



North Muskegon HS 2025-2026 Coursebook

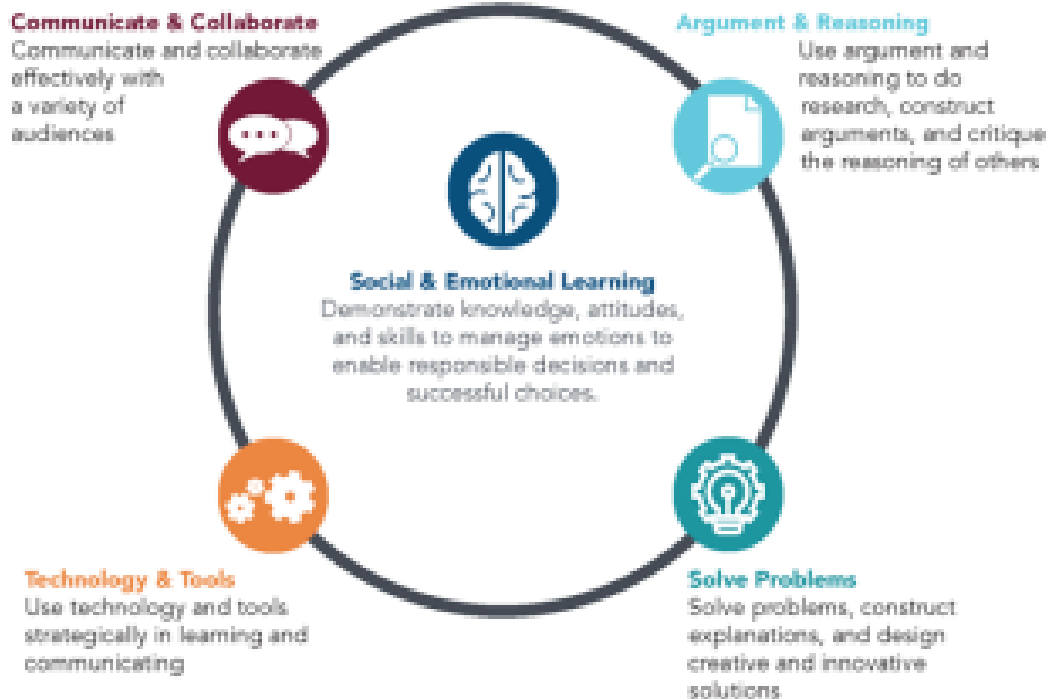
MISSION

The North Muskegon Public Schools staff, in partnership with parents and the community, will educate each student. Our mission is student mastery of skills to promote lifelong learning and the development of positive self-esteem leading students to become productive, responsible citizens.

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Profile of a Graduate



These skills can be obtained through instruction that includes real world challenges, cross-content integration, relevancy to student lives, and transfer of knowledge.

HIGH SCHOOL

Michigan High School CORE graduation requirements

NMHS Graduation Requirements

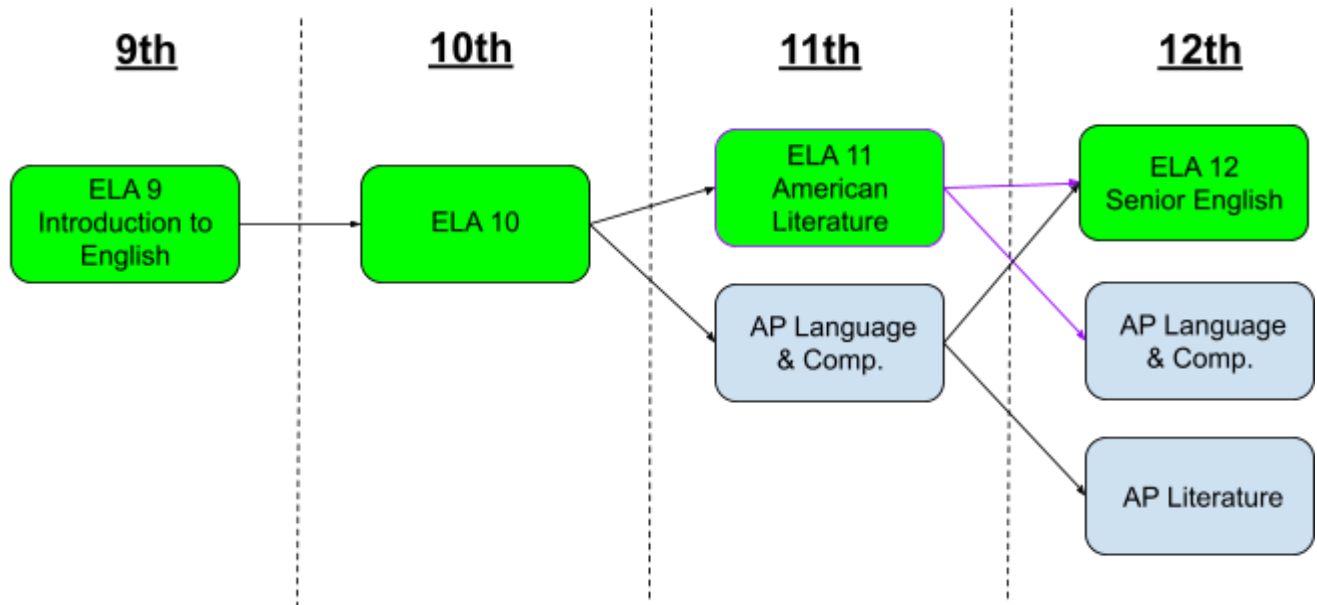
English	4.0 cr. English 9, English 10, American Literature, Senior English <i>*spring English in 9th & 10th grade encouraged</i> <i>*AP English may substitute requirements</i>
Math	4.5 cr. <i>Algebra I, Geometry, Algebra II, Senior Math course</i> <i>*spring math in 9th & 10th requirement = ½ credit</i> <i>*AP Math may substitute past Algebra II</i>
Science	3.0 cr. <i>Biology, Chemistry, Physics A,</i> <i>*spring Science in 9th & 10th requirement = ½ credit</i> <i>*AP Science doesn't substitute requirements</i>
Social St.	3.0 cr. <i>U.S History A/B, Economics, Government, World History A/B</i> <i>**AP Soc St may substitute requirements</i>
*Phys. Ed.	0.5 cr. <i>*1/2 PE credit may also be awarded for approved participation in varsity sport</i>
Health	0.5 cr
Visual, Performance, and Applied Arts	1 cr. <i>Art, Choir or Orchestra</i>
*World. Language	2.0 cr. <i>Match State Requirements/Options; see link</i>
Electives	8.5-11 cr. <i>varies by year of graduation</i>
TOTAL	28 cr.

Sample graduation template

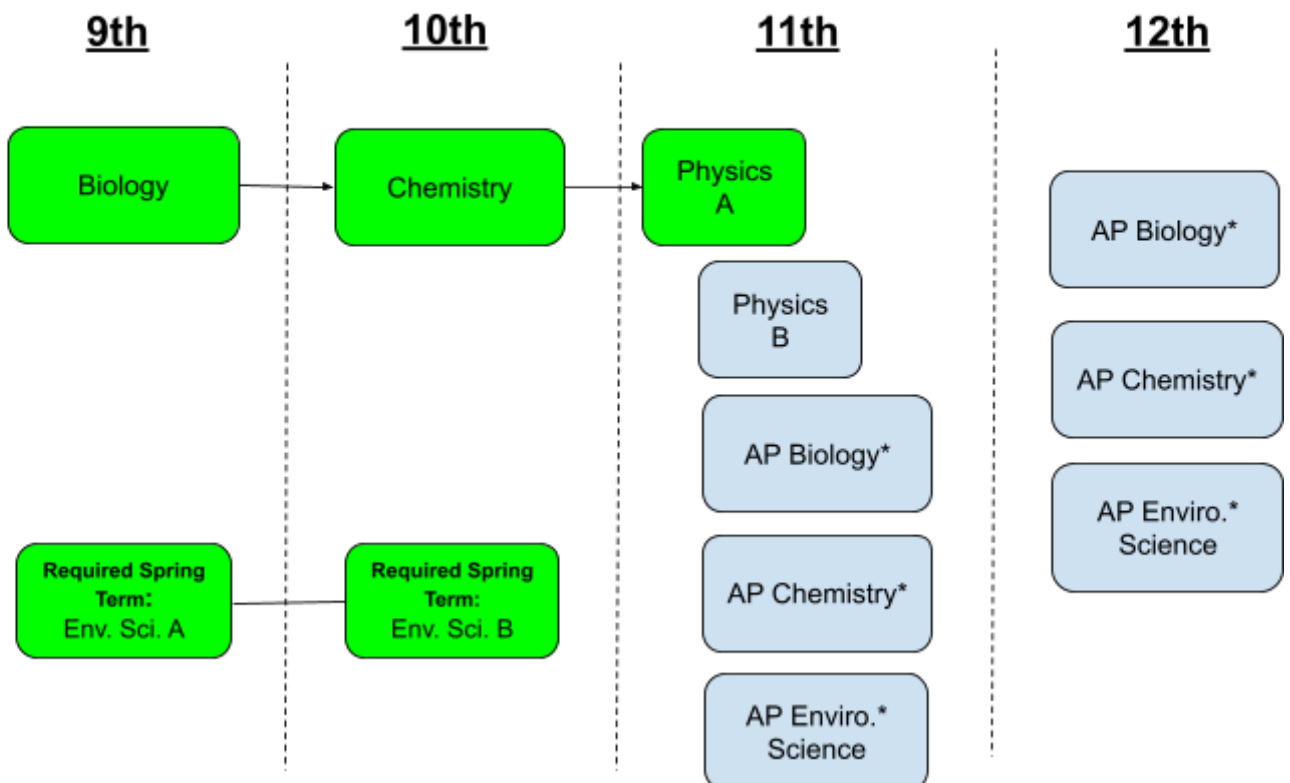
9th	Math	Eng	Sci	Core Soc St	<i>elective</i>	<i>elective</i>
10th	Math	Eng	Sci	Core Soc St	<i>elective</i>	<i>elective</i>
11th	Math	Eng	Sci	Core Soc St	<i>elective</i>	<i>elective</i>
12th	Math	Eng	<i>elective</i>	<i>elective</i>	<i>elective</i>	<i>elective</i>

Course Sequences

English/Language Arts

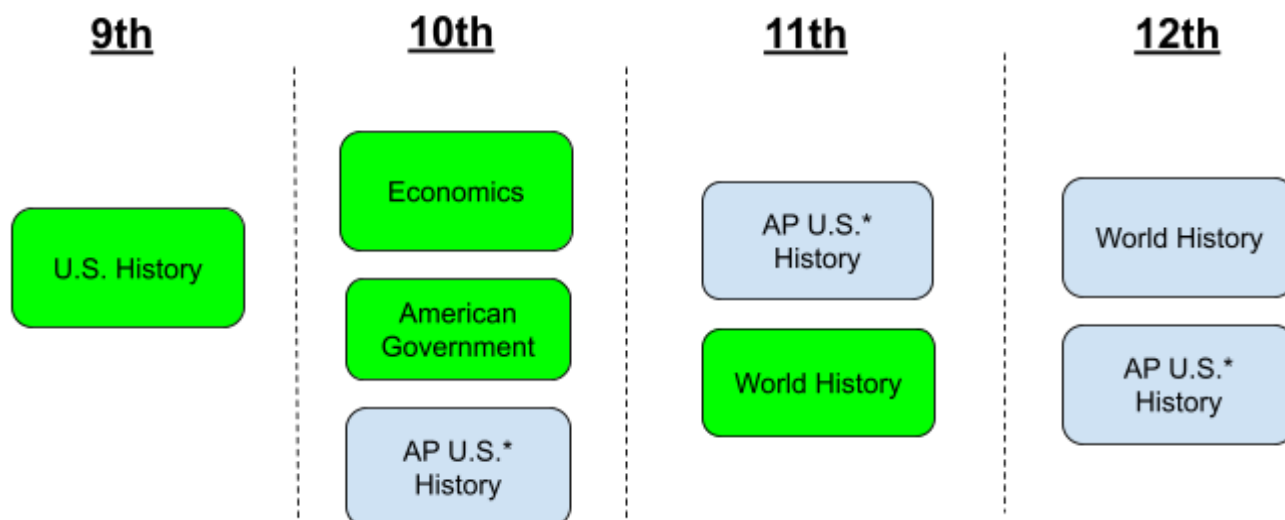


Science



**Potentially offered every other year*

Social Studies



CREDIT-NO CREDIT COURSES

North Muskegon HS uses the grades **A, B, C, D, F, CR**, and **N**. Credit-only courses are not figured into the grade point average, only total credits earned. Non-required courses may be “audited” or taken on a “credit/no-credit” basis by juniors and seniors only, with the prior consent of the instructor & administration. If the course is not passed by the student, a grade of “N” is earned. To earn credit on a CR/N basis, the combined percentage of marking period and exam grade must be 60%. For online courses, 100% of the course must be completed with at least a 60% final grade.

CREDIT RECOVERY & SECONDARY SUPPORT

Online credit recovery courses that make use of a computer-based integrated learning system are offered during Fall, Winter, and Spring terms. The minimum grade earned needed to receive credit is 60%. Given the fast pace of these challenging courses, successful students should plan on considerable effort and time outside of their school day.

DROP/ADD COURSE REQUESTS

Students may adjust their course schedules by contacting our MS/HS Principal or school counselors. After the 5th day of each term, no schedule changes will be made. It is not standard practice to change a schedule for teacher preference. **spring term holds a shorter drop/add period.*

GRADING SCALE & APPEAL OF ISSUED GRADE

North Muskegon High School does not weigh accelerated or advanced courses. The following are grade point equivalencies:

A 4.00	C 2.00
A- 3.67	C- 1.67
B+ 3.33	D+ 1.33
B 3.00	D 1.00
B- 2.67	D- .67
C+ 2.33	F 0

North Muskegon Public Schools Board of Education policy #8055 provides a method for a student to appeal the grade earned in any course. The appeal must be made in writing to the building principal within 30 days after the grade is issued. The 30 days normally begin five calendar days after the end of the term.

Test Out

Legislation (PA 335, Section 1279B) requires school districts to provide the opportunity to “test out” of high school courses. Students wishing to test out of a class shall complete a form request through the high school office at least three weeks prior to the start of the new term. Counselors must sign off on the form request. Test-out dates will be twice per calendar year, in August and April. Students who earn 78% or better on the exam can earn MMC credit. **No grade will be transcribed.**

Educational Development Plan (EDP)

The State of Michigan requires that each student identifies both career goals and a plan of action to achieve them. EDPs are developed for every 8th -11th grader and periodically revised throughout their secondary educational experience, to reflect the student’s career interests and options.

Currently, NM uses [Xello](#), a web-based program to create and update EDPs. Students can sign onto Xello through PowerSchool.

DUAL ENROLLMENT

Students may take classes at local colleges if they are state-eligible. The college course must not be offered by the district. An exception to this could occur if the administration decides that a scheduling conflict exists, which is beyond the student’s control. In addition, the college course must **not** be considered a hobby, craft, or recreation. Courses also excluded are those in the subject areas of physical education, theology, divinity, or religious education. Credit obtained will be given college credit unless the student’s postsecondary plans deem otherwise. NM will pay for academic credit only. Eligible students may not take more than 2 courses during the first academic year. Overall, an eligible student may not exceed 10 courses within their HS experience. Transportation, texts, and other associated fees including lab fees and technology user fees are the responsibility of students taking a course for college credit. Students who fail to earn credits in a course are expected to reimburse the district for the total cost of the credits attempted. **Spring dual enrollment is limited.*

The State of Michigan has directed school districts to assist students in paying tuition fees for courses at Michigan public or private colleges or universities if all conditions are met. Students must declare their intention to dual enroll by the end of the previous semester. Reference this link for the state guidelines: [Dual Enrollment](#)

MICHIGAN VIRTUAL HIGH SCHOOL

North Muskegon offers the opportunity for high school students to take courses offered by Michigan Virtual High School and Edgenuity. Juniors and seniors have priority to schedule a class online if they cannot meet a full academic schedule on campus. Course selection should align with the student's EDP. Students petition for admittance by meeting with a counselor to determine eligibility. This process should be done prior to the first week of school in the fall or two weeks prior to each term. Forms are available in the counseling office. **only credit recovery in the spring term is scheduled.* For more information regarding courses, go to www.mivhs.org.

CAREER TECH CENTER

Students may take courses aligned to their postsecondary plan at our county center. Classes are free, take place during the normal school day, and last 2.5 hours. Interested students should speak to their high school counselor about enrollment by April for fall enrollment. Students cannot enroll mid-year. This is for junior/senior students only. More information found [here](#).

MHSAA ELIGIBILITY Questions? Call the athletic office at 719-4144

- Student Eligibility (excerpt from www.mhsaa.com)...
- You were enrolled in a high school not later than the fourth Friday after Labor Day.
- You will not have turned 19 before Sept. 1.
- You have had a physical exam since April 15, and it is on file in the school office.
- You have not been enrolled in more than 8 semesters in high school (grades 9-12)
- You have passed the equivalent of at least 20 credit hours in the previous semester of school (4 of 6 classes in a six-hour day)
- You are currently passing the equivalent of at least 20 credit hours.
- You have not changed schools without a corresponding move by your parents and persons with whom you were living for at least 30 calendar days during your last semester.
- You have not received money or other valuable considerations for participating in MHSAA tournament sports.
- You have not participated in non-school contests during your sports season after having reported for your school team (club sports)
- You have not competed in an all-star or national championship after having played for a high school team in the same sport.

National College Athletic Association

To participate in athletic competition at a Division I or II college, students must meet NCAA initial eligibility requirements. Go to www.ncaaclearinghouse.net for details about registering with the NCAA and a list of NMHS-approved core courses.

North Muskegon High School Courses

*courses are required

Course	Grades	Prerequisites	Term
<i>English 9*</i>	9		<i>ALL</i>
<i>English 10*</i>	10	<i>English 9</i>	<i>1,2</i>
<i>American Literature*</i>	11	<i>English 10</i>	<i>1,2</i>
<i>Senior English*</i>	12	<i>American Lit</i>	<i>1,2</i>
<i>AP English Language and Composition</i>	11,12	<i>English 10</i>	<i>Full Year</i>
<i>AP English Literature</i>	11,12	<i>AP English Language and Composition</i>	<i>Full Year</i>
<i>Publications (Yearbook)</i>	9-12		<i>Full Year</i>
<i>Book Club</i>	9-12		<i>3</i>
<i>College Writing</i>	10-11		<i>3</i>
<i>Algebra 1*</i>	8-9		<i>Full Year</i>
<i>Geometry*</i>	9-10	<i>Algebra 1</i>	<i>Full Year</i>
<i>Algebra 2*</i>	10-11	<i>Algebra 1 and Geometry</i>	<i>Full Year</i>
<i>Precalculus</i>	11-12	<i>Algebra 2</i>	
<i>Calculus</i>	12	<i>Precalculus with "C" or better</i>	
<i>Discrete Math</i>	12	<i>Algebra 2</i>	
<i>Sports Statistics</i>	9-12		<i>3</i>
<i>Intro to Personal Finance</i>	9-12		<i>3</i>
<i>Choir</i>	9-12		<i>1,2,3</i>
<i>Orchestra</i>	9-12		<i>1,2,3</i>
<i>Musical Theater</i>	9-12		<i>3</i>

<i>Norse Pride (Weight Lifting)</i>	9-12		1,2
<i>Health*</i>	9-12		1,2
<i>Spring Weights and Conditioning</i>	9-12		3
<i>Racquet Sports</i>	9-12		3
<i>PE</i>	9-12		1,2,3
<i>Yoga</i>	9-12		3
<i>Backpacking</i>	9-12		3
<i>Sports History</i>	9-12		3
<i>Biology*</i>	9		1,2
<i>Chemistry*</i>	10	<i>Algebra 1, Biology</i>	1,2
<i>Physics A</i>	11	<i>Algebra 2</i>	1,2
<i>Physics B</i>	11-12	<i>Physics A</i>	1,2
<i>AP Chemistry</i>	11-12	<i>Chemistry</i>	<i>Full Year Course</i>
<i>AP Environmental Science</i>	11-12		<i>Full Year Course</i>
<i>Environmental Science A*</i>	9		3
<i>Environmental Science B*</i>	10		3
<i>US History*</i>	9		1,2
<i>Economics*</i>	10		1,2
<i>Government*</i>	10		1,2
<i>World History*</i>	11		1,2
<i>Psychology</i>	10-12		1,2
<i>Michigan History</i>	9-12		3
<i>History vs. Hollywood</i>	9-12		3
<i>Debate</i>	9-12		3

<i>Intro to Improv</i>	<i>9-12</i>		<i>3</i>
<i>Michigan Geography</i>	<i>9-12</i>		<i>3</i>
<i>Art</i>	<i>9-12</i>		<i>1,2</i>
<i>Site Specific Art</i>	<i>9-12</i>		<i>3</i>
<i>Intro Gone Boarding</i>	<i>10-11</i>		<i>3 (double block)</i>
<i>French 1-2</i>			<i>1,2</i>
<i>Spanish 1-2</i>			<i>1,2</i>
<i>French Theater</i>	<i>9-12</i>		<i>3</i>
<i>Spanish Theater</i>	<i>9-12</i>		<i>3</i>
<i>Immersion Language World Cooking</i>			<i>3 (double block)</i>

English Language Arts

English 9A, 9B, 9C (Introduction to English - required)

Freshmen English will focus on basic language art skills. The course will include speaking, writing, and listening assignments regularly. The writing process is a major focus for freshmen with an emphasis on formal essay writing. Reading strategies for novels, short stories, drama, and poetry will be threaded through the program as well. Building an appreciation of literature and expanding a student's ability to express ideas are both goals of English 9.

English 10A, 10B (required)

Prerequisite: English 9

This course gives students exposure to a wide variety of literature and the diversity of cultures from around the world. It involves extensive reading and discussion of thematic literature units, emphasizing writing styles and techniques of foreign and American authors, as well as contemporary authentic themes. Genres studied include short stories, essays, biographies, poetry, legends, and the novel. Curriculum resources during the first trimester include units from McDougal Littell's Language of Literature text and the novels Fahrenheit 451 by Ray Bradbury and Anthem by Ayn Rand. The second trimester focuses on The Legend of King Arthur, Shakespeare's Julius Caesar, and William Golding's novel, Lord of the Flies.

Students will further develop vocabulary and grammar skills, as well as continued experience in defining and refining personal, academic and expository writing proficiency.

American Literature A, B (required)

Prerequisite: English 10

Increasing student knowledge of American Literature is the main goal of English 11 as well as developing formal, academic writing skills. Term A will cover literature from the 1400s through the 1800s. The main students' texts for term A will be the McDougal-Littell American Literature book and The Scarlet Letter. Term B will cover literature from the 1800s through the present day. The main focus of term B will be poetry and novel studies including: The Great Gatsby, Of Mice and Men, A Separate Peace, A Streetcar Named Desire, Fallen Angels, and Into the Wild. Grammar and vocabulary will be addressed through weekly exercises and during the revision and editing phases of the writing process.

Senior English A,B. (required)

Prerequisite: American Literature

Senior English will be a culmination of the application of literature study toward the essential questions of: Who am I? Where did I come from? Where am I going? Emphasis will be placed on both writing in an academic setting, and writing for business purposes. Various pieces from significant periods in world literature will be the focus of our discussions and writings. A senior reflective thesis will be the culminating activity of the course.

AP English Language and Composition (A, B, C- full year course)

Prerequisite: English 10

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students should expect a rigorous undergraduate English experience with intellectual challenges and a considerable workload that culminates with the required AP English and Literature Exam in May.

AP English Literature (A, B, C- full year course)

Prerequisite: AP English Language and Composition

Designed to be a college level course, rich in higher level thinking, this course will challenge, inspire, and enrich the eager literature student. Using works that range from the sixteenth through twenty-first century as well as several genres and modes, the reading, writing, listening, and speaking experiences will broaden human understandings about the world around us today. Students should expect a rigorous undergraduate English experience with intellectual challenges and a considerable workload that culminates with the required AP English and Literature Exam in May.

Publications A, B, C (Yearbook) (full year course)

This course develops skills necessary in producing the North Muskegon High School and Middle School yearbook. Students will learn photography, editing, graphic design, and writing skills. Also, students will gain experience in public relations, leadership, and computer technology. Students will be required to complete various projects and work independently to meet deadlines with professional

quality work. Students are required to participate in various fundraising activities outside of class for the yearbook. Publications is a year-long class and requires a year-long commitment from students to complete their tasks in and outside of class.

Book Club (9-12) (spring term)

Join fellow book enthusiasts to explore a variety of captivating stories and engage in lively discussions. This book club will encourage students to expand their literary horizons and develop a deeper appreciation for the written word.

College Writing (spring term)

This course will focus on the skills it takes to write an impressive college entrance essay, dive deeper into what makes a great college writing piece, and more. Students will get feedback and differentiated instruction based on their specified college goals to not only help them improve their chances of getting into their dream college but also succeed while there!

<h2><u>Mathematics</u></h2>

Algebra 1A, 1B, 1C (required)

This course progresses from the use of variables in mathematical expressions to linear sentences and concludes with the study of quadratic equations. Highlights include slope and intercepts, translations and size changes, graphing, compound interest, exponential growth and decay, and factoring. Algebra I provides the foundation for solving problems mathematically and integrates preliminary study in geometry, probability, and statistics. *A scientific calculator is required (TI-30xa or similar is sufficient).*

Geometry A, B, C (required)

Prerequisite: Algebra I

This course presents theories of Euclidean Geometry as well as those from other geometries and their applications. Students will use coordinates, transformations, measurement formulas, and properties of polygons and three-dimensional figures. There is a large emphasis on logical reasoning which will be demonstrated through proofs and the application of multiple existing algebraic skills as they apply to shapes and figures. *A TI-30XIIS or similar entry-level scientific calculator is required.*

Algebra II A, B, C (required)

Prerequisite: Algebra I & Geometry

This course emphasizes facility with algebraic expressions and forms, including linear and quadratic forms, powers and roots, and functions. Highlights include the study of matrices, imaginary numbers, logarithms, polynomials, quadratic relations, and the use of a graphing calculator. (TI-84 or TI-83+ is recommended. NMPS does have a limited supply of calculators for students to use.) It also integrates preliminary study in trigonometry.

Pre-calculus

Prerequisite: Algebra II

This course is designed to be the final step in preparing students for a high school or college calculus course. The majority of the course work is with various types of functions, including polynomial, rational, exponential, logarithmic and trigonometric functions. Other topics include simplifying

algebraic expressions, factoring, sequences, the theory of limits and basic derivatives.

Calculus

Prerequisite: Pre-calculus with a “C” or higher

This course is designed to prepare students for the first semester of college-level calculus. Topics studied include limits, differentiation, applications of differentiation, integration, exponential and logarithmic functions and calculus, analytical trigonometry, trigonometric functions and calculus. Use of the graphing calculator (TI-84, TI-83+, or TI-86 is preferred but not required).

Discrete Math

Prerequisite: Algebra II

This course is designed for students that are looking for a different application of already learned math concepts, as well as learning topics relevant to their post-high school lives. This course meets the MMC requirement of senior year math. Students will cover topics related to personal finance such as budgeting, calculating taxes, investing, and paying off debt – often using electronic spreadsheets. Students will be expected to present different projects to the class multiple times throughout the two semesters.

Sports Statistics (9-12) (spring term)

Explore the world of sports through data! Students will learn to use statistical tools to analyze player and team performance, predict outcomes, and understand the role of data in modern sports.

Intro to Personal Finance (9-12) (spring term)

This course equips students with essential financial literacy skills, covering topics like budgeting, saving, investing, and credit management. Students will learn practical strategies to make informed financial decisions and build a foundation for future financial well-being.

<h2><u>Fine Arts/Performing Arts</u></h2>
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Choir A, B, C

This course emphasizes choral blend using the fundamentals of voice. Knowledge of diaphragmatic breathing, choral tone, ear training, solfege, diction, rhythm, sight-reading, dynamics, and choral style are developed. Awareness of choral composers and Broadway-type musicals are also developed. The repertoire is taken from the Renaissance, Baroque, Classical, Romantic, 20th-century, and jazz eras of music history, as well as contemporary choral music. Students are also provided opportunities to participate in special vocal events such as Honors Choir and Solo & Ensemble and travel and perform throughout the community, state, and even nationally. Students can expect both written and oral tests throughout the term. Attendance at all planned concerts and functions is encouraged (fall concert, holiday concert, Pops concert, choral festival, spring concert, baccalaureate, graduation, and other community and school events). A choir uniform is required for these events. Students must purchase these items. Fundraising opportunities will be available, as well as financial support from the Music Boosters for students in need.

String Orchestra A, B, C

This course primarily involves the preparation and performance of string orchestra literature. The

basics of: ear training, music history, music theory, music composition, instrument technique, music acoustics, the business of music, and music aesthetics will also be covered. Daily individual home practice is required. Attendance at all official string orchestra functions is encouraged (any exceptions must be pre-approved by the director). Public performances include: concerts, festivals, baccalaureate, senior honors assembly, graduation, and others. Students provide their own standard orchestra instruments.

Musical Theater (spring term)

Musical Theater provides a dynamic environment to learn and perform, blending acting, singing, and movement. Students will gain confidence and stage presence while working collaboratively on musical scenes and songs.

<h2>Physical Education/Health Education</h2>

Norse Pride (Weight Lifting)

This is a weights and conditioning class specifically targeted at helping create physical fitness, strength, and speed. Students will also learn appropriate routines for using weight lifting equipment, proper form and technique, and how to create customized training plans for themselves to meet specific fitness and strength goals.

Physical Education

This course is intended to develop the student physically, mentally, individually, and socially through team sports, group games, and activities. Physical fitness tests are administered and general conditioning is emphasized.

Health (required)

½ credit of health education is required for all students. The content of this course meets the requirements set by the Michigan Department of Education. Content expectations include developing personal and social skills to deal effectively with health-risk situations, learning to identify healthy alternatives to specific high-risk behaviors, obtain and understand the critical knowledge and skills necessary to use basic health information to enhance healthy living, and provide information on behaviors that have the greatest effect on health; physical activity, violence and injury, alcohol and other drug use, tobacco use, and sexual behaviors that lead to HIV, STDs, or unintended pregnancy. Students may opt out of the sexual behaviors unit by completing a written request and submitting the request to the teacher of the course two weeks prior to beginning of the sexual behaviors unit.

Spring Weights and Conditioning (spring term)

This is a weights and conditioning class specifically targeted at helping create physical fitness, strength, and speed. Students will also learn appropriate routines for using weight lifting equipment, proper form and technique, and how to create customized training plans for themselves to meet specific fitness and strength goals.

Racquet Sports (9th-12th) (spring term)

This course will allow students to learn how to play lifelong racquet sports. Basic stroke techniques, rules, scoring, etiquette, doubles, basic strategy, and court geometry will be covered. Enjoy tennis, pickleball, ping pong, and more!

Yoga (spring term)

Looking for a class where you can learn relaxation strategies, stretching, and strengthening techniques? This class is an opportunity to develop skills for focusing, quieting your mind, seeing and observing, understanding the science of brain functions, caring, reframing thoughts, developing healthy lifestyles, strengthening mind and body, and developing connections. The Yoga portion of the experience will be a time to practice basic skills including yin, relaxed stretching postures, to vinyasa flow styles to strengthen the body and develop balance. Students will develop and improve their yoga practice with this daily opportunity.

Everyone is welcome, at all levels! Requirements listed below:

1. An open mind with an intention to participate
2. Comfortable modest appropriate yoga attire
3. A yoga mat
4. The possible expense of a guest professional yoga instructor is up to \$20

Backpacking (spring term)

Students will rotate through each class for 3-5 weeks between the following classes gathering the skills for the opportunity for a class overnight field trip backpacking. Location TBA. Class

Rotations:

- National Park
- Survival Skills
- Outdoor Recreation

Sports History (9-12) (spring term)

This course examines the evolution of sports, exploring their cultural, social, and political impact throughout history. Students will analyze how sports have reflected and shaped society, from ancient civilizations to modern-day athletics.

<u>Science</u>

Biology A, B (required)

Students complete their cellular studies with a comprehensive, in-depth examination of the cellular basis of inheritance (cell division) and Mendelian genetic principles. Human genetics and the implications of the Human Genome Project are explored. The course ends with a unit on natural selection and the other mechanisms of evolution (change over time). Students will daily develop and practice their critical writing skills, consider cause and effect relationships, and utilize cooperative learning skills.

Chemistry A, B (required)

Prerequisite: Algebra and Biology

An overview of general chemistry aimed at preparation for college chemistry. Emphasis is placed on concepts in chemical nomenclature, chemical bonding, chemical reactions, laboratory techniques, problem solving skills, qualitative analysis, the gas laws, and acid/base chemistry.

Physics A (required)

Prerequisite: Algebra II

Students will work toward the objectives required by the State for Physics with a focus on the Michigan Science Standards and Next Generation Science Standards.

<http://www.nsta.org/docs/NGSSParentGuide.pdf> We will be using the modeling instruction approach to explore concepts. <https://modelinginstruction.org/parents/> Students will gather, interpret, and present a wide variety of data from class experimentation to determine relationships between variables.

Emphasis is placed on applying math skills and collaborative learning techniques. Topics include: Scientific Thinking and Basic Science Skills, Constant Velocity, Uniform Acceleration, Newton's Laws – Free Particle Model.

Physics B

Prerequisite: Physics A

A continuation of Physics A, we dig deeper into work on forces and the engineering process. By using the West Point Bridge Program students will test, design, and built a bridge using computer software and physical models using file folders. Students gather, interpret, and present a wide variety of data from class experimentation and apply their understanding to engineer solutions to problems.

Emphasis is placed on applying math skills and collaborative learning techniques.

AP Chemistry (A, B, C- full year course)

Prerequisite: Chemistry

This college-prep course is designed to facilitate student achievement on the national AP Chemistry test proctored annually in mid-May. Students who score well on this comprehensive test earn college credits in Chemistry.

AP Environmental Science (A, B, C- full year course)

This course is designed to be the equivalent of an introductory college course in environmental science. The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from geology, biology, and chemistry. All AP students are required to take AP Environmental Science in May for college credit.

Environmental Science A (Required 9th Grade and Juniors who need .25 credit - spring term)

From the earliest forms of agriculture to the latest technologies, all human activity has drawn on natural resources and has had both short- and long-term consequences, positive as well as negative, for the health of both people and the natural environment. These consequences have grown stronger in recent human history. Society has changed dramatically, and human populations and longevity have increased, as advances in science and engineering have influenced the ways in which people interact with one another and with their surrounding natural environment. Not only do science and engineering affect society; society's decisions (whether made through market forces or political

processes) influence the work of scientists and engineers. These decisions sometimes establish goals and priorities for improving or replacing technologies; at other times they set limits, such as in regulating the extraction of raw materials or in setting allowable levels of pollution from mining, farming, and industry. (National Research Council's [A Framework for K-12 Science Education](#))

Environmental Science B (Required for Grade 10 - spring term)

The performance expectations in Environmental Science B help students formulate answers to the questions: “How and why is Earth constantly changing?” and “What is the universe, and what is Earth’s place in it?” Environmental Science B performance expectations may include any of the following: • Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun’s core to release energy that eventually reaches Earth in the form of radiation. • Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. • Communicate scientific ideas about the way stars, over their life cycle, produce elements. • Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

- Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
- Analyze geoscience data to make the claim that one change to the Earth’s surface can create feedback that causes changes to other Earth systems.
- Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts on Earth’s systems.

<h2><u>Social Studies</u></h2>

US History A, B (9th Grade requirement)

This course surveys the history of the United States from 1866 to the present. The course is designed to help the student gain a greater understanding of the American experience. Through a deeper understanding of past events, students will come to understand how those events continue to shape what occurs today. Over the course of the year, students will improve their reading, writing, research and critical thinking skills. In addition, we will begin to build respect and pride for our nation’s heritage.

Economics (one term-required)

This course is intended to be an introduction to microeconomics and macroeconomics. The students will gain an understanding of economics from a domestic and global perspective. Topics will include

scarcity, economic systems, business organizations, supply and demand, measuring the American economy, taxation, international trade, unemployment, inflation, market structures, and competition.

American Government (one term-required)

This course is intended to be an introduction into the study of American Government. A goal is to make each student an informed and participating citizen with a deep devotion to democracy. This is brought about through a study of the history, structures, and practice of our political system.

World History A,B (required)

This course takes a comprehensive approach to world history and world events. This course will examine the cause and effect of human interactions of ancient and modern events. There will be a strong emphasis on historical analysis through the use of research, writing, and presentations. Frequent integration of modern events and their root causes in history will be important. Students will use prior knowledge, critical thinking skills, and effective writing techniques when establishing positions on public policy issues in this course.

Psychology A, B

Psychology offers a fascinating journey into the science of the human mind and behavior. This introductory course will explore the fundamental principles, theories, and research methods used by psychologists to understand ourselves and others. Through engaging discussions, activities, and real-world examples, you will gain insights into topics such as perception, learning, memory, motivation, emotion, personality, social behavior, psychological disorders, and the ways in which psychology is applied to everyday life.

Michigan History (9-12) (spring term)

Michigan History delves into the state's past, including the significant impact of organized crime, specifically focusing on the Mob's activities and influence. Students will analyze the intersection of social, economic, and political factors that shaped this aspect of Michigan's history.

History vs. Hollywood (9-12) (spring term)

A major goal of this course is determining what is valid in contemporary films and historical dramas and what do these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created.

Debate (9-12) (spring term)

This course focuses on the fundamentals of debate, including research, case construction, and effective delivery. Students will participate in various debate formats, enhancing their ability to think critically and speak persuasively.

Intro to Improv (9-12) (spring term)

Explore the exciting world of improv! Students will learn to embrace spontaneity, develop strong listening skills, and build confidence through fun and engaging improvisational games and exercises.

Michigan Geography (9-12) (spring term)

This course explores Michigan's diverse geography, highlighting its unique landscapes and locations. Students will investigate the geographical and cultural factors that have shaped these distinctive locations.

Visual Arts

Art 1, 2

High School Art is a visual arts class in which students explore traditional and contemporary ideas in visual communication and self expression. Students will be exposed to a variety of media and techniques such as different types of drawing material, watercolor and acrylic paints, additive and subtractive sculpture, traditional and non-traditional ceramics, fiber art, mixed media, installation and time-based art. The art history component will also address issues in contemporary art. Focus is placed on creativity, perseverance, craftsmanship and classroom participation.

Site Specific Art (spring term)

Site-specific or Environmental art refers to an artist's intervention in a specific locale, creating a work that is integrated with its surroundings and that explores its relationship to the topography of its locale, whether indoors or out, urban, desert, marine, or otherwise. This class will examine the installation art movement, including land art, public art, and performance art. Students will work collaboratively in small groups to develop project proposals and installations.

Intro to Gone Boarding (Double Block) (spring term)

You will learn to design and build your own boards! This class integrates science, technology, engineering, math, and art into one awesome experience! Class fees may include costs based on project, ranging from \$75-\$250. Students will have the opportunity to select projects based on teacher collaboration/input.

World Languages

French 1

This is an interactive two-semester class that gives the beginning student the vocabulary and the grammar necessary to communicate on a basic level with French speakers on a variety of familiar subjects such as school, home, activities, etc. The student will learn how to formulate sentences and dialogues through listening, speaking, reading and writing. Games, songs and cultural activities/projects will accompany language lessons to acquaint students with food, artistic expression, and diversity of the French speaking world.

Expectations: Full engagement, completion of homework, being prepared for class and quizzes.

French 2

This mixed level class is a wonderful opportunity for everyone who is serious about mastering the language to progress as it is offered during the two trimesters. Every student will be challenged to work at their level, and beyond if they wish too. Extension of skills learned in French 1. The class is conducted in French only. Greater emphasis is placed on oral and written proficiency, and grammatical correctness. Each week's lesson plan will include listening, speaking, writing and reading activities. The student will continue building vocabulary that he/she will be able to reuse in conversation, and presentations in front of the classroom. The students will be expected to write essays (length depending on the level) on given topics. Reading books, videos, learning songs, collaborative group work and projects, etc. will be incorporated in the lessons. Advanced students who wish to prepare for the AP exam will be able to do so in this class.

Spanish 1, 2

This mixed level class is a wonderful opportunity for everyone who is serious about mastering the language to progress as it is offered during the two trimesters. Every student will be challenged to work at their level, and beyond if they wish too. Extension of skills learned in Spanish 1. The class is conducted in Spanish only. Greater emphasis is placed on oral and written proficiency, and grammatical correctness. Each week's lesson plan will include listening, speaking, writing and reading activities. The student will continue building vocabulary that he/she will be able to reuse in conversation, and presentations in front of the classroom. The students will be expected to write essays (length depending on the level) on given topics. Reading books chosen by the student, learning songs, collaborative group work and projects, etc. will be incorporated in the lessons. There will be opportunities to work on "real-life" projects such as tutoring younger students in Spanish, host Spanish students and travel to Spain. Advanced students who wish to prepare for the AP exam will be able to do so in this class.

French & Spanish Theater (9-12) (spring term)

This class will study classical and modern literature through written material and filmed pieces. We will combine and intertwine the literature with cultural studies across the Hispanic World. We will travel afar with explorers, conquistadors, and people of many villages. El Cid, (Don Quixote) La Mancha and etc. Compare and contrast culture, time periods along with cultural and historical impact. ¡Ven uno ~ vengan todos!

Immersion Language World Cooking (Double Block) (spring term)

Learn how to make delicious dishes from around the world, and from recipes in their original language! The class will be divided into small groups cooking together. The actual cooking will take place two to three times a week in the kitchen of the Community United Methodist Church. The other days will be used for learning tips on how to become a better cook, and prepare for the days we will be cooking. A Google slide show for the class will be created documenting all the dishes made, including pictures and comments.

- All the work will be done in class, except for grocery shopping.
- Your final exam will consist of making a dish with your group while applying the skills learned and having the slide show completed.

<h2><u>Other Experiences</u></h2>
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***Internship: Work- Based Learning**

Internships are a work-based learning opportunity where students are placed on a job site in the community and will be able to earn high school credit for their work experience. Work-based learning is a unique form of education that integrates classroom study with supervised work experience. Muskegon Area Intermediate School District assists with the paperwork required. Go [here](#).

**Spring internships are a continuation of the fall/winter placements.*

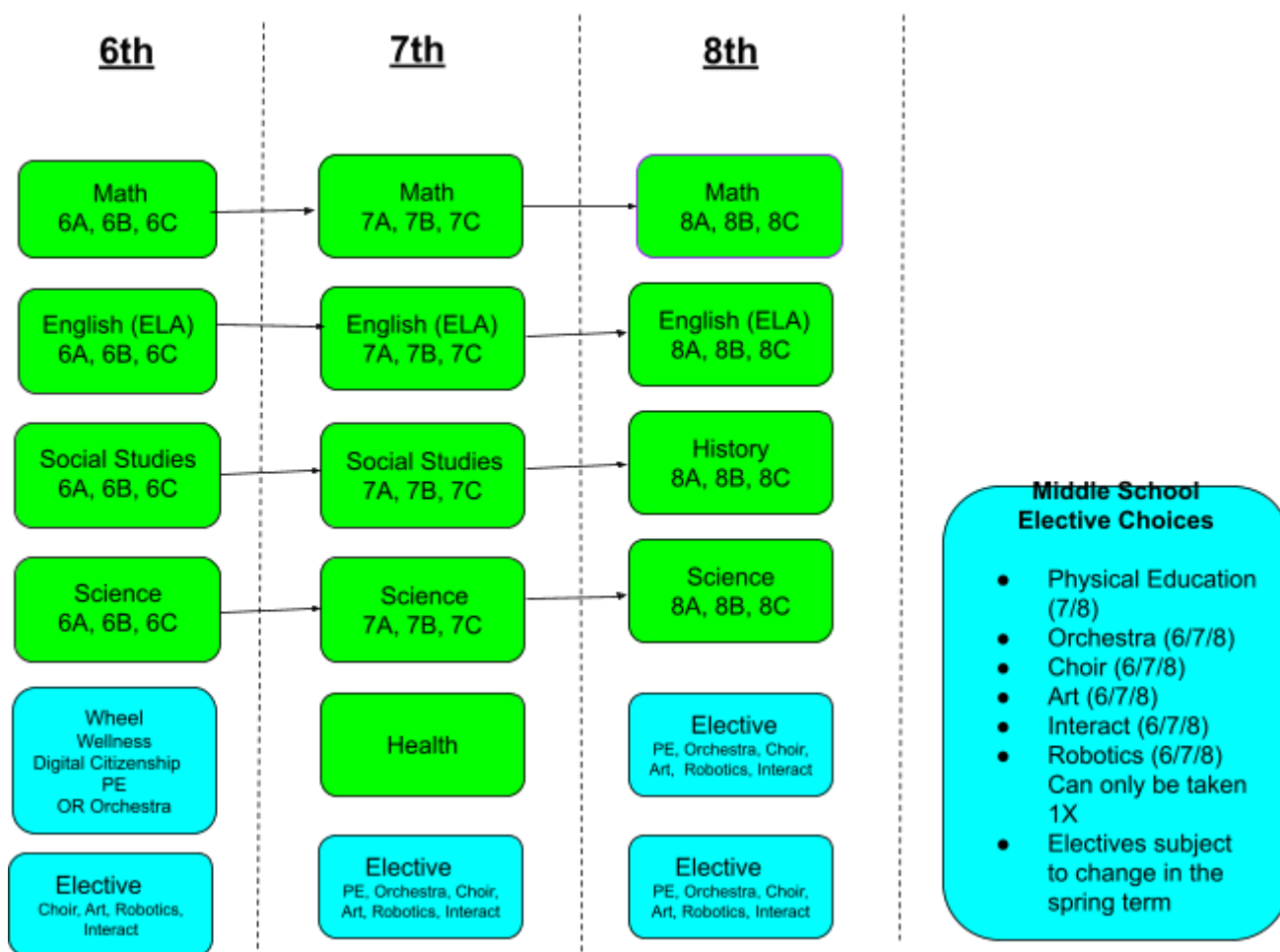
***Technical Classes @ Career Tech Center**

Each course is a block format taken at the Career Tech Center or “affiliate sites”. **Students placed in fall/winter are required to complete the year in their placement.* For more information, go to <http://www.muskegonisd.org/career-college/ctc-new/programs/>.

North Muskegon Middle School Courses

Course Sequences

Middle School 6-8th



- ***All 6th grade students are required to take the 6th grade Wheel (12 weeks of Wellness, Digital Citizenship, and Physical Education) OR Orchestra.***