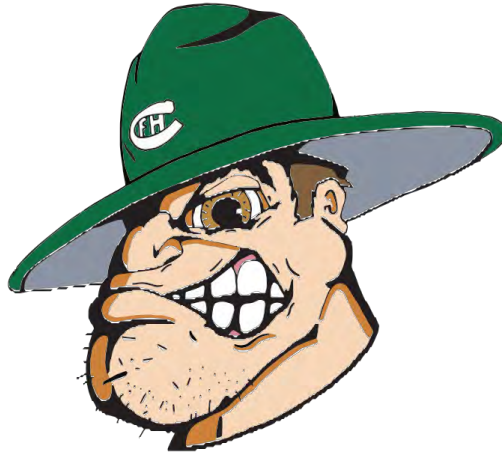


# Central Middle School



# Course Catalog 2018-19

Central Middle School  
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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,

Charlie Vonk  
Central MS

David Simpson, Ph.D.  
Northern Hills 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 a career interest inventory and documenting short as well as long term life goals.

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

- Seventh grade students are required to take a full year of math, science, language arts, social studies, and 3B (these classes will be automatically scheduled).
- Eighth grade students are required to take a full year of math, science, language arts, social studies, and 3B (these classes will be automatically scheduled).
- 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 in language arts, math, social studies, and science at the middle school level. These classes are open to students who apply and meet the entrance criteria.
- Challenge classes in the core content areas are distinguished from “regular” classes by an increase in pace, breadth, and depth of instruction. They are designed for students who are “willing to engage” and exhibit high levels of commitment and achievement. Students selected for these classes should have excellent study skills and time to devote to significantly more homework.

- Research demonstrates that a student’s future academic success is closely aligned to his/her acquisition of the necessary grade level standards in mathematics and English. At Forest Hills Central Middle School, we value opportunities to provide each student with additional core content area support. Your child’s academic progress will be assessed in an ongoing process along with a review of standardized test data and ongoing dialogue between core teachers. Some classes are prescribed for students on an individual basis and we recognize some students may require more than one marking period of content enhancement in order to refine their skills. Central Middle School staff is dedicated to providing a course of instruction that meets the individual needs of the learners we service.

## Sample Student Schedules

The Two-Year Course Selection Plan should reflect career goals and post-secondary plans as indicated on the student’s Educational Developmental Plan (EDP).

<b>7<sup>th</sup> GRADE</b>	
<b><u>1<sup>st</sup> Semester</u></b>	<b><u>2<sup>nd</sup> Semester</u></b>
(1) Language Arts	(1) Language Arts
(2) Mathematics	(2) Mathematics
(3) Science	(3) Science
(4) Social Studies	(4) Social Studies
(5) Exploratory	(5) Exploratory
(6) Exploratory	(6) Exploratory

<b>8<sup>th</sup> GRADE</b>	
<b><u>1<sup>st</sup> Semester</u></b>	<b><u>2<sup>nd</sup> Semester</u></b>
(1) Language Arts	(1) Language Arts
(2) Mathematics	(2) Mathematics
(3) Foundations of Science	(3) Foundations of Science
(4) Social Studies	(4) Social Studies
(5) Exploratory	(5) Exploratory
(6) Exploratory	(6) Exploratory

# 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.

# 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/Algebra I**

*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.

# 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 7

The pace of the seventh grade Challenge Science class is faster and involves more in-depth, advanced, and challenging readings, projects, tests, writings, and discussions. The 7th grade science curriculum focuses on the study of life. The general science curriculum emphasizes ecology and human environmental impacts. Main units include: ecology and ecosystems, cell functions and heredity, plant processes, rocks and minerals, fossils, and an introduction to meteorology.

## 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.

## **Challenge Social Studies 7**

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## **Challenge Social Studies 8**

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# Middle School Exploratory Courses

The following courses are ***NOT REQUIRED***. These courses are offered as options to students to begin exploring new interests or to continue developing skills in a particular interest area. These exploratory courses are arranged into career pathway interests. *Exploratory course offerings are subject to staff availability and the number of student requests.*

## EXPLORATORY COURSE SELECTION INFORMATION:

- Exploratory course choices should be listed on the Course Selection Sheet in rank order (1 = highest priority) and all choices should be desirable options for the student.

***The initial choices turned in by students are very important because they determine which courses and the number of sections of each course to be offered.*** If courses are not scheduled because of low demand, students will be scheduled into their alternate choices or will be asked to make another selection.

# World Language

## **Middle School World Language: Spanish 1 – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

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.

## **Middle School World Language: Spanish 2 – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

This course is meant as a continuation 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. **(Please note: This course, combined with MSWL Spanish 1, is not designed to replace High School Spanish 1. Students must take High School Spanish 1 in order to be placed in High School Spanish 2 in the ninth grade.)**

## **Middle School World Language: French 1 - One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

This course is meant to bridge students' previous World Language exposure to a future high school French experience. Students will practice all four language components: reading, speaking, listening and writing in French. 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 French cultures and literature.

## **Middle School World Language: French 2 – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

This course is meant as a continuation to bridge students' previous World Language exposure to a future high school French experience. Students will practice all four language components: reading, speaking, listening and writing in French. 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 French cultures and literature. **(Please note: This course, combined with MSWL French 1, is not designed to replace High School French 1. Students must take High School French 1 in order to be placed in High School French 2 in the ninth grade.)**

## **High School 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.

**High School 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.

**High School 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.

**ALL THREE HIGH SCHOOL COURSES WILL BE EITHER AT CENTRAL MIDDLE OR AT CENTRAL HIGH SCHOOL – DEPENDING ON THE NUMBER OF STUDENTS WHO REGISTER.**

# 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.***

\*All members of the CMS music department are expected to wear a white tuxedo shirt (can be ordered from the school), black pants, black shoes, black socks, cummerbund, and bow tie for all performances. The school will supply the cummerbund and bow tie. Families requiring financial assistance may contact a building administrator

# Visual Arts

## **Draw, Paint, Print – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

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.

## **Art Explorations – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

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, and crafts 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.

## **Photography & Digital Imaging – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

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** (7<sup>th</sup> or 8<sup>th</sup> Grade)

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.

## **Cartoon Design and Stop-Motion Animation – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

Create your own comic characters and superheroes! Make characters come to life! The principles of art and design will be introduced for the purpose of creating and illustrating original cartoons and characters. Flip-books, pivot, and other animation techniques will be explored leading into the creation of a claymation movie.

## **Yearbook – One Semester** (8<sup>th</sup> Grade Only)

The main focus of this *semester* exploratory course is the publication of the CMS yearbook. Page design, layout, digital photography, copy writing, sale, and distribution are some of the components of yearbook publication. Work is conducted in peer teams where cooperative efforts from brainstorming to completing computer-designed pages will occur. Students are evaluated on their cooperative effort, learned skills of publication, and completed yearbook pages. To sign up for this exploratory class, students must have an “A-” average in language arts. ***A teacher recommendation is required for this course.***

# Business, Management, Marketing, and Technology

## Ventures in Business – One Semester (7<sup>th</sup> or 8<sup>th</sup> Grade)

The world of economics becomes real to students as job applications, interviews, and on-the-job training are employed in this thrilling course. Students will begin by creating and marketing products to the student body and end by designing and running a state-licensed fine-dining restaurant. This exceptional hands-on class makes learning “real”. Enrollment in this course involves an all-day Saturday commitment near the end of the semester.

## Academic Enhancement

### T.A.S.K (Teacher Assisting Student Knowledge) (7<sup>th</sup> or 8<sup>th</sup> Grade)

T.A.S.K offers teacher-directed assistance with all core subject assignments, tests, projects, and homework. A variety of good study skills are reviewed to aid students in successfully using the homework agenda and completing course requirements, especially homework. Students will be enrolled in T.A.S.K. for one semester. **Recommendation of the teacher and counselor is needed to enter this class**, based on the following criteria: academic assistance needed with homework, students struggling with understanding concepts, students experiencing significant academic difficulties.

## Physical Education

### Physical Education – One Semester or Year Long Course (7<sup>th</sup> or 8<sup>th</sup> Grade)

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.



# Engineering, Manufacturing, and Industrial Technology

## **Racing, Rockets, and Robots– One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

This course is a project-based class designed to develop basic engineering skills, design skills, and problem solving skills. Students will design and build CO2 cars that reach speeds of 40mph. Could you be the class winner? Count down to fun while learning the basics of solid-fuel rocketry. Students will design and build a solid fuel rocket before launching it from a launch pad. Does your robot have what it takes? Students will build and design a Lego Mindstorm EV3 robot that will perform different sets of tasks and follow commands. At the end of this class there will be a competition between Eastern and Northern Middle Schools involving 4 different categories to determine the robot champion!

Projects: Co2 car, solid-fuel rocket, Robot design & programming

## **Woodworking and Power Tools– One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

Ever wonder how a tree becomes the lumber we buy in a store? Stop wondering, and do it! Wood from a tree is face-jointed, edge-jointed, planed, ripped, and finally crosscut before being purchased by consumers. This requires the use of today's most current woodworking power tools; a jointer, planer, table saw, and miter saw. Students will be required to pass a written exam and a field test exam for safe and proper use of these tools. This course is a project-based course that will require students to design, plan, and construct 3 different woodworking projects.

Projects: Adirondack chair, cutting board, band saw box, baseball bat, skateboard. Pen/Pencil turning.

# Communications

## **Natural Expressions Fall Session – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

Students will discover the wonders of nature through hands-on adventures such as foraging and cooking, birding, hiking, plant and animal identification, and sketching and photographing the natural world. They will share their experiences within the school and community through blogging, citizen science apps, social media, journalism, and broadcasting. Students also have an opportunity to share their voice through service learning projects. The content for this interactive outdoor class will be informed by the seasons, students' interests, and current environmental issues. Some fall activities include making jams, tea, and root beer, as well as creating trails on campus. *(Students may take Natural Expressions sessions independent of one another. There are no prerequisites for this session.)*

## **Natural Expressions Spring Session – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

Students will discover the wonders of nature through hands-on adventures such as foraging and cooking, birding, plant and animal identification, and sketching and photographing the natural world. They will share their experiences within the school and community through blogging, citizen science apps, social media, journalism, and broadcasting. Students have an opportunity to participate in service learning projects. The content for this interactive outdoor class will be informed by the seasons, students' interests, and current environmental issues. Some spring activities include tapping maple trees and making syrup, cooking with garlic mustard, and frogging. *(Students may take Natural Expressions sessions independent of one another. There are no prerequisites for this session.)*

## **Peer-2-Peer/Links Program – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

The student enrolled in the Peer-2-Peer/LINKS Program will be a mentor, role model and friend to a student in Special Education. In this role, the LINK student will be with their assigned student a minimum of one class period per day. In addition to being a mentor, role model and friend, they will assist the student with such things as appropriate classroom behavior, organization of assignments and supplies, as well as focusing on what the teacher is saying. The LINK student will attend case conferences to discuss the progress of their student and contribute ideas on how to more effectively help the student progress toward his/her goals.

## **Lead The Way/GLI – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

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.*

**Theatre and Performance – One Semester** (7<sup>th</sup> or 8<sup>th</sup> Grade)

Students who register for this one semester course will experience learning about the theater from past to present, how to write scripts, how to perform mini plays, jobs in the theater industry, and what happens backstage. Students will learn about stage presence, and stage direction, how to project their voices, appropriate costuming and more. An off-site field trip to a performance (if available) will be factored in to the activities for the semester as well. Other trips to the Forest Hills Fine Arts center and Forest Hills Central High School's auditorium will also be factored in to the schedule to allow students to see the backstage spaces, experience staging and understand the fundamentals of how the theater is run.

## Earning High School 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</li> </ul> </li> <li>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> <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               <ul style="list-style-type: none"> <li>1/2 Economics credit</li> <li>1 U.S. History and Geography credit</li> <li>1 World History and Geography credit</li> </ul> </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 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