

Newhall Middle School



Curriculum Guide

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Mission Statement

Wyoming Public Schools Community will ensure learning for all students.

Vision Statement

Wyoming Public Schools are committed to excellence in teaching and learning for all students. We will provide effective instructional leadership, responsible fiscal management, and quality learning environments, which improve student outcomes. Wyoming Public Schools hold high expectations for students and staff. We share with our community the responsibility for the education of all students so that they will be prepared to live and work in a rapidly changing world.

Belief Statements

Wyoming Public School staff and community believe that:

- The primary mission of the school is teaching and learning for all.
- Continuous improvement is an essential part of our success.
- All members of the school community are important and valued.
- A commitment to quality is essential for every member of the organization.
- People that work in schools are in the best position to improve student performance.
- Parent, guardian, and community involvement is critical to student success.
- There are two kinds of schools – improving and declining.
- Our students deserve the best teachers, teaching in the most effective ways.
- Student achievement is based on what students can do, as well as what they know.
- Diversity among all individuals is to be valued and celebrated.

Board of Education Goals

GOAL 1: Wyoming Public Schools Community shall hold high expectations for all students.

GOAL 2: Wyoming Public Schools Community shall work as equal partners by:

*Seeking parental expertise

*Establishing family friendly schedules

*Fostering non-traditional family involvement

GOAL 3: Wyoming Public Schools Community shall provide a safe and orderly environment.

GOAL 4: Wyoming Public Schools shall provide personal and professional growth for all staff.

GOAL 5: Wyoming Public Schools Community shall demonstrate mutual respect, caring and loyalty.

ACADEMICS

We will not simply promote students because they have attended school. Students earn the opportunity to move to the next grade level at the conclusion of each academic school year. When they have not earned the opportunity they will experience remediation and/or retention, which is the process of having to go back and repeat the learning activities a student did not master. Teachers are dedicated to helping students be successful in their school experiences.

Middle School Credit System

1. In order to complete middle school students must satisfactorily earn the minimum of 20 (out of 24) middle school credits in each grade level, 7-8.
2. Students must be enrolled in six courses during each year. The six courses will consist of the four core subjects and two electives.
3. One middle school credit equals successful (an overall grade of 60% or greater) completion of one class hour for one quarter (9 weeks) . Middle school classes taken in 8th grade that result in high school credit require two (2) middle school credits to earn half (1/2) of a high school credit and four (4) middle school credits to earn one (1) high school credit.
4. Students must pass three of the four quarters in each of the four core areas (English, Mathematics, Science and Social Studies in order to be promoted to the next grade level.
5. Students will have opportunities to make up credits (see "Recovering Credit")

Report Cards

Report cards are issued at the end of each quarter (9 weeks). Parents are encouraged to communicate with the teacher regarding their child's progress. If an "E" is recorded, the student is responsible to complete the necessary work within two (2) weeks after the grade is given. Once the required work is complete the "E" will be changed to the resulting letter grade. Students who recover the "E" grade during the two (2) week window will receive a grade no greater than a B- (80%). Failure to remove the "E" will result in the student receiving the grade earned to date. Students who earn credit after the two (2) week window will receive a grade no greater than a D- (60%). **Parents are encouraged to use the Parent Gateway system to keep track of their child's progress. Please contact the school office for the instruction, user name, and password needed to access Parent Gateway.**

Grading

Grading breakdown for each quarter will be defined as 60% for common course assessments, projects, labs, etc. and 40% for class work, homework or other assignments that are not common between teachers for each quarter. Common assessments are assessments used by each teacher that teaches a particular course.

The Grade Point Average (GPA) will be determined by the following scale:

A = 4.00	C+ = 2.33
A- = 3.67	C = 2.00
B+ = 3.33	C- = 1.67
B = 3.00	D+ = 1.33
B- = 2.67	D- = .670

Less than D- equals an “E” failing grade

RCR (Recovered Credit) = Indicates a grade for a course that was failed during the quarter marking period and successfully recovered after the two (2) week window. Students will receive a grade percentage of no greater than 60% for RCR.

Saturday/Summer Recovery Program

One (1) week following the end of the full school year will be used as a credit recovery time. Students who have not earned the twenty (20) credits required to be promoted to the next grade level will have an opportunity to recover the credits needed in order to pass. Furthermore, any student who fails more than one (1) credit in a core area (math, English, science or social studies) must attend this program and successfully recover these credits to be promoted. To earn back a credit the students must prepare for and retake common assessments for the failed course. The new overall grade for a course must be 60% or greater to earn credit.

ACADEMIC SUPPORT

In order for our students to be successful at Newhall, we realize the need for assistance both at school and at home. Below are some ways students can receive help beyond the normal opportunities in daily classes.

Teacher Assistance

Assistance from teachers is offered before/afterschool in the teachers’ classrooms by appointment. This is by far the most effective way of getting the personal assistance needed to better understand the curriculum, receive assistance with assignments, study for tests, or take common assessments. **A late bus and supervision will be provided until 4:15 on most Tuesdays (dates will announced at the start of the school year).**

Early Entry

Any students who arrive to school early can get a pass from a teacher the day before to receive help from that teacher. It is best to plan for extra assistance from a teacher ahead of time so the teacher can dedicate his or her time specifically to student needs. No student will be allowed to enter the building prior to 7:15 without a pass from a teacher.

T.E.A.M. 21

T.E.A.M. 21 is a grant funded after-school program that operates Monday-Thursdays from 2:45-5:45 PM. T.E.A.M. 21 a partnership program between Wyoming Public Schools & the City of Wyoming Parks & Recreation Department. Enrolled students have the opportunity to receive academic assistance, character education, recreational programming, as well as both a snack and light dinner. Bussing is provided for in-district student at the conclusion of the program. All Newhall students are invited to complete an application for enrollment. Sixty five students are enrolled based on academic need and teacher recommendation. Enrolled students are only permitted to miss one day of program per week. Students may not be on an athletic team and enrolled in T.E.A.M. 21 at the same time. T.E.A.M. 21 also operates a six week summer program that offers academics and enrichment activities. Contact the main office for a program brochure and/or application.

Parent Gateway Program

Newhall and the Wyoming Public Schools firmly believe in the correlation between parental involvement and student achievement. Committed to this belief, we offer parents/guardians of WPS students internet access to their student(s) grades and attendance records. Accommodations can be made for parents who do not have internet access at home. We encourage all of our parents to participate in the program. This is an excellent way to bridge possible communication gaps. Those who wish to participate in the program are directed to call or visit the main office to pick-up the information.

Mentoring Program - Career Progressions and Compassion this Way have partnered to form a mentoring program at Newhall Middle School. The goal of this program is to match up volunteer mentors with individual students. Time spent together with the mentor and student takes place once a week after school for an hour and a half. During this time they may play games, talk, or do homework. This program is committed to building healthy relationships between adults and students that help support and encourage the students' where they are at in their lives. All volunteers have background checks through ICHAT.

ACADEMIC AND CAREER PLANNING

MEAP (Michigan Educational Assessment Program) Testing

During the school year students are expected to take the MEAP tests. Seventh grade students take the Reading, Writing, and Math MEAP assessments. Eighth grade students take the Reading, Math, and Science MEAP assessments. More information about this assessment can be found at:

http://www.michigan.gov/mde/0,1607,7-140-22709_31168---,00.html

Scholastic Reading Inventory (SRI)

All students at Newhall will be undergoing SRI testing three (3) times during the school year. This test will determine each students' reading level in order to assist classroom teachers in developing individualized curriculum geared towards maximizing the students learning potential. Students will take these tests at the beginning, middle and end of each school year.

Scholastic Math Inventory (SMI)

Scholastic Math Inventory (SMI) is an adaptive math assessment that provides each student an immediate report used to support data-driven instruction. It assesses five strands of mathematics: numbers and operations, geometry, measurement, algebra, and data analysis and probability. SMI is created to assess algebra readiness and to report on which new skills and concepts a student is ready to learn.

Explore Testing

All 8th grade students at Newhall will take ACT's Explore Test during the month of April. The results from this test tell students things they need to know in order to plan their high school courses, prepare for the ACT, and choose a career direction.

Educational Development Plan (EDP)

An Educational Development Plan (EDP) is a plan of action in which students identify and record career goals and an educational pathway to achieve them. EDP's will include students' career pathway choices, careers they are interested in and four-year plans for classes that will assist them in entering those careers. The EDP will also be a place for students to store work information, activities they participate in, and volunteer service. Students will learn about career pathways in seventh grade through the use of Career Cruising. In both seventh and eighth grade students will be given opportunities to edit and/or add to their EDP's. They will then revisit their EDP's each year in high school to make adjustments. EDP's are available for parents and students to access online.

Career Pathways

The world of work is rapidly changing as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in this highly competitive global economy. Career Pathways will provide students focus and foundation for their learning experiences that not only meet their academic potential and career interest, but lead to lifelong learning and achievement. The following six career pathways have been identified:

1. Arts and Communications
2. Business Management, Marketing and technology
3. Engineering/Manufacturing and Industrial Technology
4. Health Sciences
5. Human Services
6. Natural Resources and Agriscience

STUDENT RECOGNITION PROGRAM

Academic Awards

The academic awards are given at the end of each quarter (9 week marking period). Students are recognized for academic achievement at the all school assembly. To qualify for the Honor roll a student is required to have a G.P.A. of 3.0 or higher at the end of the marking period.

Positive Behavior Support (PBS)

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide positive behavior support is to establish a climate in which appropriate behavior is the norm.

Power Paws

Students at Newhall can receive power paws from staff which can be redeemed for prizes during lunch. Students also receive monthly celebrations for their positive behavior in school. These parties include school dances, movies etc.

Year end Awards Program

Students are selected by staff and recognized for their achievements at an all school evening program during the final week of school. Students are awarded achievements in academics, leadership, art, music, presidential excellence, honor roll, citizenship, attendance, attitude, etc..

Students of the Month

At the end of each month, one male and one female student from each grade level are recognized for their outstanding academic and social achievements. Students are treated to a complimentary lunch. At the end of the school year students who have been awarded *Student of the Month* attend a celebration picnic at Pinery Park, sponsored by the teaching staff.

Michigan Merit Curriculum
High School Graduation Requirements

To prepare Michigan’s students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.

Michigan Merit Curriculum High School Graduation Requirements	
MATHEMATICS - 4 Credits	
Algebra I Algebra II	Geometry One math course in final year of high school
ENGLISH LANGUAGE ARTS - 4 Credits	
English Language Arts 9 English Language Arts 10	English Language Arts 11 English Language Arts 12
SCIENCE - 3 Credits	
Biology Physics or Chemistry	One additional science credit
SOCIAL STUDIES - 3 Credits	
.5 credit in Civics U.S. History and Geography	.5 credit in Economics World History and Geography
PHYSICAL EDUCATION & HEALTH - 1 Credit	
VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit	
ONLINE LEARNING EXPERIENCE Course, Learning or Integrated Learning Experience	
LANGUAGE OTHER THAN ENGLISH - 2 Credits In grades 9-12; OR an equivalent learning experience in grades K-12 effective for students entering third grade in 2006 (Class 2016)	

TENTATIVE FIVE-YEAR PLAN (Wyoming Public Schools)

EIGHTH GRADE (*MIDDLE SCHOOL courses which are for high school credit)

First Semester

1. ENGLISH
2. PRE-ALGEBRA/ALGEBRA*
3. INTEGRATED SCIENCE*
4. US HISTORY
- 5.
- 6.

Second Semester

1. ENGLISH
2. PRE-ALGEBRA/ALGEBRA*
3. INTEGRATED SCIENCE*
4. US HISTORY
- 5.
- 6.

***Other courses eligible for H.S. credit are: Spanish, Health/PE, and the Applied Arts (Art, Band and Vocal Music).**

NINTH GRADE

First Semester

1. ENGLISH 9
2. PRE-ALGEBRA/ALGEBRA/GEOMETRY
3. INTEGRATED SCIENCE/EARTH SCIENCE/BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
- 5.
- 6.

Second Semester

1. ENGLISH 9
2. PRE-ALGEBRA/ALGEBRA/GEOMETRY
3. INTEGRATED SCIENCE/EARTH SCIENCE/BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
- 5.
- 6.

TENTH GRADE

First Semester

1. ENGLISH 10
2. GEOMETRY/ALGEBRA I & II
3. BIOLOGY/CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
- 5.
- 6.

Second Semester

1. ENGLISH 10
2. GEOMETRY/ALGEBRA I & II
3. BIOLOGY/CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
- 5.
- 6.

ELEVENTH GRADE

First Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/ADV. MATH
3. CHEMISTRY or PHYSICS
4. CIVICS
- 5.
- 6.

Second Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/ADV. MATH
3. CHEMISTRY or PHYSICS
4. ECONOMICS
- 5.
- 6.

TWELFTH GRADE

First Semester

1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
- 3.
- 4.
- 5.
- 6.

Second Semester

1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
- 3.
- 4.
- 5.
- 6.

Additional Requirements:

1 credit of P.E./Health; 1 credit of Applied Arts; 20 hours of online experience (imbedded into content of core classes), and 2 credits of world language

7th GRADE CURRICULUM

In addition to the core courses, English, math, science, and social studies, 7th grade students will be enrolled in two (2) non-core courses during 2 class periods.

Below are the required non-core courses:

- 7th grade Health (1 semester) and
- 7th grade Computer/Technology (1 semester)

Below are the choices for the 2nd non-core course(s):

- Introduction to Vocal Music or
- Introduction to Instrumental Music or
- Physical Education (1 semester) & Beginning Art (1 semester)

Note: students in study skills classes or reading will have less than 2 non-core class periods

7th GRADE COURSE DESCRIPTION ~ CORE COURSES

Standards can be found at <http://www.wyoming.k12.mi.us/admin/Curriculum.htm>

English Language Learners English

Students who have recently immigrated to the United States from many parts of the world, or speak a language other than English in the home, develop proficiency in English. Based on a standardized state language assessment, the ELPA, students at the beginning and basic intermediate level learn everyday vocabulary, sentence structure and grammar usage which further improves communication in both social and academic settings. Course components are listening, speaking, reading and writing with an emphasis on developing academic language.

English/Language Arts 7

This course emphasizes literature, writing, and vocabulary. The genres of drama, mystery, and mythology are the literary focus. Writing a persuasive essay, a memoir, and a research project with supporting data are also part of the English curriculum.

Advanced English/Language Arts 7

This course presents a challenging program to students who have already demonstrated a proficiency in the listed 7th grade course requirements. Comparative analysis and critical evaluation of literary works are used to improve thinking and writing skills. Writing assignments stem from both literature

and personal experience. Vocabulary exercises serve to prepare the student for college entrance testing. Students must complete at least four writing projects per year including a research topic.

Middle School Advanced English NEW Placement:

- Standard grades – must have an A in Language Arts and a B average in other class work.
- SRI score- (7th grade) 1075
- MEAP - 1 or high 2 (Reading & Writing)
- 80% or higher on writing standards WR: 6:2, 6:3, 6:4
- Students must be highly motivated

Final decision may depend on spaces available.

Math 7 (Two semesters)

Students will review skills from previous years to prepare for and execute pre-algebraic concepts using exponents, two step equations, operations with integers, rational, irrational, prime and composite numbers. At times non-calculator skills will be emphasized yet advanced calculator operations will be introduced and performed during the exploration of advanced mathematical concepts. Basic computational skills i.e. the times tables through the 12's and the perfect squares up to 20, are assumed to have been previously mastered by the student.

Advanced Math 7

Students work through the 7th grade math curriculum at an accelerated pace, then are taught topics that are normally found in Pre-Algebra as extensions of the relevant 7th grade material. The ability to consistently complete all homework, grade level (or higher) scores on standardized test such as the MEAP or SMI (Scholastic Math Inventory), and teacher recommendation are normally required for entrance into this class. Relative maturity is required for this class along with all the components of that resource i.e. a good attitude and the willingness to work hard on the subject material.

Middle School Advanced Math NEW placement:

- Standard grades – must have an A/B in Mathematics
- SMI score- (7th grade) 850 or above
- MEAP – 1/2
- Students must be highly motivated

Final decision may depend on spaces available

Social Studies 7 (Two semesters)

Using the Five Themes of Geography: location, place, region, movement, and human-environment interaction; students explore the geography, history and culture of Europe, Africa, Asia and Australia.

Science 7 (Two semesters)

This course is designed to teach students how to think scientifically. By the end of the year students should have mastered the following areas: Scientific Method, Measurement, Waves – Sound and Light, Chemistry, Cells, Genetics, and Plants. The students will be using the Prentice Hall Science Explorer textbooks designed around each particular unit.

7th GRADE COURSE DESCRIPTION ~ NON-CORE COURSES

7th Grade Art (One semester)

Students will become involved with the elements and principles of design and explore a myriad of media as they consider questions and creatively communicate their ideas.

Computers and Technology (One semester)

Students will be exposed to various components in the ever changing world of technology, including keyboard applications, Microsoft Word, PowerPoint, Excel, and research developments on the web.

English Language Learners Guided Study

This course gives English Language Learners an opportunity to strengthen their academic skills, get extra help, ask questions, and work on homework/assessments. This course is limited to English Language Learners that are basic to low intermediate or are enrolled in mainstreamed English courses.

7th Grade Health (One semester)

Students will review good character traits and develop skills to improve their self-esteem. Communication and decision making skills will be demonstrated by all students. Students will learn to appreciate another person's point of view, problem solve, and reduce conflict for themselves. Students will also learn about alcohol, tobacco, and other drugs. They will demonstrate refusal skills in class. Each student will keep a food journal, analyze this journal and write a new plan, based on the food pyramid. Unsafe situations and basic first aid will be taught. Reproductive education including male and female anatomy will be taught along with abstinence and refusal skills. Mental health, signs of depression and anxiety will be discussed, so students can recognize symptoms and seek assistance if needed.

Introduction to Instrumental Music (Two semesters)

This course functions as an introduction to band. Beginning band members perform at three or four concerts outside of school. Most performances are held at night. Practice records are required and special rehearsals, activities, and performances are required for full credit.

7th Grade Physical Education (One semester)

This course focuses on improving major and minor motor skills, lifelong fitness, individual and team sports, skill development, and personal and social character. Students will learn to understand their personal physical fitness levels and how to create a lifestyle that promotes healthy physical fitness and nutrition choices. This class is intended to build the foundation for a healthy and active lifestyle.

Introduction to Vocal Music (Two Semesters)

This course is designed for students who are interested in singing with a choral group. Students will learn how to produce a beautiful tone while performing a varied repertoire. They will also learn how to demonstrate technical (theory-based) skills through performance; improvise rhythmically and melodically; and evaluate ensemble performances. Introduction to Choir will also give students the opportunity to become a part of a community, express themselves musically and learn to lead through many leadership opportunities. Choir is a team building experience that offers students a wonderful opportunity to grow as individuals while becoming a part of a performing arts group.

Math Skills 7 (Two semesters)

Students in SOS (Strengthening of Skills) class receive an additional hour of math support outside their regular math class. Students learn basic math skills including whole numbers; decimals; number theories and fraction concepts; operations with fractions; geometry; ratios, proportions, and percents, measurement; and pre-algebra basics. Students participate in hands-on activities, real world math situations and projects, and games to reinforce basic math skills.

SOS Math (7/8th grade)

- MEAP scores 3 or 4
- SMI scores (7th grade/8th grade) Below 700
- Grades D, E Math

Reading Skills 7 (Two semesters)

This course emphasizes organizational and study skills. It is designed for students to improve their reading ability, and also gain knowledge of various strategies in order to become competent readers.

The READ 180 reading intervention program is used with these students. READ 180 Enterprise Edition is a comprehensive reading intervention program for struggling readers in grades four through twelve. The goals of the program are to increase students' decoding, fluency, vocabulary, comprehension, and writing skills.

SOS Reading (7/8th grade)

- MEAP score 3 or 4
- Lexile 775 or below
- Grades D, E English

8th GRADE CURRICULUM

In addition to English/language arts, math, integrated science, and US history/geography students will choose elective courses during 2 class periods.

Below is a list of the elective choices for eighth grade students:

*course taken for high school (HS) credit

- Band 1* (2 semesters - must have 1 year of instrumental music experience)
- Basic Computer Applications (One semester)
- Concert Choir * (2 semesters -must have 1 year choir experience)
- Health* (One semester)
- Introduction to Art* (2 semesters)
- Introduction to Instrumental Music (2 semesters)
- Introduction to Vocal Music (2 semesters)
- Physical Education 1* (One semester)
- Physical Education 2 (One semester)
- Spanish 1* (2 semesters)

Note: Students in Skills or Reading courses will have less than 2 class periods for electives

8th GRADE COURSE DESCRIPTION ~ CORE COURSES

Standards can be found at <http://www.wyoming.k12.mi.us/admin/Curriculum.htm>

***Course taken for high school (HS) credit**

English/Language Arts 8 (two semesters)

This course emphasizes literature, writing, and vocabulary. The genres of realistic fiction, science fiction, and historical fiction are the literature focus. Writing a news article, a persuasive essay, and a biography are part of the English curriculum.

Advanced English/Language Arts 8 (two semesters)

This course presents a challenging program to students who have demonstrated a proficiency in the course requirements for English/language arts 8. Comparative analysis and critical evaluation of literary works are used to improve thinking and writing skills. Writing assignments stem from both literature and personal experience. Vocabulary exercises serve to prepare the student for college entrance testing. Students must complete at least four writing projects per year including a research topic.

Middle School Advanced English CONTINUED Placement (from 7th to 8th grade):

- Standard grades – must have an A/B average in Advanced Language Arts and a B average in other classes.
- SRI score- 1125 or above
- MEAP - 1 or high 2 (Reading & Writing)
- Students must be highly motivated

Final decision may depend on spaces available.

Pre-Algebra* (Two semesters – 1 HS credit)

Pre-Algebra make the transition from concrete arithmetic to abstract reasoning. Students will be introduced to linear relationships and patterns through visual and physical experiences. These experiences will lead to graphic, symbolic, numeric, and verbal interpretation of linear patterns. Provides the bridge from the abstract to the real world. A scientific calculator is recommended for this course.

Algebra I* (Two semesters – 1 HS credit)

Algebra I builds on the abstract thinking skills introduced in Pre-Algebra. Students will go from linear expressions to an in-depth study of linear relationships, other functions, and systems. This includes,

but is not limited to recursive representations, bivariate data analysis, linear regression, and correlation. Visual understanding is enhanced using graphical representations and exploration. Graphing calculators are recommended for this course.

U.S. History (Two semesters)

Students will acquire a wealth of historical information regarding American History from the early Native American culture to 1877. Particular attention will be given to Christopher Columbus' Global Exchange, the founding of the 13 colonies, the establishment of our nation and government by the various founding fathers, the westward expansion beginning with the Louisiana Purchase, the Mexican War, the causes leading to the separation of the United States, the Civil War, and the Reconstruction and restoration of the Union. Students will demonstrate knowledge, skill and values necessary to be life-long participants in American society. They investigate cultural diversity and recognize the worth and dignity of self and others. U.S. History will relate historical events and trends to present day situations and policies.

Integrated Science I* (Two semesters – 1 HS credit)

Integrated Science is a specialized class written to meet the Essential Standards defined in the Michigan High School Content Expectations (HSCE). The course is offered for one High School Credit, and it incorporates multiple science disciplines. Essential HSCE standards for Chemistry, Anatomy, Meteorology, Geology, Astronomy, Genetics and Physical Science combine to complete this well-rounded and rigorous course. This diverse approach is intended to develop a broad foundation and understanding of science concepts from which all students can confidently enter and successfully complete the remainder of their high school science courses.

8th GRADE COURSE DESCRIPTION ~ ELECTIVE COURSES

***Course taken for high school (HS) credit**

Band* (Two semesters - 1 HS credit)

The Band functions as a marching band during the fall, performing at school related games, festivals, and competitions. During the winter and spring, the band divides into the Wind Symphony and Symphonic Band, playing music at concerts, school functions, and small and large group festivals. Most performances are held at night or on Saturdays. During marching season and before special events, extra rehearsals are held on weekday evenings. Special rehearsals, activities, and performances are required for full credit. Students are required to have one year of prior experience or be approved by a director.

Basic Computer Applications (One semester)

Students will gather data in Microsoft word, and excel, then deliver presentations using power point. He/she will understand concepts and strategies used to convey ideas and information and apply this Technology to work related situations. Also included are creating folders- sub folders, files, transferring files, symbols, creating a business letter, page breaks, and spreadsheet formats.

Concert Choir* (Two semesters – 1 HS credit)

Course content includes the study of basic music theory, sight-reading, and vocal technique at the beginning to intermediate level. Students experience choral literature taken from a wide range of styles. Opportunities for group and individual performances in a variety of vocal music settings are scheduled throughout the year. Participation in scheduled concerts, festivals, and special rehearsals is required for full credit.

English Language Learners Guided Study

This course gives English Language Learners an opportunity to strengthen their academic skills, get extra help, ask questions, and work on homework/assessments. This course is limited to English Language Learners that are basic to low intermediate or are enrolled in mainstreamed English courses.

Health* (One semester - ½ HS credit)

Students acquire accurate health information and develop healthful attitudes and behavior patterns in order to live long, productive lives. Students learn the skills necessary to make responsible decisions and modify behaviors that promote healthy lifestyles. Health provides students with practical knowledge in the following areas: nutrition, tobacco, alcohol and other drugs, diseases, mental health and stress, human sexuality and AIDS education, and other health related issues.

Introduction to Art* (Two semesters - 1 HS credit)

In this course students will answer the questions; Where has art been? Where is art going? And how do I fit into the world of art? Through a broad investigation of the art from many diverse cultures students will engage in various art-making approaches. Students will be taught to examine and analyze ideas that artists have used from prehistoric times to the modern age. Students will be given the opportunity to explore both traditional and non-traditional art materials. Students are required to complete homework drawings in a sketchbook, to take tests, and to write about art as well as taking an exam at the end of the semester.

Introduction to Instrumental Music (Two semesters)

This class functions as an introduction to band. As a beginning band we perform at three or four concerts outside of school. Most performances are held at night. Practice records are required and special rehearsals, activities, and performances are required for full credit.

Introduction to Vocal Music (Two Semesters)

Introduction to Choir is for the student who is interested in singing with a choral group. Students will learn how to produce a beautiful tone while performing a varied repertoire. They will also learn how to demonstrate technical (theory-based) skills through performance, improvise rhythmically and melodically, as well as evaluate ensemble performances. Introduction to Choir will also give a student the opportunity to become a part of a community, express themselves musically and learn to lead through many leadership opportunities. Choir is a team building experience that offers students a wonderful opportunity to grow as an individual while becoming a part of a performing arts group.

Physical Education 1* (One semester – ½ HS credit)

Physical education provides students with the knowledge, skills, fitness, and attitudes to lead a healthy lifestyle. Students who engage in health-enhancing physical activity are able to assess, achieve, and maintain fitness, make wise lifestyle choices, and exhibit appropriate personal-social character traits while participating in various physical activities. These activities will include team and individual activities, as well as aerobic activities each nine weeks. Two days a week will be devoted to fitness activities and fitness training.

Physical Education 2 (One semester)

Physical education provides students with the knowledge, skills, fitness, and attitudes to lead a healthy lifestyle. Students who engage in health-enhancing physical activity are able to assess, achieve, and maintain fitness, make wise lifestyle choices, and exhibit appropriate personal-social character traits while participating in various physical activities. These activities will include team and individual activities, as well as aerobic activities each nine weeks. Two days a week will be devoted to fitness activities and fitness training. *This class will offer different activities from Physical Education 1. Students may take either class or both classes.*

Spanish I* (Two semesters – 1 HS credit)

The target language is introduced. Vocabulary such as greetings, numbers, calendar, family, daily activities, and descriptions; and grammar such as verb conjugation, sentence structure and noun/verb/adjective agreement is introduced. In addition, cultural diversity and aspects of typical daily life of target culture are discussed. A variety of teaching and learning styles are used to engage students in speaking, listening, reading and writing activities.

Math Skills 8 (Two semesters)

Students in SOS (Strengthening of Skills) class receive an additional hour of math support outside their regular math class. Students learn basic math skills including whole numbers; decimals; number theories and fraction concepts; operations with fractions; geometry; ratios, proportions, and percents, measurement; and pre-algebra basics. Students participate in hands-on activities, real world math situations and projects, and games to reinforce basic math skills.

SOS Math (7/8th grade)

- MEAP scores 3 or 4
- SMI scores (7th grade/8th grade) Below 600
- Grades D, E Math

Reading Skills 8 (Two semesters)

This course emphasizes organizational and study skills. It is designed for students to improve their reading ability, and also gain knowledge of various strategies in order to become competent readers.

The READ 180 reading intervention program is used with these students. READ 180 Enterprise Edition is a comprehensive reading intervention program for struggling readers in grades four through twelve. The goals of the program are to increase students' decoding, fluency, vocabulary, comprehension, and writing skills.

SOS Reading (7/8th grade)

- MEAP score 3 or 4
- Lexile 775 or below

Grades D, E English

SPECIAL EDUCATION DEPARTMENT

Special Education services are available at Newhall Middle School. The Individualized Educational Planning Committee determines the services. The Cognitive Impairment (CI) and Regional Emotional Impairment (REI) programs are housed at Newhall Middle School Curriculum offerings vary dependent on student's needs.

Resource Room Courses

Special education teachers teach the Emotional Impairment/Learning Disabled (EI/LD) classes. Classes offer a general education curriculum designed to meet general education standards. Accommodations and adaptations are made according to the Individualized Education Program. In the resource program students could attend from one to five of their classes in resource courses. Resource room courses are offered in both 7th and 8th grade math and English.

Co-Taught Courses

Teams consisting of a special education teacher and a general education teacher teach classes in the general education curriculum. A variety of co-taught classes are offered each year based on student need.

School Social Worker

School Social Workers assist in developing programs for students with behavior, academic and/or emotional needs. The Individualized Educational Program Team determines whether social work services are appropriate.

School Psychologists

School Psychologists are trained to provide counseling, evaluate students, work with parents and develop programs for students.

Speech Therapy

Speech therapist services are available as determined by the Individualized Educational Program Team.

Cognitively Impaired Program

The Cognitively Impaired Program curriculum is designed to teach students daily living skills, personal-social skills and occupational skills. We service a variety of students with many different disabilities, but our prime focus is on students with cognitive impairments. Each student has the opportunity to be educated at a mastery level according to his/her ability level. An IEP team will best determine the course of action for students. This program requires the commitment from staff, parents and the community. Students in this program will go on to the Cognitively Impaired Categorical Program at Rogers High School.

Regional Emotionally Impaired Program

Newhall Middle School offers a Region III program for students with an emotional impairment. Students follow a general education curriculum to meet general education standards, but the program is set up to specialize in emotional and behavioral issues as well as academics. Curriculum offerings vary from year to year depending on the student's needs. Their local school district and special education director refers students. Students must meet specific criteria for acceptance.