

Central Middle School



Course Catalog 2023-24

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**EVERY
STUDENT
EVERY DAY**

RANGERSTRONG



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Home of the Rangers

Central Middle School

Jon Haga, Principal

Jeffrey Simon, Assistant Principal

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Dear Central 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 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 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) 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 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,

Jonathan Haga
Central MS

David Simpson, Ph.D.
Northern Hills MS

Kristine Yelding
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 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).
- 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 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 serve.



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).

7 th GRADE	
<u>1st Semester</u>	<u>2nd Semester</u>
• Language Arts	• Language Arts
• Mathematics	• Mathematics
• Science	• Science
• Social Studies	• Social Studies
• Exploratory	• Exploratory
• Exploratory	• PE*

8 th GRADE	
<u>1st Semester</u>	<u>2nd Semester</u>
• Language Arts	• Language Arts
• Mathematics	• Mathematics
• Science	• Science
• Social Studies	• Social Studies
• Exploratory	• Exploratory
• Exploratory	• Exploratory

**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*



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 incorporate 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. The majority of FHPS students take Math 7, preparing for Math 8 in 8th grade and Algebra 1 in high school.

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. 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.**

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

Students that 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.



Science

Science 7

The Science 7 course is based on student-driven questions and discoveries based on the NGSS structure. 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 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 that 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.



Social Studies

Social Studies 7

Social Studies 7 encompasses World History from the beginnings of human society through 1750 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.

US History 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.



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 Google Form (6th to 7th grade) or in PowerSchool (7th to 8th grade) 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 – 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 a 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 a 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.

THE HIGH SCHOOL WORLD LANGUAGE COURSES WILL BE EITHER AT CENTRAL MIDDLE OR AT CENTRAL HIGH SCHOOL – LOCATION IS DEPENDENT ON THE NUMBER OF STUDENTS WHO SELECT EACH COURSE.



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.*



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



Woodworking and Power Tools- One Semester (7th or 8th Grade)

Woodworking and Power Tools is an introductory class for the study of wood processing and procedures. Students will use a hands-on approach in learning to plan, layout, saw, plane, sand, drill, fasten, stain and finish. Through this class, students will gain a better understanding of hand and power tools and materials and processes that are used in the woodworking industry. In addition, students may manufacture, market, and sell a product to the community. Students train on a safety protocol for each power tool.

Advanced Woodshop - Construction, Manufacturing, and Design (7th or 8th Grade)

Prerequisite - Successful completion of Woodworking and Power Tools

Advanced Woodshop - Construction is geared toward students that would like to improve upon their woodworking skills and learn about residential construction. This course will provide students with a safe and supportive environment to build, and learn state-of-the-art woodworking skills as well as how to build and maintain a home. This course is designed to educate students in key areas of wood bending, furniture building, framing, and roofing. The main areas of focus include the safe use of machinery, sales, marketing, wood joinery, and product assembly. Students will partner with local construction companies and industry leaders for career exploration opportunities throughout the course.

Coding and Robotics- One Semester (7th or 8th Grade)

Coding: Students will build on their coding experience as they program animations, interactive art, and games in Carnegie Mellon University Coding Academy. Students will design sophisticated sprite-based animations, using the same programming concepts and the design process computer scientists use daily.

Robotics: Robotics is an introduction to working with computer-controlled devices and software development. Students use the engineering design process to create prototypes to test, analyze, and improve their designs. The focus is on basic robot construction and programming for robotic control.

Laser engraving and cutting: is an introductory course to aid in using the Laguna Smartshop Laser Engraver. This course covers the basics of laser engraving and cutting including basic maintenance and operation, file preparation, starting, monitoring, and removing jobs.

Project Lead The Way: S.T.E.M. - Science, Technology, Engineering, and Mathematics



[Introduction to Project Lead the Way \(PLTW\)](#)

[PLTW: Flight and Space \(1 Semester, 7th and 8th grades\)](#)

Get ready to take off! Investigate, innovate, and use creative thinking and problem-solving to learn how scientists and engineers make traveling around the globe and beyond possible. Students learn about the fundamentals of flight and space travel and utilize the engineering design process to build glider and lander prototypes. In addition to the mission to Mars, students receive hands-on flight and space experience by using flight simulators, growing a garden in Martian soil, and building an effective water filtration system.

PLTW: Green Architecture (1 Semester, 7th and 8th grades)

Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's®'s 3D architectural design software.

[PLTW: Medical Detectives \(1 Semester, 7th and 8th grades\)](#)

Apply experimental design, creative thinking, and problem-solving to investigate the inner workings of the human body, diagnose disease, and improve human health. Students will step into the shoes of a medical professional and learn how to use symptoms and vital signs to diagnose disease. Students interact with the world of medicine through hands-on projects and labs such as measuring vital signs, measuring antibiotic effectiveness against E.coli, diagnosing patient actors, and dissecting sheep brains.

Communications



Yearbook – Fall Semester (8th Grade Only)

The main focus of this *semester's* exploratory course is the publication of the CMS yearbook. Page design, layout, digital photography, copywriting, sale, and distribution are some of the components of a 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 the yearbook as well.

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

The main focus of this *semester's* 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.

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.



Visual Arts

[Drawing, Painting, and Printing – 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 non-functional 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 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.



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
Forest Hills Public Schools
6590 Cascade Road, S.E.
Grand Rapids, Michigan 49546
(616) 493-880

