



*Forest Hills*

# **CENTRAL Middle School**

**2017-2018**

**Course Description Guide**



**Forest Hills Public Schools**

*All learners achieving individual potential*

# GUIDING PRINCIPLES FOR FOREST HILLS PUBLIC SCHOOLS

## Vision

Forest Hills Public Schools...all learners achieving individual potential.

## Mission

In partnership with our community, Forest Hills Public Schools will provide all learners with opportunities to acquire the knowledge, skills, and experience necessary to build meaningful and productive lives.

## Guiding Principals

We believe Forest Hills Public Schools is a learning organization, built upon integrity, and to this end:

We are committed to the principle of **Caring**.

We believe in:

- maintaining a family atmosphere
- supporting each other
- being warm, sincere and genuine
- accepting and including everyone
- confronting the tough issues
- keeping each other safe and secure

We are committed to the principle of **Collaboration**.

We believe in:

- solving problems together
- working toward win/win
- building partnerships
- sharing best practices
- volunteering
- being generous
- engaging parents as full partners

We are committed to the principle of **Open Communication**.

We believe in:

- listening
- sharing
- promoting trust
- building community through dialogue
- encouraging participation from all

We are committed to the principle of **Diversity and Inclusiveness**.

We believe in:

- helping students value their unique talents and gifts
- knowing, understanding and appreciating each other
- valuing individual differences
- celebrating our heritage
- healing racism
- embracing differences to enrich, strengthen, and connect our community
- striving for equity
- considering all viewpoints to arrive at better decisions

We are committed to the principle of **High Expectations**.

We believe in:

- expecting all children to learn
- requiring all to give their best
- providing opportunities for all to contribute
- assuming parents want what's best for their child
- maintaining high academic standards
- offering challenging opportunities
- helping students make healthy choices
- contributing to the development of good character

We are committed to the principle of **Learning**.

We believe in:

- learning for its own sake
- offering a range of educational opportunities
- providing diverse experiences
- individualizing learning programs
- accommodating multiple intelligences and learning styles
- preparing students for lifelong learning
- providing quality resources
- accessing the world beyond our classrooms

We are committed to the principle of **Respect**.

We believe in:

- fostering high regard for self and others
- modeling civility
- appreciating differences
- adhering to our code of conduct
- having zero tolerance for inappropriate behaviors

We are committed to the principle of **Trust**.

We believe in:

- being honest
- being consistent
- being loyal
- assuming others' intentions are good
- keeping promises
- demonstrating good stewardship



# FOREST HILLS PUBLIC SCHOOLS

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We believe that middle school is more than just a building. It is a philosophy that recognizes the unique physical, social, emotional, and intellectual qualities of students in this age group. In order to help students grow, a middle school curriculum must be intellectually challenging while reinforcing previously learned skills. The school atmosphere must allow students to verbalize their opinions, experience success, develop trust, have input into educational processes, gain adult acceptance, have some freedom of movement, and make decisions without fear.

Forest Hills middle school students benefit from a rigorous core curriculum aligned with state standards and benchmarks in language arts, math, science, and social studies combined with an interesting variety of exploratory opportunities.

Learning continues even when the school day is finished. Students may choose from a wide variety of programs including enrichment classes, clubs, volunteer opportunities, intramural sports, inter-scholastic athletics, Odyssey of the Mind, Math Counts, National Geography Bee, Science Olympiad, National Spelling Bee, school plays, and book clubs.

Results of the Michigan Student Test of Educational Progress (M-STEP) show that Forest Hills Public Schools consistently ranks among the highest-scoring districts in the state of Michigan. When measuring our success, however, we do not simply look at the statistics. We also examine the quality of relationships and interactions. We model respect and understanding for each other. One of the most important factors in every student's success is the involvement of parents/guardians. We are proud of the active participation of our parents/guardians. Our students' accomplishments and success reflect their parents'/guardians' interest and support.

In 2006, the Michigan legislature passed requirements for the high school Michigan Merit Curriculum and a state endorsed diploma. The new laws also require seventh and eighth grade students and parents to develop an Educational Development Plan (EDP) related to their future career and training 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 16.

We look forward to working with you and your child as we plan together for another successful school year.

Sincerely,

Glenn Mitcham  
Principal  
Central Middle School

Dave Washburn  
Principal  
Eastern Middle School

Nancy Susterka  
Principal  
Northern Hills Middle School

# TABLE OF CONTENTS

TOPIC	PAGE
Educational Development Plans	1
Two-Year Course Selection Plan	1
<b>SEVENTH GRADE</b>	
Seventh Grade Required Courses	2
Seventh Grade Challenge Courses	3
<b>SEVENTH/EIGHTH GRADE ENHANCEMENT COURSE</b>	4
<b>EIGHTH GRADE</b>	
Eighth Grade Required Courses	5
Eighth Grade Challenge Courses	6
<b>WORLD LANGUAGE COURSES</b>	7/8
<b>EXPLORATORY COURSES</b>	9
Arts and Communications	10
Music	11
Business, Management, Marketing and Technology	12
Communication Arts	12
Engineering/Manufacturing and Industrial Technology	13
Academic Extensions and Extra-curricular Opportunities	14/15
High School Planning Information	16
High School Graduation Requirements	17

## 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 for the final six years of a student's K-12 learning career. 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. EDPs 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 the Career Cruising cc Engage web-based career and post-secondary exploration program. Students are issued an individual login so they may access the program from home as well as at school. Students begin to complete state requirements for the EDP during seventh grade.

Counselors work with students each year to update the EDP to ensure course selections align with the students' career pathway, employment, education, and training goals. During high school, students and parents will utilize Family Connection to continue tracking EDP information, high school grades, test scores, extra-curricular activities, applications to college, and other post-secondary training programs.

## TWO-YEAR COURSE SELECTION PLAN

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<sup>TH</sup> GRADE

#### 1<sup>st</sup> Semester

- (1) Language Arts
- (2) Mathematics
- (3) Science
- (4) Social Studies
- (5) PE
- (6) Elective

#### 2<sup>nd</sup> Semester

- (1) Language Arts
- (2) Mathematics
- (3) Science
- (4) Social Studies
- (5) Elective
- (6) Elective

### 8<sup>TH</sup> GRADE

#### 1<sup>st</sup> Semester

- (1) Language Arts
- (2) Mathematics
- (3) Foundations of Science
- (4) Social Studies
- (5) PE
- (6) Elective

#### 2<sup>nd</sup> Semester

- (1) Language Arts
- (2) Mathematics
- (3) Foundations of Science
- (4) Social Studies
- (5) Elective
- (6) Elective

# SEVENTH GRADE REQUIRED COURSES

The guidelines listed below are for seventh grade students to follow in their course selection.

## REQUIRED 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).
- Seventh grade students are required to take at least one full semester of Physical Education.

### LANGUAGE ARTS 7

In the seventh grade, students are exposed to a variety of selections in literature (mystery, poetry, drama, mythology, and legends) as well as outside readings. Students develop reading and writing strategies, universal vocabulary, spelling, speaking, and listening skills. Understanding thematic units and thesis support writings are a focus at this grade level.

### MATH 7

Math 7 develops mathematical concepts and skills in four important mathematical strands: Number and Operations, Geometry and Measurement, Data Analysis and Probability, as well as Algebra and Functions. Students will engage in a research-based, problem-centered learning environment to develop proficiency in both mathematical reasoning and communication.

### LIFE ENVIRONMENTAL SCIENCE 7

The 7th grade science curriculum focuses on the study of life. The course begins with an in depth study on ecology and focuses on how living things interact with their surroundings. Students will identify the numerous factors that impact these interactions. Students also learn about plants, cellular biology and genetics. Finally students spend time exploring how the Earth's atmosphere creates weather and how this weather influences the types of life we find on Earth.

### WORLD HISTORY 7

The seventh grade social studies curriculum introduces students to the beginnings of the human story. As they explore the great early civilizations of the eastern and western hemispheres, students discover the secrets of these ancient cultures that continue to influence the modern world. (Beginnings through 300 C.E./A.D.)

### PHYSICAL EDUCATION – Semester Course

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.

### A.C.E. (Achieving Classroom Excellence)

Students will have an opportunity to participate in SSR (Sustained Silent Reading). This class is based upon a single, simple principle: Reading is a skill, and like all skills, students need to practice in order to strengthen their abilities.

# SEVENTH GRADE CHALLENGE COURSES

Forest Hills School District strives to meet the needs of our students with strong academic potential, demonstrated academic achievement, and a high level of motivation by offering Challenge Classes in language arts, math, social studies, and science at the middle school level. These classes are open to students who apply and meet the entrance criteria.

Challenge classes in the core content areas are distinguished from “regular” classes by an increase in pace, breadth, and depth of instruction. They are designed for students who are “willing to engage” and exhibit high levels of commitment and achievement. Students selected for these classes should have excellent study skills and time to devote to significantly more homework.

## **CHALLENGE LANGUAGE ARTS 7**

Challenge Language Arts 7 follows the Common Core State Standards for seventh grade, but uses curriculum from the Center for Gifted Education—College of William and Mary. The pace is much faster and involves more in-depth, advanced, and challenging readings, projects, tests, language study, writings, and discussions.

## **CHALLENGE MATH 7**

This is the first year of a two-year course that covers three years of Common Core math curriculum, including Math 7, Math 8, and High School Algebra I standards. After successful completion of this two year course, students are prepared for Geometry. Students enrolled in this course will be eligible to take the Advanced Placement Calculus or the Advanced Placement Statistics course their senior year of high school. Please note this is a two year program. Upon successful completion at the end of eighth grade, students will receive high school credit.

## **CHALLENGE LIFE ENVIRONMENTAL SCIENCE 7**

The pace of the seventh grade Challenge Science class is much faster and involves more in-depth, advanced, and challenging readings, projects, tests, writings, and discussions.

## **CHALLENGE WORLD HISTORY 7**

The seventh grade Challenge Social Studies class follows the regular curriculum for the subject area at the seventh grade level. The pace is faster, and involves more in-depth, project-based learning, writings, and discussions.

# SEVENTH/EIGHTH GRADE ACADEMIC ENHANCEMENT COURSE

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

## **T.A.S.K. (Teacher Assisting Student Knowledge) - 7<sup>th</sup> Grade and/or 8<sup>th</sup> Grade – Semester Course**

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

# EIGHTH GRADE REQUIRED COURSES

The guidelines listed below are for eighth grade students to follow in their course selection.

## REQUIRED COURSE SELECTION INFORMATION:

- 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).
- Eighth grade students are required to take at least one semester of physical education (these classes will be automatically scheduled).

## LANGUAGE ARTS 8

In the eighth grade, a continued development of composition skills occurs with emphasis on writing from selected topics. 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.

## MATH 8

Students who successfully completed Math 7 in seventh grade will be enrolled in Math 8. Curriculum is based on the Common Core State Standards established by the Michigan Department of Education. Major areas of study include: Number families, rate of change (increases, decreases, and percentages), families of functions, linear equations/inequalities (also systems), polynomials, quadratics, shapes and area, volume and surface area, and data and probability. There is also an extensive emphasis on graphing.

## FOUNDATIONS OF SCIENCE 8

The Foundations of Science course acts as an introductory high school science course that explores several concepts integral in the application to higher-level high school science courses as well as a richer understanding of the world around us. The first semester topics include understanding the properties of matter, atomic structure, particle interactions in the states of matter, the use and value of the periodic table, and chemical bonding. In addition, students will learn about the nature of wave energy including how sound and electromagnetic waves are produced, travel, can be changed, and their importance in everyday life. The second semester focuses on earth science and concludes with a study of Newton's laws and how they apply to force and motion of objects. Topics of study in earth science include the composition of the earth, plate tectonics including the dynamics that create earthquakes and volcanoes and the implications in our lives. In addition, students will understand what creates and influence climate, daily weather changes, and the role of water in changing the earth's landscape and influencing the weather around us.

## UNITED STATES HISTORY 8

The Study of American History will begin with the fight for independence through the Civil War and Reconstruction. The purpose of social studies is to prepare young people to become responsible citizens in our democratic society. The social studies curriculum emphasizes historical knowledge, thinking skills, a commitment to democratic values, and citizen participation.

## PHYSICAL EDUCATION – Semester Course

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.

## A.C.E. (Achieving Classroom Excellence)

Students will have an opportunity to participate in SSR (Sustained Silent Reading). This class is based upon a single simple principle: Reading is a skill, and like all skills, students need to practice in order to strengthen their abilities.

# EIGHTH GRADE CHALLENGE COURSES

Forest Hills School District strives to meet the needs of our students with strong academic potential, demonstrated academic achievement, and a high level of motivation by offering Challenge Classes in language arts, math, social studies, and science at the middle school level. These classes are open to students who apply and meet the entrance criteria.

Challenge classes in the core content areas are distinguished from “regular” classes by an increase in pace, breadth, and depth of instruction. They are designed for students who are “willing to engage” and exhibit high levels of commitment and achievement. Students selected for these classes should have excellent study skills and time to devote to significantly more homework.

## **CHALLENGE LANGUAGE ARTS 8**

Challenge Language Arts 8 follows the Common Core State Standards for eighth grade. In addition, students will analyze the identity struggles of literary characters. During this process, students will explore their own belief systems and examine how those beliefs have come to shape their identities and worldviews. A heavy emphasis is placed on effective writing skills, collaborative projects, and public speaking.

## **CHALLENGE MATH 8**

Prerequisite: Successful completion of Challenge Math 7.

Challenge Math 8 is part two of a two-year course covering the Common Core State Standards in Math 8 and High School Algebra I. Students enrolled in this course will earn High School Algebra I credit for this course. Both their grade and credit will be recorded on their permanent high school transcript and applied to high school graduation requirements. Students will be expected to maintain the homework load and rigor of a high school class.

## **HONORS FOUNDATIONS OF SCIENCE 8**

Honors Foundations of Science follows the essential and core Earth Science and Physical Science High School Content Expectations. However, this course moves at a faster pace and involves more in-depth instruction and higher-level thinking applications. ***Students who demonstrate mastery will earn up to one Michigan Merit Curriculum Science credit.***

## **CHALLENGE UNITED STATES HISTORY 8**

The eighth grade Challenge Social Studies class follows the regular curriculum for the subject area at the eighth grade level. The pace is faster and involves more in depth, project-based learning, writings, and discussions.

# WORLD LANGUAGE COURSES

## MIDDLE SCHOOL WORLD LANGUAGE

Students may choose French or Spanish. French or Spanish is designed to give middle school students beginning exposure to the study of a foreign language, and the culture in which it is spoken. These courses will serve as an introduction to French or Spanish to better prepare students for their high school World Language requirement. These courses are open to 7<sup>th</sup> and 8<sup>th</sup> grade students.

### Middle School World Language (MSWL) Spanish 1

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.

### MSWL Spanish 2

This course is meant as a continuation to bridge students' previous World Language exposure to a future high school Spanish experience. Students will practice all four language components: reading, speaking, listening and writing in Spanish. Students will also participate in activities, games, songs, and utilize technology to further their skills. Project-based learning will be utilized as a way to learn about Spanish and Latin American cultures and literature. **(Please note: This course, combined with MSWL Spanish 1, is not designed to replace High School Spanish 1. Students must take High School Spanish 1 in order to be placed in High School Spanish 2 in the ninth grade.)**

### MSWL French 1

This course is meant to bridge students' previous World Language exposure to a future high school French experience. Students will practice all four language components: reading, speaking, listening and writing in French. Students will also participate in activities, games, songs, and utilize technology to further their skills. Project-based learning will be utilized as a way to learn about French cultures and literature.

### MSWL French 2

This course is meant as a continuation to bridge students' previous World Language exposure to a future high school French experience. Students will practice all four language components: reading, speaking, listening and writing in French. Students will also participate in activities, games, songs, and utilize technology to further their skills. Project-based learning will be utilized as a way to learn about French cultures and literature. **(Please note: This course, combined with MSWL French 1, is not designed to replace High School French 1. Students must take High School French 1 in order to be placed in High School French 2 in the ninth grade.)**

## HIGH SCHOOL WORLD LANGUAGE

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 World Language credit. Eighth grade students who have selected foreign language will have both their grades and credit earned for the class reflected on their high school transcript and applied toward the high school graduation requirements.** Full-year World Language classes in 8<sup>th</sup> grade are designed for the student who may be interested in pursuing 5 full years of world language study. Enrolling in a full-year language course in 8<sup>th</sup> grade is much like adding a fifth core experience. The staff, prior to enrolling a student, examines a variety of student success predictors. If the demand for the class exceeds space available, a selection process based on demonstration of the predictors of success will be implemented. Students choosing these courses should possess a solid academic foundation in the four core areas and exhibit good study habits.

### High School Chinese 1

This course introduces students to Mandarin Chinese language and culture. Students will utilize an e textbook as one of their learning tools.

## **High School French 1**

During the first year of daily French class, students will experience the cultures of French-speaking peoples around the world through vocabulary units using cultural backgrounds. Students will develop skills in listening, speaking, reading, and writing, as well as common vocabulary and grammar patterns. The *Bien Dit* series will be used to offer many varied opportunities for students to practice all aspects of language acquisition through audio, visual, CD, text, and workbook components. This class is very important in forming a strong base for future study in the language.

## **High School Spanish 1**

During the first year of daily Spanish class, students will experience the cultures of Spanish-speaking people both abroad and in the U.S. Students will develop skills in listening, speaking, reading and writing as well as study common vocabulary and grammar patterns. The *Realidades* series will be used to offer students many varied opportunities to practice all aspects of language acquisition through audio, video, CD, text and workbook components. This class is very important in forming a strong base for future study in the language.

**ALL THREE COURSES WILL BE EITHER AT CENTRAL MIDDLE OR AT CENTRAL HIGH SCHOOL – DEPENDING ON THE NUMBER OF STUDENTS WHO REGISTER. THESE COURSES ARE OPEN TO 8<sup>TH</sup> GRADE STUDENTS ONLY**

# 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:

- **Eighth grade students choosing a full year of music and a full year of High School French, Spanish, or Chinese will have an adjusted Physical Education requirement.**
- Eighth grade students who do not select music, but take a full year of French, Spanish, or Chinese will have one semester of Physical Education and one additional semester exploratory.
- Exploratory course choices should be listed on the Course Selection Sheet in rank order (1 = highest priority) and all choices should be desirable options for the student.

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

# ARTS AND COMMUNICATIONS EXPLORATORY COURSES

## **ART EXPLORATIONS AND CERAMICS I: 7<sup>th</sup> or 8<sup>th</sup> – Semester Course**

Students will work with both 2 dimensional and 3 dimensional mediums. Projects will include many aspects of art such as drawing, painting, print making, collage, mixed media, sculpture, pottery on the wheel and hand built ceramics. The first part of the class will focus mostly on 2-dimensional art, and then students will move into the 3-dimensional framework.

## **ART EXPLORATIONS AND CERAMICS II: 7<sup>th</sup> or 8<sup>th</sup> – Semester Course**

For those students wanting to take their artistic skills further in both two dimensional and three dimensional media... For those students who want to take their wheel throwing skills to another level... This class is for you! This course builds on what students learned in Art Explorations and Ceramics I with a variety of new and creative projects.

**Prerequisite: Art Explorations and Ceramics I**

## **CARTOON DESIGN AND CLAY ANIMATION: 7<sup>th</sup> or 8<sup>th</sup> Grade – Semester Course**

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

## **DRAWING, PAINTING, DIGITAL IMAGING I: 7<sup>th</sup> or 8<sup>th</sup> Grade – Semester Course**

Students will experiment with a variety of drawing and painting mediums and techniques as well as photography. The focus will be on creativity and improving skills while applying rules of composition and the elements and principles of design. Students will then apply these principles to digital photography. Students will also learn the creative world of Photoshop to create amazing original works of art.

## **DRAWING, PAINTING, DIGITAL IMAGING II: 7<sup>th</sup> or 8<sup>th</sup> Grade – Semester Course**

For those students wanting to take their drawing, painting, digital imaging skills to a higher level, this course is for you! Building on what students learned in Drawing, Painting, Digital Imaging I, students will explore other media and techniques with new and creative projects. Students will work more in depth with photography and dig deeper into the limitless creativity that can be achieved in Photoshop.

**Prerequisite: Drawing, Painting, Digital Imaging I.**

## **YEARBOOK - 8<sup>th</sup> Grade Only – Semester Course**

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

## Full-Year Music Options

### **BAND 7 – Full-year Course**

This course is for students who have completed a MINIMUM of one year of study on the instrument that he/she is planning to play in **BAND 7**. Students who have played their instrument less than 1 year must audition with the director for placement. Students new to Forest Hills should contact the music directors to determine skill level.

A variety of band literature is studied and performed. **Practice at home and attendance at all performances are required.** The bands perform several concerts throughout the year and attend music festivals. Opportunities also exist through solo and ensemble festivals. Students are expected to make a commitment to these performances and all requirements of band class. ***Students are expected to remain in the class for the entire year.***

### **BAND 8 – Full-year Course**

This course is for students who have completed a MINIMUM of two years of study on the instrument that he/she is planning to play in **BAND 8**. Students who have played their instrument less than 2 years must audition with the director for placement. Students new to Forest Hills should contact the music directors to determine skill level.

A variety of band literature is studied and performed. **Practice at home and attendance at all performances are required.** The bands perform several concerts throughout the year and attend music festivals. Opportunities also exist through solo and ensemble festivals. Students are expected to make a commitment to these performances and all requirements of band class. ***Students are expected to remain in the class for the entire year.***

### **CHOIR - 7<sup>th</sup> or 8<sup>th</sup> Grade – Full-year Course**

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. Choir takes part in the annual district Middle School Choral Gala and sings the National Anthem at a Grand Rapids Griffins game. This is a performance-based class. Students without past music experience are also welcome. Participation in concert performances outside of regular class hours is required. ***Students are expected to remain in the class for the entire year.***

### **ORCHESTRA 7 – Full-year Course**

Seventh Grade Orchestra is offered on a daily basis for students who have at least one year of prior experience on violin, viola, cello or bass. Activities include orchestral rehearsals, sight-reading, and performance events. Emphasis is placed on gaining technical skills through musical performance of different types of literature and on musical concepts related to playing a stringed instrument. Creative thinking and problem solving through teamwork are stressed. **Practice at home and attendance at all performances are required.** Seventh grade orchestra takes part in MSBOA District 10 Orchestra Festival, the Forest Hills Orchestra Extravaganza, the Forest Hills Central Spring String Fling and other seasonal performances. Members of the orchestra are also eligible to perform at Solo and Ensemble Festival. A list of required performances is published in September. ***Students are expected to remain in this course for the entire year.***

### **ORCHESTRA 8 – Full-year Course**

Eighth Grade Orchestra is offered on a daily basis for students who have at least two years of prior experience on violin, viola, cello or bass. Students with Suzuki background are welcome pending director placement. Activities include orchestral rehearsals, sight-reading and performance events. Emphasis is placed on gaining technical skills through musical performance of different types of literature and on musical concepts related to playing a stringed instrument. Creative thinking and problem solving through teamwork are stressed. **Practice at home and attendance at all performances are required.** Eighth grade orchestra takes part in MSBOA District 10 Orchestra Festival, the Forest Hills Orchestra Extravaganza, the Forest Hills Central Spring String Fling and other seasonal performances. Members of the orchestra are also eligible to perform at Solo and Ensemble Festival. A list of required performances is published in September. ***Students are expected to remain in this course for the entire year.***

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

# BUSINESS, MANAGEMENT, MARKETING, AND TECHNOLOGY EXPLORATORY COURSES

## **VENTURES IN BUSINESS: 7<sup>th</sup> or 8<sup>th</sup> Grade – Semester Course**

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

# COMMUNICATION ARTS EXPLORATORY COURSES

## **NATURAL EXPRESSIONS, FALL SESSION: 7<sup>TH</sup> OR 8<sup>TH</sup> Grade – Semester Course**

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

## **NATURAL EXPRESSIONS, SPRING SESSION: 7<sup>TH</sup> OR 8<sup>TH</sup> Grade – Semester Course**

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

## **PEER-2-PEER/LINKS PROGRAM – Semester Course**

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.

## **GLOBAL LEARNERS INITIATIVE (GLI) – Semester Course**

Sponsored by the school district’s Global Learners Initiative, the - GLI class explores the global reality of our school and community, with the aim of expanding the spirit of inclusion and open-mindedness for the participants and for our entire school. Students will study intolerance from a social-science perspective, and then progressively use their learning to work in the school and district to further the mission of respect for all people. Students in this Global Learner’s Initiative (GLI) course will learn how to make a positive impact in their school and community. Students will explore leadership and intolerance in order to further the mission of respect for all people and enjoy future success in a global society. This GLI course is an official TED-Ed Club, in which students will connect with other students around the world while honing their communication and 21st century presentation skills.

## **THEATER PERFORMANCE – Semester Course**

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

# **ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGY EXPLORATORY COURSES**

## **RACING, ROCKETS, AND ROBOTS: - 7<sup>th</sup> or 8<sup>th</sup> Grade – Semester Course**

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

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

## **WOODWORKING AND POWER TOOLS: - 7<sup>th</sup> or 8<sup>th</sup> Grade – Semester Course**

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

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

# ACADEMIC EXTENSIONS AND EXTRA-CURRICULAR OPPORTUNITIES

## ACADEMIC EXTENSIONS

### AMERICAN MATHEMATICS COMPETITION

All Challenge Math students and other interested students may sign up to compete. Sign-ups typically occur in late October. This particular competition yields a student score, but does not lead to other competitions. The 45-minute math test is held in mid-November.

### BOOK CLUB

The Book Club meets once a month during lunch in the media center. It's an informal gathering where students can talk about the books they're reading, and share with each other some of their favorites.

### MATHCOUNTS®

This is a CMS Math team that will meet regularly to solve mathematical problems. Sign-ups typically occur in early November. The team will compete in a regional competition toward the end of February. Interested students need to be available to participate in the competition.

### MIDWEST ACADEMIC TALENT SEARCH

An opportunity provided through Northwestern University for students to take the SAT and/or ACT as a middle level student. Northwestern often invites top performers to participate in additional academic opportunities at the university. Taking the SAT also qualifies students for the ATYP program (accelerated math and language arts opportunities available through the Kent Intermediate School District). The deadline for participation typically falls in early November.

### NATIONAL GEOGRAPHIC BEE

Sponsored by National Geographic, all CMS students participate in the first round of the National Geography Bee through social studies classes in December. Building-wide top performers advance to the school competition in early January. Students wishing to "study up" can find more information at <http://www.nationalgeographic.com/geographybee/>.

### ODYSSEY OF THE MIND

OM allows students to work in teams to create a solution to a problem. Odyssey problems encourage students to "think out of the box" and allow them to use their performance skills in a way the regular classroom doesn't provide. Teams of 5-7 students formulate a solution for the problem they select. Regional competition is held in mid-March. Meeting times are determined by the team members and may be held at school in the evenings, although much of the problem solving can be done outside of meetings. An informational meeting is typically held in the fall, and copies of the problems are available in the main office. Because of the group work required to be successful, students are encouraged to form their own teams.

### SCIENCE OLYMPIAD

The goal of our CMS Science Olympiad team is to improve the quality of science education and increase student interest in many areas of science. Through team building and problem solving activities, students develop an enthusiasm for our Science Olympiad team that was formerly reserved only for varsity sports. Practice sessions are held after school two days a week.

### SCRIPPS HOWARD NATIONAL SPELLING BEE

Students who love to spell are encouraged to participate in the CMS Spelling Bee. Students should sign up at school in December and January. Study guides typically arrive in December. The school competition occurs in mid-January. The CMS top finisher continues at the regional competition in February and hopefully the Greater Grand Rapids Final Spelling Bee and beyond.

## **EXTRA-CURRICULAR OPPORTUNITIES**

### **SEMESTER SMASH BASH**

Our PTO and the CMS Student Council host this fun after-school event at the beginning of second semester .

### **GLI CLUB**

All students interested in promoting and continuing the district mission for our Global Learners' Initiative are invited to join after school meetings twice a month. GLI Club members take on leadership roles as they create activities to help broaden cultural competency within our building and district. GLI Club offers a safe, open and welcoming space for all students to build new friendships.

### **INTERSCHOLASTIC AND RECREATIONAL SPORTS**

A variety of interscholastic and recreational sports are offered. Refer to the newsletter for information about signing up for athletics.

### **SCHOOL PLAY**

Each year CMS sponsors a theatrical play complete with auditions, stage direction, and live performances. Students who enjoy acting, drama, or set design and "stage crew" are encouraged to tackle this project.

### **VARIETY SHOW**

Students with a passion, a hobby, or even a talent are invited to perform for their peers. Individuals and groups of students are encouraged to participate.

### **STUDENT COUNCIL**

CMS offers all students an opportunity to participate in Student Government. In the Spring, 7th grade students elect a President, Secretary, and Treasurer for their 8th grade school year. In the Fall, 7th grade students elect a Vice-President for that same year. All CMS students are invited to meet approximately once a month in order to participate in decisions regarding service learning projects, fundraisers, and promoting positive culture at CMS. Students interested in developing leadership skills and are passionate about representing their peers are most welcome!

## **SCHOOL-WIDE PROGRAMMING**

### **RANGER UP**

The CMS Ranger Up program is designed to build culture at Central Middle School that allows for students to learn in a safe and supportive environment. Social Emotional Learning sessions focused on CMS Ranger Up Code of Conduct (anti-bullying program), Cyber Safety, Substance Abuse Prevention, and the district's Global Learners' Initiative are introduced by school counselors. Staff and students are asked to continue practicing skills, strategies, and challenges that are presented throughout the school year. Our Ranger Up sessions build on the concepts of collaboration, teamwork, knowing self, building resiliency, standing up for others, and making healthy choices.

## HIGH SCHOOL PLANNING INFORMATION

### EARNING HIGH SCHOOL CREDIT (MCL 380.1278)

The Michigan Merit Curriculum lays out a new foundation for “credit” by requiring that credit be awarded not by the commonly used Carnegie unit, which is based on seat time, but based on a student’s demonstration that he or she has successfully met the content expectations for the credit area.

A credit is a completed unit of study as measured by proficiency in a predetermined set of content expectations (e.g., Algebra I, Biology). Students take a course – students earn a 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 makeup classes).

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 high school graduation credit.

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, including attendance, homework, etc. However, the district must grant credit if a student passes an end of course exam, which the district has determined measures a student’s proficiency in meeting the Michigan Merit course/credit content expectations.

A student will not be granted more than 1 credit per course for a course/credit area required under the Michigan Merit Curriculum, with the exception of Algebra II, which the law explicitly allows to be delivered over two years.

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.

Courses taken in middle school for high school credit may affect the student’s high school G.P.A. but may not be accepted for credit by some post-secondary institutions. It is recommended that college choices be researched on this topic for clarification prior to enrollment.

## Forest Hills Graduation Requirements

Aligned with the Michigan Merit Curriculum approved by the Michigan Legislature in 2006

<b>Subject Area Credit Requirements</b>	<b>Personal Curriculum (PC) Modifications</b> (Sequence and delivery up to district; support courses can count for credit regardless of year)
<b>4 English Language Arts (ELA) Credits</b> <ul style="list-style-type: none"> <li>• 1 credit in 9th, 10th, 11th, and 12th grade</li> <li>• All credits aligned to state content expectations</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school</li> </ul>
<b>4 Mathematics Credits</b> <ul style="list-style-type: none"> <li>• 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II)</li> <li>• 1 math or math-related credit (not required to be aligned with state content expectations)</li> <li>• 1 math or math-related credit required in the final year which could include any of the 4 credits described above or may be an additional district credit</li> <li>• Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years without requesting a personal curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ Completion of at least 1.5 credits aligned to math content expectations prior to any modification</li> <li>✓ 1 credit of Algebra II may be modified to ½ credit</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>3 Science Credits</b> <ul style="list-style-type: none"> <li>• 1 Biology credit</li> <li>• 1 Chemistry or Physics credit</li> <li>• 1 additional science credit</li> <li>• All credits aligned to state content expectations</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>3 Social Studies Credits</b> <ul style="list-style-type: none"> <li>• ½ Civics credit</li> <li>• ½ Economics credit</li> <li>• 1 U.S. History and Geography credit</li> <li>• 1 World History and Geography credit</li> <li>• All credits aligned to state content expectations</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification of Civics</li> <li>✓ Minimum of 2 social studies credits prior to modification</li> <li>✓ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science, or world languages credit</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>1 Physical Education (.5) and Health Credit (.5)</b> <ul style="list-style-type: none"> <li>• Credit aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>1 Visual, Performing, and Applied Arts Credit</b> <ul style="list-style-type: none"> <li>• Credit aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Credit can be exchanged for an additional English language arts, math, science, or world languages credit</li> <li>✓ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>(Begins with Class of 2016) World Languages Credits</b> <ul style="list-style-type: none"> <li>• Two credits earned in grades 9-12 OR an equivalent learning experience in grades K-12</li> <li>• Credits aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>Online Learning Experience</b> <ul style="list-style-type: none"> <li>• Online course, learning experience, or experience is incorporated into one or more required credits</li> </ul>	<ul style="list-style-type: none"> <li>✓ No modification except for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<b>16 Total Subject Area Requirements</b>	
<b>6.5 Electives</b>	
<b>22.5 * Total FHPS Requirements</b>	Personal Curriculum Guidelines / August 2009

\* Based on taking six classes each semester for four years, students may earn 24 credits. Students also may take a seventh class with permission of the principal, or earn additional credits(s) through testing out, approved summer school or Michigan Virtual courses.





## NOTICE OF NONDISCRIMINATION POLICY

It is the policy of the Forest Hills Public School District that no person shall on the basis of race, age, color, religion, national origin, sex or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program 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 inquiries 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 of Human Resources  
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6590 Cascade Road, SE  
Grand Rapids, Michigan 49546  
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