

*Central Woodlands*

**Information Booklet**  
**2016-17**



*We Stand Up. We Think Visibly. We are CW!*

**ADMINISTRATION**  
**FOREST HILLS PUBLIC SCHOOLS**  
**6590 CASCADE ROAD, S.E.**  
**GRAND RAPIDS, MI 49546**  
**616.493.8800**

**DANIEL BEHM, SUPERINTENDENT**  
**MARGIE FELLINGER, ASST. SUPERINTENDENT FOR INSTRUCTION**  
**CHRISTINE ANNESE, ASST. SUPERINTENDENT FOR HUMAN RESOURCES**  
**JULIE DAVIS, ASST. SUPERINTENDENT FOR FINANCE AND OPERATIONS**

**CENTRAL WOODLANDS**  
**400 ALTA DALE, S.E.**  
**ADA, MICHIGAN 49301**  
**[HTTP://WWW.FHPS.NET/CENTRALWOODLANDS](http://www.fhps.net/centralwoodlands)**  
**616.493.8790**  
**616.493.8795 FAX**  
**616.493.8798 24-HOUR ATTENDANCE LINE**

**DAVID SIMPSON, PRINCIPAL**  
**CHRISTINE FIELD, 5<sup>TH</sup> GRADE COUNSELOR**  
**JUDY BOULEY, 6<sup>TH</sup> GRADE COUNSELOR**  
**SHERI SCOTT, SECRETARY**  
**J.J. JACOBS, SECRETARY**

**FOREST HILLS PUBLIC SCHOOLS MISSION STATEMENT**

**“IN PARTNERSHIP WITH OUR COMMUNITY,  
FOREST HILLS PUBLIC SCHOOLS,  
WILL PROVIDE ALL LEARNERS WITH OPPORTUNITIES  
TO ACQUIRE THE KNOWLEDGE, SKILLS AND EXPERIENCES  
NECESSARY TO BUILD MEANINGFUL AND PRODUCTIVE LIVES.”**



# CENTRAL WOODLANDS 5/6

David Simpson, Principal

400 Alta Dale SE, Ada, MI 49301 Phone: 616.493.8790 Fax: 616.493.8795

Spring 2016

Dear Central Woodlands Families:

On behalf of all of our staff, I want to welcome you to Central Woodlands! We are eagerly looking forward to becoming acquainted with our new fifth graders and their families while we enthusiastically welcome the return of our experienced and energetic sixth graders. We work to create a culture of caring through our “Stand Up” culture and challenge our students to become visible thinkers in the classroom.

Central Woodlands’ program and philosophy are a careful blend of our elementary and middle level programs designed to help keep our children younger longer while maintaining high academic expectations. Throughout the fifth and sixth grade, students will experience consistent similarities in our organization and programming. Generally, each grade will be organized into academic teams of two teachers for core classes of math, science, English language arts, social studies, and reading. Students will remain together for one year with their teams of teachers. Encore classes will include art, world language, physical education, media and music.

Lunch at Central Woodlands is scheduled separately for fifth graders and sixth graders to help stay connected to elementary friends while generating new friendships during the school year. Students have thirty-five minutes for lunch and recess daily. One additional recess is scheduled and supervised by core team teachers in either the morning or afternoon.

The 2016-2017 school year will usher in a year of growth and exciting possibilities for each of our students. We look forward to developing a partnership between home and school to help our students experience an enjoyable and successful year. As always, please feel free to contact us anytime with questions. Once again, I am thrilled to get to know your child as they transition to our school.

To learn more about life at Central Woodlands, I would encourage you to follow us on twitter at [@cwthinkers](#), on Instagram at [cwthinkers](#) and sign up for text message alerts, check out our website, and read my principal blog at [everythingcw.blogspot.com](#). These would be fun and informative things to do with your child!

Sincerely,

David Simpson, Principal

# TEAM PHILOSOPHY

Central Woodlands is generally organized into two-person teams. Sometimes we do have a single teacher team or a team of three teachers. Instructional time is arranged into blocks of time permitting greater flexibility for teachers and reducing the need to “switch” classes hour by hour.

The team approach in education is a collaborative effort of teachers to coordinate the curriculum and to meet the needs of students by regularly planning, preparing, and evaluating the learning experience.

By utilizing the teachers’ styles and different teaching methods, we provide an environment conducive to positive and continual academic, social, and emotional growth throughout the year.

We believe the team approach is the avenue that will create an atmosphere in which students will thrive and become thinkers!

## “TOUCHSTONES”

We are committed to making our schools a place where

...we will nurture a positive school climate.

...we will cultivate personal growth.

...we will respect others.

...we will establish high expectations.

...we will acquire knowledge and develop skills.

...we will apply our thinking.

...we will demonstrate responsible citizenship.

## Communications

- Remind Text Messages - Text @cwfhps to 81010 to receive CW school news
- CW School News – Principal updates and school news emailed every Friday
- Principal Blog – Everything CW online at [everythingcw.blogspot.com](http://everythingcw.blogspot.com)
- Instagram - <https://www.instagram.com/cwthinkers/>
- Twitter - <https://twitter.com/cwthinkers>
- Counseling Corner – Great family resources online at [cwcounseling.weebly.com](http://cwcounseling.weebly.com)
- Teacher websites
- Backpack mail



### ***Central Woodlands celebrates a Culture of Thinking!***

Visible Thinking is not a program we use at Central Woodlands; rather, it is a philosophy for our teachers and staff. This inquiry-based learning creates opportunities that engage students in higher-level thinking skills. Please watch our Visible Thinking video at <https://vimeo.com/147465744>

The educational approach at Central Woodlands is very important to our staff. Visible Thinking allows us to nurture and celebrate a deep thinking approach to learning. This instructional approach promotes a strong learning community in all classrooms.

### ***What can you expect Visible Thinking to Look Like in your child's Classroom?***

The pacing and delivery of lessons at Central Woodlands may seem different. At Central Woodlands, we focus on teaching for understanding, rather than for the sake of memorizing and repeating, so that knowledge can be applied to scenarios outside of the classroom. We expect students to dive deeper into their thinking of specific concepts. Our teachers model strategies to promote deep thinking, as well as share their own thinking with their students.

“Thinking” routines are the strategies our teachers use to unpack and broaden each child’s thoughts and interests about specific subject matter. Choosing from over forty thinking routines, teachers at each grade level and across all curricular areas establish deeper thinking and high expectations from all learners, no matter where they begin their journey.

### ***What has resulted from using Visible Thinking at Central Woodlands?***

By utilizing thinking strategies in our instruction, we have discovered students are able to go beyond the knowledge level and push for application, analysis, synthesis, and evaluation in their thinking. Moving beyond simply asking students to recall information; we have successfully found there are more opportunities for deep thinking to occur along with intellectual engagement permitting students to clarify their thinking.

### ***Where can I learn more about Visible Thinking?***

Harvard University’s Visible Thinking website at: [www.pz.harvard.edu](http://www.pz.harvard.edu)

Visible Thinking Overview and Resources: <http://goo.gl/3o4Td1>

*Making Thinking Visible* by Ron Ritchhart, Mark Church, and Karin Morrison



# CENTRAL WOODLANDS SCHOOL COUNSELING

## YOUR SCHOOL COUNSELORS

JUDY BOULEY, MS & CHRISTINE FIELD, MS

*We are so excited to provide a variety of opportunities for your 5th and 6th graders that range from classroom presentations, small group counseling to individual solution focused counseling. It is our hope that parents and students feel free to use these services.*

*Judy and Christine*

*We are here to help.*

● SCAN THIS QR CODE  
TO VISIT OUR WEBSITE ●



**WE WILL PROVIDE ALL  
LEARNERS WITH  
OPPORTUNITIES TO ACQUIRE  
THE KNOWLEDGE, SKILLS AND  
EXPERIENCES NECESSARY TO  
BUILD MEANINGFUL AND  
PRODUCTIVE LIVES.**



## FAMILIES WE CAN HELP:

- \*Exploring ways to help your child succeed.
- \*Improving parent child communications.
- \*Referrals for community sources.
- \*Understanding the developmental changes of childhood.
- \*Supply reference materials.
- \*Information to help understand your child's special needs.

## STUDENTS WE CAN HELP:

- \*Working through friendship and or classmate concerns.
- \*Setting goals and working on resiliency skills.
- \*Feeling good about yourself.
- \*School transitions.
- \*Practicing and implementing a culture of caring through our Stand Up program.
- \*Helping to manage feelings (stress, worry, anger, etc).

\*Judy Bouley [jbouley@fhps.net](mailto:jbouley@fhps.net) (6th grade) \*Christine Field [cfield@fhps.net](mailto:cfield@fhps.net) (5th grade)

400 Alta Dale Ada, MI 49301

Office: (616) 493-8790 Fax: (616) 493-8795

# CURRICULUM OVERVIEW

## CORE CLASSES

### *Math*

#### 5<sup>th</sup> Grade

We have aligned our tasks and assessment resources with the Common Core State Standards for Mathematical Content. In fifth grade, instructional time focuses on number sense, computation with whole numbers and decimals, measurement, fractions, algebra, and geometry. Students are expected to become fluent in multiplication and division facts through 12's.

Text: Everyday Mathematics 4 – The University of Chicago School Mathematics Project. Everyday Learning Corporation

#### 6<sup>th</sup> Grade

We have aligned our tasks and assessment resources with the Common Core State Standards for Mathematical Content. In sixth grade, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Text: Connected Mathematics Project 3 - Pearson

### *Science*

#### 5<sup>th</sup> Grade

The curriculum contains three major themes for study. In the area of Life Science, students will study body systems, their purposes, and how the systems interact. Body systems include skeletal, muscular, nervous, circulatory, respiratory, digestive, and excretory. Physical Science will include studies of measuring changes in motion, matter and energy, and waves. Finally, Earth Science units will include studying the position and motion of objects in the sky. The fifth grade science curriculum is designed to engage students in active investigations of scientific concepts using the Discovery Works program and Battle Creek Area Math and Science Center program.

Text: Discovery Works – Silver Burdett Ginn

#### 6<sup>th</sup> Grade

The science curriculum continues to emphasize active investigations and the scientific method. Concepts include an introduction to the broad field of science, including its branches and the jobs scientists do. Life science topics are traits of organisms, coupled with physical science topics such as matter and energy. Studies also include earth composition, properties and changes of the earth and plate tectonics. Use of the scientific method is incorporated throughout the curriculum. A technology component offers students computer experiences. Students will work with scientific equipment such as scales and glassware to conduct active investigations using the Science Plus textbook and Battle Creek Math and Science Center program. They will also extend their learning through science-based field trips.

Text: Science Plus - Holt, Reinhart & Winston

# ***ENGLISH LANGUAGE ARTS & READING***

## **5<sup>th</sup> Grade**

The following areas are covered in the fifth grade language arts curriculum: writing, reading, speaking, listening, spelling, vocabulary, grammar usage and mechanics. Literature includes reading up to nine different genres. Some books are common among all students while leaving much flexibility for individual choice. Daily writing is emphasized across the curriculum. Our school wide reading program promotes 20 minutes of daily reading. Students are encouraged to journal or write letters to their teachers to build up their fluency and stamina for writing. Writing is taught and encouraged in many different formats. Text: Everyday Spelling - Scott Foresman; Writing Fundamentals – Schoolwide, Inc.; Storyworks Magazine - Scholastic and other sources.

## **6<sup>th</sup> Grade**

The sixth grade language arts curriculum continues to emphasize writing, reading (strategies and comprehension), speaking, listening, spelling, vocabulary and grammar usage and mechanics. Reference skills are also emphasized. The study of Literature includes a variety of genre including poetry, fiction and non-fiction informational reading. Writing across the curriculum also continues. Outside independent reading is expected. Text: Literature - Prentice Hall; Everyday Spelling –Scott Foresman; Writing Fundamentals – Schoolwide, Inc.; Jr.Scholastic-Scholastic

# ***Social Studies***

## **5<sup>th</sup> Grade**

The fifth grade students are active participants, experiencing social studies through innovative teaching practices that include dramatic role-playing, creative simulations, dynamic group projects and writing activities. This year the students learn about the people and the history of the United States. Some of the topics we will cover are: American Indian cultural regions, how and why European and Africans came to the New World, comparing the 13 original colonies, to declare independence or not, and the Constitution. Text: Social Studies Alive! America's Past - TCI

## **6<sup>th</sup> Grade**

The emphasis in sixth grade social studies shifts to the study of world geography. Through a student-centered, activity based curriculum, each unit starts with an essential question or big idea for students to focus. Students begin this focus developing map-reading skills needed to be successful in the program. Throughout the study of regions of the world including, Canada and the United States, Latin America, Europe and Russia, Africa, Asia, and finally Oceania and Antarctica, students will discover how location influences ways of life by looking at geographic features, climate, vegetation, population, and economic activities. Text: Geography Alive! Regions and People – TCI Teacher's Curriculum Institute



# ENCORE CLASSES

## ***SPANISH***

The Central Woodlands Spanish program will provide highly engaging and personalized second language experiences so that students develop rapid proficiency and enjoyment of the second language. We use a research-based approach that is founded on the premise that hearing and reading comprehensible language is the single most critical element for language acquisition to occur. The program focuses on developing fluency by providing a continuous flow of compelling, comprehensible language through powerful questioning techniques, engaging story-based activities, and extensive level-appropriate reading. Other activities such as songs, videos/movie shorts, social media and audio/video-centered technology are also incorporated into instruction. Spanish meets twice per week for 30 minutes all year.

## ***STEAM (ART)***

Fine Arts are an important part of a child's brain development. In our evolving society students have the potential to be a catalyst for synthesizing connections between the visual arts and science, technology, engineering, and math in the curriculum. The STEAM course is designed to not only integrate the National Visual Arts Standards, but also to enhance your child's Visual Art experience by unifying the components of the Visual Arts and science, technology, engineering, and math. The course embraces the 7 learning styles of students, and teaches aesthetic appreciation, creative exploration, and observation through guided art instruction, music, kinesthetic motion, scientific exploration, critical thinking, problem-solving, engineering, reflective writing, literary articles, and visible thinking. The course implements a hands-on pedagogical approach by observing and physically exploring the components science, technology, engineering, and math through Project Based Learning. The course is meant to promote a lifetime interest in the Visual Arts, and expose students to the value that art has in other career and educational disciplines.

## ***MUSIC***

### **5<sup>th</sup> Grade**

Fifth grade music class expands the curriculum begun in elementary school. Music history, theory, instruments, and various styles of music are explored. Music reading skills through the use of recorders and proper singing techniques are a strong focus in preparation for sixth grade music. All fifth graders participate in the annual musical. Music meets on alternating days year long.

### **6<sup>th</sup> Grade**

Sixth grade music students learn skills and techniques to play in either a band or orchestra instrument or to sing in the choir. Sixth grade students are organized into small music classes for close instruction. The year includes band, choir and orchestra rehearsals and concerts. Music meets on alternating days year long.

## ***PHYSICAL EDUCATION AND HEALTH***

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. Fitness testing is administered twice a year. PE meets on alternating days year long.

The fifth and sixth grade health curriculum includes the Board adopted reproductive health unit. The physical education teacher teaches classes in gender separate groups. In fifth grade the content focuses on gender specific information regarding physical changes during puberty. The sixth grade unit includes information regarding physical changes during puberty and state mandated information regarding HIV AIDS. Parents are invited to attend an informational meeting in the spring to review all materials and content. This curriculum is abstinence centered.

The health curriculum also includes lessons from Project Charlie in substance abuse prevention, disability awareness and diversity awareness. Trained parent volunteers teach these programs. Counselors also teach lessons in career exploration, friendship skills, bully prevention and stereotyping/prejudice. Parent/guardian permission is required for participation in all health lessons.

## **MEDIA CENTER**

The media center can be reached online at [media.fhps.net](http://media.fhps.net) or from our website. Online you can find links to our card catalog and research databases, check student Accelerated Reader progress, and stay up to date on what's happening in the district's media centers. Parents/guardians are welcome to check out materials.

The Central Woodlands media center is central to our school's commitment to excellence in education. We endeavor to broaden, enrich, and stimulate the learning experiences of each student. The media center is truly a busy space. Students visit individually, in small groups, or with entire classes. When you visit us in the media center, we hope you are struck by our general love for books and reading. We encourage students to seek out materials that peak their interest, make them laugh, and make them think.



**[media.fhps.net](http://media.fhps.net)**

Congratulations. . . your student's library is now open 24/7/365!

Forest Hills now subscribes to Overdrive for ebooks and audio books. We hope you hop online and spend some time browsing our virtual shelves.

### **Important Details:**

Library Card & PIN is the same as Forest Hills computer login

K-6 students have elementary accounts so while they can browse the entire collection, they are limited to elementary materials during checkout

Students can check out up to five items at a time and place up to three holds at a time

Items automatically return when they are due

The free Overdrive app is available from Google Play and iTunes

Overdrive is device neutral

Help videos are linked from the FHPS Overdrive site and also available on YouTube

This project began in 7-12 buildings. K-6 titles are being added as quickly as budget allows!

# Central Woodlands PTO Volunteer Opportunities for 2016-2017

Here is your chance to get involved! We have many positions available to CHAIR a COMMITTEE. If you are looking for more **general volunteer opportunities**, look for our **Volunteer Booklet to come home with your student the first day of school**. This will list additional volunteer options offered throughout the year.

## Open PTO Executive Board Positions

### **Co-Volunteer Coordinator**

*Our Volunteer Coordinators help maintain a master list of volunteers and are the main point of contact for information and volunteer needs. In addition to coordinating volunteers, you will meet once a month for executive board meetings and 3 times a year for general meetings. Meetings are first thing in the morning at 9am.*

## Open Committee Chair Positions for CW Events

- **Book Fair** (Need 2 co-chairs) – three book fairs a year (fall, winter, spring BOGO)
- **Bulletin Boards** – monthly themes for bulletin boards
- **Conference Dinners** for teachers – coordinate the list for parent food donations on conference nights 2 times per school year.
- **Dining Nights Out** – schedule and contact area businesses for dinners where a percentage of proceeds are donated to CW for that night.
- **Fall Party** – coordinate school-wide donut and cider donation after the costume parade
- **Girls on Track**
- **Mix It Up Lunch** – coordinate social lunches during the school day for building a sense of positive community at CW.
- **Original Works** – being a point of contact to coordinate the program
- **Project Charlie**
- **School Store Coordinator** – coordinate and be a point of contact for the school store volunteers. School store is open during lunch.
- **Staff Appreciation** – One week in May, coordinate the theme and volunteers for the wonderful staff at CW.
- **Swim Party** – help coordinate volunteers for the end of the year swim party.
- **Team Building Day** (Need 2 co-chairs) – During physical education, coordinate volunteers for team-building games.
- **Variety Show** – Help coordinate volunteers and make sure the event runs smoothly.

### **For additional questions or to volunteer, please contact:**

Marlene Thompson, 2016-2017 President at 616-460-7911 or [mthompson@lfgardens.com](mailto:mthompson@lfgardens.com)

or

Jessica Decker, 2016-2017 Vice President at 616-460-2243 or [Decker.jessican@gmail.com](mailto:Decker.jessican@gmail.com)

## COMMUNITY SERVICES AFTER SCHOOL PROGRAM



The Community Services Youth Program features a broad spectrum of sports in addition to enrichment classes and activities. These opportunities will be available at different times throughout the year, after school. Each event or class is open to, and designed for, students of all abilities. Trained staff members coach/teach all sports, activities and enrichment classes. The youth academy brochure reaches homes via the US post office three times a year, fliers may arrive home in backpacks and CW School News are sent out as reminders!

Some of the more popular sporting events include: girl's basketball, boy's basketball, tennis, running, volleyball, self-defense and more! The enrichment classes include science, nature, drawing, math, legos and more! Special events, like the Sweetheart Swirl, are offered throughout the year.

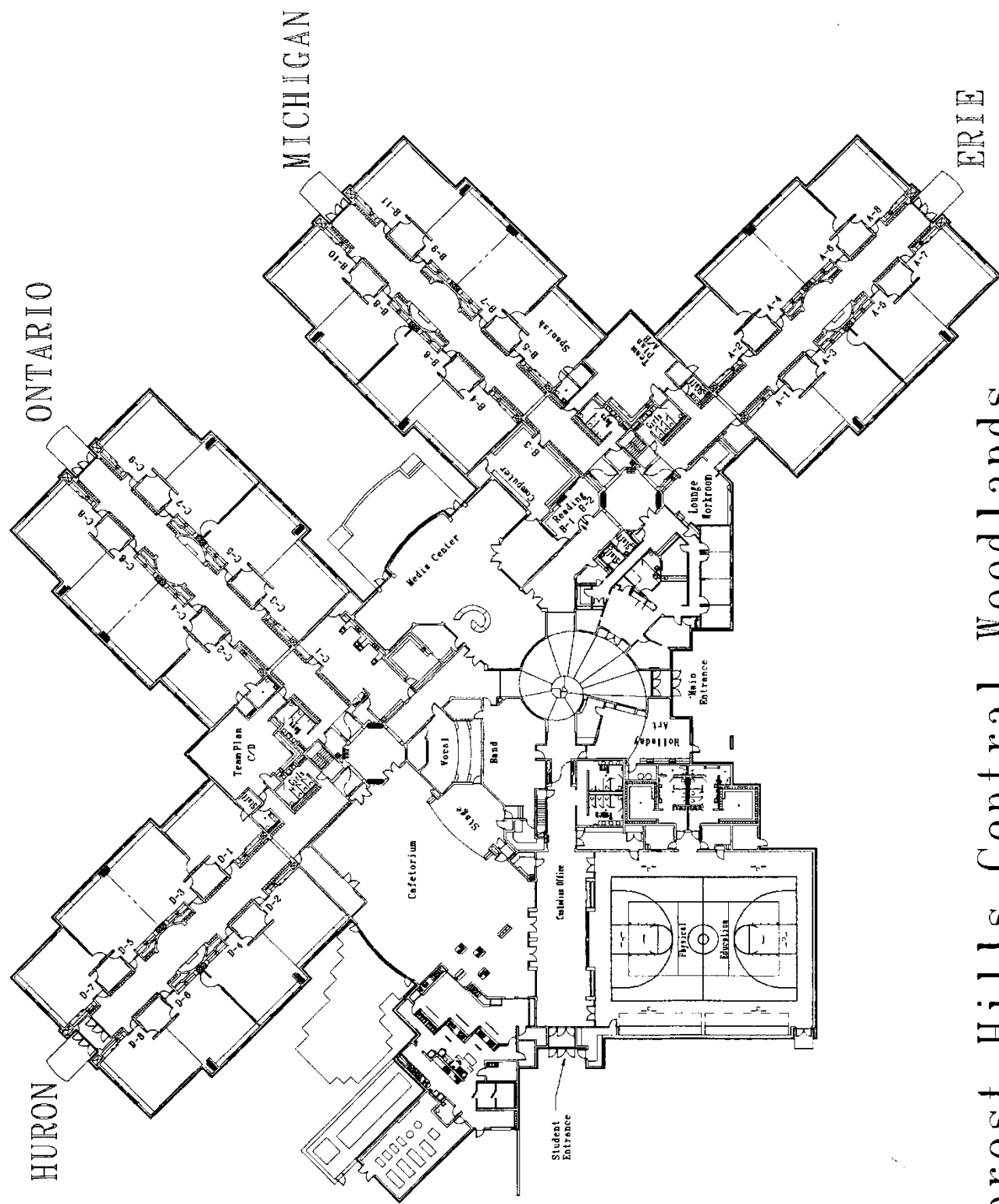
All classes have a fee due upon registration. All registrations are handled through Forest Hills Community Services. Please register your child either by mail, fax, phone or on-line at [www.enjoylearning.com](http://www.enjoylearning.com). The class times, dates, ("omit" dates), costs and class descriptions can be found on the website.

We look forward to having many Central Woodlands students participate in our after school activities during the 2015-2016 school year.

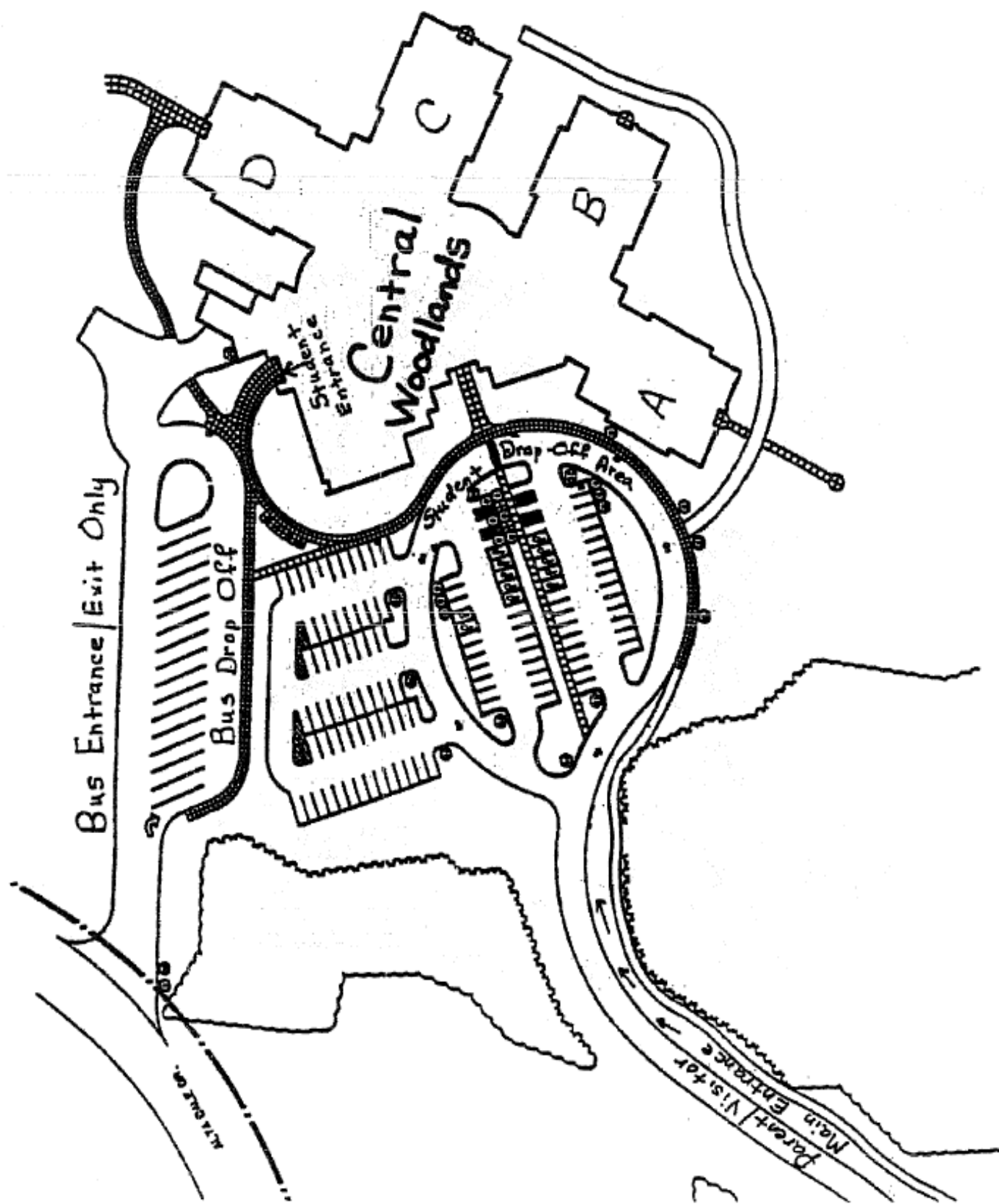
**660 Forest Hills Avenue SE ~ Grand Rapids, Michigan 49546**

**Phone 616.493.8950 Fax 616.493.8959**

**Nancy Liversedge-FH Community Sports Youth Programmer**



Forest Hills Central Woodlands





### **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