

MacDonald Middle School



2021-2022 Course Description Booklet

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SCHEDULING PROCEDURES

Please review the course description book. Students will be assigned four core academic classes, English, Mathematics, Science and Social Studies, which meet for the entire year. In addition, each student will be registered for two special area classes. Band, choir, orchestra, French and Spanish are full-year special area courses. All other classes meet for one semester.

SCHEDULE CHANGE POLICIES

All schedule change requests for special area classes must be submitted to the principal or associate principal within the first week of class students will not be permitted to drop a year-long course unless extenuating circumstances exist. A schedule change for a special area class may be initiated by a student for the following reasons only and will be made if space permits as balancing sections is a priority:

- You are in a class that you have already taken
- Your schedule is missing a class
- You don't have the prerequisites for a course on your schedule
- 504 or IEP specifications

SPECIAL EDUCATION

All students receiving special education services in Michigan must have an Individualized Education Program (IEP) that details the appropriate education plan outlining modifications, accommodations, and support for student success.

DEPARTMENT OF MATHEMATICS

6th GRADE CURRICULUM

NUMBER & OPERATIONS

Understands the meaning and effects of arithmetic operations with fractions and decimals.

Develops and uses strategies to estimate the results of rational-number computations and judges the reasonableness of the results.

Develops computational fluency in computing with decimals and fractions .

ALGEBRAIC IDEAS

Understands patterns, relations, and functions .

Develops an initial conceptual understanding of different uses of variables.

GEOMETRY

Describes precisely geometric shapes and their properties .

Understands basic geometric concepts: point, line, plane, ray, angle, parallel, perpendicular, and intersection.

MEASUREMENT

Understands, selects, and uses units of appropriate size and type to measure angles, perimeter, and area.

Develops fluency in using both metric and customary systems of measurement.

Develops fluency and understanding of relationships among units and converting from one unit to another within the same system.

DATA ANALYSIS & PROBABILITY

Develops fluency and understanding of basic statistical terms as mean, mode, median and range.

Develops fluency in data organization using tables and line plots.

Develops fluency in data representation using pictographs, line, and bar graphs.

PROBLEM SOLVING

Applies and adapts a variety of appropriate strategies to solve problems that arise in mathematics and in other contexts.

7th GRADE CURRICULUM

The curriculum focuses on four critical areas: developing an understanding of and applying proportional relationships; developing an understanding of operation with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two-and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

NUMBER SYSTEM

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

EXPRESSIONS AND EQUATIONS

Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7th GRADE CURRICULUM—Continued

GEOMETRY

Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

STATISTICS AND PROBABILITY

Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use and evaluate probability models.

8th GRADE CURRICULUM

The curriculum for 8th grade focuses on three important areas: formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

NUMBER SYSTEM

Know that there are numbers that are not rational, and approximate them by rational numbers.

EXPRESSIONS AND EQUATIONS

Work with radicals and integer exponents. Understand the connections between proportional relationships, lines and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.

FUNCTIONS

Define, evaluate and compare functions. Use functions to model relationships between quantities.

GEOMETRY

Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

STATISTICS AND PROBABILITY

Investigate patterns of association in bivariate data.

ALGEBRA I

In addition to the 8th grade mathematics curriculum, students assigned to this course will focus on exponential functions, quadratic functions, expressions, equations and inequalities and their connection to functions and modeling.

STRUCTURES IN EXPRESSIONS

Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.

POLYNOMIALS AND RATIONAL EXPRESSIONS

Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials. Use polynomial identities to solve problems. Rewrite rational expressions.

8th GRADE CURRICULUM—CONTINUED

CREATING EXPRESSIONS

Create equations that describe numbers or relationships.

REASONING WITH EQUATIONS AND INEQUALITIES

Understand solving equations as a process of reasoning and explain this reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.

In addition, the Common Core Standards for Mathematics include 8 Mathematical Practices that are the foundation for success in mathematical situations. These practices are integrated into classroom lessons and activities on a daily basis. The 8 Mathematical Practices are:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

DEPARTMENT OF ENGLISH

6th GRADE CURRICULUM

READING & LITERATURE

- Reinforcing strategies used by good readers: purpose for reading, prior knowledge, self-monitoring and questioning, decoding by analogy and structural analysis, use of context
- Focus on comprehension strategies: predicting, questioning, sequencing, retelling, drawing conclusions, generalizing, making connections and inferences, story mapping, paraphrasing and summarizing, understanding nonfiction text structures and features
- Story elements: topic/theme, point of view, character, dialogue, plot, setting, problem, resolution
- Literary genres: adventure, mystery, strategies that work (using science fiction), nonfiction (classification, problem/solving)
- Strategies for reading informational text: graphic organizers, SQ3R textbook reading strategies, taking notes, recognizing text structures, using text features
- Types of informational text: textbooks, trade books, letters, diaries, directions and procedures, magazines, on-line resources
- Textural features: simple footnotes, bibliographies, simple introductions, summaries, and conclusions

LANGUAGE

- Grade level conventions: proper use of capitalization, commas, colons/semicolons, apostrophes, citing resources
- Grade level grammar: correct use of parts of speech, identification of subjects and predicates different types of sentences; using linking/helping verbs, transitions, and passive/active verbs
- Vocabulary: embedded in spelling program and in literature, using a variety of strategies including structural analysis, word origins, categorizing and classifying words
- Reference skills: alphabetical order, multiple meaning, parts of speech in dictionary, use of table of contents, glossary, index, thesaurus
- Language patterns: dialect, cultural influences on English, contexts and purposes, connotations, word origins, slang, colloquialisms
- Types of speaking opportunities: poems, role playing, skits and plays, presentation of personal writing, informal interviewing, oral persuasive speech with visual aids.

WRITING

- Prewriting and drafting strategies: writing in a variety of genres and nonfiction textual patterns, brainstorming, identifying audience and purpose, mapping and graphic organizers, formulating questions, using resources strategically, organizing and analyzing information, frequent review of drafts to monitor content, linguistic structure and features
- Revising strategies: using teacher checklists and rubrics to identify needed revisions, paragraphs to indicate sequence of ideas, experimenting with sentence structure and rearranging sentences to achieve intended meaning, select and use voice appropriate to audience and purpose
- Editing and publishing strategies: correct spelling, capitalization and punctuation, grade level grammar and usage, peer editing, using computer for final product
- Types of writing: written products in conjunction with fiction and nonfiction units, including adventure story, two minute mystery, and research report
- Research skills: dictionary, thesaurus, atlas, encyclopedia, almanacs, periodicals, newspapers, on-line sources
- 6 + 1 Traits of Writing: this writing framework helps students to learn and practice traits of good writing

6th GRADE CURRICULUM—CONTINUED

PENMANSHIP

Legible cursive handwriting or printing as appropriate to task

SPEAKING & LISTENING

- Directions: follows four-step and generates three- step
- Listening: takes turns, raises hand, focuses on speaker, avoids interrupting, asks appropriate questions, asks for clarification
- Expressing ideas orally: clarity, volume, eye contact, variation in voice modulation, volume and pace to communicate ideas, sequencing thoughts, standard English, personal voice, visual aids

7th GRADE CURRICULUM

A curriculum equally based on literature and writing as spelled out in the Michigan Common Core State Standards. The curriculum develops students' reading, writing, speaking, listening and viewing skills, addressing themes of self-discovery, tests of conscience and change. Literary selections emphasize mystery, science fiction, myths, legends and poetry.

READING & LITERATURE

- Focus Themes: self-discovery, tests of conscience, change, courage
- Strategies used by good readers: purpose for reading, prior knowledge, structural analysis, cultural context, citing textual evidence, summarizing
- Narrative comprehension strategies: graphic organizers, hierarchical reasoning, collaborative reading, listening and viewing guides, glossing/marginal notations
- Story elements: roles of antagonist/protagonist, internal/external conflict, abstract theme, etc.
- Literary techniques: overstatement, exaggeration, understatement, metaphors and similes, poetic devices, etc.
- Types of literature: short stories, science fiction, modern realistic fiction, poetry
- Strategies for reading informational texts: theory and evidence, persuasion, sequence, caption, titles, diagrams, appendices, cited resource, graphic organizers, process reading pattern, and point of view guides, etc.

LANGUAGE

- Conventions: identify functions of phrases and clauses, complex sentence structure, misplaced/dangling modifiers, the use of commas with coordinating adjectives, adherence to MLA style conventions, etc.
- Vocabulary: analogies, roots and affixes, cross-cultural words and phrases, morphology
- Reference and research skills: appendices, online research resources, works cited, etc.
- Language patterns: dialect, idioms, contexts and purposes, cultural influences, etc.

WRITING

- Prewriting and drafting strategies: brainstorming, story maps, theme expansion, audience and purpose, replication of authors' styles and patterns, multiple drafts
- Revision and editing strategies: fluency, attitude, audience, purpose, organization, vocabulary, grammatical correctness and consistency, style, clarity and titles
- Proofreading and publishing strategies: correct spelling, capitalization and punctuation, grade-appropriate grammar and usage, peer editing, comprehensive proofreading using computer for final draft
- Types of writing: narrative, informative/explanatory, argumentative, comparison, contrast

9th GRADE CURRICULUM—CONTINUED

SPEAKING, LISTENING AND VIEWING

- Directions: note taking skills, student planner use in response to oral directions
- Oral Expression: slang, dialect and colloquial language to create realism, interest and drama
- Presentation of ideas: inclusion of relevant evidence, multi-media and visual displays to clarify ideas, formal English usage
- Group participation: collaboration, focus, roles in small groups
- Listening and viewing conventions: instruction in formation of probing questions of speakers to determine claims and conclusion; distinguishing fact from opinion, comparing and contrasting adaptations to original text
- Listening and viewing responses: identifying speaker's attitudes, point of view, bias and credibility, responding to quality and literary merit; identifying persuasive and propaganda techniques; analyzing effect of images, text and sound electronic media

8th GRADE CURRICULUM

A curriculum equally based on literature and writing as spelled out in the Michigan Common Core State Standards. The curriculum develops students' reading, writing, speaking, listening, and viewing skills, addressing themes of justice/fairness, culture/tradition, and survival of the human spirit. Literary selections emphasize historical fiction, modern realistic fiction, poetry/drama and (auto) biography/memoir.

READING AND LITERATURE

- Focus themes: justice/fairness, culture/tradition/ survival of the human spirit
- Strategies used by good readers: purpose for reading, prior knowledge, structural analysis, cultural and historical context, citing textual evidence, summarizing
- Narrative comprehension strategies: self-questioning guides, plot graphs, character guides, etc.
- Story elements: determining theme, narrator reliability, rising/falling action, roles of sub-characters, conflict
- Literary techniques: symbolism, motifs, imagery, narrative point of view, irony, allusion, etc.
- Types of literature: historical fiction, modern realistic fiction, short stories, drama, poetry
- Strategies for reading informational text: complex compare/contrast, complex cause/effect, sequence/chronology, illustrations, authors' pages, prefaces, complex marginal notes, cited resources

LANGUAGE

- Conventions: Function of verbals, use of active and passive voice, use of comma, ellipsis and dash to indicate pauses/breaks, adherence to MLA style conventions
- Vocabulary: analogies, idioms, cultural and historical terms, connotation, morphology, etc.
- Reference and research skills: Granger's Index to Poetry, on-line resources, works cited, internal documentation, etc.
- Language patterns: dialect, idioms, contexts and purposes, cultural and historical influences, word etymology, history of the English language

WRITING

- Prewriting and drafting strategies: brainstorming, story maps, theme expansion, audience and purpose, text style expectations, multiple drafts
- Revision and editing strategies: fluency, attitude, audience, purpose, organization, vocabulary, grammatical correctness and consistency, style, clarity and titles
- Proofreading and publishing strategies: correct spelling, capitalization and punctuation; grade-appropriate grammar and usage; peer editing; comprehensive proofreading using computer for final drafts
- Types of writing: narrative, informative/explanatory, argumentative

8th GRADE CURRICULUM—CONTINUED

SPEAKING, LISTENING AND VIEWING

- Directions: note taking skills and completes student planner in response to oral directions
- Expressing ideas orally: uses of gestures, posture, facial expressions, tone of voice and pace to influence interpretation
- Presentation of ideas: presentation of finding with relevant evidence, inclusion of multimedia and visual displays to clarify ideas, formal English usage
- Group participation: collaboration, focus, roles in small groups
- Listening and viewing conventions: evaluation of advantages/disadvantages of different mediums, examination of verbal and nonverbal strategies, analysis of peer presentations for main ideas, significant details, facts, opinions, bias, propaganda, argumentation, support
- Listening and viewing responses: analysis of spoken and electronic media interpretations of literature, including language choice, delivery and the effect on the audience, etc.



DEPARTMENT OF SCIENCE

6th GRADE CURRICULUM

Sixth grade science is a real-world, issues based program that prompts students to ask questions and answer questions. Students use a combination of text, classroom interaction, and online experiences to engage with content. They conduct experiments, use models, and engage in debates to solve the problems they identify. There are five main topics covered in 6th grade science:

ROCKS AND MINERALS: Students observe and test properties of rocks and minerals. Topics include the rock cycle, rock formation, minerals, observation, and data collection.

SOILS: Students observe and describe soils, especially as relates to the types of soils, their composition, and soil fertility.

EROSION AND DEPOSITION: Students examine a model of the way water moves the earth material to change the surface of the land. Students learn about topography, erosion and deposition, and the landforms they cause.

ECOLOGY: Students explore a model of how species compete for food. Main topics include invasive species and their impact on the food chain/webs.

ENERGY: Students observe and test the properties of elements and compounds. They model atoms and molecules.

They also design and conduct investigations regarding transfer and transformations, types of energy-- kinetic, potential, heat, solar, chemical, electrical-- electrical currents, measuring energy, and energy efficiency.

7th GRADE CURRICULUM

Seventh grade science is an integrated course that covers units in Chemistry, Earth Science, and Life Science. The school year will be divided between topics focused on Scientific Inquiry (year-long), the Living Earth, the Non-living Earth, and Human Interactions with both the Living and Non-living Earth. Critical areas of study will include: cells and cellular processes, DNA and heredity, chemistry of matter, waves and energy, weather and the atmosphere, and human consequences. Instruction is aligned with benchmarks outlined by the State of Michigan. This is an inquiry-based course that combines traditional teaching techniques such as lecture and discussions with many hands-on activities. Students will have regular opportunities to not only conduct experiments and practice the steps of the scientific method, but also work on large projects to learn how the knowledge gained in class is applied in real life. Moreover, students will learn to practice 'responsible' science by discussing ethical issues within the realm of science, and analyzing real world problems.

SCIENTIFIC INQUIRY:

TOPICS:

- Observations (quantitative and qualitative)
- Graphing
- Variables
- Procedures
- Analysis
- Conclusions

BIG IDEA:

Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

7th GRADE CURRICULUM—CONTINUED

THE NON-LIVING EARTH:

TOPICS:

Introduction to Matter
Classification of Matter
Changes in Matter
Atoms and the Periodic Table of Elements
Energy and Waves
The Atmosphere
Principles of Weather
Weather vs Climate

BIG IDEAS:

Matter is made up of atoms and molecules that are represented through models.
Elements are chemical substances that make up all other substances and are composed of one kind of atom.
Elements are organized on the Periodic Table in families.
Physical and chemical properties identify substances and determine when a chemical change has occurred.
Waves are produced through vibrations.
Waves transfer energy when they interact with matter.
Nuclear reactions that take place in the sun produce heat and light.
A fraction of the light energy from the sun provides energy to heat the Earth.
The sun is the major source of energy for phenomenon on Earth.
The sun's warming relates to weather, climate and the water cycle.
The Earth's atmosphere is a mixture of gases and water vapor.

THE LIVING EARTH

TOPICS:

Characteristics of Life
Organization of Life
Classification of Living Things
Cellular Transport
Cellular Energetics (photosynthesis and cellular respiration)
Cellular Reproduction
Cellular Growth and Development
Structure of DNA
Genetics
Genetic Technology

BIG IDEAS:

Specialized cells within multicellular organisms form different kinds of tissues and organs and organ systems that function together.
All living organisms are composed of cells and they exhibit cell growth and division.
Photosynthesis transforms light energy to chemical energy making possible the building of key chemical building blocks of living organisms.
All organisms have a life span and must reproduce in order to continue the species.
Reproduction may be asexual or sexual.
Traits are influenced by both genetics of the individual and the environment.
Traits can be classified as either inherited or acquired.

7th GRADE CURRICULUM—CONTINUED

HUMAN INTERACTIONS

TOPICS:

Global Warming
Energy and Resource Use
Humans and Other Species

BIG IDEA:

Human interaction and use of natural resources affects the environment.

8th GRADE CURRICULUM

INQUIRY, REFLECTION

Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.

EARTH SCIENCE

EARTH SYSTEMS

- Describe renewable and nonrenewable sources of energy
- Explain the impact of human activities on the environment
- Describe the Earth's principal sources of internal and external energy

SOLID EARTH

- Explain the relationship between the rock cycle and plate tectonics
- Describe the interior of the Earth
- Explain why tectonic plates move and what they produce
- Describe how the size of earthquakes and volcanoes are measured and characterized

FLUID EARTH

- Explain groundwater features and processes
- Describe the major causes for ocean's surface and deep density currents
- Describe the various conditions of formations associated with severe weather

EARTH IN SPACE AND TIME

- Explain how the solar system was formed
- Describe radioactive decay
- Relate major events in the history of the Earth to the geologic time scale
- Describe the position and motion of our solar system in our galaxy and the age of the universe
- Identify patterns in solar activity

8th GRADE CURRICULUM—CONTINUED

CHEMISTRY

ATOMIC STRUCTURE AND PERIODIC TABLE

- Describe states of matter in terms of motion of molecules
- Identify elements with similar chemical and physical properties using the periodic table
- Recognize the stronger attractive force solids over liquid and gases
- Identify the location, relative mass and charge for electrons, protons and neutrons
- Describe and calculate the charges and formation of ions and isotopes
- Explain chemical reactions using terms of endothermic and exothermic

CARBON CHEMISTRY

- Draw structural formulas for up to 10 simple hydrocarbons

ACIDS AND BASES

- Classify various solutions as acidic or basic, given PH
- Predict products of an acid base neutralization reaction
- Recognize tests to distinguish acids from bases

CHEMICAL CHANGES

- Balance simple equations
- Recognize reactants and products
- Predict if bonding between two atoms will be ionic or covalent
- Predict the formula for simple binary compounds

DEPARTMENT OF SOCIAL STUDIES**6th GRADE CURRICULUM****WORLD GEOGRAPHY AND GLOBAL ISSUES**

This geography-based course introduces students to the physical and human geography of the world. Beginning with a spatial perspective, students explore different ways in which the earth has been represented, how geographers use specific tools and technologies in geographic inquiry, and some of the limitations of these tools. They explore patterns of natural and human characteristics and use case studies to examine how the physical environment has provided both benefits and obstacles to human society. In doing so, students explore how humans have used, adapted, or modified their environment and the consequences. Students then examine a variety of global issues that emanate from human activities such as migration and settlement, culture and cultural diffusion, population and demographic changes, resource use, and increasing networks of trade and economic interdependence. Students investigate how local, national, and international governmental and non-governmental organizations respond to contemporary issues. The different regions of the world will be used to illuminate examples of how these global issues or problems affect people in places around the world. This will allow teachers to “let go” of teaching everything about every region over time. Thus, the curriculum and accompanying materials push students to take a global view of their world.

INTEGRATED THROUGH THE LENS OF GEOGRAPHY

Throughout the course, students will use different spatial scales (local, regional, interregional, and global), to study human patterns and global issues. In doing so, students deepen their understanding of the disciplines of history, geography, economics and political science, as well as broaden their understanding to other fields within the social studies such as anthropology, sociology, and archaeology. Students explore how all of these social studies fields are both complementary and interdependent. Grounded in research on students’ thinking and learning in geography and other social science disciplines, the curriculum emphasizes how evidence from a myriad of social studies fields collectively provides a broad yet detailed picture of our world.

FOCUS ON CONTENT LITERACY

Particular attention has been placed on the English Language Arts Common Core State Standards for English Language Arts and the CCSS for Literacy in History and Social Studies. The development of content literacy skills is a critical component in this course and is integrated throughout the materials. By leveraging the content of social studies to teach students to read, write, and think deeply about their world, students gain additional instruction and support in the development of their literacy skills.

SEQUENCING OF UNITS WITHIN THIS COURSE

Traditional human concerns about economic, political, social, and environmental issues manifest themselves across the globe in a variety of ways. Using a geographic lens to explore global phenomena provides a means for students to compare how humans in different places address similar issues. It also enables students to study broad patterns of human behavior and the global consequences of those actions. Knowledge, understanding, and application of geographic content and perspectives are essential to bring coherence to the causes and effects of physical and human events that occur on the Earth’s surface. While traditionally schools have adopted a hemispheric approach to studying the world, this course adopts a more holistic view of the world. Instead of a hemispheric or regional approach to world geography, this course is designed to challenge students to think globally, exploring global or cross regional patterns and interactions, which are essential if students are to be successful in an increasingly flat, interconnected world.

7th GRADE CURRICULUM

EARLY WORLD HISTORY

The seventh grade social studies curriculum focuses on early world history and geography with a deliberate focus on the content literacy. Students begin their exploration into world history with a focus on historical thinking. By unpacking historical and geographic thinking, students learn how these disciplines are distinct in how they ask questions and frame problems to organize and drive inquiry. Students learn that historians must have some evidence to support the claims they make in their accounts. They investigate how these social scientists select, analyze, and organize evidence, and then use that evidence to create accounts that answer questions or problems. By introducing students to the “invisible” tools that historians use to create historical accounts -- significance, social institutions, temporal frames (time), and spatial scales (space) – the course deepens students’ historical habits of mind and builds students’ social and content literacy.

In this grade, students investigate human history from the beginning until around 1500 AD. They explore major and significant changes in each era through a chronological organization. Students learn about the earliest humans and explore early migration and settlement patterns. In studying the origins of farming and its impact upon emerging human cultures, students analyze evidence from the fields of archaeology and anthropology, and employ a wide range of data sources including artifacts, photographs, and geographic information. Students examine how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of people, resources, and ideas.

Extending students study of world history through Era 4 (300 CE – 1500 CE) places world religions and development of empires in the western hemisphere (Mesopotamia, Egypt, Indus Valley, and Ancient China) in their historical context. The rise and fall of empires, cultural, and commercial exchange that linked regions across the world and enabled ideas to spread. Students also examine the development of belief systems in their historical context. These new belief systems had distinctive beliefs, texts, and rituals reaching into modern day. Each shaped cultures by developing ethical practices and establishing codes within which diverse people were able to communicate and interact, often well beyond their local neighborhood. In doing so, students consider why some belief systems grew into world religions. In studying the precursors to the meeting of the “Three Worlds,” students expand their view of human history and begin to see the story of the United States in a more global context. The course concludes with students analyzing global patterns of continuity and change over time, and using evidence to construct historical arguments about the past.

8th GRADE CURRICULUM

REVOLUTIONARY WAR TO END OF 19th CENTURY

This course introduces students to the history of the United States from the causes of the Revolutionary War to the end of the 19th century. Using primary and secondary sources, they explore time and place in nineteenth century America. Beginning with the political and intellectual transformations that preceded the Articles of Confederation, students review the ideas and principles that form the basis of our constitutional republic. Students further their understanding of American government from an in-depth study of the United States Constitution and the evolution of the government created during its first century. Students explore the challenges faced by the new nation and the role of political and social leaders in meeting these challenges. Students also analyze the nature and effect of territorial, demographic, and economic growth in the 19th century. They analyze and evaluate early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence for all. In studying the Civil War and Reconstruction, students evaluate multiple causes, key events, and complex consequences of the war and its aftermath.

Students are introduced to some of the major changes in American society in the last part of the 19th century as they explore large scale changes over time in the development of the United States. As students examine contemporary public issues during the course, they explore connections to issues of the past. Throughout the course, students learn to use historical evidence to both support historical arguments and to construct historical narratives.

8th GRADE CURRICULUM—CONTINUED

FIRST SEMESTER KEY CONCEPTS

Causes of the American Revolution
Declaration of Independence
Articles of Confederation
U.S. Constitution
Early Domestic and Foreign Challenges
Jacksonian Democracy
Treatment of Native Americans
Manifest Destiny
Antebellum Reform Movements

SECOND SEMESTER KEY CONCEPTS

Slavery in America
Life of Free Blacks
Causes of the Civil War
The Civil War
Era of Reconstruction
Rise of Industry, Immigration, and Urbanization

SPECIAL AREA CLASSES

APP DESIGN: 7th and 8th GRADE: [SEMESTER]

Have you ever had a great idea for an app that you could run on your cellphone, but lacked the knowledge needed to create it? Or maybe you have played a game on your tablet and thought to yourself “I could make a better game if I only knew how”? If you find yourself in this situation, then *App Design and Development* is the class for you. *App Design and Development* is a class designed with the inquisitive student in mind. Students work through a series of programs (apps) that refine and develop their programming skills. Students learn to design and develop their apps using a graphical user interface with drag and drop block-style programming. Projects may include, but are not limited to apps that allow you to draw, play games, turn off texting while driving, help you navigate in big cities, play music, communicate with friends, and control devices such as robots.

ART: 6th GRADE [SEMESTER]

The 6th Grade Art Curriculum is designed to introduce students to secondary level art foundations in a variety of techniques and media. Students will broaden their knowledge of art history, culture, and critique. Grading will be based on creativity, craftsmanship, and the project parameters.

ART: 7th and 8th GRADE [SEMESTER]

Students who select art as an offering will be assigned to one of the courses listed below. If art is chosen for a full year, students will have both courses. Both courses are designed to give students an understanding of art history by exploring the characteristics of different eras. Students will gain in depth exposure to a variety of two and three dimensional art forms while experimenting with different mediums.

Art through Ancient History: Students will explore ancient cultures, and create projects based on prehistoric cave art, ancient Chinese art, ancient Egyptian art, ancient Greek art, ancient Roman art, Byzantine art, and art from the middle ages.

Art Movements from the 19th Century through Modern Day: Students will explore the progression of art movements starting with Impressionism and advancing up through today. This class will discover the qualities and key artists of Impressionism, Fauvism, Cubism, Surrealism, Abstract Expressionism, Pop Art, and the Post-modern movement.

ART STUDIO: 7th and 8th GRADE [SEMESTER]

This class is for the serious artist who wants to advance their skills. Prior to enrolling in this course, at least one middle school Art class is recommended. This course focuses on a rotation of new materials, techniques, and creating art with meaning. Students will become a close-knit community who will work together while growing their individual talents. Skill will be refined through the guidance of peer critiques and constructive criticism. The group will be divided into small teams, and rotate through lesson units together. Students will work individually, but explore and problem solve the materials together as a team. Each unit will cover a different material and topic. Topics are selected and researched by the student. A few example topics are: self-esteem, world hunger, pollution or kindness. Units will conclude with a finished work of art which brings awareness to the topic. Possible materials include: ceramics (hand building and wheel), photography, drawing (graphite or color pencil), digital arts, sewing/fiber arts, calligraphy, collaborative group installation, and acrylic painting.

BAND: 6th GRADE [YEAR]

The 6th grade band is designed to introduce and develop the progress of wind and percussion players. Instruments offered are: flute, oboe, clarinet, alto saxophone, trumpet, French horn, trombone, euphonium, and percussion. Students choosing percussions will begin on a bell kit (xylophone) and are recommended to have at least one year of piano lessons.

SPECIAL AREA CLASSES—CONTINUED

BAND: 7th GRADE [YEAR]

The 7th grade band is designed to continue and further develop the progress of wind and percussion players. Prerequisites include two years of previous band experience or acceptance at the director's discretion.

Students will participate in concerts and festival performances for the entire band, including a performance with the high school marching band. Students seeking an extra challenge may opt to participate in the Michigan School Band and Orchestra Association Solo and Ensemble festival, and to audition for All-State Band and District Eight Honor Band.

The objectives taught in 7th grade band include music theory, listening, composition, and performance. Students will focus on musical elements such as tone quality, intonation, articulation, rhythmic accuracy, and phrasing.

BAND: 8th GRADE: [YEAR]

The 8th grade band is designed to continue and further develop the progress of wind and percussion students who have had at least two years of experience with their instrument. Students will participate in concerts and festival performances for the entire band, including a performance with the East Lansing High School marching band. Students seeking an extra challenge may opt to participate in the Michigan Band and Orchestra Association Solo and Ensemble, and to audition for All-State Band and Honor Band. The objectives taught in 8th grade band include music theory, listening, composition, and performance. Students will focus on musical elements such as tone quality, intonation, articulation, rhythmic accuracy, and phrasing. Students who are enrolled in 8th grade band may choose to participate in jazz band as well, which meets outside of the school day.

CHOIR: 7th and 8th GRADE [YEAR]

A course open to all students regardless of previous experience. Students who enjoy performing and singing a wide variety of choral literature in a large mixed choir are encouraged to select this class. Attendance is required at numerous performances given throughout the year.

COMPUTERS FUNDAMENTALS: 6th GRADE [SEMESTER]

A one-semester elective allows students an opportunity to explore the use of technology for educational purposes. The tools used throughout this course will support student growth the remainder of their life. Students will: effectively communicate and collaborate using electronic media including cloud resources and learning management systems; develop research and information literacy that includes attention to finding multiply sources and identifying the reliability of sources; execute information gathering and reporting of data through simple databases and spreadsheets; discuss issues related to acceptable and responsible use of technology and unethical uses of technology; understand and explore technology as an avenue to professional quests as well as its assistive nature to all individuals; work towards demonstrating good form and accuracy with touch typing.

Middle school COMPUTER SCIENCE: 7th and 8th GRADE [SEMESTER]

Students will be making business cards and flyers, create a company website and create other interesting business oriented projects. This is an elective course which will provide students with experiences in the touch typing method, word processing, use of spreadsheets, desktop publishing, multimedia presentations, web page design and digital image manipulation. All students are welcome. No computer background necessary.

SPECIAL AREA CLASSES—CONTINUED

DESIGN AND BUILD: 6th GRADE [SEMESTER]

This introduction to project –oriented STEAM study involves students in a hands-on-look at technology education with a variety of projects involving all content areas. It will provide active opportunities for students to engage in the engineering process beginning with their own original ideas, conceptualizing and designing ideas into visual “blueprints”, and finally building and testing their designs. Through successive iterations, students will have opportunity to correct and refine their designs just as career professionals are expected to do. Examples of design projects that students might experience include the creation of “the dream bedroom”, making a race car for a gravity race, participating in Cain’s Cardboard Challenge, or building a “tiny house”.

World Language Program Overview

French	German	Spanish
French 1	German 1	Spanish 1
French 2	German 2 <i>offered first hour at ELHS for 8th grade students</i>	Spanish 2

German I

Grades 7-8

A *full-year* course for students who are starting in German. The focus is on developing skills in reading, writing, listening, speaking, and cultural literacy in the target language. This involves a great deal of active conversation and participation. The course is geared toward students who would like to move on to level two. This is not an exploratory course. Successful completion of this course will result in one high school credit and will satisfy the 1st year of the 2-year world language high school graduation requirement. Sample topics include basic greetings and introductions, leisure activities, and personal descriptions. Various authentic resources are used such as movies, music, and other media. Grammatical structures will also be explored to achieve communicative goals.

German II

Grade 8

A *full-year* course for those who have successfully completed German I. Students will continue to develop skills in reading, writing, listening, speaking, and cultural literacy in the target language. The course is geared toward students who would like to move on to level three and/or satisfy their two-year world language high school graduation requirement. This is not an exploratory course; Successful completion of this course will result in one high school credit and will satisfy the 2nd year of the 2-year world language high school graduation requirement. Sample topics include travel and leisure activities, daily routines, health and healthcare, and narration of past and future events. Various authentic resources are used such as movies, music, and other media. Grammatical structures will continue to be explored to achieve more advanced communicative goals.

Spanish I

Grades 7-8

A *full-year* course for students who are starting in Spanish. The focus is on developing skills in reading, writing, listening, speaking, and cultural literacy in the target language. This involves a great deal of active conversation and participation. The course is geared toward students who would like to move on to level two. This is not an exploratory course. Successful completion of this course will result in one high school credit and will satisfy the 1st year of the 2-year world language high school graduation requirement. Sample topics include basic greetings and introductions, leisure activities, and personal descriptions. Various authentic resources are used such as movies, music, and other media. Grammatical structures will also be explored to achieve communicative goals.

Spanish II

Grade 8

A *full-year* course for those who have successfully completed Spanish I with a C or better. Students will continue to develop skills in reading, writing, listening, speaking, and cultural literacy in the target language. The course is geared toward students who would like to move on to level three and/or satisfy their two-year world language high school graduation requirement. This is not

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an exploratory course; Successful completion of this course will result in one high school credit and will satisfy the 2nd year of the 2-year world language high school graduation requirement. Sample topics include travel and leisure activities, daily routines, health and healthcare, and narration of past and future events. Various authentic resources are used such as movies, music, and other media. Grammatical structures will continue to be explored to achieve more advanced communicative goals.

French I

Grades 7-8

A *full-year* course for students who are starting in French. The focus is on developing skills in reading, writing, listening, speaking, and cultural literacy in the target language. This involves a great deal of active conversation and participation. The course is geared toward students who would like to move on to level two. This is not an exploratory course. Successful completion of this course will result in one high school credit and will satisfy the 1st year of the 2-year world language high school graduation requirement. Sample topics include basic greetings and introductions, leisure activities, and personal descriptions. Various authentic resources are used such as movies, music, and other media. Grammatical structures will also be explored to achieve communicative goals.

French II

Grade 8

A *full-year* course for those who have successfully completed French I. Students will continue to develop skills in reading, writing, listening, speaking, and cultural literacy in the target language. The course is geared toward students who would like to move on to level three and/or satisfy their two-year world language high school graduation requirement. This is not an exploratory course; Successful completion of this course will result in one high school credit and will satisfy the 2nd year of the 2-year world language high school graduation requirement. Sample topics include travel and leisure activities, daily routines, health and healthcare, and narration of past and future events. Various authentic resources are used such as movies, music, and other media. Grammatical structures will continue to be explored to achieve more advanced communicative goals.

SPECIAL AREA CLASSES—CONTINUED

ORCHESTRA: 6th GRADE [YEAR]

6th Grade Orchestra is a year-long, beginning level introduction into the performance of string instruments: violin, viola, cello, and bass. The fundamentals of string playing (Ex: holding the instrument, bow, instrument care, note reading) will be the primary focus of the year. In the beginning of the year, we will learn music by rote (without reading music), and then move towards note reading through the Essential Elements Book 1 and learning what it means to play together in an ensemble.

ORCHESTRA: 7th GRADE [YEAR]

The 7th grade orchestra is designed to expand and develop instrument technique and ensemble skills learned in 6th Grade. Prerequisites include completion of 6th Grade Orchestra or acceptance at the director's discretion. Students will participate in concerts and festival performances, including a performance with the East Lansing High School Orchestras. Students seeking an extra challenge may opt to participate in the Michigan School Band and Orchestra Association Solo and Ensemble festival, and/or audition for All-State Orchestra. Note reading, rhythms, musical styles and periods, both right and left hand techniques, music theory, care and tuning of instruments, vocabulary, and tone production are among the objectives taught at this level. Students who are enrolled in 7th grade orchestra may choose to participate in Ovation Strings as well, which meets outside of the school day.

ORCHESTRA: 8th GRADE [YEAR]

The 8th grade orchestra is designed to continue and further develop the progress of string students who have had at least two years of experience with their instrument. Students will participate in concerts and festival performances, including a performance with the East Lansing High School orchestras. Students seeking an extra challenge may opt to participate in the Michigan Band and Orchestra Association Solo and Ensemble, and/or audition for All-State orchestra. Note reading, rhythms, musical styles and periods, both right and left hand techniques, music theory, care and tuning of instruments, vocabulary, and tone production are among the objectives taught at this level. Students who are enrolled in 8th grade orchestra may choose to participate in Ovation Strings as well, which meets outside of the school day.

PHYSICAL EDUCATION and HEALTH: 6th GRADE [SEMESTER]

The focus is on motor skill development, fitness concepts, regular participation in physical activity, and knowledge of skills necessary to maintain a health-enhancing level of physical fitness. Student engagement in fair play that respects self and others in a physical activity setting. Health class includes Reproductive Health unit as part of the curriculum. Physical activities will include FITNESSGRAM testing for personal goal setting, skills and games in football, basketball, soccer, team handball, pickle ball, volleyball, floor hockey, good form running, softball, Frisbee, track and field, progressive calisthenics and climbing wall. Learning targets are based on the National Association for Sport and Physical Education defining a physically educated person.

PHYSICAL EDUCATION: 7th and 8th GRADE [SEMESTER]

A course open to all students at all skill and ability levels. The focus is on motor skill development, fitness concepts, regular participation in physical activity, knowledge of skills necessary to maintain a health-enhancing level of physical fitness and student engagement in fair play that respects self and others in a physical activity setting. Physical activities will include FITNESSGRAM testing for personal goal setting, skills and games in football, basketball, soccer, team handball, pickle ball, volleyball, floor hockey, good form running, softball, Frisbee, track and field, progressive calisthenics and climbing wall. Learning targets are based on the National Association for Sport and Physical Education defining a physically educated person. Specific vocabulary for physical education concepts and ideas is presented throughout the semester.

ROBOTICS: 7th and 8th GRADE [SEMESTER]

A course designed with both the beginner and advanced robotics student in mind. Using the Lego NXT platform, students will study various forms of robotic-based applications. The learner will explore the development and design of robots while working on interesting challenges that solve a wide range of industrial based applications. Projects for this class may include, but are not limited to the following: study of simple machines and their relationship to the development of robotics systems, anatomy of a robot, robot locomotion, gripper design and implementation and the design of specialized robotic systems. Students will utilize the Design and Problem Solving Model for Engineering Technology to solve the previously mentioned challenges. Robots will be programmed using the NXT-G, a graphical user interface based programming language. This class is designed for the student who enjoys designing and building their own creations.

SPECIAL AREA CLASSES—CONTINUED

STEM DEVELOPMENT : 7th and 8th GRADE [SEMESTER]

A hands-on STEM Engineering and Problem Solving course. Technology Education is a class that is taught in a manner that allows students to engage in a variety of content related projects. Projects encourage students to solve challenges by designing, building and testing working models. All course work is completed during class time. Content areas include transportation, construction, manufacturing and bio and informational technology. Projects include, but are not limited to vehicle design (air and water), building construction and evaluation (bridge and tower design), machine safety, implementation (game design), robot design and construction. Students who are interested in exploring a career in computers, engineering, or design are highly encouraged to register for this course.

THEATER: 7th and 8th GRADE [SEMESTER]

A course open to all students focusing on theater games, improvisation, scene work and projects culminating in a theater night performance at the end of the semester. Students will enjoy this class as they explore basic acting skills including physical performance, voice and interpretation, song and dance, and character development.

VIDEO GAME AND COMPUTER PROGRAMMING DESIGN: 7th and 8th GRADE (SEMESTER)

Are you interested in computers and do you like to play video games? Have you ever imagined a cool idea for a video game and wondered how to create it? Have you ever played a level in a video game and wondered if it was possible to reprogram the objective? If so, this class is for you. Over the course of a semester, students will be exposed to various elements of video game design and computer programming. With the novice in mind, students will explore the idea of sequencing code using emoji-based programming to bring their gaming creations to life. Students will logically work through a progression of programs which will help define and strengthen programming skills. Games that students develop for this class may include, but are not limited to racing games, classic arcade games, sports games, and adventure based logic games.

World Language and Culture: 6th GRADE [SEMESTER]

6th grade world language and culture is a course for any MMS 6th grade student who is interested in beginning their journey in learning a foreign language. Students will learn a bit of French, German, Spanish, Arabic and Hungarian. While learning the languages, students will also study the cultures, traditions and religions of the places where the languages are spoken. This class is an excellent introduction to language and culture study and is appropriate for all 6th grade students. There are no prerequisites for this course.

SUPPORT CLASSES

ELL (Administrator recommendation only)

A class for the English Language Learner rather than another elective class is limited to those students who have been identified by administration or staff as needing additional support in Language Arts.

READING INTERVENTION; FLUENCY (Administrator recommendation only)

Fluency is the ability to read smoothly and automatically, with expression and attention to punctuation. Fluency practice supports comprehension, work completion and an increase in independent reading. This reading intervention will take place during a student's REACH class. Students will participate in the research based procedures of "the 6 Minute Solution", a fluency program developed by Gail Adams and Sheron Brown. This program helps students succeed at reading fluently using an instructional model based on repeated reading with a partner who is closely matched to their instructional and fluency level. Enrollment in this class is limited to those students who have been identified by staff.

READING INTERVENTION (Administrator recommendation only)

Students who are enrolled in this class will participate in READ 180 Next Generation, an intensive reading program. Students will focus on comprehension strategies, reading fluency and word study. The goal of this program is for students to read grade level material independently, with confidence and fluency in all subjects. Enrollment for this course is determined by reviewing test score data and input from classroom teachers.

MATH INTERVENTION (Administrator recommendation only)

Students who are enrolled in this class will participate in a comprehensive math intervention program. The goal of this program is to promote conceptual understanding and skill-building associated with numeration, mental computation, addition/subtraction, and multiplication/division of whole numbers, decimals and fractions. Enrollment for this course is determined by reviewing test score data and input from classroom teachers.

STUDY SKILLS (Administrator recommendation only): 7th and 8th Grade

Study Skills is a class that is designed to provide extra support to student's in their work production and raise their level of achievement. Students will complete assignments from the research based program "Advanced Skills for School Success" by Anita Archer. The areas of focus include: positive classroom behaviors, organization and follow through, time management, reading strategies for effective textbook reading and goal setting/monitoring progress. Success strategies are also taught and reviewed using assignments from student's core classes. This class is not a traditional study hall where students have unstructured time to complete tasks. It is teacher driven and directed with the intent of helping students with their individual needs. The class is a combination of large group, small group and individual instruction, which may be driven by the topics covered in core classes and individual student needs. Enrollment in Study Skills class in place of another elective is limited to students who have been identified by staff.

ADDITIONAL PROGRAMS

GATE (Gifted and Talented Education) Programs – ISHALL and CHAMP

ISHALL is designed for students in 7th, 8th and 9th grades who have achieved 520 – Critical Reading on the SAT or 21-English, and not lower than 22 – Critical Reading on the ACT and who in addition, score well on a qualifying diagnostic essay that gauges their readiness to undertake the challenging work of the course. Two years of **ISHALL** coursework is equivalent to 4 credits of ELHS English credit.

CHAMP is designed for students in 7th – 10th grades who score well on placement tests taken online and who have achieved SAT minimum scores of Math 530 and total (Math plus Critical Reading) 1010 or ACT minimum scores: Math 21 and Composite 23. CHAMP is designed so that the participating students will complete in two years the math content assigned in Michigan High School Content Expectations (HSCE) for all four years of high school as well as meet the Common Core National Standards. In their first year of CHAMP, students study Algebra I and Algebra II. In the second year, CHAMP students study Geometry and a standard Pre-Calculus course (Trigonometry, Analytic Geometry, College Algebra, and a brief introduction to calculus concepts.)

Applications for both **ISHALL** and **CHAMP** are through Michigan State University. Apply online at gifted@msu.edu

VIRTUAL PROGRAMS– GRADES 6-12: East Lansing Public Schools strongly believes that face to face classroom instruction at the middle and high school level is the best learning environment for students. The online learning process presents challenges that are different from the face-to-face classroom experience. This type of learning requires a high degree of self-discipline and motivation, the ability to keep up with ongoing, sometimes very demanding expectations without the constraints of a fixed time and place setting and the ability to deal with isolation that may occur from this form of individual learning. Virtual High School (VHS) offers diverse courses to high school and middle school students taught online by instructors from around the country. The application deadline is the start of each semester. On-site enrollment will be provided by the Virtual High school site coordinator or school counselor. Course information for all virtual courses is available at <https://mivhs.org> A course grade will be given by the VHS Instructor. Once approved, all enrollment is handled through the ELHS Student Services Office or the MMS counselor.

NOTE: The student/family is responsible to provide full payment to ELPS for associated fees of a course that is dropped after the reimbursement date. Classes will not be added or dropped after the first week.

ADDITIONAL CONSIDERATIONS FOR VIRTUAL HIGH SCHOOL

The request must align with student's Educational development Plan (EDP), grades 8-12.

Student must possess the prerequisite knowledge and skills to be successful in the online course,

Application will be denied if student demonstrated failure in a previous online course.

Student will be responsible for submitting Student Progress Report and Course Activity Scores report to their counselor.

In order for the cost of a student's VHS to be covered, the course must be taken as part of their six period schedule.

Students will be limited to two (2) online courses as part of student's schedule each semester (See Seat Time Waiver requirements below).

A **SEAT TIME WAIVER (STW)** will be required for any student who exceeds two online courses in any term. An additional application is required for approval for eligibility as a STW student. The counselor will assist student and parent with the STW application process and the waiver must also be completed during registration prior to the start of any term.