Northern Hills Middle School

Course Catalog 2023-24

Northern Hills Middle School
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Known. Valued. Accountable.

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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, and intellectual needs 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 staffs are 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) and PSAT have shown 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 of 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.   Jon Haga   Kristine Yelding
Northern Hills MS   Central MS   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 Naviance. Students 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). Spanish Immersion (SI) students are required to take social studies and language arts in Spanish.

SI students are required to take one semester of **21st Century Comparative Language** in both 7th and 8th grade (8th grade will be in the 1st semester; 7th grade will be in the 2nd semester)

Chinese Immersion students are required to take all four core subject classes and **Chinese Language and Literature in both 7th and 8th grade.**

All traditional/seated courses listed in this course catalog are allowed to be adapted for delivery in a virtual or blended format by Forest Hills Public Schools.

Sample Student Schedules

7th Grade – No Music

1st Semester
CREW 7
1st hour – Language Arts
2nd hour – Social Studies
3rd hour – Math
Lunch (7th grade only)
4th hour – Science
5th hour – PE
6th hour – Coding 1
(1st semester= 3.0 credits)

2nd Semester
CREW 7
1st hour – Robotics
2nd hour – Math
3rd hour – Drama
Lunch (7th grade only)
4th hour – Science
5th hour – Social Studies
6th hour – Language Arts
(1st=3.0 + 2nd 3.0 = 6.0)

7th Grade – Music

1st Semester
CREW 7
1st hour – Language Arts
2nd hour – Social Studies
3rd hour – Math
Lunch (7th grade only)
4th hour – Science
5th hour – Orchestra
6th hour – Digital Imaging
(1st semester= 3.0 credits)

2nd Semester
CREW 7
1st hour – Engineering 1
2nd hour – Math
3rd hour – Social Studies
Lunch (7th grade only)
4th hour – Science
5th hour – Orchestra
6th hour – Language Arts
(1st=3.0 + 2nd 3.0 = 6.0)

7th Grade – SI Immersion

1st Semester
CREW 7
1st hour – SI Language Arts
2nd hour – Outdoor Expl.
3rd hour – Math
Lunch (7th grade only)
4th hour – Science
5th hour – Music/Elective
6th hour – SI Social Studies
(1st semester= 3.0 credits)

2nd Semester
CREW 7
1st hour – Math
2nd hour – SI Social Studies
3rd hour – 21st Century Comp.
Lunch (7th grade only)
4th hour – Science
5th hour – Music/Elective
6th hour – SI Language Arts
(1st=3.0 + 2nd 3.0 = 6.0)

7th Grade – Chinese Immersion

1st Semester
CREW 7
1st hour – Language Arts
2nd hour – CHI Lang/Lit
3rd hour – Math
Lunch (7th grade only)
4th hour – Science
5th hour – Music/Elective
6th hour – Social Studies
(1st semester= 3.0 credits)

2nd Semester
CREW 7
1st hour – Math
2nd hour – CHI Lang/Lit
3rd hour – Social Studies
Lunch (7th grade only)
4th hour – Science
5th hour – Music/Elective
6th hour – Language Arts
(1st=3.0 + 2nd 3.0 = 6.0)

8th Grade – No Music

1st Semester
CREW 8
1st hour – Language Arts
2nd hour – Social Studies
3rd hour – Math
4th hour – Science
Lunch (8th grade only)
5th hour – PE
6th hour – Drama
(1st semester= 3.0 credits)

2nd Semester
CREW 8
1st hour – Coding 1
2nd hour – Math
3rd hour – Drama
4th hour – Science
Lunch (8th grade only)
5th hour – Social Studies
6th hour – Language Arts
(1st=3.0 + 2nd 3.0 = 6.0)

8th Grade – Music

1st Semester
CREW 8
1st hour – Language Arts
2nd hour – Social Studies
3rd hour – Math
4th hour – Science
Lunch (8th grade only)
5th hour – Digital Imaging
6th hour – Band
(1st semester= 3.0 credits)

2nd Semester
CREW 8
1st hour – Math
2nd hour – Social Studies
3rd hour – PE
4th hour – Science
Lunch (8th grade only)
5th hour – Language Arts
6th hour – Band
(1st=3.0 + 2nd 3.0 = 6.0)

8th Grade – SI Immersion

1st Semester
CREW 8
1st hour – SI Language Arts
2nd hour – 21st Cent. Comp
3rd hour – Math
4th hour – Science
Lunch (8th grade only)
5th hour – SI US History
6th hour – Music/Elective
(1st semester= 3.0 credits)

2nd Semester
CREW 8
1st hour – Math
2nd hour – SI US History
3rd hour – Drawing
4th hour – Science
Lunch (8th grade only)
5th hour – SI Language Arts
6th hour – Music/Elective
(1st=3.0 + 2nd 3.0 = 6.0)

8th Grade – CHI Immersion

1st Semester
CREW 8
1st hour – Language Arts
2nd hour – CHI Lang/Lit
3rd hour – Math
4th hour – Science
Lunch (8th grade only)
5th hour – Social Studies
6th hour – Music/Elective
(1st semester= 3.0 credits)

2nd Semester
CREW 8
1st hour – Math
2nd hour – CHI Lang/Lit
3rd hour – Social Studies
4th hour – Science
Lunch (8th grade only)
5th hour – Language Arts
6th 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 7 involves an in-depth, Project Based Learning environment that creates opportunities for all students to go deep into the FHPS Literacy Framework while connecting to the real world.

English Language Arts 8

In the eighth grade, a continued development of composition skills occurs with an 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. English Language Arts 8 involves an in-depth, Project Based Learning environment that creates opportunities for all students to go deep into the FHPS Literacy Framework while connecting to the real world.

Reading Lab – One Semester

This course is taken in addition to your language arts course. Students will learn and continue to develop reading strategies to support their individual growth. This course is designed as an intervention to help students become proficient readers. *Enrollment is based on teacher or counselor recommendation, and/or parent request.*

Spanish Language and Literature 7 (SI Students Only)

This course is designed to meet the Michigan Standards for Language Arts (see English Language Arts 7) 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 (see English Language Arts 8) 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 21st 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 21st Century Comparative Language 8 – Semester Course (SI Students Only)

This course builds on the knowledge and understanding developed in 21st 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.

Mathematics

-Incoming 7th grade students have been placed into the appropriate math course. Placement information was sent home in late January to all 6th grade families.

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 7/8

*Math 7/8 is an accelerated course that combines the standards from Math 7 and Math 8 and prepares students for Algebra 1 in 8th grade. This class is geared for students who are willing to engage and exhibit high levels of commitment, achievement, and a passion for math. Students who qualify for Math 7/8 should have excellent study skills and the time to devote to a significantly higher workload in math outside of school. **A minimum of a "B" letter grade must be maintained to remain in the Math 7/8 class.***

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. Math 7/8 encompasses the essential standards from both Math 7 and Math 8. After successful completion of this two-year program, students are prepared for Geometry in 9th grade. **A minimum of a "B" letter grade must be maintained to remain in Math 7/8 class.**

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.

Algebra 1

Prerequisite: Demonstrated proficiency in Math 7/8 standards

Algebra 1 in 8th grade is an accelerated math course that provides credit for high school Algebra 1. This course covers the high school Algebra 1 standards: linear, quadratic, radical, absolute value, and exponential functions, and their applications. Methods for solving equations, inequalities, and systems will be emphasized. Since this course is part of our two-year acceleration at middle school, students will go deeper into the Algebra 1 standards than in a traditional Algebra 1 course.

Students who take Algebra 1 in 8th grade should have excellent study skills and the time to devote to a significantly higher workload in math outside of school. **<u>A minimum of a "B" letter grade must be maintained to remain in Algebra 1.</u>**

Students who complete this course will be eligible to take the Advanced Placement Calculus or the Advanced Placement Statistics course during their senior year of high school. Also, upon successful completion of Algebra 1, the credit will be recorded on the student's permanent high school transcript and applied to high school graduation requirements.

Math Power –Semester or Year Long

This course is taken concurrently with either Math 7 or Math 8. 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 will review the most troublesome areas of math for you so that you can find success in mathematics! *Enrollment is based on teacher or counselor recommendation, and/or parent request.*

Science

Science 7

The Science 7 course is based on student-driven questions and discoveries based on the Next Generation Science Standards. Students are involved in numerous hands-on labs and group discussions. Main units include chemistry: identifying substances based on properties, physics: manipulating transfer of forces, body systems: distinguishing cells and systems and weather: measuring and predicting patterns. 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 Science 8 course includes units in physics, chemistry, life science, and Earth science. The units of study are the science and engineering practices, how the Earth is changing, why organisms look the way they do, how things move, and how food provides our bodies with energy. Students will experience phenomena, investigate questions and participate in collaborative investigations to solve relevant problems. Science 8 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.

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 7 involves an in-depth, Project Based Learning environment that creates opportunities for all students to go deep into the C3 Framework while connecting to the real world.

US History 8

US History 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. Social Studies 8 involves an in-depth, Project Based Learning environment that creates opportunities for all students to go deep into the C3 Framework while connecting to the real world.

Spanish E. Hemisphere Explorations 7 (SI Students Only)

Using 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)

Using 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.

World Language

<u>Chinese Language and Literature 7</u> (Required for CHI Immersion)

This course is a continuation of the Chinese Immersion experience for our students. This course focuses on speaking, writing, reading, and listening. In addition, cultural experiences will also be included. Students will be engaged in various learning experiences to allow further practice of the target language.

<u>Chinese Language and Literature 8</u> (Required for CHI Immersion)

This course is a continuation of the Chinese Immersion experience for our students. This course continues to focus on speaking, writing, reading, and listening. In addition, cultural experiences will also be included. Students will be engaged in a variety of learning experiences to allow the further practice of the target language. Upon successful completion at the end of 8th grade, students will have the choice to have both the letter grade and credit or just credit and no grade for **Chinese Language and Literature 8** recorded on the student's permanent high school transcript and applied to high school graduation requirements. Students can also choose to have neither credit nor grade applied to their high school transcript. *Chinese immersion students who would like to use this course as their required HS credit for applying to the WMU Mandarin program must select a letter grade.*

<u>Introduction to Spanish – One Semester</u>

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.

<u>Spanish 1 – Year Long Course</u> (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. This course is a great way to earn 1 of 2 required High School World Language credits. **Students who demonstrate mastery of the course content will earn up to one Michigan Merit Curriculum Foreign Language credit. 8th 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.**

Performing Arts

Band 7

Recommended Prerequisite: Demonstrated proficiency in Band 6 and/or one year of study on the instrument they are 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 they are 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

Engineering/Robotics 1– One Semester

This is a beginning course in robotics. Students will be utilizing VEX IQ kits, VEXcode software and various VEX Robotics materials. The objective of this course is to introduce students to basic programming as well as problem-solving strategies. This course will involve students in the development, building and programming of a VEX IQ robot. Students will work 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 Engineering/Robotics 1.

This course will continue the experience from Engineering 1 by diving deeper into related math, engineering, robotics, and programming concepts. Students will focus on three different programming languages: JavaScript, C/C++, and Python. Students will further develop understanding of important programming skills using robotic elements, Arduino boards, Raspberry Pi, and drones. The capstone project is designing, constructing, and programming a personal food computer.

Coding 1 – One Semester

Coding 1 is well-suited for students in 7th or 8th grades. No prior programming experience is required. It is inspired by Fundamentals of Programming and Computer Science, a highly successful course taught at Carnegie Mellon University for the past 10+ years. It is predicated on the notion that learning about programming and computer science should be fun and engaging. This requires interesting problems to solve, as computational problem-solving is the core of computer science.

The course is entirely browser-based, including an Integrated Development Environment (IDE) that students use to create and run their programs. Using the IDE, students can write their code and watch their drawings appear on screen.
Units include Creating Drawings, Functions, Mouse Events, Properties, Mouse Motion Events, Conditionals, and Helper Functions.

Coding 2 – One Semester

Prerequisite: Demonstrated proficiency in Coding 1.

This course builds on the Coding 1 foundations, covering some additional programming and computer science topics, and then applying and extending computational problem-solving skills in a variety of application areas. Units will apply computation to such areas as art, science, music, math, simulations, and game design. Units include: More Conditionals, Key Events, Methods, Groups, Step Events and Motion.

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

This 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! *Students will need to be available outside the scheduled class period for some projects.*

Husky Pals – One Semester

Students enrolled in our Husky Pals Program will be a mentor, role model and friend to a student in our Special Education Cognitively Impaired Program. In this role, the student will be with their assigned student a one class period per day. In addition to serving as 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 teacher directions.

Outdoor Exploration/Physical Education

Outdoor Exploration – 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 students learn about the natural environment and our interactions with it. 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 team sports. The program's activities encourage physical fitness, student responsibility, self-discipline, respect for self and others, and cooperation. Students will participate in drills and activities that will develop or enhance fundamental offensive and defensive skills as well as

offensive and defensive strategies. In addition, students will acquire an appreciation for the benefits of daily activity by participating in various fitness activities.

Strength and Conditioning – One Semester

This course focuses primarily on an introduction to structured routines of weight training, stretching, plyometrics, and conditioning. The main focus is on teaching students the proper form, discipline, and intensity of workouts necessary to improve their level of physical fitness. Individual programs will be offered to accommodate students of various abilities and interest levels within the same class.

Husky Pals PE – One Semester

Students enrolled in our Husky Pals PE Program will be a mentor, role model and friend to a student in our Special Education Cognitively Impaired Program. In this role, the student will be with their assigned Husky Pal during Physical Education class.

Academic Support

Academic Strategies (7th/8th grades)

Placement is based on students' Individualized Education Program (IEP) requirements.

This course is designed to assist students in increasing the development of academic skills and meeting IEP goals and objectives. Focus areas include instructional support, time management, organization, and self-advocacy skills; and accommodations per students' IEPs. Students will be graded CR or NC for this course.

Academic Support

This course is available for all students and is designed for students who need additional support in areas such as study skills, time management, and organization. Students will use this course to support their success in other classes and develop skills that will help in future courses. Students will have the opportunity to work on and get support on work from other assigned courses. **Enrollment is based on teacher or counselor recommendation, and/or parent request.*

CREW

Overview of our CREW experience:
- o Our Husky CREW encourages all members of our school community to work together to build meaningful relationships, reflect on and monitor academic progress, and focus on Husky Skills. CREW is a place where all students feel known and valued.
- o All students will be assigned to a CREW. This meets for 25 minutes at the start of the day.
- o Provides time for students to use IXL to support additional learning in math and language arts
- o Positively **CONNECT** to the Husky CREW Community
- o Be Respectful - **RESPECT** yourself, others, and our community
- o *Show* **EMPATHY** *-Understand and appropriately respond to the feelings/actions of others*
- o **WORK** *Hard - Always Be your best! No exceptions, No excuses!*

CREW SCHEDULE

Monday

Meaning Monday

-Good Vibes
-Connecting Question
-Husky Skills

Tuesday

Thinking Tuesday

-Good Vibes
-IXL Math

Wednesday

Word Wednesday

-Good Vibes
-Reading Time

Thursday

Thinking Thursday

-Good Vibes
-IXL Language Arts

Friday

Flex Friday

-Good Vibes
-Grade Level Meetings
-Connecting Activities
-Academic CREW

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.

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