

Central Middle School



Course Catalog 2020-21

Central Middle School
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Forest Hills Public Schools
All learners achieving individual potential

Table of Contents

Principal Letter	3
Education Development Plans	4
Course Selection Information	4
Sample Student Schedules	5
Language Arts	6
Mathematics	7
Science	8
Social Studies	9
World Language	11
Performing Arts	12
Visual Arts	14
Physical Education	14
Engineering, Manufacturing & Industrial Technology	15
Communications	16
Earning Credit	18

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

Judy Walton
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 ACE (these classes will be automatically scheduled).
- Eighth grade students are required to take a full year of math, science, language arts, social studies, and ACE (these classes will be automatically scheduled).
- In Forest Hills Public Schools, we continually strive to increase opportunities for all learners. New inquiry-based instructional practices have offered an important opportunity to redesign our middle school core class offerings to inspire our middle school students. Due to instructional shifts towards a robust reading and writing workshop, it was determined that all seventh graders would enjoy the same rigorous and engaging student-centered learning experience. Thus, we do not have a separate Challenge Language Arts 7 course.

- Similarly, students in Michigan should be able to demonstrate greater capacity for connecting knowledge across, and between, the physical sciences, life sciences, earth and space sciences, and engineering design. FHPS aligned K-12 science curriculum with the new Michigan Science Standards, otherwise known as Next Generation Science Standards (NGSS). In grades six through eight, we have implemented the IQWST (Investigating our World through Science and Technology) middle school science curriculum. All seventh-grade and eighth-grade scientists next year will experience the same deep, rich, problem-centered learning. Thus, we will not have a separate Challenge Science 7 or Challenge Science 8 course.
- In the content area of social studies, qualifying 7th and 8th graders will continue to experience the existing Challenge Class program. Qualifying 7th and 8th grade students will also be provided an opportunity for participation in our accelerated math program.
- 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 as we recognize some students may require additional support 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).

7th GRADE	
1st Semester	2nd Semester
(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

8th GRADE	
1st Semester	2nd Semester
(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

Language Arts

English Language Arts 7

Using a workshop model, students will engage in the essential skills, standards, and units of study in reading and writing that incorporates the FHPS Literacy Framework. In addition to being exposed to a variety of literary and informational selections in class, students are encouraged to build stamina and increase comprehension of complex text through independent reading. Students will learn foundational reading, writing, and research strategies, academic vocabulary, and speaking and listening skills to prepare them for success at the secondary level.

English Language Arts 8

Students will continue to build upon essential skills and units of study that incorporate the FHPS Literacy Framework. The study of multiple fiction genres and non-fiction texts aims at building vocabulary, comprehension, and stamina, understanding the writer's craft, and refining thinking and opinions based on textual evidence.

Through writing workshops students will work to incorporate the writer's craft studied in the literature, to express ideas while developing their personal voice, and to use the conventions of standard English. Additionally, students will expand their research skills to develop sound informative and argumentative skills.

Woven throughout the units of study and workshops, students will continue to grow their speaking and listening skills through intentional academic dialogue, instruction, and practice.

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.

Math 7/8

This is the first course of a two-year accelerated math program. This course covers all of the Math 7 content standards and the majority of the Math 8 standards. After successful completion of this course, students are prepared for Algebra 1.

A minimum of a “B” letter grade must be maintained to remain in Math 7/8.

Algebra 1

Prerequisite: Demonstrated proficiency in Math 7/8 standards

Algebra 1 is the second course of a two-year accelerated math program. This course covers the remaining Math 8 content standards and the Algebra 1 standards. After successful completion of this course, students are prepared for Geometry. Upon successful completion of Algebra 1, both the letter grade and credit will be recorded on the student’s permanent high school transcript and applied to high school graduation requirements.

Students enrolled in the accelerated math program will also be eligible to take the Advanced Placement Calculus or the Advanced Placement Statistics course during their senior year of high school.

A minimum of a “B” letter grade must be maintained to remain in Algebra 1.

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 8

This science course 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.

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

Challenge 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. Students will examine a variety of primary and secondary documents, and engage in historical research and writing.

Challenge Social Studies 8

Challenge 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. Students will examine a variety of primary and secondary documents, and engage in historical research and writing.

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 follow the Michigan Career Development Model and are organized into career clusters.

EXPLORATORY COURSE SELECTION INFORMATION:

- Exploratory course choices should be ranked on the Course Selection Sheet in order with 1 being a student's first choice.
- Please give careful consideration to the order of the exploratory classes as the counselors will follow that order when creating student schedules.
- 8th grade students will be given priority over 7th grade students when scheduling exploratory classes.

World Language

Middle School World Language: Spanish – One Semester (7th or 8th 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. **(Please note: This course 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.)**

High School Spanish 1 – Year Long Course (8th 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 (8th 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 (8th 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

Drawing and Painting and . . . – One Semester (7th or 8th Grade)

This class provides an opportunity for students to dive into a variety of creative experiences in ***Two Dimensional Fine Art***. Pastel, pencil, oil pastel, charcoal, watercolor, tempera paint, collage, printmaking, cartoon and design, pen and ink, and all sorts of mixed media may be covered in this exploratory Art class. Whether you are just starting out or already a young Picasso, this class will help you improve your skills and push you creatively! Work in the class will stress skill development, creative problem-solving, and visual literacy. Cross-curricular connections are made throughout the course.

Clay & Sculpture – One Semester (7th or 8th Grade)

This class provides an opportunity for students to dive into a variety of creative experiences in ***Three Dimensional Fine Art***. 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 works of art will be created. Not just clay; Paper mache, wire, plaster, cardboard, and more will be used to create both realistic and abstract sculptures.

Digital Imaging and Photography – One Semester (7th or 8th 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. ***Stop motion animation*** using a various techniques will also be covered. 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 challenge yourself in response to several creative artistic endeavors.

Physical Education

Physical Education – One Semester (7th or 8th 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.

Physical Education – Year Long – Two Semesters (7th or 8th 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.

All students are required to take one semester of physical education. Students can choose to take the required semester of physical education in either 7th or 8th grade. Careful consideration needs to be given to exploratory class choices so the physical education requirement is satisfied prior to the end of 8th grade

Engineering, Manufacturing, and Industrial Technology

Racing, Rockets, and Robots– One Semester (7th or 8th 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 (7th or 8th 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.

Coding 1: Computer Science – One Semester

In this course, students practice using a problem-solving process to address a series of puzzles, challenges, and real-world scenarios. Students will also learn how computers input, output, store, and process information to help humans solve problems. Students will also learn how to create and share the content on your own web pages. Students will learn how to structure and style your pages using HTML and CSS.

In addition, students will build on your coding experience as they program animations, interactive art, and games in Game Lab. Students will design sophisticated sprite-based games, using the same programming concepts and the design process computer scientists use daily. In the final project, students will develop a personalized, interactive program.

Communications

Natural Expressions Fall Session – One Semester (7th or 8th 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 (7th or 8th 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 (7th or 8th 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 (7th or 8th 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.*

Yearbook – Fall Semester (8th 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.*

8th graders who select the Fall semester yearbook course are strongly encouraged, but not required, to select the Spring semester of yearbook as well.

Yearbook/Communications – Spring Semester (7th or 8th Grade)

The main focus of this *semester* exploratory course is to edit and revise yearbook pages and complete the publication of the CMS yearbook. This includes a mentoring system to train 7th-grade students who might be interested in yearbook leadership opportunities the following fall. In addition, students in this course will explore other forms of communication such as student news and video storytelling.

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.

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
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(616) 493-880