Digital Photography 1 with a B or better.**

A continuation of Digital Photography 1. Students will pursue additional assignments and projects emphasizing quality composition, interesting content, and use of Photoshop techniques to create unique digital images. Prospective students should have been successful in Digital Photo 1 with a B or better, and have demonstrated an ability to work independently. Students should have their own camera for this class.

# SPECIAL EDUCATION COURSE DESCRIPTIONS

**Basic Algebra** – Grades 9-10/Recommended by Resource room teacher

Students will be introduced to variables and basic algebraic problem solving, involving addition, subtraction, multiplication, division and squaring. Students will also be solving multi-step equations, linear systems, graphing lines, and learning properties of lines, specifically slope.

**Basic Math** – Grades 9-12/Recommended by Resource room teacher

This is a series of classes open to students earning a certificate of completion in all grades. These classes start with basic skills and go on to teach consumer math skills, how to take care of checking and savings accounts and how to budget your income.

**Basic English** - Grades 9-12/Recommended by Resource room teacher

Basic English is offered to students in all grades. This class is based on each student's individual reading level. The class will provide instruction in basic spelling, writing and reading (decoding, comprehension and sight words).

**Intervention** – Grades 9 – 12/Recommended by Resource room teacher

This class offers support for individual core classes based on grade level and classes needed. Students will be working on transition skills to help them prepare for their post-secondary goals.

**Community Based Instruction (Job Site)** – Grades 11-12/Recommended by Resource room teacher

The student will receive real-life job experience while working under adult supervision during the school day. This is a non-paid position which may be off campus. This experience is open to all students earning a certificate of completion. This is a credit/no credit class.

**Transitions** This class focuses on transitions into post-secondary life for students with disabilities earning a certificate of completion. Within this course students will actively participate in identifying career interests, developing career goals and preparing for life after high school as it relates to self-advocacy skills, daily living skills, adult living skills, and community participation.

**Peer to Peer** is an elective course that provides students opportunities to support and model academic and social skills. Positive outcomes in the school experience of a peer with specific learning needs are promoted. There is a focus on leadership skills, understanding and adapting to individual differences, written and verbal communication skills, modeling social experiences, and advocating for others. Neurotypical and neurodiverse students work together in an integrated, positive environment to promote socialization, independence, and strong friendship bonds that last throughout high school and beyond. Peer to Peer focuses on creating connections within a diverse group of students to ensure all students are acknowledged for what makes them unique while understanding what connects us all. The curriculum includes reflective journaling activities, multi-media content related to disabilities and inclusion, pre/post assessments, classroom participation with peers, and a final project.

# **ANCILLARY SERVICES**

## **English as a Second Language (ESL) Intervention**

Grades 9-12/Recommended by ESL Teacher. This class will offer support for individual core classes. Additionally, this class will focus on the four domains of literacy (reading, writing, speaking and listening). We will practice these skills as we work with our assignments from content area courses. We will also practice these skills in order to strengthen our communication skills, our comprehension of materials, and to improve our vocabulary. All of these skills will help students when they take the annual WIDA test for English proficiency.

# **INTERNSHIP/WORK-BASED LEARNING**

Work-based learning students who are placed in the community will be able to earn high school credit for their work experience. Work-based learning is a unique form of education, which integrates classroom study with supervised work experience. While there, they will gain insight related to one or more functions of their career area of choice. Internships give students the direct experience they need to develop employability skills and the exposure required to make an informed decision on their career path. Work objectives are developed between the student and employer, and the successful completion of those can lead to high school credit

## **Course Objectives:**

Students will be placed in a work-based learning opportunity according to their preferences on their EDP (Educational Development Plan). Students will gain valuable experience and knowledge in their chosen fields. Students will be better prepared in making a decision on what they would like to do post-graduation.

Please see the counselor for further details.

# MUSKEGON COUNTY CAREER TECH CENTER

**11<sup>th</sup> & 12<sup>th</sup> graders only. Students take 3 courses in the morning at MHS and then travel by bus to the CTC. Students must apply to attend the CTC and be in good academic standing. CTC enrollment is determined by the counseling office. The decision to attend CTC begins the spring of 10<sup>th</sup> or 11<sup>th</sup> grade year.**

The table below outlines recommendations for approving one English Language Arts, 3<sup>rd</sup> year Science or 4<sup>th</sup> year Math Related credit to those students who complete one year of the requirements in the specified Muskegon Area Career Tech Center programs. For more specific information about the requirements, please contact Annlyn McKenzie, English Consultant (767-3616) or Brooke Sano, Math Consultant (767-3617). Students interested in earning academic credit while attending the CTC **must** contact their high school counselor.

	English	4 <sup>th</sup> Math Related	Visual Performing & Applied Arts	20 Hour Online Experience
Allied Health Technologies	X		X	X
Auto Collision/Refinishing		X	X	X
Auto Service Technology	X	X	X	X
Bio Tech & Engineering	X	X	X	X
Business Careers	X	X	X	X
Hospitality and Tourism	X	X	X	X
Architectural Design Technologies		X	X	X
Construction Trades		X	X	X
Cosmetology			X	X
Criminal Justice	X		X	X
Electrical/Computer Technologies		X	X	X
Environmental/Veterinary Sciences	X		X	X
Graphic Production Technologies	X	X	X	X
Health Science Academy	X		X	X
Software Design and Development	X	X	X	X
Machining/Engineering Tech		X	X	X
Welding Technologies		X	X	X

\*Student must provide own transportation to the Cosmetology program.

\*\* Completing a MDE-approved formal CE program may allow students to substitute these CTC credits in place of

- 1 credit of Science
- 1 credit of World Language