

# Northern Hills Middle School



## Course Catalog 2018-19

Northern Hills Middle School  
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**Forest Hills Public Schools**

*All learners achieving individual potential*

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# Principal Letter

## Dear Middle School Families:

We believe that middle school is an important time of transition for students. We recognize the unique physical, social, emotional, intellectual needs and qualities of students in this age group. In order to support student growth, a middle school curriculum must be authentic, engaging, rigorous, and developmentally responsive to their needs. The school culture must provide a supportive environment where students are empowered to gain the knowledge, skills, and competencies foundational for success in life. Our caring and responsive staff is committed to encouraging students' growing independence.

Forest Hills middle school students will benefit from a rigorous core curriculum aligned with the Michigan Academic Standards and benchmarks in language arts, math, science, and social studies combined with an interesting variety of exploratory opportunities. Guidance and support services are a part of our comprehensive whole child approach to education.

Results of the Michigan State Test of Educational Progress (M-STEP) show that Forest Hills Public Schools consistently rank among the highest-scoring districts in the state of Michigan. When measuring our success however, we do not simply look at one data set. We value the quality of relationships and interactions we have every day with our students, their families, and staff. We model respect and understanding for each other. We invite the active involvement and participation of our students' families as learning partners in the middle school educational experience

This guide serves as a planning tool as you and your student consider middle school learning opportunities. An important aspect to planning for their secondary education, each student will develop an Educational Development Plan (EDP) related to their future career and education goals after high school. In order to help you better understand the Michigan Merit Curriculum and related requirements, we have provided an additional section in our course description guide starting on page 4.

If you are new to Forest Hills, our counseling staff is available to support students in selecting and scheduling the appropriate courses for middle school.

We look forward to working with you and your child as we plan together for a successful school year ahead.

Sincerely,

David Simpson, Ph.D.  
Northern Hills MS

Charlie Vonk  
Central MS

David Washburn  
Eastern MS

# Educational Development Plans (EDP)

The Michigan Merit Curriculum (MMC) legislation states, “each pupil in grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the high school principal and shall be based on a career pathways program or similar career exploration program.” (MCL 380.1278a)

The EDP is a secondary/post-secondary planning tool that directs the educational plan and career planning activities schedule. In their EDP, students identify a career pathway and write employment, education, and training goals. They also identify a course of study (the credits that will be taken) intended to provide the skills and competencies needed to be successful in the next steps after high school. EDP's are “living” documents that are updated as students' age and their interests and abilities become more obvious and focused. It is recommended that the EDP be updated at least annually in conjunction with other planning activities designed to support student achievement. (MDE MMC Guidelines v.12.07)

Forest Hills students begin planning for their EDP in seventh grade during classroom guidance. Students are introduced to a web-based career and post-secondary exploration program called Career Cruising. Students and parents are issued an individual login so they may access the program from home as well as at school. Students complete state requirements for the EDP during eighth grade, including development of a four-year plan for courses they intend to take during high school.

Counselors work with students each year to update the EDP to ensure course selections align with their educational pathway, employment, education, and training goals. During high school, students and parents will also utilize Naviance, a web-based program that helps track EDP information, high school grades, test scores, extra-curricular activities, applications to college, and other post-secondary training programs.

## Course Selection Information

-Students are required to take a full year of math, science, language arts, and social studies (these classes will be automatically scheduled). SI students are required to take social studies and language arts in Spanish.

-SI students are required to take one semester of 21 Century Comp. Lit in both 7<sup>th</sup> and 8<sup>th</sup> grade

-Chinese Immersion students are required to take all four core subject classes and Chinese Language and Literature in both 7<sup>th</sup> and 8<sup>th</sup> grade

-Challenge Course Registration: Forest Hills School District strives to meet the needs of our students with strong academic potential, demonstrated academic achievement, and a high level of motivation by offering Challenge Classes. These classes are open to students who apply and meet the entrance criteria. Before applying for a Challenge Class, parents and student should consider the independent work habits, motivation, interest, and current work/activity load of the student. Students in these classes should expect additional assignments and projects to be completed outside of the classroom. **A minimum of a “B” letter grade must be maintained to remain in challenge classes.**

# Sample Student Schedules

## 7<sup>th</sup> Grade – No Music

### First Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – Language Arts  
2<sup>nd</sup> hour – Social Studies  
3<sup>rd</sup> hour – Math  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – PE  
6<sup>th</sup> hour – Lead the Way  
(1st semester = 3.0 credits)

### Second Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – Robotics  
2<sup>nd</sup> hour – Math  
3<sup>rd</sup> hour – Drama  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – Social Studies  
6<sup>th</sup> hour – Language Arts  
(1st = 3.0 + 2nd 3.0 = 6.0)

## 7<sup>th</sup> Grade – Music

### First Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – Language Arts  
2<sup>nd</sup> hour – Social Studies  
3<sup>rd</sup> hour – Math  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – Orchestra  
6<sup>th</sup> hour – Digital Imaging  
(1st semester = 3.0 credits)

### Second Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – Math  
2<sup>nd</sup> hour – Social Studies  
3<sup>rd</sup> hour – PE  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – Orchestra  
6<sup>th</sup> hour – Language Arts  
(1st = 3.0 + 2nd 3.0 = 6.0)

## 7<sup>th</sup> Grade – SI Immersion

### First Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – SI Lang. Arts  
2<sup>nd</sup> hour – Outdoor Expl.  
3<sup>rd</sup> hour – Math  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – Music/Elective  
6<sup>th</sup> hour – SI Social St.  
(1st semester = 3.0 credits)

### Second Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – Math  
2<sup>nd</sup> hour – SI Social St.  
3<sup>rd</sup> hour – 21st Cent. Comp  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – Music/Elective  
6<sup>th</sup> hour – SI Lang. Arts  
(1st = 3.0 + 2nd 3.0 = 6.0)

## 7<sup>th</sup> Grade – CHI Immersion

### First Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – Language Arts  
2<sup>nd</sup> hour – CHI Lang/Lit  
3<sup>rd</sup> hour – Math  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – Music/Elective  
6<sup>th</sup> hour – Social Studies  
(1st semester = 3.0 credits)

### Second Semester (each class = .50 credit)

Homeroom  
1<sup>st</sup> hour – Math  
2<sup>nd</sup> hour – CHI Lang/Lit  
3<sup>rd</sup> hour – Social Studies  
LUNCH (7th graders only)  
4<sup>th</sup> hour – Science  
5<sup>th</sup> hour – Music/Elective  
6<sup>th</sup> hour – Language Arts  
(1st = 3.0 + 2nd 3.0 = 6.0)

## **8<sup>th</sup> Grade – No Music**

**First Semester (each class = .50 credit)**

Homeroom

1<sup>st</sup> hour – Language Arts

2<sup>nd</sup> hour – Social Studies

3<sup>rd</sup> hour – Math

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – PE

6<sup>th</sup> hour – Lead the Way

(1st semester= 3.0 credits)

**Second Semester (each class = .50 credit)**

Homeroom

1<sup>st</sup> hour – Robotics

2<sup>nd</sup> hour – Math

3<sup>rd</sup> hour – Drama

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – Social Studies

6<sup>th</sup> hour – Language Arts

(1st = 3.0 + 2nd 3.0 = 6.0)

## **8<sup>th</sup> Grade – Music**

**First Semester (each class= .50 credit)**

Homeroom

1<sup>st</sup> hour – Language Arts

2<sup>nd</sup> hour – Social Studies

3<sup>rd</sup> hour – Math

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – Digital Imaging

6<sup>th</sup> hour – Band

(1st semester= 3.0 credits)

**Second Semester (each class = .50 credit)**

Homeroom

1<sup>st</sup> hour – Math

2<sup>nd</sup> hour – Social Studies

3<sup>rd</sup> hour – PE

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – Language Arts

6<sup>th</sup> hour – Band

(1st = 3.0 + 2nd 3.0 = 6.0)

## **8<sup>th</sup> Grade – SI Immersion**

**First Semester (each class= .50 credit)**

Homeroom

1<sup>st</sup> hour – SI Lang. Arts

2<sup>nd</sup> hour – Outdoor Expl.

3<sup>rd</sup> hour – Math

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – SI Social St.

6<sup>th</sup> hour – Music/Elective

(1st semester= 3.0 credits)

**Second Semester (each class = .50 credit)**

Homeroom

1<sup>st</sup> hour – Math

2<sup>nd</sup> hour – SI Social St.

3<sup>rd</sup> hour – 21st Cent. Comp

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – SI Lang. Arts

6<sup>th</sup> hour – Music/Elective

(1st = 3.0 + 2nd 3.0 = 6.0)

## **8<sup>th</sup> Grade – CHI Immersion**

**First Semester (each class= .50 credit)**

Homeroom

1<sup>st</sup> hour – Language Arts

2<sup>nd</sup> hour – CHI Lang/Lit

3<sup>rd</sup> hour – Math

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – Social Studies

6<sup>th</sup> hour – Music/Elective

(1st semester= 3.0 credits)

**Second Semester (each class = .50 credit)**

Homeroom

1<sup>st</sup> hour – Math

2<sup>nd</sup> hour – CHI Lang/Lit

3<sup>rd</sup> hour – Social Studies

4<sup>th</sup> hour – Science

LUNCH (8th graders only)

5<sup>th</sup> hour – Language Arts

6<sup>th</sup> hour – Music/Elective

(1st = 3.0 + 2nd 3.0 = 6.0)

# Language Arts

## **English Language Arts 7**

In the seventh grade, students are exposed to a variety of selections in literature (e.g., mystery, poetry, drama, mythology, legends, etc.), as well as outside readings. Students develop reading and writing strategies, academic vocabulary, spelling skills, and speaking and listening skills. Understanding thematic units and thesis support writings are a focus at this grade level.

## **English Language Arts 8**

In the eighth grade, a continued development of composition skills occurs with emphasis on writing from selected topics. Speaking, listening, grammar, writing, and reading comprehension are strongly emphasized. Extended learning in poetry, short stories, and dramatic techniques through selected topics in literature are three major units of study.

## **Challenge English Language Arts 7**

In the seventh grade, students are exposed to a variety of selections in literature (mystery, poetry, drama, mythology, and legends) as well as outside readings. Students develop reading and writing strategies, whole building vocabulary, spelling, speaking, and listening skills. Understanding thematic units and thesis support writings are a focus at this grade level. This class involves more in-depth, advanced and challenging readings, projects, tests, language study, writings, and discussions.

## **Challenge English Language Arts 8**

In the eighth grade, a continued development of composition skills occurs with emphasis on writing from selected topics. Speaking, listening, grammar, writing, and reading comprehension are strongly emphasized. Extended learning in poetry, short stories, and dramatic techniques through selected topics in literature are three major units of study. In addition, students will analyze the identity struggles of literary characters. During this process, students will explore their own belief systems and examine how those beliefs have come to shape their identities and worldviews. An emphasis is placed on effective writing skills, collaborative projects, and public speaking.

## **Spanish Language and Literature 7 (SI Students Only)**

This course is designed to meet the Michigan Standards for Language Arts while also meeting the National Foreign Language Standards. By carefully implementing instruction to increase students' L2 proficiency levels (aligned by ACTFL to the Michigan Academic Standards), teachers will “immerse” their students in authentic literature and informational media.

## **Spanish Language and Literature 8 (SI Students Only)**

This course further develops the strong foundational language skills and cross-cultural knowledge base students acquire in SI Language and Literature 7 while also preparing them to meet the more academically challenging setting of high school. By continuing to meet both the Michigan Academic Standards for Language Arts and National Foreign Language Standards through the study and analysis of authentic literature and informational media, teachers will intentionally foster the L2 linguistic development necessary to support students' increased cognitive capacity.

### **SI 21<sup>st</sup> Century Comparative Language 7 – Semester Course** (SI Students Only)

This course is designed to foster the metalinguistic awareness of students' first language (eg. English) through the comparative study of their second language (eg. Spanish). This course will facilitate learning through opportunities designed to dissect language and its structure in order to accurately construct and convey meaning. The objective of the course for second language learners (immersion) is to elevate the quality of the four modes of communication (reading, writing, speaking, and listening) in their primary language as well as other acquired languages.

### **SI 21<sup>st</sup> Century Comparative Language 8 – Semester Course** (SI Students Only)

This course builds on the knowledge and understanding developed in 21<sup>st</sup> Century Comparative Language 7 and is designed to continue to foster the metalinguistic awareness of students' first language (eg. English) through the comparative study of their second language (eg. Spanish). This course will facilitate learning through opportunities designed to dissect language and its structure in order to accurately construct and convey meaning. The objective of the course for second language learners (immersion) is to elevate the quality of the four modes of communication (reading, writing, speaking, and listening) in their primary language as well as other acquired languages.

### **SI Challenge 21<sup>st</sup> Century Comparative Language 7 – Semester Course** (SI Students Only)

This course is designed to foster the metalinguistic awareness of students' first language (eg. English) through the comparative study of their second language (eg. Spanish). This course will facilitate learning through opportunities designed to dissect language and its structure in order to accurately construct and convey meaning. The objective of the course for second language learners (immersion) is to elevate the quality of the four modes of communication (reading, writing, speaking, and listening) in their primary language as well as other acquired languages. This class involves more in-depth and advanced /challenging readings, projects, tests, language study, writings, and discussions.

### **SI Challenge 21<sup>st</sup> Century Comparative Language 8 – Semester Course** (SI Students Only)

This course builds on the knowledge and understanding developed in Challenge 21<sup>st</sup> Century Comparative Language 7 and is designed to continue to foster the metalinguistic awareness of students' first language (eg. English) through the comparative study of their second language (eg. Spanish). This course will facilitate learning through opportunities designed to dissect language and its structure in order to accurately construct and convey meaning. The objective of the course for second language learners (immersion) is to elevate the quality of the four modes of communication (reading, writing, speaking, and listening) in their primary language as well as other acquired languages. This class involves more in-depth and advanced /challenging readings, projects, tests, language study, writings, and discussions.

# Mathematics

## **Math 7**

Math 7 develops mathematical concepts and skills in four important mathematical strands: Number and Operations, Geometry and Measurement, Data Analysis and Probability, and Algebra and Functions. Students will engage in a research-based, problem-centered learning environment to develop proficiency in both mathematical reasoning and communication.

## **Math 8**

Math 8 develops mathematical concepts and skills in major areas of study that include: the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. Student will engage in a research-based, problem-centered learning environment to develop proficiency in both mathematical reasoning and communication.

## **Challenge Math 7**

This is the first year of a two-year course that covers three years of math curriculum, including Math 7, Math 8, and High School Algebra I academic standards. After successful completion of this two year course, students are prepared for Geometry. Students enrolled in this course will also be eligible to take the Advanced Placement Calculus or the Advanced Placement Statistics course during their senior year of high school. Upon successful completion at the end of eighth grade, both the letter grade and credit will for Algebra I be recorded on the student's permanent high school transcript and applied to high school graduation requirements.

## **Challenge Math 8**

*Prerequisite: Demonstrated proficiency in Challenge Math 7 standards*

Challenge Math 8 is the second part of a two-year course. This portion covers Math 8 and High School Algebra I academic standards. After successful completion of this two year course, students are prepared for Geometry. Students enrolled in this course will also be eligible to take the Advanced Placement Calculus or the Advanced Placement Statistics course during their senior year of high school. Upon successful completion at the end of eighth grade, both the letter grade and credit will for Algebra I be recorded on the student's permanent high school transcript and applied to high school graduation requirements.

## **Math Power 7 –Semester or Year Long**

This course is taken concurrently with Math 7. Do you sometimes look at a problem in math and wonder where to start to find the answer? Do you frequently come up with the wrong answer because you don't understand the process you need to use to find it? Does math sometimes seem like a foreign language to you? Math Power 7 will review the most troublesome areas of math for you so that you can find success in mathematics! *\*Enrollment is based teacher or counselor recommendation, and/or parent request.*

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## **Science**

### **Science 7**

The science curriculum is well balanced between content and process with an emphasis on ecology and human environmental impacts. Main units include: ecology and ecosystems, cell functions and heredity, plant processes, fossils, and an introduction to meteorology. Science 7 involves an in-depth, project based learning environment that creates opportunities for all students to go deep into science while connecting to the real world.

### **Science 8**

The foundations of science course acts as an introductory high school science course that explores the properties of matter, atomic structure, particle interactions in the states of matter, the use and value of the periodic table, and chemical bonding. Topics of study in earth science include the composition of the earth, plate tectonics, the dynamics that create earthquakes and volcanoes and the implications in our lives. In addition, students will understand what creates and influences climate, daily weather changes, the role of water in changing the earth's landscape and influencing the weather around us. Students who demonstrate mastery of the course content will earn up to one Michigan Merit Curriculum Science credit.

### **Challenge Science 8**

Honors Foundations of Science follows the essential and core Earth Science and Physical Science high school content expectations. However, this course involves more in-depth instruction, higher-level thinking applications, in addition to the project-based learning found in Science 8. Students who demonstrate mastery will earn up to one Michigan Merit Curriculum Science credit.

## **Social Studies**

### **Social Studies 7**

Social Studies 7 encompasses World History from the beginnings of human society through 300 C.E. Students will learn geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture. Students will discover the innovations and social, political, and economic changes which occurred through the emergence of classical civilizations in Africa and Eurasia, and their impact on our world yet today.

### **Social Studies 8**

Social Studies 8 encompasses major themes of the 18th and 19th centuries in American History. Students will learn about the fight for independence from Britain and the forging of a new nation. Moving into the 19th century, students will investigate the underlying causes and results of westward expansion, and its

consequences for American Indians and enslaved African Americans. Students will also study reform movements such as abolition and women’s suffrage, sectional tensions that contributed to the Civil War, and the successes and failures of Reconstruction.

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### **Spanish E. Hemisphere Explorations 7** (SI Students Only)

Through rich use of the Spanish language, students will experience World History from the beginnings of human society through 300EC. With an emphasis on Spanish content-rich vocabulary and grammar, students learn geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture. Students will discover the innovations and social, political, and economic changes which occurred through the emergence of classical civilizations in Africa and Eurasia, and their impact on our world yet today, while practicing language functions in order to improve their language proficiency.

### **Spanish Exploring America 8** (SI Students Only)

Through rich use of the Spanish language, students will experience major themes of the 18th and 19th centuries in American History. Students will learn about the fight for independence from Britain and the forging of a new nation. With an emphasis on Spanish content-rich vocabulary and grammar, the learning focus will be the 19th century and students will investigate the underlying causes and results of westward expansion, and its consequences for American Indians and enslaved African Americans. Students will also study reform movements such as abolition and women’s suffrage, sectional tensions that contributed to the Civil War, and the successes and failures of Reconstruction, all while practicing Spanish language functions in order to improve their language proficiency.

### **Challenge Spanish E. Hemisphere Explorations 7** (SI Students Only)

Through rich use of the Spanish language, students will experience World History from the beginnings of human society through 300EC. With an emphasis on Spanish content-rich vocabulary and grammar, students learn geographic, environmental, biological, and cultural processes that influenced the rise of the

earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture. Students will discover the innovations and social, political, and economic changes which occurred through the emergence of classical civilizations in Africa and Eurasia, and their impact on our world yet today, while practicing language functions in order to improve their language proficiency. This class involves more in-depth, project-based learning, writings, and discussions. Comparisons to current events and public policy issues will be a focus of this class.

### **Challenge Spanish Exploring America 8** (SI Students Only)

Through rich use of the Spanish language, students will experience major themes of the 18th and 19th centuries in American History. Students will learn about the fight for independence from Britain and the forging of a new nation. With an emphasis on Spanish content-rich vocabulary and grammar, the learning focus will be the 19th century and students will investigate the underlying causes and results of westward expansion, and its consequences for American Indians and enslaved African Americans. Students will also study reform movements such as abolition and women's suffrage, sectional tensions that contributed to the Civil War, and the successes and failures of Reconstruction, all while practicing Spanish language functions in order to improve their language proficiency. This class involves more in-depth, project-based learning, writings, and discussions. Comparisons to current events and public policy issues will be a focus of this class.

## **World Language**

### **Introduction to Spanish – One Semester**

This course is meant to bridge students' previous World Language exposure to a future high school Spanish experience. Students will practice all four language components: reading, speaking, listening and writing in Spanish. Students will also participate in activities, games, songs, and utilize technology to further their skills. Project-based learning will be utilized as a way to learn about Spanish and Latin American cultures, and literature.

### **Spanish 1 – Year Long Course** (8<sup>th</sup> Grade Only)

Students will become immersed in the language and culture through a variety of listening, reading, writing, and speaking experiences. Students will take the equivalent of the high school final exam at the end of the year. **Students who demonstrate mastery of the course content will earn up to one Michigan Merit Curriculum Foreign Language credit.** Eighth grade students who have selected foreign language will have both their grades and credit earned for the class reflected on their high school transcript and applied toward the high school graduation requirements. Full-year foreign language classes in 8th grade are designed for the student who may be interested in pursuing 5 full years of foreign language study. Enrolling in a full-year language course in 8th grade is much like adding a 5th core class.

### **French 1 – Year Long Course** (8<sup>th</sup> Grade Only)

Students will become immersed in the language and culture through a variety of listening, reading, writing, and speaking experiences. Students will take the equivalent of the high school final exam at the end of the year. **Students who demonstrate mastery of the course content will earn up to one Michigan Merit Curriculum Foreign Language credit.** Eighth grade students who have selected foreign language will have both their grades and credit earned for the class reflected on their high school transcript and applied toward the high school graduation requirements. Full-year foreign language classes

in 8th grade are designed for the student who may be interested in pursuing 5 full years of foreign language study.

### **Chinese 1 – Year Long Course** (8<sup>th</sup> Grade Only)

Students will become immersed in the language and culture through a variety of listening, reading, writing, and speaking experiences. Students will take the equivalent of the high school final exam at the end of the year. **Students who demonstrate mastery of the course content will earn up to one Michigan Merit Curriculum Foreign Language credit.** Eighth grade students who have selected foreign language will have both their grades and credit earned for the class reflected on their high school transcript and applied toward the high school graduation requirements. Full-year foreign language classes in 8th grade are designed for the student who may be interested in pursuing 5 full years of foreign language study.

## **Performing Arts**

### **Band 7**

Recommended Prerequisite: Demonstrated proficiency in Band 6 and/or one year of study on the instrument that he/she is planning to play in Band 7.

A variety of band literature is studied and performed. Practice at home and attendance at all performances are expected. The bands perform several concerts throughout the year and may attend music festivals. Additional opportunities exist through solo and ensemble festivals. ***Students are scheduled into this course for the entire year.***

### **Band 8**

Recommended Prerequisite: Demonstrated proficiency in Band 7.

This course is for students who have completed two previous years of band. Students new to Forest Hills should contact the school office to determine appropriate placement. A variety of band literature is studied and performed. Practice at home and attendance at all performances is expected. The Band performs several concerts throughout the year and may attend music festivals. Additional opportunities exist for participation in solo and ensemble festivals. ***Students are scheduled into this course for the entire year.***

### **Orchestra 7**

Recommended Prerequisite: Demonstrated proficiency in Orchestra 6 and/or one year of study on the instrument that he/she is planning to play in Orchestra 7.

A variety of orchestra literature is studied and performed. Practice at home and attendance at all performances are expected. The orchestras perform several concerts throughout the year and may attend music festivals. Emphasis is placed on gaining technical skill through performance of different types of literature, and on music theory as it relates to string playing. ***Students are scheduled into this course for the entire year.***

## **Orchestra 8**

Recommended Prerequisite: Demonstrated proficiency in Orchestra 7.

A variety of orchestra literature is studied and performed. Practice at home and attendance at all performances are expected. The orchestras perform several concerts throughout the year and may attend music festivals. Emphasis is placed on refining and improving an individual's music skills to a higher degree of proficiency. A variety of orchestral literature is studied and performed. ***Students are scheduled into this course for the entire year.***

## **Choir 7**

Choir students will build upon previous experience in music (vocal or instrumental) and learn to use their vocal instrument to create a correct and pleasing sound. In addition to learning proper vocal production and technique, students will also learn music reading skills, sight-singing and aural skills, music history, and performance skills. Practice at home and attendance at all performances are expected. Choir takes part in the annual district Middle School Choral Gala along with several concerts throughout the year. Performance demeanor, responsibility to the group, and teamwork are stressed. ***Students are expected to remain in the class for the entire year.***

## **Choir 8**

Choir students will build upon previous experience in music (vocal or instrumental) and learn to use their vocal instrument to create a correct and pleasing sound. In addition to learning proper vocal production and technique, students will also learn music reading skills, sight-singing and aural skills, music history, and performance skills. Practice at home and attendance at all performances are expected. Choir takes part in the annual district Middle School Choral Gala, district music theater experience, and will perform several concerts throughout the year. Performance demeanor, responsibility to the group, and teamwork are stressed. ***Students are expected to remain in the class for the entire year.***

# **Visual Arts**

## **Draw, Paint, Print – One Semester**

Whether you are just starting out or already a young Picasso, this class will help you improve your skills! You will experiment with a variety of drawing, painting, and printmaking techniques and media, including pen and ink, watercolor, pastel, linoleum block, mixed media, acrylic, pastel, and charcoal. Work in the class will stress skill development, creative problem-solving, and visual literacy. Cross-curricular connections are made throughout the course.

## **Photo, Yearbook, and Creative Imaging – Full Year Course**

The primary focus of this course is production of the Northern Hills Middle Yearbook. Students will begin with learning basics of digital photography, then use those skills as they take the photos that will be in the NHMS Yearbook. Along with photography, students will study page design, layout, theme development, and other production considerations. Some time commitment outside of the scheduled school class period (before or after school) is expected for Yearbook work. The course will finish with an exploration of a variety of media in the creative image making process.

### **Art Explorations – One Semester**

This class provides the opportunity for students to dive into a variety of creative experiences in both two- and three- dimensional design. Drawing, painting, sculpture, crafts, computers, and cartooning are just a few of the means students may explore for creative expression. Students will increase their skill levels and visual literacy as they study and use the elements and principles of design. Cross curricular expressions are made throughout the course.

### **Digital Imaging – One Semester**

A fantastic blend of technology, creativity, and you!! In this class, you will learn the basics of digital photography, including composition, lighting, camera types, and camera settings. You will learn to use Adobe Photoshop Elements, a layered photo-editing program, as you manipulate and modify your photographs. Having explored both the camera and editing program, you then will be equipped to choose how you will do your creative work in response to several challenges given. This course may involve some drawing and/or painting according to student interest.

### **Clay & Sculpture – One Semester**

In this class, clay and its many possibilities will be explored. Several hand-building methods and glazing techniques will be presented. Both functional and nonfunctional pieces will be encouraged. Sculpture and design in materials other than clay will form a portion of the course as well.

## **Technology**

### **Introduction to Engineering/Robotics 1– One Semester**

This is a beginning course in robotics. We will be utilizing Lego Mindstorm kits, EV3 software and various Lego Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems.

### **Engineering/Robotics 2– One Semester**

Prerequisite: Demonstrated proficiency in Introduction to Engineering/Robotics 1.

The LEGO MINDSTORMS Education EV3 Software can be used as a powerful tool for scientific inquiry. Students can use it to predict, collect, analyze and manipulate data as they carry out experiments. Students also dig into related math, engineering, and robotics concepts. This course combines two advanced programming elements: Variables and Logic Switch blocks. Variables are useful for keeping score of a game, tracking the number of attempts or goes, or comparing logic values. Switches are great on their own for ‘if/else’ statements, and can also be quite useful within themselves for enhanced coding

and user options. This course will further develop understanding of important programming skills using robotic elements.

### **Computer Science Discoveries 1 – One Semester**

The first semester of CS Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. As a whole, this semester focuses on the visible aspects of computing and computer science, encouraging students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

- Students will explore what it means for something to be a computer.
- Students will develop their own web pages from scratch using just HTML and CSS.
- Students will start off with simple primitive shapes and build up to more sophisticated sprite-based games.

### **Computer Science Discoveries 2 – One Semester**

Where the first semester centers on the immediately observable and personally applicable elements of computer science, the second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how their personal data is collected and used on the web, and they will work with bare circuit boards to see how computers collect input and return output in a variety of ways. Through the entirety of this semester student groups will continue to iterate on and refine a mobile app that integrates everything they've learned throughout the course into one capstone project.

## **Communications**

### **Drama/Creative Writing – One Semester**

This class will focus on the excitement of creative dramatics and writing! Enjoy skit writing and performing, set and costume work, and a group production. As you interact with classmates in creative ways, stage directions and acting techniques are taught. This is a wonderful class to practice getting over stage fright and learn to think on your feet. It is also an opportunity to use the writing workshop method: time, ownership, and response, engaging in a writing process that is sure to develop creative writing potential.

### **Lead The Way/GLI – One Semester**

If you are interested in learning how to make a difference in your world, your school and your community, this class is for you! Sponsored by the school district's Global Learner's Initiative, the LTW (Lead the Way) - GLI class will explore leadership for global citizens and intolerance from a social-science perspective in order to further the mission of respect for all people and future success in a global society. Instruction will incorporate leadership skills and styles, service learning and volunteerism to expand the spirit and practice of inclusion and open-mindedness for the participants and for our entire school. All activities organized by the students (community service and global awareness projects, dances, spirit weeks, (etc.) are designed to progressively put student learning into action! Parent

permission is required for LTW- GLI. Forms are received on the first day of class. *\*This class will benefit students who can work maturely outside of the classroom. Students will need to be available outside the scheduled class period for some projects.*

### **Chinese Drama/Communications 7/8 – One Semester** (CHI Immersion Students Only)

This course is similar to our drama class description and will be customized to meet the needs of both 7th and 8th grade Mandarin language students. This is an exploratory course to nurture the enjoyment of the second language as students learn the many facets of dramatic presentations.

## **Physical Education/Outdoor Education**

### **OUTDOOR EXPLORATIONS 7/8 – One Semester**

This activity-based class will take students out into the natural areas surrounding the school to engage in a variety of studies. Topics include, but are not limited to: wild edible plants; Stream Search and water quality; habitat and wildlife; compass work and survival skills. Plan to spend time in the woods, by the stream, in the fields – as well as in the classroom – as we learn about the natural environment and our interactions with it! Special activities may include making/flying paper airplanes, egg drop contests, and pentathlon. This course is intended for students who have a real interest in “hands-on” science.\*\*\*Weather during the winter months could impact daily activities. \*\*\*

### **Physical Education – One Semester**

The physical education curriculum focuses on recreational/life-long activities, individual, and group sports. The program’s activities encourage physical fitness, student responsibility, self-discipline, respect for self and others, and cooperation.

## **Special Education**

### **Support Hour 7**

Support Hour 7 will focus upon organization, self-advocacy, homework, classwork, and test-taking strategies, and self-awareness. This course is part of a student’s Individualized Development Plan.

### **Support Hour 8**

Academic Support 8 will focus upon organization, self-advocacy, homework, classwork, and test-taking strategies, and self-awareness. This course is part of a student’s Individualized Development Plan.

# Homeroom

## Homeroom 7

All students are scheduled into a required Homeroom period. During Homeroom, a variety of activities occur such as team building, internet and technology lessons, character development, and reading.

## Homeroom 8

All students are scheduled into a required Homeroom period. During Homeroom, a variety of activities occur such as team building, internet and technology lessons, character development, and reading.

# Earning Credit

Students may earn credit if they successfully demonstrate mastery of subject area content expectations or guidelines for the credit. The assignment of credit must be based, at least in part, on student performance on subject area assessments, which measure the extent to which they meet the credit expectations and guidelines. Credit can be granted in a variety of ways (e.g., end-of-course exams with a passing score; dual enrollment; testing out with a minimum score of 77% per state law, accelerated, honors and/or advanced placement (AP) courses; summer school expanded learning or makeup classes). Students who are enrolled in a course but have failed the semester may earn credit for the course by taking and passing a comprehensive final exam. A grade of a D- will be awarded.

Middle school students who successfully complete one or more high school credits before entering high school and meet the same expectations and proficiency level as high school students will receive a letter grade and high school graduation credit.

Students wishing to enroll in online courses outside the school environment should see their counselor to make sure that upon completion, the course can be included on the Forest Hills transcript.

Once a student registers for and attends a class, he or she agrees to the district's requirements for earning a grade in the class. If a student fails a required course for graduation, credit is not granted and the class must be made up. Since there is little room in a student's schedule each year for makeup classes, the failed credit can be recovered in various ways, such as summer school, taking an online class, repeating the course, testing out, or other credit recovery options.

# Forest Hills Graduation Requirements

Aligned with the Michigan Merit Curriculum approved by the Michigan Legislature in 2014, and designed so that students will have taken the appropriate courses in preparation for the Michigan Merit Exam.

SUBJECT AREA	DESCRIPTION	Personal Curriculum (PC) Modifications Sequence and delivery up to district.
English Language Arts (4 credits)	<ul style="list-style-type: none"> <li>• 1 credit in 9th, 10th, 11th, and 12th grade</li> <li>• All credits aligned to state content expectations</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school</li> </ul>
Mathematics (4 credits)	<ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2 (<i>Algebra 2 may be taken over a 2 yr. period for 2 credits or 1.5 yrs. for 1.5 credits</i>)</li> <li>• Algebra 2 can be substituted with a Career Technical Education (CTE) program or curriculum, such as electronics, machining, construction, welding, engineering, computer science, or renewable energy and in that program or curriculum successfully completing the same content as the Algebra 2 benchmarks assessed on the Department prescribed state high school assessment as determined by the Department</li> <li>• 1 additional math or math-related credit or a course in financial literacy</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complete at least 3.5 math or math-related credits</li> <li>✓ Complete a math or math-related credit in the final 2 years</li> <li>✓ Algebra 2 may be modified if:               <ul style="list-style-type: none"> <li>• Student completes the same content as 1 semester of Algebra 2</li> </ul> </li> <li>OR               <ul style="list-style-type: none"> <li>• Student “enrolls” in a formal CTE program OR curriculum and completes the same content as Algebra 2 benchmarks assessed on the Department prescribed state high school assessment, as determined by the Department</li> </ul> </li> <li>OR               <ul style="list-style-type: none"> <li>• Completes 1 semester of statistics, functions and data analysis or technical math</li> </ul> </li> </ul>
Science (3 credits)	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry, Physics, Anatomy or Agricultural Science OR curriculum that provides the same content as the Chemistry or Physics benchmarks, as determined by the Department</li> <li>• Third credit may be fulfilled by completing a Department approved Computer Science program or curriculum or CTE program or curriculum (regardless of content)</li> <li>• The legislature “strongly encourages” pupils to complete a 4th credit (i.e. Forensics, Astronomy, Earth Science, Agricultural Science, Environmental Science, Geology, Physics, Chemistry, Physiology or Microbiology)</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
Social Studies (3 credits)	<ul style="list-style-type: none"> <li>• 1/2 Civics credit</li> <li>• 1/2 Economics credit</li> <li>• 1 U.S. History and Geography credit</li> <li>• 1 World History and Geography credit</li> <li>• All credits aligned to state content expectations</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification of Civics</li> <li>✓ Minimum of 2 social studies credits prior to modification</li> <li>✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
Physical Education and Health (1 credit)	<ul style="list-style-type: none"> <li>• Credit aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
Visual, Performing, Applied Arts (1 credit)	<ul style="list-style-type: none"> <li>• Credit aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit, or department-approved formal career and technical education program</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
World Language (2 credits)	<ul style="list-style-type: none"> <li>• Credits are earned in grades K-12 (course content must be age appropriate – not H.S. equivalent)</li> <li>• OR</li> <li>• An equivalent learning experience in grades K-12</li> <li>• Pupils graduating in 2015-16 through 2019-20 may</li> <li>• substitute 1 credit in CTE or Visual Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for transfer students who have completed 2 years of high school</li> </ul>
Online Learning Experience	<ul style="list-style-type: none"> <li>• Online course, learning experience, or experience is incorporated into one or more required credits</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for transfer students who have completed 2 years of high school</li> </ul>
Electives (4.5 credits)		

**Based on taking six classes each semester for four years, student may earn 24 credits. Other opportunities for earning additional credits are available through testing out and the FHPS Summer Academy.**

### **NOTICE OF NONDISCRIMINATION POLICY**

It is the policy of the Forest Hills School District that no person shall, on the basis of race, religion, age, color, national origin, sex, or handicap, be excluded from participation in, be the benefits of, or be subjected to discrimination under any program or activity of the district, including employment.

Any questions, concerning title IX of the Educational Amendments of 1972, including athletic issues, which prohibits discrimination on the basis of sex, or inquires related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Mrs. Christine Annese  
Assistant Superintendent for Human Resources  
Forest Hills Public Schools  
6590 Cascade Road, S.E.  
Grand Rapids, Michigan 49546  
(616) 493-8800