



The Port of Sailor Excellence

Mona Shores
High School

1121 Seminole Road
Norton Shores, MI 49441
www.monashores.net

2022-2023
School Year

Course Offerings

Graduation Requirements

The 2022-2023 school year marks the 15th year of trimester scheduling at Mona Shores High School. Under the trimester scheduling model, our students are offered the opportunity to build daily schedules of 5 classes per trimester. Each class that is successfully completed will continue to be worth one-half credit. Students will be capable of taking 15 classes and earning 7 1/2 credits each year. This results in students having potential access to 60 class selections over a four-year period. 1 trimester = 1/2 credit, 2 trimesters = 1 credit, 3 trimesters = 1 1/2 credits

Possible Yearly Credits
Earned on Trimesters
7 1/2

Possible Graduation
Credits Earned
30

Required Graduation
Credits Needed
28

Department	Course	Credit	Req'd Grade
English (4 1/2 credits)	English 9	1	9
	Speech	1/2	9
	English 10	1	10
	English 11	1	11
	Required Senior Elective	1	12
Mathematics (4 credits)	Appropriate H.S. Math course	1	9
	Appropriate H.S. Math course	1	10
	Appropriate H.S. Math course	1	11
	Appropriate H.S. Math course	1	12
Arts	Visual, Performing, Career & Tech, or Practical Arts, or any combination thereof	1	Open
Social Studies (3 credits)	American History	1	9
	Government	1/2	10
	Economics	1/2	10
	World History	1	11
Science (3 credits)	Appropriate H.S. Science course	1	9
	Appropriate H.S. Science course	1	10
	Appropriate H.S. Science course	1	11
World Languages (2 credits)	World Language	2	Open
Health (1/2 credit)	Health	1/2	Open
P.E. (1/2 credit)	Any P.E. course	1/2	Open
Business (1 credit)	Technology Elective	1/2	Open
	Sr. Financial Literacy & Technology	1/2	12



The Port of Sailor Excellence

School Board

President - Stan Miller
Vice President - Christine Burnaw
Secretary - Kandace Boysen
Treasurer - Jay Keessen
Trustees - Jeanne Cooper-Kuiper, Mary McClellan, Wesley Wilson

District Administration

Superintendent of Schools - Bill O'Brien, Jr.
Director of Curriculum/Instruction/Assessment - Andy Hogston
Director of Special Education/Student Services - Jennifer Briggs Russell
Director of Finance - Rob Jonker
Director of Human Resources - Sue McAvoy
Director of Operations - Kurt Jeffries

High School Administration

Principal - Jennifer Bustard
Assistant Principal - Kent Higgs
Assistant Principal - Joe Shaffer
Athletic Director - Todd Conrad

Counselors

Director of Guidance - Danielle Smith-Walker, 231-332-8456
Counselor - Amorette Clausen, 231-332-8454
Counselor - Stacie Meyers, 231-332-8452
Counseling Administrative Assistant - Judy Neiser, 231-332-8453



Attention Mona Shores High School Students

This Course Offerings Guide is designed to provide you with comprehensive information regarding the courses available to you for the 2022-2023 school year. The guide also includes information regarding graduation requirements, academic preparation for college, career and technical planning, ways to earn college credit, and options for classes held off campus.

We sincerely hope that you will take the time to become familiar with the varied course opportunities. You will need to make informed decisions regarding your schedule for next year and, depending upon your class status, the years to come. It is important that you involve your counselor, teachers, and parents in this process as their advice will play a key role in building your schedule.

You should begin your course selection process by checking the requirements for graduation. Then review, or create, your four-year plan using the graduation requirements as a basis for your decision-making, keeping in mind your college and career aspirations.

We wish you success as you challenge yourself to succeed in the classroom and extra-curricular activities and as you work toward achieving your aspirations!

Sincerely,



Principal

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Counseling Office

Amorette Clausen, B.A., English/Physical Education, Grand Valley State University; M.A., School Counseling, Grand Valley State University

Stacie Meyers, B.A., Psychology/Special Education (Mentally Impaired/Emotionally Impaired), General Education, Grand Valley State University; M.A., School Counseling, Grand Valley State University

Danielle Smith-Walker, B.S., Applied Biology, Ferris State University; M.A., Curriculum Instruction, University Detroit Mercy; M.A., Counseling/Psychology, Western Michigan University.

The Counseling Office of Mona Shores High School exists to help students, parents, and teachers. It is important that students become aware of all services available and take advantage of them. Counselors are available to assist and advise students about personal problems, academics, career choices, course selections, college choices, and scholarship applications. The Counseling Office is open from 7:15 am to 3:45 pm with counselors available during the school day and/or by appointment.

Counselor Assignments

Class of 2023		Class of 2024		Class of 2025		Class of 2026	
A-G	Amorette Clausen	A-F	Amorette Clausen	A-F	Amorette Clausen	A-F	Amorette Clausen
H-O	Danielle Smith-Walker	G-O	Danielle Smith-Walker	G-O	Danielle Smith-Walker	G-O	Danielle Smith-Walker
P-Z	Stacie Meyers	P-Z	Stacie Meyers	P-Z	Stacie Meyers	P-Z	Stacie Meyers

Class Rank

Class rank is determined at the end of each trimester using the student's grade point average. The ranking is cumulative and includes all high school trimester final grades and averages. (Refer to Credit Requirements)

Collegiate Academic Eligibility

High school athletes who want to qualify for NCAA college athletics and plan to enter college in the fall of 2016 or later must complete at least 16 core academic core course units. Ten (10) of the 16 core courses must be complete before senior year, and 7 of the 10 core courses must be in English, Math and Science. The minimum core-course GPA is 2.3. Additional college test score requirements also apply. For complete information, go to the NCAA website at: www.eligibilitycenter.org.

Credit Requirements

All students are to be "full time" students, enrolled in a minimum of 5 classes per trimester, and not enrolled and/or earning more than one service credit per trimester. Exceptions must be approved in advance by the building principal.

Home School Credits: Placement exams will be used to establish credit for prior work.

Weighted Grades: Grades earned in AP classes are weighted and the following grade point system is used:

A = 5.00	B+ = 4.33	B- = 3.67	C = 3.00
A- = 4.67	B = 4.00	C+ = 3.33	C- = 2.67

Dependent upon departmental policies, a student may not earn credit in a weighted grade class for a final semester grade of D+ or lower.

Dual Enrollment

On April 1, 1996, Public Act 160 created the Post Secondary Enrollment Options Act, which allows school districts to assist students in paying for tuition and fees for course work at higher institutions of learning in Michigan if the following conditions are met:

Assessment	Content Area	Minimum Qualifying Score
PSAT/NMSQT 11	Critical Reading - Evidence-Based Reading and Writing	460
	Mathematics	510
SAT	Critical Reading - Evidence-Based Reading and Writing	480
	Mathematics	530

As cited from the Michigan Department of Education Pupil Accounting Manual: Eligible students are enrolled in grades 9 through 12 during the year of the postsecondary dual enrollment. If the pupil is seeking postsecondary course enrollment, the pupil must achieve a qualifying score in all subject areas on the Michigan Merit Exam (MME) or another college-ready assessment. If a qualifying score is not achieved, the pupil is limited to enrollment in postsecondary courses in the subject area(s) for which a qualifying score has been achieved, or the pupil can enroll in courses such as computer science, foreign languages not offered by the local school district, and fine arts courses as permitted by the school district at a postsecondary institution. The postsecondary course(s) must be academic in nature or applicable to career preparation. The postsecondary course(s) must apply toward the satisfaction of certificate, degree, or program completion requirements, and may not be in the subject areas of physical education, theology, divinity, or religious education. Hobby craft and recreational courses are not eligible under the dual enrollment acts. The post secondary course must also be a course not offered by the local school district, or if offered, is not available to the student due to a scheduling conflict (as determined by the local district). Questions regarding classification of courses as academic or activity are left to the discretion of the district and should take into account the interests and ambitions of the student.

A student may enroll in more than one post secondary course, but must also be concurrently enrolled in at least one high school course. A school district may require an eligible student to provide, on a form supplied by the school district, reasonable verification that the eligible

student is regularly attending a post secondary course.

Your Dual Enrollment Class must **not** conflict with your scheduled high school class or class(es). Keep this in mind in regards to travel time. If a time conflict occurs, your high school class(es) take precedent and you will not be allowed to dual enroll.

School districts are required to pay the lesser of: (a) the actual charge for tuition, mandatory course fees, materials fees and registration fees; or (b) the state portion of the student's foundation allowance, adjusted to the proportion of the school year they attend the post secondary institution. Students should be aware that there could be some costs involved in taking a dual enrollment class due to rising tuition and fee costs at the college. An estimate will be provided at the time of registration for the dual enrollment class.

To apply for dual enrollment, a student must fill out an application, have been admitted to the post secondary institution offering the dual enrollment class, and complete the proper dual enrollment form supplied by the high school prior to the beginning of class. In order for the district to pay for the course(s) the student must:

- Submit bi-weekly attendance forms with the attendance secretary (all Mona Shores High School attendance rules apply for dual enrollment class)
- Earn a passing grade for the dual enrolled class
- Not withdraw from the dual enrolled class
- Inform the Counseling Office secretary if he/she desires to have the dual enrolled course grade(s) listed on the high school transcript

Any changes in dual enrollment courses must be approved by the counselor and building principal prior to the beginning of the college semester. Without this approval, the student assumes the financial responsibility for the course(s).

Early College

The Early College Program is a partnership between Mona Shores High School and Muskegon Community College (MCC). The program offers the opportunity for students to earn two years of FREE college credits while completing their high school diploma.

The Early College Program is a 3-year commitment. This allows students to extend high school by one year in order to earn both their high school diploma and up to 62 college credits from Muskegon Community College (MCC). That's the equivalent of two years of college credit, enough to earn an Associate Degree. The district will recoup the funds only after the 13th year, so it is important students complete all expectations. Mona Shores School District will not be required to pay beyond 62 credits and/or the 13th year. Students who receive a failing grade will be placed on probation by the Early College Coordinator, and they will be expected to reimburse the district for the class. The failing grade will appear on the transcript.

Student Costs: The local district is responsible for tuition; however, participants will be expected to reimburse the district if students fail a class, are exited from the program, or choose to withdraw from the Early College Program before the 13th year. Any money awarded for honors classes at MCC will also be reimbursed to the district. Students must provide their own transportation to and from the MCC campus.

Enrollment Process: Students apply to the program in the 10th grade. An extensive evaluation process is in place to select students best suited for this program. The application process include the following:

- Counselor recommendation
- Qualifying scores on a college readiness evaluation (Compass Test)
- A student essay
- An assessment of the student's high school performance, including grades and test scores from the PSAT
- Two Letters of recommendation
- A student/parent interview with the Early College Coordinator

Graduation Requirements: Students will be expected to meet all graduation requirements to receive a diploma. Students must take the SAT/MME at the high school and complete all classes and credits for a Mona Shores diploma.

Student Status as a Senior: Even though students in this program will not have completed diploma requirements after the senior year, they will still be allowed to participate in graduation ceremonies with their graduating class. Students will receive their physical diploma upon completion of the program during the "thirteenth" year once all course requirements have been met. The diploma year will indicate the completion date.

Attendance for Mona Shores/MCC Classes: Classes/requirements at Mona Shores supersede Early College classes. Ideally, students will be required to attend Mona Shores' classes in the morning and MCC classes during the afternoon. When scheduling MCC classes, students should allow enough time for traveling from one building to another, keeping in mind the time change for Late Start Wednesdays. Students will be held to the Mona Shores Attendance Policy.

High School Scheduling:

- 11th grade, students will enroll in three courses at the high school each trimester (nine total) along with college courses over two semesters totaling 13 credit hours. Courses required for graduation will make up most of the high school schedule.
- 12th grade year will have students enrolled in two high school courses each trimester (six total) along with college courses totaling 22 credit hours over two semesters. Once again, the majority of courses taken at the high school will meet graduation requirements.
- Summer - Students will need to take 3 college credit hours in the summer. This can be done after the junior or senior year.
- The thirteenth year will have students enrolled in a senior math class, which will be taken at MCC along with the balance of college credit hours needed to complete the Associates Degree.

*The number of courses taken may vary depending on the each individual's programming.

Support: Support services will be available to all Early College participants throughout the program. Students will be required to meet with the Mona Shores Early College Coordinator one time a trimester to make sure adequate progress is being made. Students are also required to meet with the MCC Early College Coordinator and MCC Counselor periodically to ensure success. Attending a College Success Seminar along with a weekly MCC class will be required.

Transcripts: Students will be granted .50 elective credits toward MSHS graduation requirement for every 3 or more credit class at MCC and 0.25 credit for each 1-2 college credit class.

College Credits Earned: The credits earned in this program are transferable to four-year institutions. Muskegon Community College offers many Associate Degree programs and Certificate options to choose, from Health Services to Manufacturing (some programs may have a wait list). The goal of the program is to reach students from a broad range of interests who are committed to completing an Associate or Certificate program. Please see a Muskegon Community College Counselor for further information. Students will not be eligible to participate in the Mona Shores High School AP (Advanced Placement) program because they will be taking college-level courses at Muskegon Community College.

High School Sports: Students may participate in high school sports and activities through grade twelve. However, they need to be conscientious of time constraints due to the increased demands of the Early College Program. Please note that students who desire to participate collegiately via NCAA should consult with the Athletic Director at Muskegon Community College. Under current NCAA eligibility rules, Early College students are not eligible.

Scholarships: Many scholarships are available for students when transferring from MCC to a four-year university. Please see the Muskegon Community College Counseling Office for further information.

Educational Development Plans

Every Mona Shores student, grades 7th through 12th, will develop and maintain an Individualized Educational Plan through an internet based career exploration tool. A county-wide portal system (Xello) will be offered to districts allowing students, parents, and counselors an easy-to-use web based, personalized tool to ensure that each step in the process of career exploration and applying for college is successful! This will help students to understand their skills, values, career choices and college training options. The website is located on the Mona Shores website or login.xello.world. Students will be able to identify his or her career interests, skills, abilities, and learning styles. They will access career profiles through up-to-date information about hundreds of different occupations, including direct links between careers and related college programs that includes interviews with real people in each occupation, which add depth and realism to career profiles. Xello will also provide comprehensive college and financial aid information, with a number of useful search tools to help your child find the right college and the right scholarships. This online tool also includes information on employment and resume building. Our students will have an all inclusive experience as we prepare them to be College, Career and Life ready.

Guidelines For Testing Out of a Class

380.1278(a)(4)(c) A school district or public school academy shall also grant a student a credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on 1 or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The legislation requires no less than a grade of C+ for credit. At Mona Shores High School we will require 80%. Those who pass with an 80% or higher will earn a grade of CR, credit for the course, and will not be included in the computation of grade point average. Testing out is not meant to be 'testing on demand', but to provide students the opportunity to demonstrate proficiency in content expectations of a course. Mona Shores High School usually offers this opportunity annually in the Spring or Summer. Once credit is earned through a test out, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area. Test out information will be made available to all 8th-11th grade parents in the district at least two weeks prior to the test out date(s). Students must complete the application and return it to the Counseling/Athletic office by the indicated deadline.

Independent Study

Advanced study is available in all areas of the curriculum to those students who have completed the highest course level, and/or have special skills and interests in areas not normally covered in regular course offerings. Any students wishing to do advanced work beyond the courses offered should contact the counselor or a teacher in the area of interest. A project or special course of study will be developed by the supervising teacher and the student. **Proposals for independent study must be pre-approved by the teacher and the building principal.**

Online/Blended Learning

Section 21f - Online Learning: Mona Shores Public Schools supports online learning, and as a district, we pride ourselves on forward movement on innovative uses of technology to support learning. Our solid history of meaningful and deep learning that takes place across the district with highly qualified teachers at Mona Shores Public Schools is noteworthy and impressive in terms of our accomplishments and student growth. However, we encourage parents to consider carefully if a 100% online course is ideal for their child given the fact that they will be forfeiting face-to-face teacher classroom instruction and support.

Steps for Online Learning: If your student is interested in pursuing this opportunity, please follow the steps below. Links to documents can be found here on the Mona Shores website: <http://www.monashores.net/our-schools/mona-shores-high-school/points-of-pride/online-learning/>.

1. Determine if your child is ready for an online learning experience
 - Review and discuss the Characteristics of Successful Online Learners
 - Consider "why" enrolling your child in a 100% online course is the best choice for your child's education
 - Print and complete the Online Readiness Questionnaire
 - Review the MVU Parent Guide to Online Learning
 - Frequently asked questions about the 21f online learning
2. Review Michigan's online course catalog offerings

- Determine if your child meets the criteria for taking a 21f online course.
- Review the course offerings in the Michigan's Online Course Catalog

3. Meet with the school counselor to complete enrollment

- Meet with the school counselor during the course registration window (two week period prior to the beginning of a trimester)
- Print and complete the Online Learning Request Form
- Complete the Online Learning Contract
- Complete enrollment in the online course

State of Michigan State School Aid Act Section 21f. The State of Michigan under Section 21f of the State School Aid Act has launched the choice for 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 per trimester/semester. Enrollment in online courses under Section 21f cannot result in a course load that exceeds a full-time schedule.

Personal Curriculum

A personal curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC), which must be met for the awarding of a high school diploma in Michigan. A Personal Curriculum must be requested on an individual basis, and must meet certain conditions to be approved.

A PC is intended for high school students seeking a diploma who:

- Wish to modify the mathematics requirement
- Wish to go beyond the academic credit requirements by adding more math, science, English language arts, or foreign language credits
- Need other modifications of MMC requirements due to the impact of their special education disabilities

To request a personal curriculum, fill out a PC Request Form found in the high school counseling office. The completed form should be submitted to the high school counselor.

Scheduling Process

Students will meet by class with their counselors and receive scheduling materials, obtain updated scheduling information, and have an opportunity to ask questions.

The courses listed in our guide are offered based upon sufficient student demand, staff availability, and School Board approval. You will find in the pages that follow a description of all courses being considered for next year. Included for each course is the appropriate prerequisite, credit value, and one or more Michigan Career Pathways the course fulfills. Make sure that you are aware of the prerequisites for the courses you select. If written teacher approval is required for a course, complete the appropriate application or obtain the teacher signature on your course selection form.

Parents are asked to discuss course choices with their student, as these initial choices are very important. Our master schedule is conceived, built, and driven by initial course selections. Therefore, selecting appropriate courses on the initial schedule request is extremely important. After the scheduling process is completed, schedule changes are discouraged and will be based only on the following criteria:

- to correct deficiencies
- to adjust for work study hours
- to correct an error in placement
- to correct obvious errors in scheduling
- to assure credits for graduation
- teacher recommendation.

Please see your counselor to discuss a change. All schedule changes must be approved by the principal after the first 2 school days in a trimester. Once signed up for an AP class or 3-trimester class such as Band, Choir, Orchestra and Career Tech Center, you are committed to complete the entire sequence for the year. A request for a change of teacher will not be honored.

It is the hope of the faculty and administration of Mona Shores High School that you will receive a quality education to help prepare you for the future. You have the opportunity to choose courses that are meaningful, varied, and satisfying. Select courses carefully with your career goals in mind.

Students will be admitted to classes according to the following priorities:

1. Seniors who have submitted their course request forms on time.
2. Juniors who have submitted their course request forms on time.
3. Sophomores who have submitted their course request forms on time.
4. Freshmen who have submitted their course request forms on time.
5. If there is still room in a class, students will then be admitted on a first come, first served basis. Senior requests will be honored first for each day and so on until the class is filled.
6. In the event a class is too full, a drawing will determine who is removed from the class.

Pathways to a Diploma

The regular Mona Shores High School diploma requires a student to complete 28 credits. Any student who is not on track for graduation should speak with their counselor about other possible pathways to a diploma, including the Voyager program, Alternate Academy Diploma program and Graduation Alliance. All of these programs are application based with an approval process.

Seniors

All graduation requirements must be completed by the senior check-out time in order for students to participate in the senior commencement ceremony.

Mona Shores . . . A Career Pathways High School

What are Career Pathways?

Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies.

Are you sure it's for me?

Absolutely! No matter what, some day you will need to get a job. You may go to college first. You may get advanced education in other ways. But you'll eventually enter the workforce. The bottom line is that the good jobs of the future will go to people with skills. And you certainly want to be one of them.

Career Pathways can assist you in finding your way among the thousands of different occupations available to you. Following a career pathway makes it easier for you to identify career choices. Career pathways can help you develop a plan on how to prepare for your chosen career interest area.

How do I benefit?

Your Pathway prepares you so that you know what it takes to get a good job. And:

- helps you learn about hot, new career opportunities
- helps you see how school subjects relate to the world of work
- makes your classes more interesting
- helps you figure out what you're good at
- opens your mind to all kinds of careers in your chosen career major
- shows you the education and skills needed to get the good jobs
- makes your education fit you

What is my role?

Do everything you can to focus on your future!

- Study hard and do your best in school and extra-curricular activities
- Take advantage of opportunities to learn about the real world through job shadowing, work experiences, field trips, community service and, career speakers
- Talk to your parents and other adults about their jobs
- Go to school every day, on time, and with a good attitude – like a job
- Learn – first hand – about as many different jobs, businesses, professions as possible
- Participate in career and college fairs
- Talk to your counselors and teachers

When can I start learning about Career Pathways?

It's never too early to learn and to become aware of career pathways. In Michigan schools, all students can become aware of the career pathways. You can start at any time! Start Now!

What are Michigan's Career Pathways?

Arts & Communications

1

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

Business, Management, Marketing & Technology

2

Careers related to all aspects of business, including accounting, business administration, finance, information processing, and marketing. Sample careers include accountants, business managers, and auto salespersons. These careers are interesting to people who are good in math, feel comfortable using computer programs, and enjoy being the leader of a group.

Engineering, Manufacturing & Industrial Technology

3

Careers related to technologies necessary to design, develop, install or maintain physical systems. Sample careers include mechanics, airplane pilots, and engineers. These careers are interesting to people who enjoy working with tools, equipment, and other kinds of machinery.

Health Sciences

4

Careers related to the promotion of health as well as the treatment of injuries and disease. Sample careers include physicians, nurses, and veterinarians. These careers are interesting to people who like to know how the body works and care about the well-being of people and animals.

Human Services

5

Careers related to child care, civil service, education, hospitality, and the social services. Sample careers include counselors, teachers, law enforcement officers, religious leaders. These careers are interesting to people who enjoy interacting with people and helping them solve their problems.

Natural Resources and Agriscience

6

Careers related to natural resources, agriculture, and the environment. Sample careers include fish and game wardens, marine biologists, and farmers. These careers are interesting to people who enjoy working outdoors and are interested in nature and animals.

Selecting your courses for next year!

Courses are indexed according to one or more of the six Michigan Career Pathways described. Please consider your long-term career goals as you select courses for next year. Courses are open for enrollment to all students unless otherwise stated in the course description and/or the prerequisite.

Michigan Employability Skills Profile

Skills Michigan Employers want now and for the future

Academic Skills

The skills that help prepare you for future training and education. They include communicating, planning, understanding, and problem solving. Examples are:

- Understand charts and graphs
- Use math to solve problems
- Use research/library skills
- Speak in the language in which business is conducted
- Write in the language in which business is conducted
- Use scientific method to solve problems
- Use specialized knowledge to get the job done

Personal Management Skills

The skills that help you develop responsibility and dependability. They include setting and accomplishing goals, doing your best, making decisions, acting honestly, and exercising self-control. Examples are:

- Attend school/work daily and on time
- Meet school/work deadlines
- Know personal strengths and weaknesses
- Demonstrate self-control
- Pay attention to details
- Follow written instructions and directions
- Follow oral instructions and directions
- Work without supervision
- Learn new skills
- Identify and suggest new ways to get the job done

Teamwork Skills

The skills that help develop your ability to work cooperatively with a group. They include organizing, planning, listening, sharing, flexibility, and leadership. Examples are:

- Actively participate in a group
- Know the group's rules and values
- Listen to other group members
- Express ideas to other group members
- Be sensitive to the group member's ideas and views
- Be willing to compromise if necessary to best accomplish the goal
- Be a leader or a follower to best accomplish the goal
- Work in changing settings and with people of differing backgrounds

1 Arts & Communication

Characteristics for this Pathway:

- Demonstrate good writing skills
- Play a musical instrument well
- Enjoy entertaining through singing or acting
- Seek opportunities for self expression
- Give oral reports or speeches well
- Easily persuade others to accept a particular point of view

University Training

Archeologist
 Archivist & Museum Curator
 Art Director
 Art Historian
 Cartographer
 Choral Director
 Choreographer
 Columnist
 Copywriter
 Film Maker
 Ghost Writer
 Interpreter/Translator
 Journalist
 Landscape Architect
 Musician
 Newscaster/Correspondent
 Orchestrator
 Teacher (Art, Drama, Music, Speech)
 Technical Writer
 TV Production Director
 Writer/Author

Community College Training

Advertising Agent
 Advertising Copywriter
 Announcer
 Arranger
 Cartoonist
 Commercial Artist
 Composer
 Decorator
 Freelance Writer
 Graphic Designer
 Illustrator
 Interior Designer
 Lithographic Photographer
 Medical & Scientific Illustrator
 Music Director
 Orchestra Conductor
 Photoengraver
 Photoengraving Proofer
 Photographer
 Photojournalist
 Scanner Operator
 Screen Printing Machine Operator
 Sign Language Interpreter
 Sports Announcer
 Stage Technician

Emerging or Fast Growing Occupations

- Digital Artist
- Ghost Writer
- Music Directors & Composers
- Public Relation Specialist
- Web Designer
- Writer and Editor

On-the-Job Training and/or Specialized Training and/or Experiences

Actor/Actress
 Airbrush Painter
 Cartoonist
 Comedian/Comedienne
 Composer/Musician
 Computer
 Typesetter
 Dancer
 Disk Jockey
 Dramatic Reader
 Engraving Press Operator
 Fashion Model
 Floral Designer
 Impersonator
 Instrumental Musician
 Merchandise Displayer
 Offset Press Operator
 Painter
 Paste-up Artist
 Photographic Process Worker
 Phototypesetter Operator
 Singer
 Woodcarver

2 Business, Management, Marketing & Technology

Characteristics for this Pathway:

- Demonstrate good math skills
- Comfortable persuading others to buy products or services
- Enjoy being the leader
- Can easily use computer programs
- Enjoy helping others, managing projects, people, or details

University Training

Accountant
 Air Traffic Controller
 Auditor
 City Manager
 Economist
 Employee Benefits Manager
 Health Service Administrator
 Job Analyst
 Investment Banker
 Market Research Analyst
 Programmer Analyst
 School Administrator
 Software Engineer
 Tax Accountant
 User Support Analyst
 Usability Specialist

Community College Training

Administrative Clerk
 Assistant Buyer
 Automotive Parts Sales
 Billing Clerk
 Bookkeeper/Auditing Clerk
 Brokerage Clerk
 Caterer
 Claims Representative
 Computer Support Specialist
 Court Clerk
 Electronic Funds Transfer Coordinator
 General Bookkeeper
 Hotel/Motel Manager
 Insurance Agent/Manager
 Legal Assistant/Secretary
 Medical Secretary
 Office Manager
 Property Manager
 Real Estate Agent/Broker/Appraiser
 Restaurant/Food Service Manager
 Store Manager
 Supermarket Manager
 Systems Programmer
 Travel Agent

On-the-Job Training and/or Specialized Training and/or Experiences

Account Teller
 Automobile Rental Clerk

Emerging or Fast Growing Occupations

- Accountants & Auditors
- Computer Network Administrator
- Computer Systems Analyst
- Customer Service Representative
- Investment Banker
- Management Consultant
- Market Research Analyst
- Office Clerks
- Sales Requiring Specialty Skills
- Usability Specialist
- Web Developers

Cashier
 Collection Clerk
 Computer Technician
 Data Entry Clerk
 File Clerk
 General Clerk
 Hotel Clerk
 Mail Clerk
 Messenger
 Meter Reader
 Payroll Clerk
 Radio Dispatcher
 Sales Clerk
 Salesperson, General
 Slot Machine Attendants
 Tax Preparer
 Ticket Agent
 Utility Customer Service Representative
 Wholesale Sales

3 Engineering, Manufacturing & Industrial Technology

Characteristics for this Pathway:

- Enjoy activities that involve using tools, machinery
- Can use tools with precision and accuracy
- Like working with little help from others
- Familiar with geometry, algebra and some physics
- Enjoy the use of research techniques to find the solutions to problems
- Want to see immediate results from the work performed

University Training

Architect
Automotive Engineer
Ceramic Engineer
Chemical Engineer
Chemist
Civil Engineer
Electrical/Electronic Engineer
Industrial Engineer
Manufacturing Engineer
Marine Architect
Marine Engineer
Mechanical Engineer
Mining Engineer
Petroleum Engineer
Plant Manager
Production Manager
Quality Control Engineer
Quality Control Manager
Robotics Engineer
Urban Planner

Community College Training

Aircraft Pilot/Technician
Biomedical Equipment Repairer
Broadcast Technician
CAD Repairer
Chemical Technician
Electronic Technician
Industrial Designer
Laser Technician
Mechanical Engineering
Metallurgical Technician
Microcomputer Specialist
Nuclear Technician
Printer
Robotics Technician
Surveyor

On-the-Job Training and/or Specialized Training and/or Experiences

Aircraft Mechanic
Alarm Service Technician
Assembly Line Worker
Auto Body Repairer
Auto Mechanic
Auto Service Advisor
Bowling Pin Machine Mechanic
Building Maintenance Worker
Cabinet Worker
Carpenter
Carpet Installer
Climate Control Mechanic
Construction Laborer

Drafter
Dry Wall Installer
Electrician
Electromechanical Equipment Assembler
Electronic Installer & Repairer
Equipment & Vehicle Cleaner
Floor Layer
Furnace Operator
Furniture & Wood Finisher
Glazier
Grinding Machine Operator
Heat Treater
Heavy Equipment Mechanic
House & Building Interior Cleaner
Household Appliance Installer & Repairer
Industrial Sewing Machine Operator
Institutional Housekeeper
Insulation Worker
Lather
Machine Tool Operator
Machinist
Manufacturing Inspector
Manufacturing Painter
Metal Roller & Finisher
Millwright
Mobile Home Installer & Repairer
Numerical Control Tool Operator
Occupations in Electronic Components Industry
Office Machine Repairer
Oil & Gas Drilling Production Workers
Patternmaker & Model Maker
Plasterer
Polisher & Buffer
Precision Metal Working
Radio Operator
Railway Equipment Repairer
Roofer
Sawyer
Sheet Metal Worker
Small Engine Repairer
Structural Iron Worker
Telephone Installer & Repairer
Tool & Die Maker
Truck & Bus Mechanic
Upholsterer
Utilities Lineperson
Vending Machine Mechanic
Welder
Welding Machine Operator
Wholesale Sales Representative
Woodworking Machine Operator

Emerging or Fast Growing Occupations

- Biomedical Engineer
- Database Administrator
- Mechanical Engineer
- Network Administrator or Specialist
- Software Developer (Applications Systems)

4 Health Sciences

Characteristics for this Pathway:

- Interested in health issues
- Demonstrate ease when working with people
- Prefer working as a team member
- Can use math, science, research techniques
- Care about the well-being of people and animals

University Training

Art Therapist
Dentist
Chiropractor
Hospital Administrator
Medical Physicist
Medical Records Administrator
Medical Scientist
Music Therapist
Nuclear Physicist
Nurse Practitioner
Nursing Supervisor
Occupational Therapist
Pathologist
Pharmacist
Physical Therapist
Physician
Physicist
Psychiatrist
Psychologist
Registered Nurse
Respiratory Therapist
Speech/Language Pathologist/Audiologist
Surgeon
Toxicologist
Veterinarian

Community College Training

Administrative Clerk
Cardiac Catheterization Special Records Technologist
Computer Topography Scan Technologist
Dental Hygienist
Dental Lab Technician
Dialysis Technician
Emergency Medical Technician
Histologic Technician
Licenses Practical Nurse
Medical Records Technician
Medical Technologist
Mortician
MRI Technologist
Occupational Therapy Assistant
Optometric Technician
Pharmacy Assistant
Physical Therapy Assistant
Registered Nurse
Respiratory Therapist and Technician
Surgical Technician
Ultrasound Technologist
Veterinary Technician

Emerging or Fast Growing Occupations

- Biomedical Equipment Technician
- Dental Hygienist
- Health Policy Specialist
- Optometrist
- Pharmacist
- Physical Therapist
- Physician Assistant
Registered Nurse
- Surgical Technologist

On-the-Job Training and/or Specialized Training and/or Experiences

Admitting Clerk
Animal Caretaker
Dental Assistant
Dietetic Aide
EEG/EKG Technician
Health Policy Specialist
Histologist
Home Health Aide
Hospice Worker/Assistant
Laboratory Assistant
Medical Assistant
Medical Records Technician
Nurse Aide/Orderly
Nursing Technician
Occupational Therapy Aide
Optometric Assistant
Physical Therapy Aide

5

Human Services

Characteristics for this Pathway:

- Enjoy interacting with people
- Demonstrate good writing, speaking and communication skills
- Like to help people solve their problems
- Like to help people learn new skills
- Can do several things at the same time

University Training

- Administrative Law Judge
- Anthropologist
- Athletic Trainer
- Clergy
- College Administrator
- College Instructor
- Curriculum Specialist
- Elementary School Teacher
- Employment Counselor
- Gerontologist
- Government Manager
- Historian
- Human Resource Manager & Specialist
- Judge
- Lawyer
- Librarian
- Market Research Analyst
- Marriage Counselor Placement Specialist
- Political Scientist
- Preschool Teacher
- Probation & Parole Officer
- Psychiatrist
- Psychologist
- School Administrator
- School Counselor
- Secondary School Teacher
- Social Worker
- Special Education Teacher
- Sports Professional
- Substance Abuse Counselor
- Urban & Regional Planner
- Vocational Education Teacher
- Vocational Rehabilitation Counselor

Community College Training

- Bus Driver
- Compliance/Enforcement Inspector
- Corrections Officer
- Driving Instructor
- Food Service Worker
- Hazardous Waste Technician
- Interior Designer
- Interpreter & Translator Journalist
- Police Officer & Detective
- Police Supervisor
- Psychiatric Aide & Technician
- Recreation Leader
- Substance Abuse Counselor
- Truck Driver

Emerging or Fast Growing Occupations

- Audiologist
- Clergy
- College Administrator
- College Instructor
- Curriculum Specialist
- Fire Fighter/Inspector
- Fundraiser
- Genetic Counselor
- Government Manager
- Hairstylist/Cosmetologist
- Librarian
- Personal Financial Advisor
- School Psychologist

On-the-Job Training and/or Specialized Training and/or Experiences

- Author
- Barber
- Chef/Cook
- Child Care Worker
- Clergy
- Commercial Artist
- Cosmetologist
- Court Administrator
- Exercise/Aerobic Instructor
- Food/beverage Services
- Personnel Geriatric Aide
- Halfway House Manager
- Legal Assistant
- Library Technician & Assistant
- Meat Cutter
- Postal Clerk
- Private Investigator
- Refuse Collector
- Religious Worker
- Service Station Attendant
- Sheriff & Bailiff
- Social Service Aide
- Store Detective
- Teacher Aide
- Waiter/Waitress

6

Natural Resources and Agriscience

Characteristics for this Pathway:

- Demonstrate interest in the care of our environment
- Enjoy working with animals, plants and nature
- Skilled in math, science and biology
- Enjoy outdoor work and leisure activities
- Can work and play in various weather conditions

University Training

- Agricultural Engineer
- Agriculture Journalist
- Agronomist
- Animal Scientist
- Biological Scientist
- Botanist
- Compliance/Enforcement Inspector
- Conservation Officer
- Cooperative Extension Service Worker
- Ecologist
- Economist
- Entomologist
- Food Scientist
- Forestry Geographer
- Geologist
- Geophysicist
- Hydrologist
- Landscape & Nursery Manager
- Landscape Architect
- Marine Biologist
- Meteorologist
- Oceanographer
- Physical Scientist
- Plant Scientist
- Soil Conservationist
- Teacher (Agriscience)
- Zoologist

Community College Training

- Chemical Technician
- Fish & Game Warden
- Forester & Conservationist
- Forestry Technician Ornamental Horticulturist
- Tree Surgeon
- Water Plant Operator
- Weather Observer

On-the-Job Training and/or Specialized Training and/or Experiences

- Agricultural Chemical Sales
- Agricultural Crop Sales
- Agricultural Equipment Sales
- Animal Caretaker
- Animal Health Product Sales
- Cannery Worker
- Chemical Applicator
- Custom Machine Operator
- Dairy Herdsman

Emerging or Fast Growing Occupations

- Agribusiness
- International Specialist
- Bioprocess Engineers
- Biotechnology Patent Administrator
- Environmental Public Relations
- Gardener and Groundskeeper
- Landscape Architect
- Natural Scientists
- Veterinarian
- Water Quality Technician

- Farm Equipment Mechanic
- Farm Equipment Operator
- Farm Supervisor
- Farm Worker
- Farmer & Farm Manager Field Inspector
- Food & Dairy Processing Machine Operator
- Food Drier & Roaster
- Grain & Feed Miller
- Groundskeeper
- Horticultural Nursery Worker
- Livestock Herdsman
- Logging Worker
- Pest Controller
- Precision Agriculture Technician
- Turf Grass Manager
- Veterinary Assistant

Business/Information Technology

Traci Hackney - B.S., Secondary Education, Business, Communications, Western Michigan University; Vocational Certification, Western Michigan University

Chelsea Hall- B.S., Management/Marketing, University of North Carolina Asheville; M.A., Career and Technical Education, Western Michigan University; Career & Technical Certification, Western Michigan University

Kristen Sailors - B.S., Business Education, Western Michigan University; M.A., Career and Technical Education, Western Michigan University; Career & Technical Certification, Western Michigan University

***ARTICULATION: College credit at Muskegon Community College or other colleges may be earned for some of these classes. See your counselor or your business instructor for details.**

Why should students spend time and money on tuition for a class they don't need to take in college? That's the advantage of taking classes that will earn college credit.

Course Sequence of Programs of Study Offered Within the Business Department

Business Administration, Management & Operations	Business Administration, Management & Operations	Information Resource & Web Design	Business Financial Services	Other Elective Offerings Not Related to a Specific Program	Advanced Placement
1) Business Systems 1 2) Business Systems 2* 3) Business Systems 3*	1) Marketing 1 2) Marketing 2* 3) Marketing 3* 4) Marketing 4*	1) Web Design 1 2) Web Design 2* 3) Web Design 3*	1) Accounting 1 2) Accounting 2* 3) Accounting 3*	Work-Based Learning Mentor Work Study	AP Principles of Computer Science

AP Principles of Computer Science

1 ½ credits

Career Pathways: ① ② ③

This AP Computer Science Principles class is a full year (3 trimester) class for students who are interested in broadening their study of computer science; the program provides a strong and engaging introduction to fundamental areas of computer science. This course emphasizes the importance of communicating solutions appropriately and in ways that are relevant to current needs in our society. AP Computer Science is based on Create Performance Tasks in addition to the AP Exam in May. **Prerequisite: Junior or Senior standing and successful completion of Algebra 1 (C or better) with strong foundation of linear functions, composition of functions, and problem solving. This class can be used as a 4th year math credit.**

Accounting 1 (A & B)

1 credit

Career Pathways: ② ③

This accounting course provides complete coverage of two types of businesses-proprietorship and corporation. Each type of business is presented in a complete accounting cycle that includes analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries. Accounting concepts are introduced using a modern business with owners that students can relate to in each cycle. This course utilizes both textbook and on-line learning. **Prerequisite: Sophomore, Junior or Senior standing. This class can be used as a 4th year math credit. ARTICULATION - Students may earn college credit for this class at Muskegon Community College. See your Counselor or your business instructor for details.**

Accounting 2 (A & B)

1 credit

Career Pathways: ② ③

This course extends students' fundamental accounting skills into specialized accounting procedures. The main focuses are accounting for uncollectible accounts receivable, plant assets and depreciation, inventory, and notes and interest. Students will learn accounting procedures for departmental accounting, voucher systems, and inventory planning and valuation. Accounting concepts are introduced using a modern business that students can relate to in each cycle. Students in this class will be required to work in the high school coffee shop. This course utilizes both textbook and on-line learning. **Prerequisite: C or better in Accounting 1. This class can be used as a 4th year math credit. ARTICULATION - Students may earn college credit for this class at Muskegon Community College. See your Counselor or your business instructor for details.**

Accounting 3 (A & B)

1 credit

Career Pathways: ② ③

This course involves the same topics as Accounting 1 and Accounting 2 but takes the student to an advanced level. Additional topics include accounting for plant assets, notes payable, prepaid and accrued expenses, and notes receivable. Management accounting and manufacturing cost accounting will also be covered. Students in this class will be required to work in the high school coffee shop. This course utilizes both textbook and on-line learning. This course also requires a job shadow or internship. **Prerequisite: C or better in Accounting 2. This class can be used as a 4th year math credit. ARTICULATION - Students may earn college credit for this class at Muskegon Community College. See your Counselor or your business instructor for details.**

Business Information Systems 1

½ credit

Career Pathways: ① ② ③

This class gives students a working knowledge of technology and prepares them to be proficient in business applications at an intermediate level. Students will have the opportunity to advance skills in Microsoft Word, Excel and PowerPoint, version 2019, from which they will take the Microsoft Office Specialist (MOS) tests to obtain official MOS certification - worth college credit at some colleges. This is the first level of a three-level program of study. **ARTICULATION - Students may earn college credit for this class at Muskegon Community College, Ferris State University, and Davenport University. See your Counselor or your business instructor for details.**

*Business Information Systems 2

½ credit

Career Pathways: ① ② ③

This class allows students to further knowledge of software while becoming managers of their own companies. Students will learn business management and communication skills. The class places an emphasis on document formatting, desktop publishing, software integration, multimedia presentations and business management. Students who earn a grade of at least an 80 percent may be awarded college credit at

MCC. Students will have the opportunity to earn a certificate in Expert Microsoft Word and Excel. Students in this class will be involved in the high school coffee shop. **Prerequisite: Sophomore, Junior, or Senior standing and a C- or better in Business Information Systems 1. ARTICULATION - Students may earn college credit for this class at Muskegon Community College, Ferris State University, and Davenport University. See your Counselor or your business instructor for details.**

***Business Information Systems 3** $\frac{1}{2}$ credit Career Pathways: ① ② ③

This class is a capstone class for Business Information Systems where students will concentrate on business management skills. Students will be required to do a research project and a job shadow. Students in this class will be involved in the operation of the high school coffee shop. **Prerequisite: Sophomore, Junior, or Senior standing and a C- or better in Business Information Systems 2. ARTICULATION - Students may earn college credit for this class at Muskegon Community College, Ferris State University, and Davenport University. See your Counselor or your business instructor for details.**

Business Work $\frac{1}{2}$ credit Career Pathways: ② ③

The Work-Based Learning Program is a one-trimester elective for juniors or seniors who are interested in applying what they have learned in their Career and Technical Education class to a school office career. Students will experience what it is like to work as an unpaid trainee (intern) in a Business, Management, Marketing and Technology career pathway. They will report to the front office supervisor during their assigned hour, and report their experiences and assignments to the Program Coordinator at the high school. **Prerequisite: Junior or Senior Standing. Students must have a good attendance record, a good discipline record, knowledge of the Business, Management, Marketing, and Technology career pathway and have earned a B- or better in or be enrolled in either Accounting or Business Systems.**

Marketing 1 $\frac{1}{2}$ credit Career Pathways: ② ③

This class gives students a working knowledge of fundamental concepts, principles, skills and attitudes common to the field of marketing. They will develop an understanding of distribution, financing, marketing information management, pricing, product/service management, promotion, and selling. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. This is the first level of a four-level program of study. Students in the class are required to work in the high school coffee shop as part of the learning experience.

***Marketing 2** $\frac{1}{2}$ credit Career Pathways: ② ③

This class allows students to further their knowledge of marketing concepts and principles. Students will also acquire understanding of the need for marketing planning in such areas as identification of target markets, development of marketing strategies, and implementation of marketing procedures. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. This is the second level of a four-level program of study. Students in the class are required to work in the high school coffee shop as part of the learning experience. **Prerequisite: A grade of C- or better in Marketing 1.**

***Marketing 3** $\frac{1}{2}$ credit Career Pathways: ② ③

This is an advanced course that develops student understanding and skill in distribution, financing, marketing information management, pricing, product/service management, promotion, and selling. Opportunities are provided to apply scientific problem-solving when engaged in marketing information gathering, processing and reporting. Emphasis will be placed on the impact that customer behavior has on the implementation of marketing functions. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Students in the class will be required to work in/run the high school coffee shop. **Prerequisite: A grade of C- or better in Marketing 2 and Course Instructor signature/approval.**

***Marketing 4** $\frac{1}{2}$ credit Career Pathways: ② ③

As part of this advanced course, students will build on their knowledge and experience with marketing concepts, principles, skills, and attitudes as they continue their study of marketing through an emphasis on business management skills. They will be responsible for applying marketing concepts and principles for the successful running of the high school coffee shop. Financial considerations as they relate to the profit of the coffee shop profit will also be explored and emphasized. Students will be required to work in and manage the coffee shop as part of learning problem-solving skills. **Prerequisite: A grade of C- or better in Marketing 3 and Course Instructor signature/approval.**

Mentorship Program $\frac{1}{2}$ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This is an unpaid trainee program offering students opportunities to explore careers with volunteer community mentors in business, industry, and organizations. The program brings the two together so the adult may pass on his/her knowledge, help the student develop skills required by the profession, and share professional interests. Depending on the placement, this class is for Seniors who take it preferably as a 5th hour and who will receive $\frac{1}{2}$ credit upon successful completion of the program. Students must apply to be admitted into the program. Program requirements include a weekly classroom session, completion of regular paperwork and projects, and six hours each week involved in mentorship activities. For more specific information, refer to the program brochure. Students may **not** be on co-op and receive mentorship credit by working at the same job-site. **Prerequisite: Senior standing and application approval. Students must have their own transportation.**

Senior Financial Literacy & Technology $\frac{1}{2}$ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This is a required class for all seniors. Students will evaluate key components of personal finance including money management, saving and investing, spending and credit, income, housing, transportation, taxes and insurance. Students will also update their technology skills with current Microsoft Office software and will develop an e-portfolio. Also emphasized are career knowledge, job preparation, and the application/interviewing process.

Senior Financial Literacy & Technology-Blended $\frac{1}{2}$ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

The Senior Financial Literacy & Technology course may be taken as a **Blended Online-Hybrid** option. Students will meet in class three times per week with the teacher. Then two days a week, students will work online from home. **Required: Students must be in good standing in order to take this course and have access to the Internet and Microsoft Office 2016 outside of school.**

Web Design 1 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Students will learn how to create web sites using java script code. Students will study the concepts of web design and will create various web sites as assigned. Design topics to be covered are presentation design, information design, and interaction design. Students will also study information technology and the Internet, web browsing, email and personal information management, and project management. **A grade of C- or higher in this course is a prerequisite for Web Design 2. ARTICULATION - Students may earn college credit for this class at Muskegon Community College. See your Counselor or your business instructor for details.**

***Web Design 2** 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Students will build upon skills learned in the Web Design 1 class. Students will learn and use Python to plan, design, build, and redesign web-sites. Digital Design web projects build student skills in project management, design, research, communication and technology. Students learn through hands-on projects that follow the web design process, from project planning to evaluation. In addition, students will examine databases and web search engines, Internet security, coding issues and e-commerce. Students will be required to work in the high school coffee shop. **Prerequisite: A grade of C- or higher standing in Web Design 1. ARTICULATION - Students may earn college credit for this class at Muskegon Community College. See your Counselor or your business instructor for details.**

***Web Design 3** 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Students will continue their study of web design technology through learning networking concepts. Students will focus on network foundations, TCP/IP and Internet addressing, server technology, hardware maintenance, cyber security, and career opportunities. Students will be required to work in the high school coffee shop. **Prerequisite: A grade of C- or higher in Web Design 2. ARTICULATION - Students may earn college credit for this class at Muskegon Community College. See your Counselor or your business instructor for details.**

Work-Based Learning 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Work-Based Learning allows students to apply classroom theories to practical problems and to explore career options at the work-site. By working part of the school day, students may learn practical skills and gain knowledge which will contribute to their growth and development as productive citizens. The training plan must provide evidence that the pupil is in a job placement related to their career pathway as evidenced by the pupil's educational development plan (EDP). This combined school-career training also provides students with credit toward graduation. A student, to be accepted into the Mona Shores Cooperative Education Program, must be a senior, make application for and be admitted to the Program within the first 5 school days of the trimester, and must have a job. Program requirements include a weekly timesheet and other grade expectations. **Prerequisite: Senior standing or Work-Based Learning application approval. Students must have their own transportation.**

Work Study 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Work Study allow students to apply classroom theories to practical problems and to explore career options at the work-site. By working, students may learn practical skills and gain knowledge which will contribute to their growth and development as productive citizens. Program requirements include weekly timesheets and other grade expectations. Students must meet with the coordinator to complete a training agreement, training plan, safety training, and an EDP (Educational Development Plan). **Prerequisite: Senior standing. Students must have a job and their own transportation.**

English

Julie Baker - B.S., Speech Communication, Theater, Ball State University; M.A., Communication, Grand Valley State University
Kimberly Bradshaw - B.S., English/Mathematics, Central Michigan University; M.A., English, Western Michigan University
Shelly Brower - B.A., Classical Studies & Psychology, Hope College; Certification & M.A., English & Social Studies, Education, Grand Valley State University
Emily Cook - B.A., English/Education, University of Michigan
Jolynn Cox - B.A., English/Sociology, Grand Valley State University; M.A., Educational Leadership, Grand Valley State University
Dave Droski - B.S., Secondary Education, English, Broadcasting and Cinematic Arts, Speech, Central Michigan University; M.A., Film Theory and Criticism, Central Michigan University
Lori Foley - B.S., English/Speech Communication; M.S., Career & Technical Education, Ferris State University
Heather Hall - B.A., Psychology, English Certification, Taylor University; M.A., Education, Aquinas College
Chris Johnson - B.A., English/History, Western Michigan University; M.A., Education, Marygrove College
Warren Kent III - B.A., English, Michigan State University
Cathy Coverly-Palladino - B.A., English, Hope College
Roxanne Schaner - B.A., English, Western Michigan University; M.A., Communication, Western Michigan University

All students must earn four and one-half credits in English Language Arts. They must earn a minimum of 1.5 English Core credits in 9th Grade and a minimum 1 English Core credit in 10th, 11th and 12th grades. Students who take AP English will exceed this minimum.

To better serve our students and to align with the goals of the College Board, we are adding 2 AP opportunities that will also meet the requirements of our core English classes as well as providing more flexibility in scheduling. These AP classes provide opportunities for in depth exploration of research and literature as well as more flexibility for students. It is hoped that every student who is planning to attend college will take one of the AP offerings through the English department - whenever that student is ready.

To enroll in an Honors or AP course after the initial placement in 9th grade, students will either have successfully completed an Honors or AP English class with a B- or better the year before or have a recommendation from their current English teacher (initial on Course Request form).

Options to earn English core credits is listed below.

9th Grade	10th Grade	11th Grade	12th Grade
English 9A and 9B	English 10A and 10B	English 11A and 11B	Adv. Composition or <u>Senior Writing</u> paired with Cont. Lit. or <u>Survey</u> or Classics
Honors English 9A and 9B	Honors English 10A and 10B	AP Language & Composition*	AP Seminar*
<i>AND</i>	<u>AP Seminar*</u>	AP Seminar*	AP Seminar*
Speech		AP Research**	AP Language & Composition*
		AP Literature & Composition*	<u>AP Research**</u>
			AP Literature & Composition*

English 9 Essentials 1/2-1 credit (elective credit) Career Pathways: ① ② ③ ④ ⑤ ⑥

In English Essentials, students will work on improving their reading comprehension, fluency, and vocabulary with the Read 180 program. Read 180 consists of whole group instruction, small group instruction, independent reading time, and the use of Read 180 instructional software on the Chromebooks. In addition, we will be studying vocabulary with the book *Improving Vocabulary Skills* (Nist & Mohr). The main focus of the program is reading comprehension, but students will work on some writing and grammar skills as well.

English 9 (A & B) 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

English 9 is a two-trimester course that integrates grammar, writing, and literature. One trimester will focus on grammar, elements of short stories, vocabulary, and figurative language as it relates to reading of *Romeo and Juliet*. As students progress through the term, there will be emphasis on literary elements, reading and writing strategies. Students will be taught how to write an SAT style essay in which they analyze persuasive techniques used to build a claim in an article. The other trimester will involve an in-depth literature study of the novel, *The Book Thief* as well as a memoir unit in which students read memoirs and write their own. There will also be a focus on writing as it relates to the literature. The two trimesters do not need to be taken in any particular order; however, they should not be taken at the same time.

Honors English 9 (A & B) 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This pre-AP course is designed to address the basic goals and objectives of the English curriculum at a faster rate and in greater depth than the regular English program. In addition, an opportunity to work on special English projects will be provided. Students taking Honors English will be in a more competitive situation and will have to put forth considerable time and effort to be successful. Students are required to complete summer reading assignments. **Prerequisite: Completion of placement test and acceptance to the Honors Program.**

Speech 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This one-trimester course is required for graduation. In addition to developing greater confidence and self-esteem, this class teaches students how to research and document sources. Various assignments will emphasize developing speaking and writing skills; speaking in impromptu situations; developing and utilizing listening skills; and outlining and organizing various types of presentations, including learning to support ideas with evidence from valid sources.

English 10 Lab 1/2-1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

English 10 Lab is an essentials skills class designed for students to take for one trimester along with English 10A. The focus of the class will be to assist students growth with reading skills: fluency, vocabulary, strategies, and to aid students in the reading required in core areas. **Entrance to this class is based on Nelson-Denny and PSAT test results and teacher referral.**

English 10 (A & B) 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

English 10 is a two trimester course that integrates grammar, writing, and literature. Focus for the sophomore year will be on American Literature. There will be four central literary based units of study divided up over the two trimesters, including such concepts as Colonial literature, Puritanism, Transcendentalism, contemporary voices, etc. In addition, students will work on directed vocabulary development, study of grammar and usage skills, improvement and personalizing of note-taking and study skills, and oral communication skills. The two trimesters do not need to be taken in any particular order; however, they should not taken in the same trimester.

Honors English 10 (A & B) 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This pre-AP two trimester course is designed to integrate the study of American literature, language usage, and composition. The literature study is a survey of the major eras in the development of American culture and noteworthy authors of those eras. A film *Into the Wild* is used in conjunction with the literature. Composition and language study will emphasize expository writing, introduction to persuasive and argumentative writing, a formal research paper, and application of standard English usage. This course is designed to be an intensive study of American literature to prepare students for the further study of British and World literature in AP Language and Composition and AP Literature and Composition. Students are required to complete summer reading assignments. **Prerequisite: B- or better in Honors 9 or teacher recommendation.**

English 11 (A & B) 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This two trimester course will focus on the study and improvement of writing, the exploration of rhetorical techniques. World literature will be presented with an emphasis on both regions and eras. Anchor texts will include *Bless Me, Ultima* and *Oedipus Rex*. Students will interact with a variety of literary genre, including poetry, short stories, nonfiction, drama, and a novel. Students will explore vocabulary, grammar, standardized test strategies and various types of writing, including analysis and a research paper. Focus will be on writing improvement, revision, and the ability to compose timed writings that are clear, cohesive, well-developed, and correctly written. **Prerequisite: Successful completion of the 10th grade English.**

AP Seminar 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. **Prerequisite: Honors 9 or Honors 10 grade of B- or higher or teacher recommendation.**

AP Language and Composition 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

The AP Language and Composition course is a three-trimester class that focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of primarily nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize and cite research to support their arguments. Additionally, students identify and analyze rhetorical elements and their effectiveness- including images as forms of text—from a range of subject areas and time periods. This course will help develop the following skills: higher-level questioning, critical thinking, writing, organization, time-management, discussion, and professionalism. In addition to preparing for the AP Language and Composition exam, this course is effective preparation for both the ACT and SAT and the academic expectations and rigor of colleges and universities. **Prerequisite: B- or better in Honors English 10 or AP Seminar or English teacher recommendation.**

AP Research 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **Prerequisite: AP Seminar.**

AP Literature and Composition 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

This three trimester course engages students in an intensive study of representation works from various genres and periods, concentrating on works of recognized literary merit. Because this is a course for which college credit may be earned, the range of works is responsive to the expectations of college level reading. Reading selections may include *The Great Gatsby*, *a Doll's House*, *Fences*, *The Metamorphosis*, *Heart of Darkness*, *Sula*, and/or *Their Eyes Were Watching God*. Writing will also be an integral part of the course. The course will concentrate on two types of writing: in-class impromptu responses and out-of class longer interpretative papers using comparison, casual analysis, and argumentation. Students will work on developing their own style and in writing with greater command of language to demonstrate critical thinking. The goals of the course demand sophisticated reading and writing skills, a strong command of grammar, and a mature vocabulary. The reward will be worth the effort. **Prerequisite: B- or better in Honors English 10 or AP Seminar or English teacher recommendation.**

Senior English - These specific courses are for seniors only.

Seniors must complete a minimum of 1 credit of English from the options that are senior only options, one from Group A (Literature) and one from Group B (Composition). See Groups A and B Below.

Seniors may also fulfill the requirement by completing one of the AP English courses during senior year: AP Seminar, AP English Language and Composition, AP Research, or AP English Literature and Composition.

Group A (Literature)**The Classics** ½ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This one trimester course will provide an exploration of classic literature prior to 1900. Students will be provided an opportunity to study the cultural influences, writing styles and other elements of timeless texts. Selections of literature may include the following: *Antigone*, *Medea*, *Frankenstein*, *King Lear*, *Dr. Jekyll and Mr. Hyde* and various short stories. Students will also complete an independent novel study. Assessments will include tests over the major texts as well as written analysis for each major work. **Prerequisite: Successful completion of English 11 PSAT Reading score of 26 or higher and teacher recommendation.**

Contemporary Literature ½ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Contemporary Literature is a one trimester senior elective that will fulfill the group A English requirement. The class is designed to introduce college-bound students to the most prevalent genres in contemporary fiction. It will prepare students to use close reading tools and the writing skills they have previously developed to interpret and evaluate the pieces we study. The class will also include experiences with contemporary literary criticism so that students will begin to develop critical skills of their own. The readings may include *The Odessa File*, *Catcher in the Rye*, *Brave New World*, *The Afghan*, and various short stories. Films will be used in conjunction with readings, specifically, *Girl*, *Interrupted*, *Zero Dark Thirty*, and *The Island*. Assessment will include at least three major tests. This course may be offered in a blended format. **Prerequisite: Successful completion of English 11 and PSAT Reading score of 25 or higher.**

Survey of Short Fiction ½ credit Career Pathways: ② ③ ④ ⑤ ⑥

This one trimester literature class will fulfill one part of the senior English requirements. This class will explore the science fiction and mystery genres, engaging students in reading, listening, analyzing, and critical thinking. With science fiction, students will examine its background, history, evolution, and connections to society. Science fiction selections may include the study of Verne, Wells, Bradbury, Crichton, and/or Asimov. Through the mystery genre, students will examine types of mysteries and its evolution, and they will investigate practices within mysteries. Mystery selections may include Crichton, Poe, Doyle, McBain, and/or Christie. This course is designed to engage students in close-reading

techniques in order to improve comprehension and vocabulary and provide students with skills to become lifelong readers. **Prerequisite: PSAT Reading score of 8-19 and not previously earned credit in an Honors or AP English class.**

Group B (Composition)

Advanced Composition: Research & Writing (A & B) $\frac{1}{2}$ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This one-trimester writing course is designed for college-bound students interested in improving their expository writing and research skills. Work is focused on producing tightly focused, logically organized, and thoroughly developed essays that are supported by reliable, correctly-documented research. Students will also create a lengthy, research-based oral presentation in addition to extensive study of conventions in English grammar and punctuation. All major assignments are required for course credit. **Prerequisite: Successful completion of English 11 with a minimum grade of C or better and PSAT Writing & Language score of 24 or higher.**

Senior Writing $\frac{1}{2}$ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This one trimester course is designed to develop and enhance student's skill of communication for use in life and in the workplace. Students will gain experience in a variety of writing, such as a career narrative, comparison writing, summary and evaluation writing, informative writing and through the use of the writing process complete a Writing Portfolio that is a reflection of their ability to write, revise and reflect. Further, students will engage in activities designed to develop their listening and hone their presentations skills; furthermore, students will engage in discussion and peer revision as part of their classroom work and class participation. Finally, students will work on refining their understanding of standard English through a series of lessons and assessments. **Prerequisite: PSAT Writing and Language score of 8-18 and not previously earned credit in an Honors or AP English class.**

General English Electives

Creative Writing $\frac{1}{2}$ credit Career Pathways: ① ②

This is a one trimester, non-expository writing course with emphasis on a variety of creative forms, including, but not limited to personal narrative, short story, poetry, fable, children's story, and drama writing techniques. The application of correct grammar usage is also a component to the course. Submission for publication in a variety of forms is required. The purpose of this course is to develop an awareness of the stages of the writing process and methods of progressing through them. Additionally, students must develop an awareness of audience demonstrated through their writing. Many of these skills are practiced through constructively responding to pieces of writing. Students enrolling in this course should be motivated to improve their creative writing abilities and be able to work in a self-directed setting. Peer evaluation, writing assessments, presentation of pieces, submissions for publication, and a final exam are part of the assessment for this course. **Prerequisite: Successful completion of English 9. Open to Sophomores, Juniors and Seniors.**

Broadcast Speech 1 $\frac{1}{2}$ credit Career Pathways: ① ② ⑤

Broadcast Speech 1 is a trimester course designed to teach students effective methods of broadcasting. Students will learn digital editing and create productions based upon these concepts. This course counts as the technology graduation requirement. **Prerequisite: English 9 and Speech.**

Broadcast Speech 2 1-1 $\frac{1}{2}$ credits Career Pathways: ① ② ⑤

Broadcast Speech 2 is a two or three trimester course designed to teach students how to hone their methods of broadcasting. The main function of the class is to create the broadcast *Shoreline Broadcast News* on a daily basis. Students will be expected to master each skilled position required in making each broadcast. Each student will also be given the opportunity to direct some of the show's episodes. In addition to creating the show, students will be expected to create commercials and public service announcements (PSA's) to be played on the broadcast. Students must take this for two trimesters; three is preferred for some skilled positions. This course may be repeated with Instructor's approval. **Prerequisite: Broadcast Speech 1.**

Broadcast Speech 3 $\frac{1}{2}$ credit Career Pathways: ① ② ⑤

Broadcast Speech 3 is a one trimester course designed to teach students how to hone their methods of broadcasting. The main function of the class is to create longer features for both *Shoreline Broadcast News* and various competitions. Students will be expected to hone their skills learned in Broadcast Speech 1 and 2. Students will be expected to create, record, and edit long features that highlight aspects of the high school, school district, and the community. This class is intended for students with a serious interest in various aspects of broadcasting as a career. This course may be repeated with Instructor's approval. **Prerequisite: Broadcast Speech 1. This course may be taken concurrently with Broadcast Speech 1 or 2.**

Critical Aspects of Film $\frac{1}{2}$ credit Career Pathways: ① ② ⑤

Students will learn the history and appreciation of film in the context of critical and analytical writing. Students will interpret, analyze, compare/contrast, and criticize both classic and contemporary films. Students will also learn film techniques, vocabulary, and theory to help them develop a deeper understanding of the film medium. This is a one trimester course. **Suggested Prerequisite: English 10B.**

Mythology $\frac{1}{2}$ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Mythology is a one trimester course that will explore the stories and cultural impact of world mythology. The course will focus on archetypes, Greek and Roman, Norse, Egyptian, and Native American myths as well as Arthurian Legend. The students will learn the most famous and/or significant myths through stories, lecture, discussion, media, and research. **Prerequisite: English 9 and Speech or the equivalent.**

Debate $\frac{1}{2}$ or 1 credit Career Pathways: ① ②

Do you like to argue about political issues, world events, or philosophical issues in the media? Then Debate is the class for you. Debate is the epitome of cooperative learning through competition and is a must for anyone considering a variety of occupations or advanced degrees. If you are looking for a fun challenge and want to win arguments with parents, friends, and employers - take Debate! This course is first trimester only. **This class has requirements of after school meetings and weekend competitions. This class is available for Sophomores, Juniors and Seniors only. Prerequisite: Speech or approved application. *Course will not be offered in 22-23 year.**

- Drama 1** ½ credit Career Pathway: ❶
 Are you interested in theater and acting? As the focus of this class is on personal growth and creativity, students with years of acting experience to those brand new to acting are encouraged and welcome to take this class. This class promises a welcome environment to all. Throughout this one trimester course, students will be given a variety of opportunities to act ranging from improvisational activities to memorized performances. For the final exam, students will perform in an evening production in front of an audience. This is an amazing experience for all involved.
- Advanced Drama** ½ credit Career Pathway: ❶
 Do you want to continue to grow as an actor? Are you interested in directing and taking on the role as a leader for others? This course gives students more opportunities to grow as performers. Students will also have the opportunity to learn directing strategies and direct a one-act play. As actors and directors grow from each experience, students may take Advanced Drama multiple times. **Prerequisite: Drama 1, Advanced Drama, or Instructor approval.**
- Theater Arts/Stagecraft 1** ½ credit Career Pathway: ❶
 Are you looking for a hands-on class that will give you the opportunity to get involved in the production side of Theater? This one trimester course gives students the opportunity to learn several different technical aspects of theatre including stage safety, stage rigging, properties and props, sound, lighting, set design and construction, scenic painting, costuming, and makeup. Students will participate in set construction for Mona Shores productions such as Allegros, Allegrettos, and Players (varies each trimester). During the course of the trimester, students will complete 10 hours of practical theater experience outside of scheduled class time.
- Theater Arts/Advanced Stagecraft** ½ or 1 credit Career Pathway: ❶
 This one trimester class gives students ample opportunity to master their understanding of technical theater through experience working in specialized areas such as props, sound, lighting, set construction, scenic painting, or costuming. Students will become an expert in a specific area and act as a leader to others in the class. As each trimester gives new theater experiences, students may take Advanced Stagecraft multiple times. Students are given some artistic choice in the area in which they want to focus and grow each time they take the class. During the course of the trimester, students will complete 10 hours of practical theater experience outside of scheduled class time. **Prerequisite: Theater Arts/Stagecraft 1, Advanced Stagecraft, or Instructor approval.**
- Yearbook** ½ - 1½ credits Career Pathways: ❶ ❷
 Yearbook is a full-year course, which involves production of *Compass Points*. Course work includes theme development, layout design, photography, advertising, graphic art, copy writing, and the latest in desktop publishing. The course is production-oriented with a limited amount of formal classroom study. Students apply for the staff and are selected by the adviser. Students can earn a technology credit by taking three trimesters of yearbook and/or newspaper during their high school career. **Prerequisite: Permission of the yearbook adviser.**
- Newspaper** ½ - 1½ credits Career Pathways: ❶ ❷
 Newspaper is a full-year course, which involves production of *The Sailors' Log*. While this is a year-long course, students may elect to take class 1, 2, or 3 trimesters. The course includes writing of editorials, features, sports, and news of interest to high school students and the community; photography; illustrations and cartooning; newspaper layout; and using the latest in desktop publishing techniques. The course is production-oriented with a limited amount of formal classroom study. Students should possess better than average ability in writing and have an interest in learning journalistic writing techniques. Photographers must have a basic knowledge of photography. Students apply for the staff and are selected by the adviser. Students can earn a technology credit by taking three trimesters of newspaper and/or yearbook during their high school career. **Prerequisite: Permission of newspaper adviser.**
- Media Survey of Twentieth Century Music** ½ credit Career Pathways: ❶ ❷ ❸ ❹ ❺ ❻
 Media Survey of Twentieth Century Music is a one trimester course. It will focus on popular trends in music throughout the twentieth century to teach a history and appreciation of popular music. Students will listen to music from various genres and learn the important innovators and artists who created this music. **Prerequisite: Juniors or Seniors only.**
- Junior Core Review** ½ credit Career Pathways: ❶ ❷ ❸ ❹ ❺ ❻
 This class is designed to make students aware and comfortable with the features and format of the SAT exam. Students will learn test-taking strategies and time management skills. The class will review math formulas, grammar rules, writing prompts, scientific methods and models, and reading comprehension strategies. The class will be taught by discipline with time spent on English, Reading and Writing, Math, Career and College Readiness Handbook, Khan Academy and full-length SAT.

Industrial Technology

Andrew Basse - B.S., Vocational Education, Western Michigan University; Michigan Teacher Certification: Industrial Technology - IX, Vocational Technical - VT
Pat Rabbitt - BIM., Industrial Management, Baker College of Muskegon; AAS., Electronic Tech, Muskegon College of Business & Technology; Vocational Certifications: Business Services & Technology & Electrical and Electronics Repair, Ferris State College; Teacher Certification: Industrial Technology K-12, Central Michigan University

***Articulation: College credit at Muskegon Community College or Baker College may be earned for these classes. See your counselor or your industrial technology instructor for details.**

Design Technology

½ credit

Career Pathways: ① ② ③ ④ ⑤ ⑥

This course is an introduction to many areas of Visual Communications such as Graphic Art and Design, Computer-Aided Design, and Industrial Design. Visual Communications is a combination of drawing, designing with type, and computer graphics to communicate ideas in design related career areas. Students utilize Desktop Publishing to create new design products for personal use such as calendars and greeting cards. Students will learn how to use Computer-Aided Design and discover how it reduces the amount of time needed for designing and manufacturing new products. In addition, students will complete a study in Industrial Design to demonstrate how new products can be functional, user-friendly, and ergonomic in shape. These products include items such as home appliances, office equipment, communication devices, bathroom and lighting fixtures, furniture, and other consumer products. Students will work on a variety of design projects, drawings, desktop publishing, t-shirt designs, charts and graphs, and problem-solving activities.

Robotics

½ credit

Career Pathways: ② ③ ④

This STEAM (Science, Technology, Engineering, Arts, and Mathematics) course is an introduction to the area of engineering and competitive robotics. In this course students will make use of the VEX EDR system of robotic components to document, design, build, test, and compete in an end of term competitive event. Students will learn and apply programming skills, design fundamentals, engineering principles, mechanical concepts, and much more. The culmination of the class will be a competition between class groups on a school hosted official field and assessment based on the completeness of their Engineering Notebook (Formative Assessment) paired with traditional unit quizzes (Summative Assessment). This course will help to prepare students for work in fields such as automation, computer sciences, problem solving, applied mathematics, robotics, engineering, applied sciences, electronics and technology. **Materials Needed:** Students may use materials as needed on a strict budget from the MSHS CTE Shop. Students will also have access to equipment in both the CAD lab and the shop lab. Students will also be allowed to bring material from home as needed. All necessary materials for success in the program will be provided. Cost per student will be under \$10 in supplied materials as all are reusable, anything beyond this will be provided by the student.

***Drafting and Computer Aided Design (A & B)**

1 credit

Career Pathways: ① ③

This vocational course is designed to teach skills in Drafting, Engineering Graphics, Technical Illustration, 3D Parametric Modeling, basic Architecture, and Computer-Aided Design. If you use your imagination, you can start thinking about how things will be designed in the future! In industry, ideas are communicated through a design process called Drafting. Drafting is an exciting form of communication that is technical and precise. This course will focus on mechanical drawing techniques, standards used throughout the world, and visual communications for engineering and design related careers.

***Architecture (A & B)**

1 credit

Career Pathways: ① ③

This vocational course will focus on the understanding of Architecture. In the world around us, architects design massive high-rise buildings, lakeshore cottages, modern churches, and family homes in order to meet the needs of our society. Architecture includes the relationships between design, construction materials, and function. Students will learn architectural planning, drawing techniques, residential styles, interior design, kitchen and bath design, landscape design, and building construction. Students are required to complete a set of house plans including detail drawings, presentation drawings, and computer-aided design. **Prerequisite: Drafting and Computer-Aided Design.**

Graphic Design (A & B)

1 credit

Career Pathways: ① ② ③

This vocational course emphasizes skills and techniques used in commercial art, visual communications, and computer graphics. Graphic Design is the application of design, symbolism, and communications in order to meet the marketing and advertisement needs of business and industry. Graphic Design has a persuasive influence on our environment and popular culture. Graphic Designers need to understand elements of design including: line, shape, volume, texture, color, format and the principles of balance, rhythm, positive-negative space, and the illusion of three-dimensional space. Students will be taught these concepts through the application of "real-life" projects and advertisements. Students complete design projects such as posters, CD covers, magazine covers, symbols, logo designs, drawings, illustrations, abstracts, and package and label designs. **Prerequisite: Sophomore, Junior, or Senior standing.**

Introduction to Manufacturing (A & B)

1 credit

Career Pathway: ① ② ③ ④ ⑤ ⑥

This is a project based course that will introduce students to shop safety, proper use of power and hand tools, and power equipment for each discipline. Wood selection and identification, measurement, planning and sawing, bill of materials, and material costs are covered in Woods. Metals will cover machining, welding, and casting. Electronics will cover Ohms law, series and parallel circuits, and soldering. Students will have required exercises and projects and have the opportunity to design and create customized projects throughout the course in addition to building their independent project. Examples of required projects are game boards, wood-turned bats and bowls, wood-burned and wood-carved plaques, plastic picture frames, chess pieces, foundry castings, and soldering an electronic circuit board. Examples of independent projects will vary; students have built skate boards and long boards, ramps, full size baseball bats, chess sets (board and pieces), lamps, etc. Students must pay for materials used for take home independent projects.

Advanced Metals Technology (A & B)

1 credit

Career Pathway: ① ② ③ ④ ⑤ ⑥

This course expands the knowledge and skills gained in Introduction to Manufacturing. Students will focus on more advanced processes and projects along with online coursework. Research and critical thinking are required for students to design, create, and document their finished product(s). Students must pay for materials used for take home independent projects. **Prerequisite: Introduction to Manufacturing or the Instructor's permission.**

Advanced Woods Technology (A & B)

1 credit

Career Pathway: ① ② ③ ④ ⑤ ⑥

This course expands the student's woodworking knowledge gained in Introduction to Manufacturing. Students will focus on more advanced machine processes, alternate joinery, advanced furniture and cabinet making along with online coursework. Research, critical thinking and time management are required for students to design, create, and document their finished product(s). Students must pay for materials used for take home independent projects. **Prerequisite: Introduction to Manufacturing or the instructor's permission.**

Modern Furniture (A & B)

1 credit

Career Pathway: ① ② ③ ④ ⑤ ⑥

This course is for Seniors only and will be counted as a 4th year math credit. This is a project-based course that will integrate math concepts as students are introduced to the concepts of building furniture. Shop safety, proper use of power and hand tools, technical drawing layouts, bills of materials, and building techniques are some of the concepts covered. Students will have required exercises and projects along with on-line coursework. In addition, students will have the opportunity to design and create independent projects. Research, critical thinking and time management are required for students to design, create and document their finished project(s). Students must pay for materials used for take home independent projects. **Prerequisite: Senior standing and concurrent enrollment in or successful completion of Algebra 2.**

Life Management

Brent Mosley - B.S., Health Education/Family Life, Western Michigan University

All classes are designed for both male and female students.

Essential Skills For Living

½ credit

Career Pathways: ① ② ③ ④ ⑤ ⑥

In this course you will learn and develop skills necessary for everyday living. Taking certain actions can help obtain that successful future most people desire. Determining your values, goals, learning to solve problems, and making good decisions all play a factor in being a successful adult. Specific topics that may be covered, but not limited to, are financial and consumer skills such as banking, budgeting, buying a car and house, etc., personal and social skills pertaining to relationships, communication skills, conflict resolution, etc., prenatal care/parenting skills, character development, and understanding diversity among people.

Culinary Arts

½ credit

Career Pathways: ① ② ③ ④ ⑤ ⑥

This class will allow students to learn the basics of food preparation through class activities including hands on cooking within groups. It will cover the following: kitchen safety and sanitation, reading and understanding how to follow a recipe, various cooking utensils, equipment and other tools used in cooking, various cooking methods, measuring and measuring equivalents, kitchen math, consumer skills, reading food labels and nutrition. Students who complete this course should be able to prepare meals for themselves and their families. Note: students may be required to bring in food/ingredients for their group to use once a week. **Prerequisite: Junior or Senior standing.**

Mathematics

Carrie Helmer - B.S., Math/English, Grand Valley State University; M.Ed., Elementary Education, Grand Valley State University; M.A. +30, Educational Leadership, Grand Valley State University

Scott Lautenschlaeger - B.S. +30, Mathematics/Chemistry, Western Michigan University/Grand Valley State University

Bill Lent - B.A., Mathematics/Physics, Western Michigan University

Jason McGough - B.S., Biology/Mathematics, Central Michigan University; M.A., Art of Teaching, Marygrove College; M.A. +30, University of La Verne

Desiree Medina-Vaca, B.A., Mathematics and Education, Grand Valley State University

Rebecca Morse, B.S., Education, Math & History, Grand Valley State University

Bob Peterson - B.S. + 30, Mathematics/Physical Science, Michigan State University

Ross Rosenthal - B.S. +30, Mathematics/Physical Science, University of Michigan; M.A., Educational Leadership, Western Michigan University

Tracy Saucedo-Geoghan - B.A., Math/Physical Education, Western Michigan University; M.A. +30, Educational Leadership, Western Michigan University

Joan Wiersma - B.S. +60, Mathematics/English, Grand Valley State University

Students must successfully complete 4 credits of Math for graduation.

Pre-Algebra (A & B)

1 credit

Career Pathways: ② ③ ④ ⑤ ⑥

The goal of this two-trimester course is to help prepare students for success in Algebra 1. The course works on shifting students' focus from numbers to reasoning about the operations on those numbers. The course investigates algebraic logic through puzzles that connect to and extend algebra course topics. Students will learn to use tools and strategies that help make algebra make sense.

Prerequisite: Recommendation of 8th-grade math teacher and high school placement.

Algebra 1 (A & B)

1 credit

Career Pathways: ② ③ ④ ⑤ ⑥

This two trimester course covers all of the ideas usually associated with first year algebra. Variables, expressions, functions, and graphs are used to supplement and highlight the study of polynomials, factoring, linear and quadratic equations, and inequalities. Lessons are guided discovery using various manipulatives. **Prerequisite: Recommendation of the current math teacher.**

Geometry (A & B)

1 credit

Career Pathways: ② ③ ④ ⑤ ⑥

This two trimester course covers basic concepts of geometric figures and their applications. Topics include parallel and perpendicular lines, angles, polygons, solids, area, surface area, volume, and trigonometry. Students are introduced to the concepts of proof and construction. Students will also investigate new geometric concepts such as transformations, similarity, and circles. **Prerequisite: Algebra 1 and recommendation of the current math teacher.**

Algebra 2 (A, B & C)

1½ credits (1 math credit)

Career Pathways: ② ③ ④ ⑤ ⑥

This three trimester course emphasizes competence with algebraic expressions and forms, especially linear and quadratic forms, systems,

matrices, polynomials, and functions based on these concepts. Students will gain competence in powers & roots, exponential and logarithmic functions, sequences and series, trigonometry, and probability and statistics. This course may be offered in a blended format with parent permission. **Prerequisite: Algebra 1, Geometry and the recommendation of the current math teacher.**

Functions, Statistics, and Trigonometry (FST) (A & B) 1 credit Career Pathways: ② ③ ④ ⑤ ⑥

This two trimester course integrates statistical and algebraic concepts, and previews calculus in work with functions and intuitive notions of limits. Students will plot functions, analyze data, and simulate experiments. Enough trigonometry is available to constitute a standard precalculus course in trigonometry and circular functions. **Prerequisites: Algebra 2 and the recommendation of the current math teacher.**

Precalculus (A & B) 1 credit Career Pathways: ② ③ ④ ⑤ ⑥

Precalculus is a two trimester course designed to build a strong foundation for AP Calculus. The course encourages students to develop a firm grasp of the underlying concepts while using Algebra as a tool for solving real-life problems. The course invites discovery and exploration, while the integrated technology and consistent problem-solving strategies help the student develop strong precalculus skills. **Prerequisite: Algebra 2 and the recommendation of current math teacher.**

Statistical Reasoning in Sports (A & B) 1 credit Career Pathways: ② ③ ④ ⑤ ⑥

Statistical Reasoning in Sports is a two- trimester course that offers a unique and powerful way to introduce the principles of statistical reasoning. This course features engaging examples and a student-friendly approach. Starting from the very first chapter, students are able to ask questions, collect and analyze data, and draw conclusions using simulations. Is it harder to shoot free throws with distractions? We explore this question by designing an experiment, collecting the data, and using a hands-on simulation to analyze results. *C, Statistical Reasoning in Sports* is an accessible and fun way to learn about statistics. **Prerequisites: Algebra 2 and the recommendation of the current math teacher.**

AP Calculus 1½ credits Career Pathway: ⑥

This three trimester course is an advanced placement class and covers the materials as outlined in the Advanced Placement Guidelines. Students will be given the opportunity to take the AP Calculus test for possible college credit. **Prerequisite: A passing grade in Precalculus and the recommendation of the current math teacher.**

AP Statistics 1½ credits Career Pathway: ⑥

The purpose of this three trimester 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: 1) Exploring Data: Observing patterns and departures from patterns. 2) Planning a Study: Deciding what and how to measure. 3) Anticipating Patterns in Advance: Producing models using probability and simulation. 4) Statistical Inference: Confirming models. **Prerequisite: Algebra 2 and teacher recommendation.**

Online/Blended Learning

Kimberly Bradshaw - B.S., English/Mathematics, Central Michigan University; M.A., English, Western Michigan University

Matt Koziak - B.A., Science, Western Michigan University; M.A., Educational Leadership, Western Michigan University

Sarah Bronsema - B.A., Science, Michigan State University; M.A., Curriculum and Teaching, Michigan State University

Heather Hall - B.A. Psychology, Taylor University; M.A., Education, Aquinas College

Desiree Medina-Vaca, B.A., Mathematics and Education, Grand Valley State University

Aaron Santa Maria - B.S., History, Secondary Education, Grand Valley State University; B.S. Anthropology, minor in Economics, Grand Valley State University

Online/Blended Learning - see school website under *High School -> Points of Pride -> Online Learning* for updated information.

Voyager Program

Voyager students will access and experience their curriculum in a blended setting, both on campus, outside of the school building and outside of traditional school hours. To be accepted into the Voyager Program, each student must fill out an application and interview for an open position.

Students enrolled in the Voyager Program will continue to be exposed to curriculum and content presented by highly-qualified instructors and they will be required to complete all of the high school graduation requirements for the State of Michigan as well as participate in the MME. Students must be enrolled in six or more courses and will be considered a full-time high school student. If they complete an online course early, they may enroll in another immediately. This also allows for the possibility of early graduation for motivated individuals. Part time, elective course options are also available for home-schooled students.

Those enrolled in the Voyager Program are able to participate in all extra curricular activities including sports as long as all eligibility requirements are maintained.

Requirements: Self-motivated individuals are more apt to be successful in a program of this nature, as well as those who have strong time-management skills. Those wishing to be part of this program will be screened. Not all that apply may be accepted.

Applicants will complete an essay explaining in detail why they feel that this program will allow them to be more successful than the traditional school setting. Successful applicants are subject to rules and regulations of Mona Shores Public Schools as outlined in the student handbook, as well as the Voyager Handbook Addendum. The only exceptions are in regard to attendance requirements which will be based on individual student programming.

Voyager Courses

English Courses	Math Courses	Science Courses	Social Studies
English 9	Pre-Algebra	Biology	Geography
English 10	Algebra 1	Physical Science	Human Geography

English Courses	Math Courses	Science Courses	Social Studies
English 11	Geometry	Chemistry	US History
Intro Comm/Speech	Algebra 2	Earth and Space Science	Economics
Senior Writing	Functions, Statistics & Trigonometry	Environmental Science	Government
Survey of Short Fiction	Financial Math	Physics	World History
	Precalculus		

Health & Technology	Electives	Electives	Electives
Health	Art History	Intro to Information Technology	Spanish 1 A & B
Personal Finance	Career Planning and Development	Lifetime Fitness	Spanish 2 A & B
Senior Business Tech Virtual	Career Skills	Found. of Personal Wellness A & B	French 1 A & B
	Consumer Skills	Psychology A & B	French 2 A & B
	Healthy Living	Sociology A & B	Strategies for Acad. Success
	Introduction to Art	Community Service Project	Junior Core Review

Performing Arts - Music

Jason Boyden - B.M., Music Education, University of Michigan; M.M., Music Education, University of New Mexico
Kelly DeRose, B.M.E., Instrumental Music Education, Eastern Michigan University; M.M. Music, Central Michigan University
Shawn Lawton - B.M., M.M., Music Education, Western Michigan University
Greg Nitz - B.A., Music Education, Western Michigan University; M.A., Conducting, Southern Oregon University
Justin Sarns - B.M.E., Music Education, Grand Valley State University

Students who participate in the music classes are required to attend all scheduled activities, performances, and special rehearsals that occur outside of their class time, including during the summer. Enrollment in music classes that are listed at 1½ credits will receive credit based on a full year of participation. Students must complete the entire year (3 trimesters) to receive credit for the class.

Band 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

Students enrolling in band will be auditioned by a director and placed according to his or her level of performance at the time of audition. Students will not be placed in a band until this audition. During the first trimester of the school year, students will be placed in Marching Band (½ credit). For the remainder of the school year, students will be placed in either Symphony Band (1 credit) or Wind Ensemble (1 credit). Grades are based primarily on the student's attendance and performance as appropriate to his/her grade level. Individual effort is also weighed in the grading process. See descriptions below.

Marching Band Career Pathways: ① ② ③ ④ ⑤ ⑥

The Marching Band is a very active group that performs for home football games, Saturday marching band shows, and various civic functions. This group rehearses one afternoon a week throughout June and July, meets 12-5pm on August 1-5 and 8-10 and goes to band camp from August 12-16. There are a few rehearsals and performances between camp and the start of school. Once school begins, the marching band rehearses one or two evenings a week in addition to regularly scheduled class. The Marching Band also includes a Color Guard which is open to band and non-band students by audition (see course description). All rehearsals, performances, and travel are required, including summer events. Grades in Marching Band are determined by active participation, musical preparation, and attendance (**including summer attendance**).

Symphonic Band Career Pathways: ① ② ③ ④ ⑤ ⑥

This class performs band literature and is made up predominantly of all band students not placed in Wind Ensemble. This group often requires extra rehearsals and sectionals either before school, after school, or in the evening. Students also perform in some capacity in chamber music ensembles. (See Band)

Wind Ensemble Career Pathways: ① ② ③ ④ ⑤ ⑥

This class is dedicated to the performance of the finest high school and college wind and percussion literature available. The Wind Ensemble travels frequently and performs periodically at nationally recognized concert band events. Most of the members of this group are involved in the private study of their instrument on an ongoing basis and have been for several years. This group often requires extra rehearsals and sectionals either before school, after school, or in the evening. Students also perform in some capacity in chamber music ensembles. This class is made up predominantly of Sophomores, Juniors and Seniors. (See Band)

Color Guard ½ credit Career Pathway: ①

Color Guard is open to all students on an audition basis. It functions as a regular section of Marching Band (please see Marching Band Course Description for important information about time commitments). Auditions are usually held in April or May for the following school year. **Prerequisite: By audition.**

Jazz Ensemble I 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

The ensemble meets for one trimester (2nd) and then on Tuesdays and Thursdays after school in the third trimester. Permission of instructor is

required. Class work will emphasize instrumental performance, theory, improvisation, style interpretation, and jazz history. Performances will include several concerts, civic performances, and festivals. The group will travel periodically to state and national level jazz ensemble competitions. Members must be enrolled in band or orchestra (for bass players). **Prerequisite: Permission of instructor.**

Guitar Methods 1 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This class, a trimester long class for the beginning guitarist (no experience necessary), includes the teaching of basic chords, picking patterns and song accompaniment on both Guitar and Ukulele. The class content also includes, but is not limited to, staff notation, rhythmic concepts, and ensemble playing. **Limited numbers of instruments are available for students to borrow on a first come, first served basis. Having your own instrument is encouraged.**

Guitar Methods 2 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This class focuses on the student that has achieved basic skills on guitar and Ukulele before enrolling in the class. Guitar 2 students will focus on advanced concepts, scales, and solo playing. Skills for improvisation will also be introduced. **Limited numbers of instruments are available for students to borrow on a first come, first served basis. Having your own instrument is encouraged. Prerequisite: Must complete Guitar 1 or have Instructor approval.**

Guitar Methods 3 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This class focuses on advanced skills in sight reading, chord structures, scales and improvisation. Must have completed Guitar 1 and Guitar 2 or have the permission of instructor. **Limited numbers of instruments are available for students to borrow on a first come, first served basis. Having your own instrument is encouraged. Prerequisite: Must complete Guitar 2 or have Instructor approval.**

Sailor Steelband 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This is a 2 trimester course offered in Tri 2 & Tri 3. Steel Drum Ensembles (or "Steelpan Bands") originated in the islands of Trinidad and Tobago in the early 20th century. Since their inception, they have evolved into percussion ensembles featuring pitched "pans" as well as a variety of other percussion instruments. This two trimester performing arts course will explore a variety of literature for Steelband, including music as varied as traditional Caribbean folk songs, arrangements of conventional classical music, modern Steelband repertoire, and covers of modern popular music. Participation in outside of school performances is required as part of the grade and credit for the course. **Prerequisite: students must be a percussionist in the high school band program and selected for Steel Band by audition.**

Concert Orchestra 1 1/2 credits Career Pathways: ① ② ③ ④ ⑤ ⑥

Concert Orchestra is a three-trimester course which builds upon the rehearsal techniques, music theory, music history, and musicianship skills acquired in Middle School Orchestra. Students will continue developing these skills through a variety of repertoire styles. Culminating events for this ensemble include the Fall Spooktacular Concert, Holiday Concert, MSBOA Solo and Ensemble, MSBOA Orchestra Festival, and Spring Concert. **Prerequisite: Successful completion of Middle School Orchestra or comparable experience.**

Chamber Orchestra 1 1/2 credits Career Pathways: ① ② ③ ④ ⑤ ⑥

Chamber Orchestra is a three-trimester course and is the most advanced ensemble of the orchestra program. Sophomores, juniors, and seniors who successfully audition are eligible for the course. Chamber Orchestra rehearses daily as a string orchestra, and combines with the Orchestra Winds & Percussion to create a Symphony Orchestra, which rehearses on Mondays outside of the school day. Self-discipline, dedication, maturity and musical ability are factors used to determine membership in this group. Culminating events for Chamber/Symphony Orchestra include the Fall Spooktacular Concert, Singing Christmas Tree, Holiday Concert, MSBOA Solo and Ensemble, Sound of Shores Performance, MSBOA Orchestra Festival, and Spring Concert. **Prerequisite: Placement Audition in March the previous year.**

Orchestra Winds & Percussion 1/4 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Orchestra Wind students rehearse and perform with the Chamber Orchestra to create a Symphony Orchestra dedicated to learning advanced orchestral literature. The course meets once a week on Mondays outside of regular school hours. Culminating events include performances in the Singing Christmas Tree, Holiday Concert, MSBOA Orchestra Festival, Sound of Shores Performance, and Spring Concert. **Prerequisite: Must be enrolled in Band and have a recommendation from the Band Director to enroll. An audition may be necessary based on instrumentation needs.**

Orchestra Leadership 1/2 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This trimester long course reserved for juniors and seniors is designed to provide students an opportunity to mentor beginning orchestra students as well as assist in completing orchestra program tasks. Orchestra leaders interact daily with 5th grade orchestra students and demonstrate how to be a successful orchestra member. **Prerequisite: Must be concurrently enrolled in an orchestra ensemble and have instructor approval.**

Treble Choir 1 1/2 credits Career Pathways: ① ② ③ ④ ⑤ ⑥

A non-auditioned choir open to all female students in grades 9 through 12, this group serves as an introduction to the world of choral singing. Students will be able to be a part of America's Tallest Singing Christmas Tree, our annual Pop Go the Sailors show, which includes dance as well as singing, and our more classically-focused Spring Concert. There are plenty of opportunities to become more involved, too, including Coffeehouse, Dynamic Duos, and the yearly Allegros spring musical. Along the way, students learn concepts such as basic music theory, sight-reading music, singing in tune, and blending as a group. Members of this choir have the opportunity to travel to New York City and on a twelve-day Overseas Tour.

Anchormen 1 1/2 credits Career Pathways: ① ② ③ ④ ⑤ ⑥

A non-auditioned choir open to all male students in grades 9 through 12, this group serves as an introduction to the world of choral singing. Students will be able to be a part of America's Tallest Singing Christmas Tree, our annual Pop Go the Sailors show, which includes dance as well as singing, and our more classically-focused Spring Concert. There are plenty of opportunities to become more involved, too, including Coffeehouse, Dynamic Duos, and the yearly Allegros spring musical. Along the way, students learn concepts such as basic music theory, sight-reading music, singing in tune, and blending as a group. Members of this choir have the opportunity to travel to New York City and on a twelve-day Overseas Tour.

Acapella Choir 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

An auditioned choir open only to 10th, 11th, and 12th grade students, Acapella is the advanced women's choir here at Mona Shores. Previous experience in high school choir is preferred, and a basic understanding of sight-reading, music theory, and singing classically is expected. Self-discipline is important as a member of this choir, as is a good work ethic and a love of singing. This group participates in all concerts listed in the choirs above, including the Singing Christmas Tree, Pops show, and Spring Concert. Members of this choir have the opportunity to travel to New York City and on a twelve-day Overseas Tour. **Prerequisite: By audition only.**

Singers 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

The most advanced of the choirs in the Mona Shores program, this co-ed group is made up of the most qualified singers, chosen by audition. A member of this choir is expected to be an advanced singer, with a passion for music. Often, this ensemble sings college-level music and beyond, so self-discipline, maturity, and natural talent are a must. In addition to the performances listed above, like the Singing Christmas Tree, Pops, and the Spring Concert, Singers is often called on to do more, including singing for the Homecoming Assembly and caroling in the hallways at Christmastime. Members of this choir have the opportunity to travel to New York City and on a twelve-day Overseas Tour. Past experience singing in high school choir, or a truly remarkable natural talent, is expected. **Prerequisite: By audition only.**

Introduction to Electronic Music ½ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This one trimester course is an introduction to composing music using loops and MIDI technology in the web-based program, Soundtrap. No previous musical experience is necessary for the course and it is not necessary to be able to read music in any way. Students with musical experience are welcome to take the class as well. Students will compose several short musical compositions, in their choice of styles such as rock, R&B, hip hop, electronic, country, or classical. Some basic musical instruction is also included in the coursework. **Prerequisite: None.**

AP Music Theory 1½ credits Career Pathways: ① ② ③ ④ ⑤ ⑥

Music theory is a requirement of all music major and minors at universities throughout the country, and it is commonly found to be the most challenging component of a music degree. Students taking this class will prepare to take the AP Music Theory examination, and possibly receive college credit. The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural skills, sight-singing skills, written skills, compositional skills, and analytical skills. **Prerequisite: Permission of Band, Orchestra, or Choir Directors.**

Physical Education & Health

Roberta Edwards - B.S., Health/Physical Education/Recreation, Aquinas College; M.A., Educational Leadership, Grand Valley State University

DeAnna Loeffers - B.S., Biology, Movement Science, University of Michigan; M.A., Education, Aquinas College

Brent Mossley - B.S., Health Education./Family Life, Western Michigan University

Mike Phillips - B.S., Physical Education and Industrial Education, Central Michigan University; M.S., Career and Technical Education, Ferris State University

Kent Wiersma - B.S., Physical Education and Social Studies, Grand Valley State University

Students are required to earn ½ credit in Health and ½ credit from any of the listed Physical Education courses. However, the ½ Physical Education credit requirement may be waived with a documented medical disability. In general, Physical Education grades are determined by written and performance test results, attendance, dressing and participating in the activity, and showering at the end of the hour as appropriate. Students may repeat enrollment in any Physical Education course.

Health ½ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Healthy decision-making based on credible information is vital for achieving an overall state of personal well-being. Information and skills to make those decisions will be the focus of Health Education. Topics include conscientious decision-making, interpersonal skills, substance abuse, emotional health, healthy relationships, nutrition and reproductive health topics that include information on STI's, HIV/AIDS and preventing unplanned pregnancy.

Aerobic Fitness/Current Health Issues ½ credit Career Pathway: ④

Aerobic Fitness promises positive instruction along with lots of energy and laughter. This class offers exciting ways to get or stay in shape with lifelong fitness activities. Students will walk, jog lightly, interval train, weight lift, stretch, and be offered a lot of variety each day. Pilates, Yoga, and fun warm-ups will be a part of the weekly regimen. Information concerning diet, overall health, and current issues will be provided. Each student will also have an opportunity to evaluate his or her level of health and fitness.

Introduction to Fitness/Individual/Team Sports ½ credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Introduction to Fitness will provide an engaging, responsive educational environment that helps to develop health-minded, knowledgeable, adaptable lifelong learners who will be able to use their skills learned in class to become more fit and make healthy choices. At the end of the trimester, the goal is for all students to be physically educated individuals at this appropriately developmental stage of their lives.. Assessment will take place through both performance and written assignments. In completing this course, students will become more knowledgeable about how a healthy body leads to a healthy mind by improving their individual fitness, increasing skill development, developing a higher self-esteem and self-confidence, strengthening peer relationships, and experiencing setting goals for oneself and will realize the importance of an active lifestyle for their future.

Strength & Conditioning ½ credit Career Pathway: ④

The Physical Education department has partnered with Mercy Health and the Athletic Department to develop a research-based curriculum that

addresses the specific needs of all student-athletes. Regardless of gender or sport, student-athletes will benefit from a year-round physical development regimen focusing on athletic performance, injury prevention, and nutritional education. Both in and out of the weight room, all exercises are designed to improve strength, speed, agility, and flexibility. Any Mona Shores student who plays a sport at any level is encouraged to take this course. Course is offered for MHSAA girls sports as well.

Advanced Strength & Conditioning 1/2 credit Career Pathway: 4

The objective of this course is for students to become bigger, faster and stronger in preparation for their athletic activities. In order to achieve this goal, this class will include a strenuous training program. Each week students will participate in weight training, conditioning, agility and plyometric training. Not only are the expectations of this course high, but students will be encouraged to participate in MHSFCA Power Lifting competitions outside of school. Upon exiting this course, students will be prepared to be successful in and out of competition, live a healthy lifestyle, and have a better understanding of what it means to be a high-level (perhaps scholarship worthy) athlete. **Prerequisite: Must be a member of at least one school sport (MHSAA sponsored) team and/or obtain approval of the course instructor.**

Core Fitness 1/2 credit Career Pathway: 4

In order to take this class, you must want to sweat! It provides a great opportunity to stay in shape over the winter months. Students will participate in running, interval training with weights, circuits, core training, Yoga, and fun games. There will be lessons focusing on performance nutrition, hydration, and other important healthy lifestyle tips, and will be accompanied by online resources with tips, ideas, workouts, etc. for you to follow in between sessions. Please do not worry what physical level you are currently at because modifications will be presented as well. Come join the fun and be prepared for whatever spring throws your way!

Bowling Skills 1/2 credit Career Pathway: 4

Bowling Skills is open to all sophomores, juniors and seniors. Class meets Mondays through Thursdays, 5th hour through 3:08 p.m. at Sherman Bowling Center. Students in current sport season may leave early if practice or game requires and coach approves. To enroll, students need parental permission to provide their own transportation and must be able to pay \$85 for the class. Payment options are available (Checks should be made out to Sherman Bowling Center). This fee pays for 8 scored games per week plus warm up games. Shoes and ball are included in the price. **Prerequisite: Sophomore, Junior, or Senior standing.**

Yoga 1/2 credit Career Pathway: 4

Whether you have a bendy body or feel stiff as a board, yoga will help you relax your muscles and revitalize your spirit. In this 12-week class, students will be guided through the basics of yoga. They will learn both basic and advanced poses based on their individual needs and abilities and be taught proper alignment of those poses. Students will learn the benefits of yoga to the mind and body both on and off the mat. This class is good for athletes and non-athletes alike. While it helps with injury prevention, flexibility, agility and core strength, it also encourages focus, tolerance, concentration, mental strength, and self-control. Class will be run by a highly trained 200 level instructor who emphasize safety, proper alignment, and fun with the focus aimed at making students feel happier and healthier. Class is scheduled to meet Mon-Thurs. 7:20-8:54. Cost is \$85.00 which includes a 3 month membership to Muskegon Yoga Center. **Class is offered to 10th-12th graders. Students must be able to transport themselves to Muskegon Yoga Center and high school.**

Science

Jennifer Adams - B.S., Biology/Chemistry, Grand Valley State University

Sarah Bronsema - B.S., Earth Science/Biology/General Science, Michigan State University; M.A., Curriculum, Michigan State University

Emily Check - B.S., Chemistry/Biology, Grand Valley State University

Jennifer Fett - B.S., Biology, Western Michigan University

Sheila Hunt - B.S., Biology, Natural Science, Alma College; M.A., Education/Biology, Grand Valley State University

Bill Lent - B.A., Mathematics/Physics, Western Michigan University

DeAnna Loeffers - B.S., Biology, Movement Science, University of Michigan; M.A., Education, Aquinas College

Chad S. Martin - B.S., Chemistry/General Science, University of Michigan; M.A., Education Leadership, Western Michigan University

Marc Miedema - B.S., Biology/Earth Science/General Science, Grand Valley State University; M.A., Education, Grand Valley State University

Mary Poort - B.S., Biology, Psychology, Central Michigan University, M.A., Educational Leadership, Western Michigan University

Note: All students must earn 3 full science credits for graduation that includes at least 1 full credit of Biology, 1/2 credit of Chemistry and 1/2 credit of Physics.

Biology (A & B) 1 credit Career Pathways: 2 3 4 5 6

This is a laboratory-lecture course which concerns itself with the structure, function, and classification of living things. The chemical and physical properties of life are investigated. Problems confronting the maintenance of life are studied. Problem-solving and analytical thinking will be developed in all areas of the subject. In general, areas to be covered include: biological vocabulary, scientific reading and writing, projects, labs, cellular biology, survey of plants and animals, human biology, genetics, microbiology, evolution, and the environment. **Required for all Freshmen.**

Honors Biology (A & B) 1 credit Career Pathways: 5 4 6

This course is especially designed to prepare students for advanced sciences and will allow students a more in-depth look at the biological sciences. The honors program requires students to work and learn at a faster pace and to perform advanced labs. Some topics include biochemistry, biotechnology, microbiology, cells, genetics, immunology, and anatomy. **Prerequisite: Acceptance into the honors program through the benchmark test and teacher recommendation.**

AP Biology

1½ credits

Career Pathways: ③ ④ ⑥

AP Biology is a course designed to mirror biological knowledge gained in a first year college biology course. There is also an opportunity to get credit for introductory college courses by taking and passing the Biology Advanced Placement Exam. Activities and projects include DNA fingerprinting, plant growth, bacterial growth, nutrient identification, pathogen research, cellular role playing, physiology labs, biological readings, and ecological studies. By the end of the course, a comprehensive notebook will be a valuable tool for future reference. **Prerequisites: CP Chemistry.**

Chemistry

½ credit

Career Pathways: ② ③ ④ ⑤ ⑥

This introductory chemistry course is designed to cover the Michigan Science Standards in chemistry and is required for all students who are not taking the full credit College Prep (CP) Chemistry course. Topics include the nature of matter, atomic structure, the periodic table, solutions and chemical bonding, and there will be a strong emphasis on science practices in lab work and data analysis. **Prerequisite: Biology.**

CP Chemistry (A & B)

1 credit

Career Pathways: ③ ④ ⑥

This course is designed as a College Preparatory (CP) Chemistry course. This class is recommended for students who are interested in later enrolling in collegiate science courses. This course is intended to be a strong academic course of study of chemistry. Throughout the course, emphasis will be placed on laboratory experiences, developing skills, making observations, recording, and analyzing data. It is also suggested that students enrolling in this class have a strong math background as many calculations will be performed. This course is recommended for advanced Sophomores and Juniors. **Prerequisite: Algebra 1 and concurrent or prior Geometry.**

AP Chemistry

1½ credits

Career Pathways: ③ ④

This is a second year chemistry course designed for students desiring increased knowledge and depth of understanding in chemistry. Advanced placement credit may be earned by students completing all topics normally included in first year college chemistry and taking the Advanced Placement Exam. A strong math background is absolutely necessary. Second year chemistry credit is earned by students completing course topics including physical states of matter, bonding, equilibriums, elementary thermodynamics, radio chemistry, oxidation reduction, descriptive chemistry of metal and nonmetal, and introduction to organic chemistry. A conceptual understanding of algebra is required. This course includes extensive lab experiences related to the areas of study. **Prerequisite: One year of CP Chemistry and teacher approval.**

Physics

½ credit

Career Pathways: ② ③ ④ ⑤ ⑥

This introductory physics course is designed to cover the Michigan Science Standards in physics and is required for all students who are not taking the full credit College Prep (CP) Physics course. Topics include motion, force, mechanical energy, waves, electricity and light. There will also be a strong emphasis on science practices in lab work, math application and data analysis. **Prerequisite: Biology.**

CP Physics (A & B)

1 credit

Career Pathways: ② ③ ④ ⑥

This course is designed as a College Preparatory (CP) Physics course. This course is intended to be a strong academic course of study in Physics. Throughout the course, emphasis will be placed on laboratory experience, demonstrations, projects, and presentations to cover topics such as kinematics, force and Newton's Laws, circular motion, work, power, energy, momentum, vibrations and waves. **Prerequisite: Geometry and concurrent or prior Algebra 2.**

AP Physics

1½ credits

Career Pathways: ③ ④ ⑥

Advanced Placement Physics is an algebra-based, introductory college level 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 simple circuits. **Prerequisite: Algebra 2.**

Earth Science (A & B)

1 credit

Career Pathways: ② ③ ④ ⑤ ⑥

In Earth Science, students will study the world around us, the processes that help shape it, and its place in the universe. Students will develop an understanding of how the world functions and an appreciation for the delicate balance of Earth. Units of study include essential skills, rocks & minerals, plate tectonics, volcanoes & earthquakes, Earth history, glaciers & dunes, astronomy, oceanography, hydrology, and meteorology. Learning will take place through hands-on activities, discussions, audio-visual presentations, projects and other classroom events. **Prerequisite: 2 science credits.**

Human Anatomy and Physiology (A & B)

1 credit

Career Pathway: ④

This course is designed to provide students hands-on experiences in real life applications along with a basic understanding of the structural organization and functions of the major systems of the human body including: cell physiology, the nervous system, the skeletal system, the muscular system, the endocrine system, the respiratory system, the digestive system, the cardiovascular system, the immune system, the reproductive system, and sports physiology. Two dissections, heart and cat dissection, will also be required. **Prerequisite: Junior or Senior standing, two science credits, and an average science grade of C or better.**

Science Electives**Astronomy**

½ credit

Career Pathway: ⑥

This course is a trimester class intended as an introduction to astronomy. We will study the earth-moon system, the solar system, the sun, stars, galaxies, and deep space topics, such as black holes and dark matter. **Prerequisites: Algebra 1, Junior status and minimum science GPA of 3.0.**

Bioethics

½ credit

Career Pathways: ③ ④ ⑤ ⑥

This course is a one trimester class and will critically examine controversial topics and the moral, ethical, and social implications related to medicine and the study of biology in today's society. Topics will include, but are not limited to the use of humans and animals for experimentation, biotechnology, reproductive issues, justice and the health care system, the termination of medical treatment. Students will be required to

write a total of four formal scientific research papers throughout the course of the trimester. **Prerequisite: Junior or Senior standing, two science credits, and a minimum science GPA of 3.0 or teacher recommendation.** *Course will not be offered in 22-23 year.

Ecology 1/2 credit Career Pathways: 4 6

Ecology is a one trimester elective course offered during 1st and/or 3rd trimester. This class will examine the relationships of living things to each other and their environment. Topics to be covered may include, but are not limited to: basic principles of ecology, interactions in ecosystems, energy flow through the biosphere, human impact on the environment, and animal behavior. Many hands-on opportunities are incorporated into the course with a focus on Michigan ecosystems. The course includes a mix of teacher led instruction, lab work, group research, and individual student research. **Prerequisite: Junior or Senior standing, two science credits, a science GPA of at least a 3.0.**

AP Environmental Science 1 1/2 credits Career Pathways: 2 3 4 5 6

AP Environmental Science (APES) is a rigorous program focusing on the application of scientific concepts and principles to the understanding and solution of environmental problems and issues. This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Envisioned as a broadly interdisciplinary course, it builds on scientific principles from chemistry, physics, biology, ecology, and earth science. The course includes a substantial laboratory and field component to help students learn about the environment through careful observation and experimentation, while developing their critical thinking, problem solving, and communication skills. **Prerequisite: The student must have passed two years of laboratory-based science classes and one year of Algebra.**

Lab Assistant 1/2 credit Career Pathways: 5 4

In this course, students who plan to be science majors in college will gain valuable experience in lab safety training, chemical techniques, instrument use, and reagent preparation. Students will be responsible for setting up and cleaning up laboratories for Chemistry, Physical Science and Biology and will keep a notebook of all procedures and techniques carried out during the trimester. **Prerequisite: AP Chemistry or AP Biology teacher recommendation.**

Social Studies

Jeremy Andres - B.A., History, Michigan State University; M.A., Education, Michigan State University

Shannan Conrad - B.A., History, Western Michigan University

Jason Crago - B.S., Education, Social Sciences, History, Central Michigan University; M.A., Educational Leadership, Grand Valley State University

Heather Hall - B.A. Psychology, Taylor University; M.A., Education, Aquinas College

Brad Kurth - B.A., Social Studies/Education, Hamline University

Kyle Mireles - B.A., History/Political Science, Hope College

Ken Rose - B.S., Social Studies/History/English, Grand Valley State University; Physical Education Teaching Certificate, Western Michigan University

Aaron Santa Maria - B.S., History, Secondary Education, Grand Valley State University; B.S. Anthropology, minor in Economics, Grand Valley State University

Alexis Sims - B.A. Social Studies and English Education, Saginaw Valley State University

All students must successfully complete three credits in Social Studies.

American History (A & B) 1 credit Career Pathways: 1 2 3 4 5 6

This class is designed to aid the student in gaining an understanding of the broad scope of the American experience. The course is designed to aid students in investigating the 20th Century, to impart the skills of asking effective questions, to distill truths, to build respect and pride in this country's heritage, and to gain research skills. The instructor will use a variety of educational approaches, such as cooperative learning and thematic instruction. Student assessment will be made up of homework, quizzes and tests, unit projects, research papers, classroom activities, and daily participation.

American Government 1/2 credit Career Pathways: 1 2 3 4 5 6

U.S. Government and Politics will allow students to analyze systems and processes of government used on the local, state and national level. Students are required to read and follow current government issues, as well as, complete a variety of relevant assignments and activities. Units of study include: political issues, foundations and origins of the U.S. political system, constitution, federalism, voting and political participation, executive branch, congress, judicial system, state and local government.

AP American Government 1 1/2 credits Career Pathways: 1 2 3 4 5 6

The Advanced Placement U.S. Government and Politics program is designed to teach U.S. Constitutional government based on principles of philosophy, political beliefs and behaviors, political parties and interest groups, national institutions and policy process, and law. Emphasis is given to the relationship of the citizen to the structure and function of the American constitutional system. This course enables students to develop a critical perspective of government and politics in the United States. The nature of the American political system, its development over the past two centuries, and how it works today are examined. Emphasis is placed on increasing the techniques of evaluating, refuting, comparing, contrasting, and analyzing, and documenting supporting ideas. This is a highly structured, demanding college-level course. Students are required to thoroughly read the college-level text and to augment this material through research and reading of supplemental articles and then critically apply the findings to the political nature of current governmental policies and analyze the ramifications of these policies. Students who take this course are not required to take Economics because the concepts are incorporated into this course. **Prerequisite: Sophomore, Junior or Senior standing.**

Economics $\frac{1}{2}$ credit Career Pathways: 1 2 3 4 5 6

This class is designed to help students study how people and countries use their resources to produce, distribute, and consume goods and services. Student's understanding of economics will influence how they earn a living and make economic decisions. Topics include: scarcity, opportunity costs, traditional systems, command systems, market systems, supply and demand, competition, market interaction, income distribution, entrepreneurs, corporations, unions, GNP, economic rights, public goods, global economics, money supply, federal reserve, taxes, energy and the environment, trade, and patterns of change.

World History (A & B) 1 credit Career Pathways: 1 2 3 4 5 6

World History is a continuation of 6th and 7th grade Social Studies. Students will study the time period of 1500 CE to present. The material is presented in eight eras, broken up by time period and topic. Students will learn to evaluate history in three ways: global or cross-temporal, inter-regional or comparative, and regional or local. In addition to studying history, students will also study and examine a broad spectrum of current events. Students will be able to visualize, comprehend, and ask questions about why the human and physical systems and environments occur in particular patterns.

AP World History $1\frac{1}{2}$ credits Career Pathways: 1 2 3 4 5 6

This course traces the development of world history from the emergence of cities to the present - focusing on the period after 1200 CE - and emphasizes the analytical and writing skills necessary for success in a college-level history course. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, free response outlines, a research portfolio, and the development of document-based questions (DBQ). This class may be taken in place of a World History credit.

Social Studies Electives**AP Human Geography** $1\frac{1}{2}$ credits Career Pathways: 1 2 3 4 5 6

AP Human Geography is a three trimester course that focuses on the distribution, processes and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally. **Prerequisite: Open to grades 9-12.**

Women and Minority Studies $\frac{1}{2}$ credit Career Pathways: 1 2 3 4 5 6

This course examines American social studies through the eyes of women, African-Americans, Native Americans, Asian Americans, Latino Americans, and other minority groups in the United States. Studies will concentrate on the history these Americans endured as well as their continued quest for equality in employment, education, politics, and the public eye. The course is designed to celebrate the differences of others, by learning and appreciating their contribution to American society, despite continued racism, discrimination, and hatred. An eye-opening experience will occur as a result of various readings, class discussions, debates, research projects, and guest speakers. **Prerequisite: Sophomore, Junior, or Senior standing with 1 credit in United States History.** *Course will not be offered in 22-23 year.

Sociology 1 $\frac{1}{2}$ credit Career Pathways: 1 2 3 4 5 6

Sociology is a science which studies the structure, function, and change of social groups. The first half of the trimester is devoted to a study of the basic principles of the science, the second half to the application of these principles to social problems such as delinquency, alcoholism, crime. **Prerequisite: Sophomore, Junior or Senior standing.**

Psychology $\frac{1}{2}$ credit Career Pathways: 1 2 3 4 5 6

Psychology is a one trimester survey course designed to acquaint students with such topics as the history of psychology, perspectives in psychology, psychological research, theories of learning, mental illness as well as stress and health. Individual research is emphasized through projects and presentations. Personal growth and analysis are important aspects of this course. This course may be offered in a blended format with parent permission. **Prerequisite: Sophomore, Junior or Senior standing.**

Psychology 2 $\frac{1}{2}$ credit Career Pathways: 1 2 3 4 5 6

Psychology 2 is a one trimester Psychology course for students interested in furthering their knowledge in psychology. The Psychology 2 class gives students an opportunity to obtain a broader knowledge base in preparation for introduction to psychology courses in college. Psychology 2 topics will build upon the base derived from Psychology 1 while including, personality theories, states of consciousness, social psychology, and therapeutic methods. The course involves individual and group research projects, presentations, and essays. Personal growth and analysis are important aspects to this course. This course may be offered in a blended format with parent permission. **Prerequisites: Sophomore, Junior or Senior standing and successful completion of Psychology 1.**

AP Psychology $1\frac{1}{2}$ credits Career Pathways: 1 2 3 4 5 6

AP Psychology is a three trimester Psychology course for students interested in a solid understanding of psychology and psychological issues. The AP Psychology class gives students an opportunity to obtain a broad knowledge base equivalent to an Introductory Psychology course in college. Students enrolling in AP Psychology will be challenged by a rigorous curriculum and will be required to thoroughly read the college-level text and supplemental readings. Students considering AP Psychology should be self-directed learners with the goal of potentially earning college credit by passing the AP Exam at the end of the year. **Prerequisite: Junior or Senior standing. 3.5 cumulative GPA in core subjects OR successful completion of Psychology 1 with instructor approval. Psychology 1 and 2 are recommended if taking AP Psychology as first AP class.**

AP European History $1\frac{1}{2}$ credits Career Pathways: 1 2 3 4 5 6

Advanced Placement European History places attention upon understandings equivalent to those gained in a college-level introductory course. The emphasis is on the general narrative of European history from approximately 1450 (The High Renaissance) period to the present. The course includes an examination of the political, diplomatic, intellectual, cultural, social, and economic history of Europe. In addition to providing

a basic narrative of events and movements, the goals of the Advanced Placement Course in European History are to develop an understanding of some of the principal themes in modern European history, to analyze historical evidence, and to express that understanding and analysis in writing. **Prerequisite: Senior standing or instructor approval for grades 10 and 11. 3.5 cumulative GPA in Social Studies.** *Course will not be offered in 22-23 year.

AP Microeconomics 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Advanced Placement Microeconomics is a college-level course which provides students with an understanding of the principles of economics as they apply to **individual decision-making units**, including individual households and firms. Students taking the course will spend time examining the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They will evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. Students will have an opportunity to examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. The course will be taken 2nd & 3rd trimesters and will center on objectives needed to successfully complete the AP tests in Microeconomics. **Prerequisite: Junior/Senior Standing - Honors Social Studies and/or Teacher Recommendation.**

Visual Art

Danielle Benson-Fennell - B.S., Art Education, Western Michigan University; M.S., Career/Technical Education, Ferris State University
Rachel Drelles - B.F.A., Art Education; Kendall College of Art and Design

Design ½ credit Career Pathways: ① ② ⑤

This course focuses on the elements of art and principles of design; the foundation of all art courses at Mona Shores High School. Students will work with a variety of 2- and 3-dimensional media. Media study will include, but is not limited to, drawing with pencil and charcoal, painting with acrylics and watercolors, work with wire, and clay. **A grade of C- or higher in this trimester course is a prerequisite for drawing, painting, ceramics and AP Art. Design is equivalent to 8th grade Advanced Art. Prerequisite: None**

Multicultural Arts ½ credit Career Pathways: ① ②

This hands-on course is designed for the student who has a general interest in Art and Culture. Students will be introduced to the traditional decorative arts and crafts from a variety of cultures around the world. This course may not be used as the prerequisite for drawing, painting, or ceramics. This course fulfills the requirements for a half credit in art. **Prerequisite: None**

Ceramics 1 ½ credit Career Pathways: ① ②

Explore the ancient craft of ceramics while building functional and sculptural pieces from clay. Focus on hand-building using pinch, coil, and slab construction. Design work with form and function in mind, and develop skills to make works with quality craftsmanship, including surface design and glazing. Maintain clay, clay tools, and the shared studio space, and practice safety procedures. Understand kiln firing methods and procedures. \$5.00 fee if taking work home. **Prerequisite: Design with a passing grade of C- or higher.**

Ceramics 2 & 3 ½ credit Career Pathways: ① ②

Build on techniques from Ceramics 1 as you further develop your artistic voice and craft. Refine your hand-building and glazing skills while incorporating new techniques, including learning to throw on the pottery wheel. Student artists will begin to develop a body of work while applying prior knowledge of materials, safety procedures and kiln maintenance. \$5.00 fee if taking work home. **Prerequisite: Ceramics 1 with a passing grade of C- or higher.**

Survey of Jewelry ½ credit Career Pathways: ① ②

A multimedia jewelry making course that focuses on design composition, skills and techniques. A variety of jewelry making techniques and supplies will be covered such as basic metalsmithing, beading, clay and fibers. **Prerequisite: None**

Drawing 1 ½ credit Career Pathways: ① ② ⑥

Gain foundational drawing skills while exploring a variety of techniques in charcoal, graphite, and India ink. Drawing from observation is the focus of this course, including learning to perceive light, shadow, and differences in perspective. Apply design concepts to create dynamic compositions with quality craftsmanship, and explore the work of artists past and present to expand your art world. **Prerequisite: Design with a passing grade of C- or higher.**

Drawing 2 ½ credit Career Pathways: ① ② ⑥

Focus on observing and drawing the human figure and portrait through gesture drawing, sighting, and linear perspective. Color and expression will be explored, along with a continued development of line quality, form and value. Monotype and collagraph printmaking techniques will also be introduced to expand the artist's toolbox. **Prerequisite: Drawing 1 with a passing grade of C- or higher.**

Drawing 3 ½ credit Career Pathways: ① ② ⑥

Explore your artistic voice through choice and development of subject matter, including the figure, environment, still life, and abstract compositions. Refine your craft by continuing to improve and experiment with drawing techniques. Apply color theory while working with pastels, conte crayon, and colored pencil in addition to linocut and silkscreen printmaking. **Prerequisite: Drawing 2 with a passing grade of C- or higher.**

Painting 1 ½ credit Career Pathways: ① ② ④

This course is an introduction to basic painting tools, techniques, and color principles applied to the exploration of acrylic and watercolor painting media. Composition will be emphasized through the continued study of the elements and principles. Students will investigate artistic styles, past and present. It is recommended that students take a drawing class before taking this course. All artwork is property of Mona Shores High School. Students must pay \$5.00 to take home projects. **Prerequisite: Design Course with a passing grade of C- or higher.**

Painting 2 $\frac{1}{2}$ credit Career Pathways: ① ② ③

Students will explore painting as a means of personal expression. Investigate issues of color and expression, surface and texture, and composition through the study of the figure, portraiture and abstract art. This course is designed to build upon the student's painting skills started in Painting 1. All artwork is property of Mona Shores High School. Students must pay \$5.00 to take home projects. **Prerequisite: Painting 1 with a passing grade of C- or higher.**

Painting 3 $\frac{1}{2}$ credit Career Pathways: ① ② ③

Students will build upon painting skills developed in Painting 1 and 2. Focus will be on the development of a personal style. Watercolor and acrylic processes will be explored and developed. Students will study an artist, an artwork and his/her style in order to enhance their own style. All artwork is property of Mona Shores High School. Students must pay \$5.00 to take home paintings. **Prerequisite: Painting 2 with a passing grade of C- or higher.**

Photography 1 $\frac{1}{2}$ credit Career Pathways: ① ② ③ ⑥

This black and white photography course covers the use of the 35 mm manual camera, and darkroom process. Students will learn the foundations of design, developing negatives and printing photos. A wide variety of subjects to photograph are explored, including creative techniques later in the trimester. Students receive one roll of film free of charge, per project. Students are provided a supply of photographic paper. Students are required to provide a 35 mm camera. Ask teacher for camera recommendations. Students must pay \$10.00 to take home projects. Note: Because of Covid restrictions and precautionary measures at any time, and due to the close quarters of the darkroom and lack of ventilation, the teacher holds the rights to use the substitution of a digital camera/cell phone photography curriculum. **Prerequisite: None**

Photography 2 $\frac{1}{2}$ credit Career Pathways: ① ② ③ ⑥

This black and white photography course will build upon the skills gained in Photography 1. Students will be able to produce quality negatives and photos. Creative solutions and craftsmanship are emphasized. A greater emphasis is placed on individual development of artistic expression. Students receive one roll of film free of charge, per project. Students are provided a supply of photographic paper. Students are required to provide 35 mm camera. Ask teacher for camera recommendations. Students must pay \$10.00 to take home projects. **Prerequisite: Photography 1 with a passing grade of C- or higher.**

Photography 3 $\frac{1}{2}$ credit Career Pathways: ① ② ③ ⑥

This course is designed for those students wishing to continue the progress of skillful and creative photography. Black and white photography is the basis of this course, combined with alternative chemicals and procedures. This will provide students the opportunity to collect work suitable for portfolio requirements for admissions to art colleges. A 35 mm camera is required (manual camera preferred). Students must pay \$10.00 to take home projects. **Prerequisite: Photography 2 with a passing grade of C- or higher.**

Advanced Media Study $\frac{1}{2}$ credit Career Pathways: ① ② ③ ⑥

This course is an independent study above a level 2 class. Students enrolled can study painting, drawing and mixed media, as well as sculpture as an independent learner, but with a work plan. This could be to build up a portfolio ready for college admissions, research media, technique and build skills as a portfolio prep for AP Studio Art. Student must be self motivated. **Prerequisite: Art teacher recommendation/signature required.**

AP Studio Art (2D, 3D and Drawing) $\frac{1}{2}$ credits Career Pathways: ① ② ③ ⑥

Each of the three AP Studio Art offerings are called "portfolios", and each portfolio has its own focus and requirements, which are summarized below. At the end of the school year, students' portfolios will be evaluated and graded by the College Board

- **Drawing:** For this portfolio, students address all the traditional drawing issues and mark-making concerns. They can submit not only work in traditional drawing media - such as pencils, ink, and pastels - but also many kinds of painting, printmaking, and other forms of expression.
- **2-D Design:** Students focus on the principles of design. This portfolio can include photography and digital work. It can also contain drawings, paintings, prints, and any other two-dimensional art form.
- **3-D Design:** For this portfolio, students explore depth and space - that is, the issues of working in three dimensions.

Summer work is required. Prerequisite: Sophomore standing with having taken a previous Design and Drawing class or Junior or Senior with at least 2 of the following courses completed successfully: Drawing, Painting, Photography or Ceramics or by teacher invite/recommendation. Signature by teacher required.

World Languages

Melissa Brown - B.B.A., French, Western Michigan University; M.B.A., Grand Valley State University; Universite Laval, Quebec City; C.L.A., Universite de Franche Comte, Besabcon, France; Universidad de Deusto, Bilbao, Spain

Melissa Casas-Koziak - B.A., Education, Western Michigan University

Nathanael Johnston - B.A., Spanish, Northwestern College; M.A., Spanish Education, University of Nebraska at Kearney

Josh Reister - B.A., Spanish/Math, Grand Valley State University; M.A., Educational Leadership, Grand Valley State University

Starting with the class of 2016, every student is required to earn two MMC (Michigan Merit Curriculum) world language credits.

- Students will earn one MMC credit with the completion of a trimester of world language at the middle school and one MMC credit with the completion of two trimesters of world language at the high school or middle school.
- After completing a trimester of world language at the middle school students will be placed in a 1A world language at the high school or 1A at the middle school. We encourage students to accelerate through the WL curriculum by testing out of 1A, following the summer high school test out procedure.

Two years of a world language is recommended for all college-bound students. Some colleges may require two or three years for entrance or graduation.

World Language classes are considered Direct Participation classes. For further information concerning the department, see the Student Agenda book.

French 1 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This two trimester course introduces and builds knowledge of and curiosity about French language and culture. The students practice reading, writing, and speaking in the target language within a relevant cultural context; situations include making introductions and talking with friends, talking about themselves, their classes, their leisure time activities, and their families. The second trimester focuses on ordering in cafes and restaurants, dining etiquette, making plans, and shopping. Culture is heavily emphasized through language, music, films, food, social code, and current events. Students are eligible for the French trip once French 1 is completed and with teacher permission.

French 2 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This two trimester course begins with review of essential skills learned in French 1. Students will continue to use the language in new social situations such as talking with friends about life events, travel plans, and health. Students will read more complex materials (magazine articles, blogs, news sites, etc.). Geography and Francophone countries are explored. Culture is heavily emphasized through language, music, films, food, social code, and current events. Students are eligible for the French trip once French 2 is completed and with teacher permission. **Prerequisite: Completion of French 1 with C average or better each trimester and on the final exam, or with teacher approval.**

French 3 1 credit Career Pathway: ① ② ③ ④ ⑤ ⑥

French 3, a two trimester course, builds on the first two years of French language skills and adds more conversation vocabulary, verb tenses, advanced grammar, and conversational skills. More complex reading will also be included as well as an emphasis on speaking. Most assessments will be project based, relevant to assessed skills and culture while allowing students to bring their own talents and interests into their assessments. Culture is heavily emphasized through language, music, films, food, social code, and current events. Students are eligible for the French trip with teacher permission. **Prerequisite: Completion of French 2 with C average or better each trimester and on the final exam, or with teacher approval.**

French 4 1 credit Career Pathway: ① ② ③ ④ ⑤ ⑥

In this two trimester course students will continue to develop and refine their communications skills. Vocabulary and advanced grammar skills will be presented and meaningful, authentic communication will be emphasized. We will use more authentic Francophone resources to exercise our language skills while delving deeper into Francophone culture. Culture is heavily emphasized through language, music, films, food, social code, and current events. Students are eligible for the French trip with teacher permission. **Prerequisite: Completion of French 3 with B average or better each trimester and on the final exam, or with teacher approval.**

Spanish 1 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

This two trimester course opens the doors for those students who want to learn Spanish. The focus of the course is both communication (en español) and culture. Students will learn to communicate in the new language, while studying grammar and culture of the Hispanic world. Some of the units included are: The Family, The School, Free-Time Activities, and Sports. The Bullfight and the Quinceanera will also be studied. This program includes a textbook *Avancemos*, audios, videos, visuals, and many communicative activities. Keeping a class notebook is highly recommended.

Spanish 2 1 credit Career Pathways: ① ② ③ ④ ⑤ ⑥

Spanish 2, a two trimester class, emphasizes communication in Spanish, but with a focus on advanced grammar topics and Hispanic cultures. Students will review important vocabulary and essential verb skills. They also expand communication skills to include listening, speaking, and writing in the present, past and future. Within the units, students will develop cultural understandings from various Spanish-speaking countries, including some regions of the United States, Mexico, Spain, and others around the world. Keeping a class notebook is highly recommended. **Prerequisite: Completion of Spanish 1 with C average or better each trimester and on the final exam.**

Spanish 3 1 credit Career Pathway: ① ② ③ ④ ⑤ ⑥

This two trimester course begins with a review of Spanish 2, but it focuses on improving language skills and using them to speak and write Spanish comfortably everyday. New themes presented include clothing, career exploration, and various cultural topics. Projects will demonstrate mastery of new vocabulary and grammar learned, such as a personal autobiography and the biography of a famous Hispanic. Keeping a class notebook is highly recommended. **Prerequisite: Completion of Spanish 2 with C average or better each trimester and on the final exam.**

Spanish 4 (Pre-AP Spanish Language) 1 credit Career Pathway: ① ② ③ ④ ⑤ ⑥

After completing Spanish 3, student will have learned most Spanish verb forms and grammatical structures. Spanish 4 (Pre-AP Spanish) fine-tunes and expands on the Spanish verb forms and grammatical structures in previous levels. It also has a heavy emphasis on active communication, encompassing verbal skills, listening practice, reading comprehension, grammar, and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. In the past, this has always been a combined course with Spanish 5 students. Therefore, the Spanish 4 (Pre-AP) and the Spanish 5 (AP) class has an alternating curriculum. **Prerequisite: Completion of Spanish 3 with a grade of B or better each trimester and on the final exam.**

Spanish 5 (AP Spanish Language) 1 credit Career Pathway: ① ② ③ ④ ⑤ ⑥

An AP Spanish Language course is comparable to an advanced level (5th and 6th semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses verbal skills, listening practice, reading comprehension, grammar, and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. A strong Spanish background is absolutely necessary. This is a highly demanding college-level course. In the past, this has always been a combined course with Spanish 4 (Pre-AP) students. Therefore, the Spanish 4 (Pre-AP) and the Spanish 5 (AP) class has an alternating curriculum. **Prerequisite: 85% or better in Spanish 4A and 4B plus teacher recommendation.**

Service Credits

Service credit is earned in a variety of ways. You may make application to be accepted as a Peer Tutor or Media Intern, or accepted into the Student Leadership. Only a total of three service credits may be counted toward your graduation. This class must align with the student's career pathway in their Education Development Plan (EDP).

- Two credits earned as a Media Intern may be used toward graduation.
- Three credits earned from the Student Leadership class may be used toward graduation.
- Only one service credit class may be taken per trimester.
- Students seeking service credits must meet the following expectations:
 - Must not have any truancies or excessive absences the previous trimester.
 - Must not have any suspensions and/or Code of Conduct violations the previous trimester and/or summer.
 - All school fines and fees must be paid.

Link Crew 1 credit Career Pathway: ① ② ③ ④ ⑤ ⑥

This one-trimester class will allow link crew leaders to develop connections with all freshmen and other new students to the high school. Link leaders will be trained in Academic Follow Ups and bring these follow ups into freshmen classrooms throughout the trimester. Link leaders will plan social follow ups for the year. Link leaders in the class will help other link leaders make leader-initiated contacts with their freshmen.

Prerequisite: You must be a Link Crew Leader.

Peer Tutor 1/2 credit

The peer tutor will develop peer relationships while acting as a peer tutor and positive role model for students in academic support programs. The peer tutor must have strong academic skills in the four core areas (English, Math, Science, and Social Studies). The peer tutor must be self-driven, motivated, organized, able to take initiative in situations without being asked, and a desire to help other students. **Prerequisite:** staff/administrative approval.

Media Intern 1/2 credit

The media intern will help students and staff who utilize the Library Media Center to explore, gather and/or disseminate information through both print and electronic resources. Responsibilities include, but are not limited to, distributing/collecting equipment, running errands, filing, checking in/out materials, and distributing printouts. The media intern will also help in the promotion of library media resources and Chrome-book repair/assistance. **Prerequisite:** Students must exhibit P.R.I.D.E., have good attendance, and be approved by Mrs. Brainard.

Student Leadership 1/2, 1, or 1 1/2 credits

Student Leadership is a Student Council designed class which allows students to serve the student body by monitoring club and class activities, planning and scheduling student activities, maintaining good communication with the student body, functioning as an advisory board to the faculty and administration, guiding visitors to the school, and providing leadership in planning assemblies and innovative projects. Student Leadership has a regular meeting place and a scheduled hour per day. Students are given credit based on their service to their school and the leadership class curriculum. Students meet together, make decisions, and work on tasks they have designed. **Students who wish to become part of the Student Leadership Class must see Mrs. Helmer.**

Academic Support

Emily Cook - B.A., English/Education, University of Michigan

Rachel Drelles - B.F.A., Art Education; Kendall College of Art and Design

Bob Peterson - B.S. + 30, Mathematics/Physical Science, Michigan State University

Ken Rose - B.S., Social Studies/History/English, Grand Valley State University; Physical Education Teaching Certificate, Western Michigan University

Ross Rosenthal - B.S. +30, Mathematics/Physical Science, University of Michigan; M.A., Educational Leadership, Western Michigan University

English Essentials 1/2 credit

In English Essentials, students will work on improving their reading comprehension, fluency, and vocabulary with the Read 180 program. Read 180 consists of whole group instruction, small group instruction, independent reading time, and the use of Read 180 instructional software on the Chromebooks. In addition, we will be studying vocabulary with the book Improving Vocabulary Skills (Nist & Mohr). The main focus of the program is reading comprehension, but students will work on some writing and grammar skills as well.

Freshman Success 1/2 credit

The purpose of this course is to provide 9th grade students attentional individual attention in the areas of critical reading skills, test taking strategies, study skills, writing skills, note taking and assist with the social and emotional transition to high school.

Guided Academics 1/2 credit

The purpose of Guided Academics is designed to "guide" students through their academic courses. Students are taught and required to fill out a daily schedule and to complete mini lessons on study skills on a daily basis. A large portion of the course is devoted to give students "the gift of time" to complete assignments/extend tests/complete projects/pre-teach and reteach skills from their current classes. Each student is assigned to a peer tutor who will provide academic support and encouragement.

Math Essentials ½ credit

The purpose of this course is to support students in their geometry or algebra course. We will practice basic math skills and review algebra skills needed to be successful in geometry and algebra. In addition, students will complete and practice their current geometry and algebra course work. Throughout the course we will also review previously taught math skill material. The primary goal of this course is successful completion of geometry or algebra, however, some time may be utilized to support other core academic courses. *Course will not be offered in 22-23 year.

Special Education

Lisa Caruso - B.S., Psychology/Special Education, Endorsements in Cognitively Impaired and Emotionally Impaired Education, Grand Valley State University; M.A., Learning Disabilities, Grand Valley State University

Jim Johnson - B.A., Psychology, University of Michigan, M.S.W., University of Michigan

Summer Kishman - B.S., Psychology/Special Education, Endorsements in Emotional and Cognitive Impairments, Grand Valley State University, M.A. School Counseling, Grand Valley State University

Julie Nastold - B.S., Special Education/Mentally Impaired/English, Western Michigan University, M.A., Learning Disabilities, Grand Valley State University

Beverly Petersen - B.S., Education, Central Michigan University, M.A. Learning Disabilities, Grand Valley State University

Rebecca Purdy - B.S., Special Education/Cognitive Impairment, Western Michigan University; Autism Endorsement, Grand Valley State University; Certification in Nutritional Counseling, Trinity School of Natural Health

Brian Schwer - B.S., Psychology, Western Michigan University; Special Education Certification, Grand Valley State University; M.A., Educational Leadership, Florida Atlantic University

James VanderWall - B.S., Fisheries and Wildlife, Michigan State University; B.S., Psychology/Special Education, Grand Valley State University

Rebekka Winters - B.S., Psychology/Special Education, Endorsements in Emotionally Impaired, Cognitively Impaired and Elementary Education, Grand Valley State University; M.A., Special Education/Learning Disabilities, Grand Valley State University

Appropriate screening and testing are required before placement in a Special Education program or service.

Self-Contained Program 1 or more credits

Mona Shores offers self-contained programs for students assigned through an Individualized Education Plan. Courses are offered in core academic subjects. Community placement and job training is available when appropriate.

Resource Room Program 1 or more credits

Mona Shores High School offers resource classes in Language Arts, Math, and Core Concepts for students in grades 9 through 12 through an Individualized Educational Plan. Courses offered in these subjects are for credit to meet graduation requirements. Accommodations are made based on the I.E.P. Students may be placed in the resource room for a range of 1 to 4 hours. Resource rooms are unique as they focus on preparedness, self-management, and organizational skills. Instruction includes smaller class size, lecture, hands-on, and small group collaboration formats.

Teacher Consultant Service 0 credit

Teacher Consultant support is also offered on an "as needed" basis for students who qualify through the IEP process.

Ancillary Services 0 credit

Social work, speech & language, physical & occupational therapy, and hearing & vision consultants are available and will be scheduled as needed for qualifying students.

Core Concepts ½ credit

The course is designed to develop, strengthen, and improve skills for positive academic performance and achievement. Through content area course work, pre- and post- teaching, cognitive learning strategies are taught which focus on comprehension and memory skills, organizational and study skills, test taking, and the enhancements of written expression. Self-advocacy skills and transitional planning are also part of the instructional program. Students' progress is monitored and reviewed throughout the year according to their IEPs (Individual Educational Plans).

Career Technical Center (CTC)

The Career Technical Center consortium is a partnership of Muskegon area school districts. Its purpose is to offer specialized “CTC” education courses. These courses meet at various sites “off” the Mona Shores campus. Students earn 3 credits upon successful completion of a full year Career Technical Center consortium class. Please note, not all classes are available each year.

Students who desire to take a Career Technical Center class must take into account the extra burden on their schedules in terms of class and transportation commitments. In order to meet the state mandated 1098 teacher-student contact hours, students enrolled in CTC classes will be required to:

- Full day – Attend CTC class, attend 3rd, 4th, and 5th hour classes at Mona Shores High School
- 1/2 day – No CTC class, attend 3rd, 4th, and 5th hour classes at Mona Shores High School
- Delayed start day – Attend CTC class, attend 3rd, 4th, and 5th hour classes at Mona Shores High School
- Students who select CTC courses are committed for the entire year (3 trimesters)

CTC Allied Health 3 credits Career Pathways: ② ④ ⑤

Students explore health care careers, learn basic anatomy and physiology, and practice patient care skills. Blood Borne Pathogen, CPR, AED, and first aid certifications, as well as college credit, are available. Related careers include, but are not limited to, athletic trainer, biomedical scientist, certified nursing assistant, medical assistant, physical/occupational therapist, nurse, pharmacist, physician assistant, radiologic technologist, surgical technologist, and ultrasonographer. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Auto Collision/Refinishing 3 credits Career Pathways: ② ③

Students repair damaged vehicles by learning dent repair, welding techniques, panel replacement, surface preparation, estimating and painting. Automobile Service Excellence (ASE), I-CAR, and OSHA Safety certifications are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, automotive painter, detailer, estimator, and management. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Auto Service Technology 3 credits Career Pathways: ② ③

Students perform alignments, engine rebuilds, brakes and driveline services, engine electronics programming, air conditioning repair, and other general automotive maintenance and services. Automobile Service Excellence (ASE) Student certification. Fourth year math and college credit are available. Related careers include automotive service technician, automotive service writer, automotive service manager. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Bio Tech & Engineering 3 credits Career Pathways: ② ④ ⑤

Bio Tech & Engineering is designed for returning Allied Health, Auto Service, Computer-Aided Design, Internet, Network & Security, or Machining/Engineering Technology students. Students engage in project-based learning that combines science, engineering, and technology. Classmates explain and create solutions to real-world problems proposed by community and business partners. Fourth-year math and college credit are available. Related careers include, but are not limited to, computer programmer, engineer, physical therapist, occupational therapist, and biotechnical careers. This class will meet at the Career Tech Center. **Prerequisite: Senior standing.**

CTC Computer-Aided Design 3 credits Career Pathways: ③

Students create standard drawings for engineering and architecture, communicate ideas for products and designs, use cutting edge software from the design industry, create 2D and 3D drawings, and practice 3D printing. Fourth-year math and college credit are also available. Related careers include, but are not limited to, mechanical, automotive and aerospace engineering, industrial design, architecture, interior design, CAD/CAM, and construction management. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Construction Trades 3 credits Career Pathways: ② ③

Students learn carpentry, masonry, drywall and roofing as they build an entire house from start to finish. OSHA 10-Hour Construction Safety certification and Michigan 60-Hour Pre-license Builder training are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, skilled trades like plumbing, HVAC, electrical, and masonry as well as drywall, painting, construction management, estimating, sales, and design. The class will meet on site. **Prerequisite: Junior or Senior standing.**

CTC Cosmetology 3 credits Career Pathways: ② ③

Students gain hands-on experience in haircutting, styling, perms, relaxers, coloring, foiling, skin care, waxing, manicures, pedicures, and makeup. Those who complete the necessary 1,500 hours of experience may take the State of Michigan Cosmetology Exam and earn their Michigan Cosmetology License. College credit is also available. Related careers include, but are not limited to, hairstylist, esthetician, salon owner, and salon manager. This class will meet at Moored Beauty School. **Prerequisite: Senior standing.**

CTC Criminal Justice 3 credits Career Pathways: ⑤

Students serve alongside health care and first responders while participating in mock critical incident training, practice self-defense, learn to process a crime scene, and participate in a mock court trial. CPR, Certified Emergency Response Team (CERT), and Incident Command System (ICS) certifications in addition to college credit are available. Related careers include, but are not limited to, law enforcement, courts, corrections, fire, EMT, and homeland security. This class meets at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Electrical/Computer Technologies 3 credits Career Pathways: ② ③

Students install high/low voltage and data wiring systems, explore alternative energy and robotic programming, use multimeters, wave generators, and oscilloscopes, and operate a computer and electronics repair store. CompTIA A+, Electrical Interim Credential, ETA RESI-Residential Electronics System Integrator, and OSHA 10-Hour Safety certifications are available in addition to fourth-year math and college credit. Related careers in-

clude, but are not limited to, electrician, telecommunications technician, home security installer, computer and electronics repair technician, electrical engineering, and robotics technician. This class meets at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Environmental/Veterinary Sciences 3 credits Career Pathways: ② ④ ⑤

Students learn about agriculture and greenhouse systems; animal anatomy, physiology, nutrition, and care; create floral arrangements; and harvest honey from bee hives. Animal Science, CPR, Canine Care and Training, Green Industry Professional, Michigan Certified Florist, and OSHA certification, in addition to college credit, are available. Related careers include, but are not limited to, agriculture engineer, bee keeper, biologist, conservation officer, landscape designer, veterinarian, and water quality specialist. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Graphic Production Technologies 3 credits Career Pathways: ① ② ③

Students learn color theory, the elements and principals of design, typography, and other design basics, to create original artwork using professional software and production equipment. Fourth-year math and college credit are available. Related careers include, but are not limited to, graphic design, illustration, printing, photo editing, and marketing. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Health Science Academy 3 credits Career Pathways: ② ④ ⑤

This intensive introductory course is designed for the returning Allied Health student. Students learn college-level medical terminology, practice clinical skills in our patient care lab, and participate in work-based learning opportunities at local health care facilities and community-based agencies. Students may earn Basic Life Support (CPR), Healthcare Industry OSHA Certification, BloodBorne Pathogen Certification, HIPAA Training, and optional Certified Nursing Assistant (CENA) or Pharmacy Tech certification, in addition to fourth-year math and college credit. Related careers include, but are not limited to, medical assistant, surgical technologist, athletic trainer, pharmacist, physician assistant, and psychologist. This class will meet at the Career Tech Center. **Prerequisite: Senior standing.**

CTC Hospitality & Food Management 3 credits Career Pathways: ① ② ④ ⑤

Students prepare and serve delicious foods, become part of Muskegon County's locally-grown food movement, and experience a day in the life of a manager in several of Muskegon County's and Michigan's most popular attractions. Successful students can earn ServSafe®, ProStart, American Culinary Federation, and School Nutrition Association certifications. Fourth-year math and college credit are available. Related careers include, but are not limited to, executive chef; restaurant, food and beverage, or hotel manager; event and conference organizer, travel agent, and tour guide. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Internet, Network & Security Technologies 3 credits Career Pathways: ②

Students learn skills in computer networking, video game development, cyber security, mobile app creation, and computer hardware. Earn certifications including Networking Fundamentals, Security Fundamentals, CompTIA A+, CompTIA Network+, CompTIA Security+. Fourth year math and college credit are available. Related careers include, but are not limited to, network engineer, security analyst, computer programmer, video game developer, and data forensics specialist. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Machining/Engineering Technology 3 credits Career Pathways: ② ③

Students operate machining tools such as lathes, milling machines, grinders, drill presses, saws, and computer numeric controlled (CNC) machines to produce metal parts to meet precise specifications. Fourth-year math and college credit are available. Related careers include, but are not limited to, machinist, tool and die maker, industrial, mechanical, or manufacturing engineer, and CNC operator or programmer. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

CTC Welding 3 credits Career Pathways: ② ③

Students develop skills in gas metal arc (MIG), gas tungsten arc (TIG), stick electrode, and flux-core welding as well as plasma/thermal cutting processes. Fourth-year math and college credit are available. Related careers include, but are not limited to, pipefitters, sheet metal workers, iron workers, millwrights, and underwater welding. This class will meet at the Career Tech Center. **Prerequisite: Junior or Senior standing.**

Student Clubs and Activities

Mona Shores offers a variety of activities for you to become involved. Make this year “the best year of your life so far” by joining one of them. See the club advisor for additional information. Those interested in forming a new club may obtain the necessary information from the Assistant Principal’s Office.

Adventure Club

This year-round club is for students who seek fun and adventure. The goal of the club is to provide students with an opportunity to develop leadership skills by planning and experiencing adventurous activities. Past student planned activities have included: backpacking, climbing, high ropes course, hiking, canoeing, camping, volunteering at a haunted house, etc.

- Advisor: Shelly Brower, ext. 8321

Alternative Energy Racing Program

This club allows students the opportunity to work with an electric vehicle capable of speeds up to 50 miles per hour. Students design, allocate resources, build, test, and troubleshoot a fully functional racecar in order to compete in several NECA (National Electric Cart Association) sanctioned events at tracks like Berlin Raceway. In these events, students will compete against teams from all over the Midwest.

- Advisor – Andrew Basse
- Meeting Times – TBD
- Funds are raised through corporate sponsorship and others to be determined

Anchor Cafe Club

The purpose is to provide work/job experience for students and to offer them experiences in management, finance, and customer service while also filling empty positions at the cafe. This club will meet once a month in the cafe.

- Advisor: Chelsea Hall, ext. 8451

Art Club

Open studios are provided on Mondays for artists to work on whatever art projects they want. Once a month there is a share and critique salon for artists to get feedback from others. Members are encouraged to join in on all art department field trips and participate as an artist at Sound of Shores.

- Advisor – Danielle Benson-Fennell
- Meeting Times – Monday, 3 pm

Board Game/Tabletop Gaming Club

To give students an opportunity to connect and have fun through the simple act of playing a unique fun board game.

- Advisor - Jim VanderWall
- Meeting Times – 2nd and 4th Wednesday of the month in room 409

Book Club

The club is to provide a place for those who enjoy reading to share that love with others! The goal is to encourage reading by providing a safe environment for great literary discussions.

- Advisor - Cathy Coverly-Palladino, ext. 8342
- Meeting Times – Every Tuesday from 3-4 pm in room 312

Business Professionals of America

Business Professionals of America is a local, state and nationally recognized student organization for students interested in pursuing careers in business management, information technology, and other related career fields. The mission of Business Professionals of America is to contribute to the preparation of a worldclass workforce through the advancement of leadership, citizenship, academic, and technological skills. At Mona Shores, BPA is a “co-curricular” organization, meaning students are preparing in the classroom to participate in various competitive events at the regional, state and national levels. There are also opportunities for students to learn and exhibit leadership skills as local, state or national officers. Students will compete with, work with, and get to know other BPA members from across Michigan. If students progress in their competitive events, there is an opportunity to compete at the National level.

- Advisors – Mrs. Sailors, ext. 8421 and Ms. Chelsea Hall, ext. 8451
- Meeting Times – A few set meetings, but most meetings take place just before our Leadership Conferences. We meet on an as-needed basis to help students prepare for their events.

Club de Español

To raise awareness of the Spanish language and culture as well as promote higher education for minority students.

- Advisor – Mrs. Casas-Koziak, ext. 8333
- Meeting Times – bi-weekly, 3:00-4:00 pm in room 309

Crafting for a Cause

The main focus of our club is to give back with crafts. Some of the ideas that we have include: crocheting/knitting baby hats and donating them to hospitals, scarves and blankets for homeless shelters and nursing homes, and making reusable tote bags and other items out of plastic bags.

- Advisor - Jolynn Cox, ext. 8348

- Meeting Times – Twice a month in room 318. Watch announcements for meeting days.

Creative Writing Association (CWA)

There is an abundance of amazing writers at Mona Shores High School - each one different from the last. Each one has a story to tell. This club will promote creative writers and be a safe place for students to share their written works with other student writers.

- Advisor – Mrs. Brower, ext. 8321
- Meeting Times – Wednesdays, 3:00-3:45 pm, room 311

Destination Imagination

Mona Shores offers students the opportunity to participate in Destination ImagiNation® (DI). In DI, the largest worldwide creative problem-solving program, teams of five to seven students are formed to solve a variety of “CHALLENGES” using their creativity and imaginations. DI Challenges might involve creating skits, costumes, scenery, special effects and technical devices, or even building a weight bearing balsa wood structure. Challenges vary each year but generally offer theatrical, technical, and improvisational choices. The DI season is usually considered to be November through early March; however, there is a flexibility to accommodate high school schedules. Teams and team managers structure their own timetable and strive to create an original, unique “challenge” solution to present at a large regional competition in early March. Top placements advance to the state competition in April.

Disc Golf Club

The Disc Golf Club meets in the fall and the spring. Each participant will receive a disc when they join the club. Meetings will take place in the classroom or at a local disc golf course. No experience necessary.

- Advisors – Mr. Kent in room 501 and Mr. Rosenthal in room 618
- Meeting Times – TBD

Fellowship of Christian Athletes

The group discusses building a strong faith that can positively impact the people around us.

- Advisor – Ken Rose
- Meeting Times – Friday, 7:10-7:30 am, room 407

French Club

The purpose of the club is to add to the student’s knowledge of the French language and culture through a multitude of experiences outside of class. French related cultural activities take place both on and off campus, including making French recipes, watching films, playing games, singing songs, projects, and a spring luncheon at Hearthstone Bistro. Current and past French students are welcome to join!

- Advisor – Melissa Brown
- Meeting Times – Posted on Google Classroom; normally held in room 310

Gender Sexuality Alliance

This organization promotes understanding and acceptance between heterosexual and homosexual/questioning/supportive students in the school community. The group will meet to discuss issues such as tolerance and homophobia, educate students, and build community spirit through various activities. Involvement is open to anyone interested in gaining an open mind and a new understanding.

- Advisor – David Droski

Great Lakes Environmental Club

Our focus will be on learning about the environment surrounding the Great Lakes, specifically Lake Michigan, and coordinating plans to complete cleanups.

- Advisor – Mr. Kent, room 501

Interact

Interact is Rotary International’s service club for young people. Each year, Interact completes at least two community service projects, one of which furthers international understanding and goodwill. Through these efforts, Interactors develop a network of friendships with local and overseas clubs and learn the importance of developing leadership skills and personal integrity, demonstrating helpfulness and respect for others and understanding the value of individual responsibility and hard work.

- Advisors – Shannan Conrad, ext. 8390 and Lori Foley, ext. 8391
- Meeting Times – Every other Thursday, 3 pm, room 405

K-Pop Club

The purpose of K-Pop Club is for students interested in this musical genre to meet, socialize, learn relevant Korean vocabulary, dig into the origins and personalities of the bands, and, of course, listen to the music.

- Advisor – Cathy Coverly-Palladino
- Meeting Times – every Thursday, 3-4 pm, room 312

Link Crew

Link Crew Leaders are juniors and seniors chosen to take on a mentorship role for all incoming freshmen and new students. This role lasts at least one full school year.

- Advisor – Lori Foley, Ken Rose & Joan Wiersma
- Meeting Times – Once a month during QPD, 8 am, Auditorium
- Fundraiser – Pop can drive

Mindfulness Club

This club will highlight mindfulness activities' benefits that allow one to de-stress, relax, control emotions, and focus.

- Advisor – Heather Hall, ext. 8350
- Meeting Times – Mondays after school, room 303

Mona Shores Allegros

The Allegros are a group of performing arts students who share a passion for musical theater. Each March, they put on a professional level Broadway style musical. They attend a weekend camp in January, which must be paid for by the student. Membership in one of the high school choirs is a prerequisite to being a part of the production.

- Advisors – Shawn and Molly Lawton, JaiLynn Petrie
- Meeting Times – Tuesday, Wednesday and Thursday, 3-5:30 pm, beginning the 1st week of January through the last week in March

Mona Shores Fiddlers

Membership in the Mona Shores Fiddlers is open to students currently participating in orchestra. The group performs traditional folk music at community events throughout the calendar year. Rehearsals begin in the summer for the following year, and include a multi-day summer camp.

- Advisor – Kelly DeRose
- Meeting Times – Thursday, 7-8:30 pm (weekly rehearsals)

Music Composition Club

Provide a meeting place for student musicians and composers to meet, discuss technique, and collaborate. The club will aim to help improve student composers by providing them with a place to see their peers' work.

- Advisor – Jason Boyden
- Meeting Times – Last Friday of the month in the Music Theory Room, 3-4 pm

National Honor Society

National Honor Society is for juniors and seniors of the highest standing in academics, character, service and leadership.

- Advisors – Melissa Brown and Cathy Coverly-Palladino
- Meeting Times – First Wednesday of the month in the cafeteria, 3 pm

Players

Acting opportunities in all MSHS straight theater productions; opportunities to student assistant direct.

- Advisors – Chad Martin and Julie Baker
- Meeting Times – generally 3-5 pm, every Monday through Thursday, two-three months prior to performances, room 201 (Dance Room)

Wavelength Robotics

As a part of US FIRST (For Inspiration and Recognition of Science and Technology) Robotics challenge, Wavelength Robotics raises funds, searches the community for mentors, creates a team environment, and researches, designs, and fabricates a remote controlled robot to perform a given task or sport activity. The season lasts for six weeks and builds up to local, state, and national competitions. This club has a demanding time schedule and requires participation during nights and weekends.

- Advisor - Andrew Basse, ext. 8362
- Meetings times - Wed., 3-4:30 pm, in the fall in room 801; Competition season meetings from Jan.-May, room 801; schedule TBD

Student Senate

The Mona Shores High School Student Senate serves as our school's student government. The Student Senate consists of 60 students and 4 advisors. There is 1 advisor and 15 student senators per class. The senate meets once a month as a full senate on late-start Wednesdays at 8:30 am. Class senators also meet at additional times when deemed necessary. Their mission is to provide leadership for student sponsored events and an arena in which meaningful student discussion concerning issues at Mona Shores High School can take place.

Advisors:

- Class of 2023 – DeAnna Lieffers, ext. 8359
- Class of 2024 – Warren Kent III, ext. 8436
- Class of 2025 – Desiree Medina, ext 8374 and Becky Morse, ext. 8368
- Class of 2026 – Shelly Brower, ext. 8321

Technical Performing Arts

A brief explanation of club: build sets for all Players, Allegros, and POPS performances; opportunities to get involved in costuming, props, lighting, and sound for Players' performances; opportunities for various technical positions for other auditorium events.

- Advisors – Julie Baker, ext. 8335, Michael Reinhardt, ext. 8480
- Meeting Times – After school/weekends depending on auditorium events in the scene shop/auditorium
- Fundraisers – Holiday Festival of Dance

Tri-M Music

To promote and recognize outstanding musical achievement amongst students at Mona Shores High School. We will have monthly meetings beginning after our induction ceremony as well as student involvement at various concerts and events. Club membership is by invitation only.

- Advisor – Justin Sarns, ext. 8329

Planning for your Trimester Schedule

Freshman Year

Sophomore Year

Junior Year

Senior Year



The Port of Sailor Excellence

Mission Statements

District Mission Statement

Inspiring excellence, building character, and impacting the future through academics, arts, and athletics.

High School Mission Statement

Building character and inspiring through opportunity and excellence in education.

Counseling Mission Statement

Provide support for student achievement in partnership with parents, staff and community. Counseling services will be provided in a safe and positive environment with a focus on college and career readiness.

Notice of Nondiscrimination

The Mona Shores Public School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in its programs and activities. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Inquires related to discrimination on the basis of disability should be directed to:

Jennifer Briggs Russell

Director of Special Education/Student Services
Mona Shores Public Schools
121 Randall Road, Norton Shores, MI 49441
(231) 332-8217

Direct all other inquiries related to discrimination to:

Bill O'Brien, Jr.

Superintendent
Mona Shores Public Schools
121 Randall Road, Norton Shores, MI 49441
(231) 332-8201