



# Program of Studies

## Middle School 2025-2026

### **Department of Instruction**

TBD

*Executive Director, PreK-12 Teaching and Learning*

Dr. Chris Stanley

*Executive Director, Learning Technology and Strategic Relations*

### **Grosse Pointe Public School System**

20601 Morningside Dr.

Grosse Pointe Woods, MI 48236

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# MIDDLE SCHOOL PROGRAM OF STUDIES

This program of studies has been prepared to help middle school students and parents plan the student's program according to his or her particular educational needs and interests. Continuing the strong emphasis on improving basic skills begun in the elementary schools, the middle school program of studies is organized developmentally from grades 5 through 8. The intent of the program is to provide a gradual transition into the high school program of studies and the high school enrollment process.

A hallmark of the middle school experience is program flexibility. In order to accommodate the unique needs of students, differentiation of instruction is emphasized. The middle school principal, after consultation with the student's parents and appropriate staff, has the authority to approve modifications to the middle school program of studies for an individual student. Some electives in grades 7 and 8 may be taken more than once with the permission of the instructor.

21st Century Literacy Skills are embedded within middle school courses. Students refine and develop skill sets to successfully present, collaborate, create, think critically and solve problems using modern technologies as they prepare to be college and career ready.

Social and emotional competence provides a foundation for academic success (Zins et al., 2004). Although research suggests that course completion and grades in middle school are the strongest predictors of high school performance and graduation (Farrington et al., 2012), there is increasing evidence that social and emotional competence is also critically important. Interventions that promote SEL promote academic performance (Durlak et al., 2011). Several recent publications on college and career readiness, deeper learning, and 21st-century skills cite personal and social competencies, often called “noncognitive skills,” as fundamental to students’ level of engagement in middle and high school, their post-secondary performance and completion, and their workplace success (ACT, 2014; National Research Council, 2012).

Although the majority of courses offered in the Middle School Program of Studies will take place exactly as described, parents and students should be aware that modifications may have to be made due to circumstances of enrollment, teacher availability, changes in state or local graduation requirements or modifications in scheduling. In addition, from time to time, changes are made in policies and requirements after approval of the Program of Studies. Key changes are publicized to students and parents via newsletters, the district website, news releases, and direct mail.

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# POLICIES

## Non-Discrimination

[Board Policies 3.18 and 5.02](#) prohibit discrimination in the District on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic in its programs and activities, including employment opportunities. This guideline shall be used to ensure that the District's non-discrimination policies are implemented properly and in compliance with Federal and State laws and regulations.

## Civil Rights Coordinators

Administration designates the following individuals to serve as Civil Rights Coordinators for the District:

Dr. Roy Bishop  
Deputy Superintendent for Educational Services  
20601 Morningside Drive  
Grosse Pointe Woods, Michigan 48236  
(313)-432-3015  
bishopr@gpschools.org

TBD  
Director of Human Resources  
20601 Morningside Drive  
Grosse Pointe Woods, Michigan 48236  
(313)-432-3017

## Determination of High School Credit Earned

Grosse Pointe-approved high school courses successfully completed by a middle school student will appear on the student's high school transcript. Those middle school students taking high school courses have the option to have their grade reflected on their high school transcript and computed in their cumulative high school GPA or to have the credit reflected on their high school transcript with no grade reflected. Such an election may be made at any time before entry into high school. If parents do not indicate a preference to have the grade reflected on the high school transcript, only credit without the grade will be reflected. High school courses taken during middle school will be reflected in the student's middle school report card.

## Dual Enrollment

Although middle school students are not eligible for formal dual enrollment, it may be useful for students and parents to know about this provision in planning a student's high school career.

Legislation amending the Michigan School Code directs school districts, under certain circumstances, to assist students in paying a portion of the tuition and fees for a credit course at a public or independent non-profit post-secondary institution when the course is taken by a student who is still in high school. If the conditions are met, the school district is required to pay a specific, limited amount toward a student's tuition. Students who wish to take part in dual enrollment must have already taken required exams (ACT, PSAT, MME, SAT, COMPASS, ACCUPLACER) and received a qualifying score (please see [www.michigan.gov/mde](http://www.michigan.gov/mde) for more information). Information that outlines GPPSS dual enrollment guidelines is available from high school counselors.

# CONTACT INFORMATION

## Board of Education

Sean Cotton- President  
Ahmed Ismail- Vice President  
Lisa Papas -Secretary  
Terence Collins-Treasurer  
Virginia “Ginny” Jeup-Trustee  
Valarie St. John-Trustee  
Colleen Worden-Trustee

## Central Office Administration

Dr. Andrea Tuttle	Superintendent	(313) 432-3010
Dr. Roy Bishop Jr.	Deputy Superintendent - Educational Services and Labor Relations	(313) 432-3020
Brandy Pavlik	Executive Director of Finance and Operations	(313) 432-3062
TBD	Executive Director, PreK-12 Teaching and Learning	(313) 432-3044
Dr Chris Stanley	Executive Director, Learning Technology and Strategic Relations	(313) 432-5135
Lillie Loder	Director of Student Services	(313) 432-3804

## Middle School Administration

### Brownell Middle School

260 Chalfonte  
Grosse Pointe Farms, MI 48236  
Phone: (313) 432-3900

Rodger Hunwick	Principal
Holli McNally	Assistant Principal

### Parcells Middle School

20600 Mack  
Grosse Pointe Woods, MI 48236  
Phone: 432-4600

Jason Wesley	Principal
Debbie Redlin	Assistant Principal
Samantha Lamberti-McGrath	Assistant Principal

### Pierce Middle School

15430 Kercheval  
Grosse Pointe Park, MI 48230  
Phone: 432-4700

Sara Dirkse	Principal
Judy Gaffrey	Assistant Principal

## Department Chairs

### Art

Michael Lamb	LambM@gpschools.org	5-12 North End
Tom Szmrecsanyi	SzmrecT@gpschools.org	5-12 South End

### Counseling

Andrea Bolton	BoltonA@gpschools.org	North & South End
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### English

Melissa Frame	FrameM@gpschools.org	Brownell
Nan Sabella	SabellN@gpschools.org	Parcells
Andrea Doherty	DohertA@gpschools.org	Pierce

### Library

Mary Beth Coffey	CoffeyM@gpschools.org	K-12
Michelle Stackpoole	StackpM@gpschools.org	K-12

### Family and Consumer Science

Andrea Gruenwald	GruenwA@gpschools.org	6-12 North End
Taylor Barczyk	BarczykT@gpschools.org	6-12 South End

### Mathematics

Sharon Drew	DrewS@gpschools.org	Brownell
Ashley Golitko	GolitkA@gpschools.org	Parcells
Jacqueline Bingham	Binghaj@gpschools.org	Pierce

### Performing Arts

Leslie Sarolli	Sarolil@gpschools.org	North End
Thomas Torrento	TorrenT@gpschools.org	North End
James Gross	GrossJ@gpschools.org	South End

### Physical Education

Joe Drouin	DrouinJ@gpschools.org	North End
Rob Wozniak	WozinaR@gpschools.org	North End
Chad Hepner	HepnerC@gpschools.org	South End



## Science

Susan Jordan	JordanS@gpschools.org	Brownell
Alex Gulyas	GulyasA@gpschools.org	Parcells
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## Social Studies

Amy Jo Callaway-Burke	callawa@gpschools.org	Brownell
Alexis Lecznar	LecznaA@gpschools.org	Parcells
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## Business & Industrial Technology

TBD

## World Language

Jennifer Spears	SpearsJ@gpschools.org	North End
Tamara Shepard	SheparT@gpschools.org	North End
Cindy Morefield-Pinder	MorefiC@gpschools.org	South End
Scott Peltier	PeltieS@gpschools.org	SouthEnd

## Counselors

### Brownell

Corinne Oderfer	OderfeC@gpschools.org	Alpha A-K
Elisabeth Nixon	nixone@gpschools.org	Alpha L-Z

### Parcells

Dr. Amy Macey	MaceyA@gpschools.org	Alpha A-K
Carly Palffy	PalffyC@gpschools.org	Alpha L-Z

### Pierce

Catherine Husk	HuskC@gpschools.org	Alpha A-K
Andrea Bolton	BoltonA@gpschools.org	Alpha L-Z

## **Student Services Department Chairs**

### **Autism Spectrum Disorder, Cognitive Impairment-K-8**

Emily Achille    Achille@gpschools.org

### **Barnes Early Childhood, Early On, SLPs, OT PT, TCs, BehSpec**

Michelle Frontera    Frontim@gpschools.org

### **Speech- Language Pathologists K-8**

Elisabeth Galvin    GalvinE@gpschools.org

### **Elementary/MS Resource Program**

Christina Peklo    PekloC@gpschools.org

### **School Psychologists/School Social Worker**

Brandy Rokicki    RokickB@gpschools.org

Amanda Derkevorkian    DerkevA@gpschools.org

# GRADE OVERVIEW

## GRADE FIVE

### REQUIRED COURSES

Students will be enrolled in the following Core courses

- English Language Arts 5
- Math 5
- Science 5
- Social Studies 5

\*Students will be assigned a 5<sup>th</sup> Grade Teacher or Team of Teachers

Flexible grouping patterns and/or accelerated sections and multiple learning options provide enrichment, challenge, and acceleration.

### ELECTIVES/SPECIAL SCHEDULE

Students will be enrolled in the following 5<sup>th</sup> grade course, Every other day - year

- ELA Extension

Students will be enrolled in the following 5<sup>th</sup> Grade Specials, Every other Day/Semester

- Art 5
- Spanish 5

**Students will choose 2 of the following 3 Choice Electives (Every other day-year)**

- Band 5 **or** Orchestra 5
- Choir & World Music 5
- Physical Education 5

**\*If selecting Band 5 or Orchestra 5 and Choir & World Music 5 then students will not be enrolled in Physical Education for their 5th grade school year.**

## GRADE SIX

### REQUIRED COURSES

Students will be enrolled in the following Core courses

- English Language Arts 6 or Honors English Language Arts 6
- Math 6 or Honors Math 6
- Science 6
- Social Studies 6

Flexible grouping patterns and/or accelerated/honors sections and multiple learning options provide enrichment, challenge, and acceleration.

Students will be enrolled in the following 6th grade course Every other day - year

- Physical Education 6

### 6<sup>th</sup> GRADE ELECTIVES/SPECIAL SCHEDULE

Students will be enrolled in the following 6<sup>th</sup> grade course, Every other day - semester

- Life Skills
- ELA Extension/Communications

Support courses available for students who have not yet attained grade level expectations:

- Reading Essentials or Reading Foundations
- Math Foundations

Students will choose 2 of the following 6th Grade Choice Electives Every Other Day/Full Year

- Band 6
- Choir 6
- French Introduction – Grade 6
- Orchestra 6
- Spanish Introduction – Grade 6
- Art + Innovation and Design (¼ each)
- Academic Assistance 6 may be taken as every other day all year or every day all year.
- Avid 6 full year (Parcells only)

## GRADE SEVEN

### REQUIRED COURSES

Students will be enrolled in the following Core courses

- English Language Arts 7 or Honors English Language Arts 7
- Math 7 or Honors Math 7
- Science 7
- Social Studies 7

Flexible grouping patterns and/or accelerated/honors sections and multiple learning options, provide enrichment, challenge, and acceleration.

Support for students who have not yet attained grade level expectations:

- Reading Foundations
- Math Foundations

### ELECTIVE COURSES

Students may choose one of the following combinations when selecting elective classes:

- 2 full year classes
- 1 full year and 2 semester classes
- 4 - if all semester courses

#### SEMESTER COURSES:

Academic Assistance Program  
Advanced Foods & Nutrition\*  
Advanced Life Skills\*  
Broadcast Journalism  
Choir Soprano/Alto (SA)  
Choir Tenor/Bass (TB)  
Coding I  
Coding II\*  
Creative Drama I  
Creative Drama II\*

Digital Art & Design I  
Digital Art & Design II\*  
Exploring Art I  
Exploring Art II\*  
Foods & Nutrition  
French Enrichment\*  
French Introduction  
Innovation & Design I  
Innovation & Design II\*

Intro CAD  
Intro to Woods & Metals  
Journalism  
Life Skills  
Metal Technology\*  
Physical Education  
Spanish Enrichment\*  
Spanish Introduction  
Wood Technology\*

#### FULL YEAR COURSES:

7<sup>TH</sup> Grade AVID (Parcells)  
Broadcast Journalism  
Cadet Band  
Choir 7 Soprano/Alto (SA)

Choir Tenor/Bass (TB)  
Concert Orchestra\*  
French I\*  
Journalism

Physical Education 7  
Spanish I\*

\*Prerequisites apply

## GRADE EIGHT

### REQUIRED COURSES

Students will be enrolled in the following Core courses

- English Language Arts 8 or Honors English Language Arts 8
- Math 8 or Algebra Honors I
- Science 8
- Social Studies 8

Flexible grouping patterns and/or accelerated/honors sections and multiple learning options, provide enrichment, challenge, and acceleration.

For students who have not yet attained grade level expectations:

- Reading Foundations
- Math Foundations

### ELECTIVE COURSES

Students may choose one of the following combinations when selecting elective classes:

2 full year courses

1 full year and 2 semester classes

4 - if all semester courses

#### SEMESTER COURSES:

Academic Assistance Program	Digital Art and Design III*	Innovation & Design IV*
Advanced Foods & Nutrition*	Digital Art and Design IV*	Intro to CAD
Broadcast Journalism	Exploring Art I	Intro to Woods & Metals
Coding I	Exploring Art II*	Journalism
Coding II*	Exploring Art III*	Life Skills
Coding III*	Exploring Art IV*	Advanced Life Skills*
Coding IV*	Foods & Nutrition	Metal Technology*
Creative Drama I	French Enrichment*	Physical Education 8
Creative Drama II*	French Introduction	Spanish Enrichment*
Creative Drama III*	Innovation & Design I	Spanish Introduction
Creative Drama IV*	Innovation & Design II*	Woods Technology*
Digital Art and Design I*	Innovation & Design III*	
Digital Art and Design II*		

#### FULL YEAR COURSES:

8TH Grade AVID (Parcells)	French I*+	Physical Education 8
Broadcast Journalism	French II**	Spanish I*
Choir 8 Soprano/Alto (SA)	German I **	Spanish II*+
Choir 8 Tenor/Bass (TB)	German II**	Latin I**(South only)
Concert Band*	Italian I**	
Concert Orchestra*	Journalism	

+ May be offered at the High School Campus (dependent upon course enrollment)

\*\* Offered only at the High School Campus

# DEPARTMENTS/COURSE DESCRIPTIONS

## ACADEMIC SUPPORT

\* offering differs by building

### ACADEMIC ASSISTANCE PROGRAM

GRADE 6/7/8

Assigned semester elective by counselor

Academic Assistance is an assigned semester course for students needing additional support. It is recommended for students experiencing difficulties with organizational skills, academic challenges, and study skills. Students may be recommended for this program by counselors, reading specialists, teachers, parents, or administrators. This course may be taken more than once.

### AVID (Parcels Only)

GRADE 6

Approved by counselor

This course is designed for 6th grade students who aim to succeed in a college prep/honors/AP curriculum in high school. The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research. Reading and materials will be drawn from *AVID Weekly*, *AVID College and Careers* and *AVID Elective Essentials for middle school*.

### AVID (Parcels Only)

GRADE 7

Approved by counselor

This course is designed for 7th grade students who aim to succeed in a college prep/honors/AP curriculum in high school. The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options. Reading and materials will be drawn from *AVID Weekly*, *Implementing and Managing the AVID Program for Middle Level Middle Level*, and *Writing with Integrated Reading and Oral Language*

This course is designed for 8th grade students who aim to succeed in a college prep/honors/AP curriculum in high school. The eighth grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend. Reading and materials will be drawn from *AVID Weekly*, *AVID Test Prep* and *AVID College and Careers*.



# ART

## Art

GRADE 5 Required Every Other Day/Semester

### Art Methods/Materials Grade Level Map

Drawing	Painting	Ceramics
Illusion of 3D form using shading Illusion of space and distance to create distance <ul style="list-style-type: none"> <li>● Overlapping</li> <li>● Large to small</li> <li>● Details, diminish farther back</li> <li>● Change in color and light</li> <li>● Using shadows</li> </ul>	Understand realistic vs. abstract	Coil technique Surface finishing (paint, stain, glaze)
<p><b>Key Concepts:</b> Students will have experience creating both two-dimensional and three-dimensional art</p> <p><b>Focus:</b> Illusion of space</p> <p><b>Methods/Materials:</b> Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics</p> <p><b>Artist</b> of study is/ but is not limited to Alexander Calder with a focus on:</p> <ul style="list-style-type: none"> <li>● Sculptures, Mobiles and Stables</li> <li>● Local art (GPPL - Central Branch)</li> <li>● Movement</li> </ul> <p><b>Culture</b> of study is/ but is not limited to art of Ancient Civilizations (Roman, Greek, Egyptian).</p> <ul style="list-style-type: none"> <li>● Social structures</li> <li>● History recorded through art</li> <li>● Art influenced by belief systems</li> </ul>		
Printmaking	Sculpture	Technology
<i>Choose a printmaking technique from the suggested list below:</i> <ul style="list-style-type: none"> <li>● Monoprinting</li> <li>● Collagraph</li> <li>● Gadget printing</li> <li>● Relief</li> <li>● Stamping</li> </ul>	<i>Choose a sculpture technique from the suggested list below:</i> <ul style="list-style-type: none"> <li>● Metal</li> <li>● Wire</li> <li>● Papers</li> <li>● Paper Mache</li> <li>● Plaster</li> <li>● Sculpting clay</li> <li>● Recycled objects</li> <li>● Fibers</li> </ul>	Students will be exposed to technology in art from the suggested list below: <ul style="list-style-type: none"> <li>● Digital portfolios (Artsonia)</li> <li>● Electronic visual presentations</li> <li>● Smartboard Technology</li> <li>● Tablets/digital apps</li> <li>● Digital cameras/camcorders</li> <li>● Personal devices</li> </ul>

## ART

### GRADE 6 Every Other Day/paired with Innovation and Design- Semester

Sixth grade students will utilize skills and concepts they experienced at the elementary level and apply them to middle school level art problems. The elements of design, basic art principles, problem solving, different media (drawing, painting, printmaking, clay, and sculpture) and a variety of techniques will be emphasized through a wide range of assignments. The art curriculum is designed to enhance self-esteem, provide the opportunity for students to discover their potential in new areas, and provide emotional and creative outlets. Students will also experience art history and culture as well as gain awareness of how art is integrated into the world around us. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for high school, college, career, and a future that includes the enjoyment of art

### EXPLORING ART (LEVELS I, II, III, IV)

#### GRADE 7/8 Semester

Seventh and eighth grade students will explore 2D and 3D media (drawing, painting, printmaking, fibers, clay, sculpture, mixed media and metals) for their assignments as they further develop their artistic skills. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, refine and complete an artistic work. Students will also create a portfolio or website with their artwork for presentation. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for high school, college, career, and a future that includes the enjoyment of art. This course can be taken multiple times, with new lessons each advancing semester.

EXPLORING ART II

Prerequisite: EXPLORING ART I

EXPLORING ART III

Prerequisite: EXPLORING ART II

EXPLORING ART IV

Prerequisite: EXPLORING ART III

## DIGITAL ART & DESIGN (LEVELS I, II, III, IV)

GRADE 7/8

Semester

This course is designed for seventh and eighth grade students interested in creating art using technology. Students will utilize and explore 3D printing, animation, photography, graphic design, advertising, product design, and the Adobe Creative Suite (Photoshop, Illustrator and InDesign, etc.) Students will also learn about S. T. E. A. M. (Science, Technology, Engineering, Art and Math) based careers and create a portfolio or website with their artwork for presentation. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for high school, college, career, and a future that includes the enjoyment of art adhering to current state and national standards. This course can be taken multiple times, with new lessons each advancing semester.

DIGITAL ART & DESIGN II

Prerequisite: DIGITAL ART & DESIGN I

DIGITAL ART & DESIGN III

Prerequisite: DIGITAL ART & DESIGN II

DIGITAL ART & DESIGN IV

Prerequisite: DIGITAL ART & DESIGN III

# COMPUTER EDUCATION

## INTRO TO INNOVATION & DESIGN

GRADE 6

Every other Day/paired with art - Semester

This course is open to any 6th grader interested in seeing their creative ideas come to life. This course teaches 6th grade students the basics of innovation using end user design and 21st Century technologies. Students in this course will work in teams to study end users, identify opportunities to solve problems, and create prototypes using technology that help address those problems. They will create prototypes, collect field research from their target end users and then improve their product. Once they have solidified their idea, they will work with a variety of technologies to pitch and market their ideas, sell their products, and track their overall success. This program will follow the newly issued MITECS (Michigan Integrated Technology Competencies for Students). The program will also incorporate the Middle School Engineering Standards from the NGSS.

## INNOVATION & DESIGN (LEVELS I, II, III, IV)

GRADE 7/8

Semester

These courses teach students in the 7th and 8th grades how to innovate and solve real-world problems using technology. Students in this course will work in teams to study end users, identify opportunities to solve problems, and create prototypes using technology that help address those problems. Students will work with 3D printers, graphic and video editing software, spreadsheets, presentation software, and more to develop, test, refine, and pitch their prototypes to end users. The focus of their project will broaden as they progress through the levels, and will eventually focus on community and/or global challenges. This program will follow the newly issued MITECS (Michigan Integrated Technology Competencies for Students). The program will also incorporate the Middle School Engineering Standards from the NGSS.

INNOVATION & DESIGN II

Prerequisite: INNOVATION & DESIGN I

INNOVATION & DESIGN III

Prerequisite: INNOVATION & DESIGN II

INNOVATION & DESIGN IV

Prerequisite: INNOVATION & DESIGN III

## CODING (LEVELS I, II, III, IV)

GRADE 7/8

Semester

This course teaches students to use the basic building blocks programming languages, e.g. Python, HTML5 and JavaScript. It gives students a solid foundation in programming techniques that they can use to develop programs and problem solve coding issues. Students apply their knowledge by creating simulations, games, and building/programming robotic devices. This course can be repeated for more in-depth experiences reflecting the students' interests and increasing skill levels.

CODING II

Prerequisite: CODING I

CODING III

Prerequisite: CODING II

CODING IV

Prerequisite: CODING III

# ENGLISH

## ENGLISH LANGUAGE ARTS

### GRADE 5

### Requirement

The Grosse Pointe English Language Arts Curriculum (K-5, 2019) is an integrated approach to language instruction that recognizes the interdependence of reading, writing, listening, viewing, and speaking. Based on the [Early Literacy Essentials](#) (2016) developed by the Michigan Department of Education, and the [Common Core State Standards](#) for English Language Arts, materials are selected and developed to support differentiation. The standards that should be continually addressed in instruction and/or emphasized in a certain unit of study have been identified to highlight the spiral effect of curriculum and emphasize the continuity of skill progression. The approved curriculum materials are listed below.

Approved curriculum materials:

<b>Reading</b>	Oakland Schools/MAISA Units for Readers' Workshop
<b>Writing</b>	Oakland Schools/MAISA Units for Writers' Workshop
<b>Word Study</b>	Word Study Wordsmith
<b>Intervention/ Acceleration</b>	Lexia PowerUP

Summary of Focus	<b>Reading</b> <b>(to support the Common Core)</b> Students will read titles in designated genres at their own reading level	<b>Writing</b> <b>(to support the Common Core)</b> Students will receive instruction in designated writing modes progressing according to their own development
<b>NARRATIVE</b>	1. Readers read with power 2. Interpreting characters 3. Interpretive and analytic reading 4. Historical fiction book clubs And other selections to support the Common Core and Readers' Workshop/Making Meaning	1. Launching with personal narrative stories 2. Memoir writing and reflecting on life
<b>INFORMATIONAL</b>	1. Informational reading 2. Informational reading research And informational texts including history/social studies, science, technical texts, and Making Meaning provided mentor texts	1. Literary non-fiction: extending info. writing 2. Informational research writing
<b>OPINION</b>		Persuasive essays Literary essays

## READING ESSENTIALS

\*Offering differs by building.

### GRADE 6

Reading Essentials is a course designed for the struggling readers, that is, one whose reading skills and strategies are well below grade level. This course takes the place of Grade 6 English Language Arts: Reading (ELA: Reading) and/or Grade 6 English Language Arts: Writing (ELA: Writing) and can be taken for a semester or a whole year depending on the needs of the student. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in middle school, high school and beyond, by the time they graduate from 8th grade. The course is taught by a member of the English Department or the building reading specialist. Consideration for placement is based on the following:

- Grade 5 or 6 teacher/language arts specialist recommendation
- Grade 5 standardized test scores
- Holistic data collection conducted by reading specialist

## READING FOUNDATIONS

offering differs by building

### GRADE 6/7/8

Reading Foundations is designed to provide additional class time support of students who need extra help meeting the curriculum goals of their grade-level English course and may be taken in addition to or in replacement of English Foundations course content is a combination of basic skills instruction and support for the student's ELA: Reading, ELA: Writing or English class requirements, as recommended by the administrator. Taught in a small group setting, English Foundations individualizes instruction to meet student needs. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in middle school, high school and beyond, by the time they graduate from 8th grade.

## ENGLISH LANGUAGE ARTS

### GRADE 6

### Requirement

The sixth grade ELA course encompasses four thematic units focused on the grade level theme, *Creating a Community of Readers and Writers*. Students will experience a variety of text determined by their interest, ability, and personal goals, such as *Peak*; *The Twenty-One Balloons* and *Legends of King Arthur*, as well as one core experience, *A Christmas Carol* by Charles Dickens. Reading instruction will focus on an initial understanding of literary concepts and progress toward application of knowledge. Reading of informational texts supplement focus on core skills, such as informational text structures. In this course, students will also write narrative and expository pieces to complement the instruction of narrative techniques. The study of grammar, usage, capitalization, punctuation, and spelling are integrated throughout the course. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in middle school, high school and beyond, by the time they graduate from 8<sup>th</sup> grade. The textbook used is HOLT: Elements of Literature, Introductory Course.

## COMMUNICATIONS

### GRADE 6

### Every other Day/Semester

The sixth grade ELA Communications course encompasses the three key concepts of communication skills: civil discourse, poetry, and informational writing. The study of grammar, usage, capitalization, punctuation, and spelling are integrated throughout the course. Units and lessons are aligned to The Common Core State Standards for English Language Arts and The National Core Arts Standards, which are designed to prepare all students for success in middle school, high school and beyond, by the time they graduate from 8<sup>th</sup> grade. Possible resources may include: HOLT: Elements of Literature, Introductory Course, Scholastic SCOPE Magazine, other appropriate online sources.

## ENGLISH LANGUAGE ARTS

### GRADE 7

### Requirement

This course is designed for seventh grade students in grade level English. The seventh grade course encompasses five thematic units focused on the grade level theme, My Family and My Community. Students will experience a variety of texts determined by their interest, ability, and personal goals, such as *Hoot*; *Homecoming*; *Roll of Thunder, Hear My Cry*; *Nothing but the Truth*; *Warriors*

*Don't Cry; The Outsiders*, as well as one core experience, *The True Confessions of Charlotte Doyle* by Avi. Reading Instruction will focus on application of literary concepts and progress toward a synthesis of knowledge. In this course, students will also write narrative, explanatory or informational, and argumentative pieces. Students will engage in the study of research techniques and apply their learning toward research or multimedia projects. The study of grammar, usage, capitalization, punctuation, and spelling are integrated throughout the course. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in middle school, high school and beyond, by the time they graduate from 8th grade. The textbook used is HOLT: Elements of Literature, First Course

## ENGLISH LANGUAGE ARTS

### GRADE 8

### Requirement

This course is designed for eighth grade students in grade level English. The eighth grade course encompasses five thematic units focused on the grade level theme, *Myself and My World*. Students will experience a variety of texts determined by their interest, ability, and personal goals, such as *Chains*, *Flowers for Algernon*; *The Pigman*; *Tuesdays with Morrie*; *Johnny Tremain*; *Night*, as well as one core experience: Holocaust Literature. Reading instruction will focus on synthesis of literary concepts as well as critical thinking and reasoning. In this course, students will also write narrative, explanatory or informational, or argumentative pieces. Students will engage in the study of research techniques and apply their learning toward research or multimedia projects. The study of grammar, usage, capitalization, punctuation, and spelling are integrated throughout the course. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in high school and beyond, by the time they graduate from 8th grade. The textbook used is HOLT: Elements of Literature, Second Course.



# Middle School Recommendations for Enrollment in English Language Arts

## Honors Courses

\*Data needs to be revisited after each year to collect longitudinal data and adjust guidelines if needed.

### 6th Grade

#### Honors English Language Arts

- Ability to work at (or capable of working at) approximately one grade level ahead
- Level 4 on Reading MSTEP\*
- A 4<sup>th</sup> and 5<sup>th</sup> grade composite score of 10 or higher on the Grosse Pointe Writing Test
- NWEA scores of 220 or higher in Reading

### 7th Grade

#### Honors English Language Arts (For students not enrolled in honors ELA in the prior school year)

- Ability to work at (or capable of working at) approximately one grade level ahead
- Level 4 on Reading MSTEP\* - A 5<sup>th</sup> and 6<sup>th</sup> grade composite score of 11 or higher on the Grosse Pointe Writing Test
- NWEA Score of 228 or higher in reading
- Teacher Recommendation

### 8th Grade

#### Honors English Language Arts (For students not enrolled in honors ELA in the prior school year)

- Ability to work at (or capable of working at) approximately one grade level ahead
- Level 4 on Reading MSTEP\*
- NWEA RIT score of 231 or higher in Reading
- A 6<sup>th</sup> and 7<sup>th</sup> grade composite score of 11 or higher on the Grosse Pointe Writing Test
- Teacher recommendation

Please Note – Students who are placed in honors courses are expected to maintain at least a B- or are subject to review for continued and future placements.

## Middle School Honors English Courses

This course is designed for the talented and serious academic student who is willing to rise to the challenge of intense, independent and in-depth work. Students will be expected to achieve and maintain a B- or higher.

### HONORS ENGLISH LANGUAGE ARTS

#### GRADE 6

The sixth grade ELA course encompasses four thematic units focused on the grade level theme, *Creating a Community of Readers and Writers*. Students will experience a variety of text determined by their interest, ability, and personal goals, such as *Peak*, *The Twenty-One Balloons and Legends of King Arthur*, as well as one core experience, *A Christmas Carol* by *Charles Dickens*. Reading instruction will focus on an initial understanding of literary concepts and progress toward application of knowledge. Reading of informational texts supplement focus on core skills, such as informational text structures. In this course, students will also write narrative and expository pieces to complement the instruction of narrative techniques. The study of grammar, usage, capitalization, punctuation, and spelling are integrated throughout the course. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in middle school, high school and beyond, by the time they graduate from 8<sup>th</sup> grade. The textbook used is HOLT: Elements of Literature, Introductory Course.

### HONORS ENGLISH LANGUAGE ARTS

#### GRADE 7

This course is designed for students in seventh grade working above grade level in English. The seventh grade course encompasses five thematic units focused on the grade level theme, My Family and My Community. Students will experience a variety of texts determined by their interest, ability, and personal goals, such as *Hoot*, *Homecoming*, *Roll of Thunder*, *Hear My Cry Nothing but the Truth*, *Warriors Don't Cry*, *The Outsiders*, as well as one core experience, *The True Confessions of Charlotte Doyle* by Avi. Reading instruction will focus on application of literary concepts and progress toward a synthesis of knowledge. In this course, students will also write narrative, explanatory or informational, or argumentative pieces. Students will engage in the study of research techniques and apply their learning toward research or multimedia projects.

The study of grammar, usage, capitalization, punctuation, and spelling are integrated throughout the course. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in middle school, high school and beyond, by the time they graduate from 8<sup>th</sup> grade. The textbook used is HOLT: Elements of Literature, First Course.

## HONORS ENGLISH LANGUAGE ARTS

### GRADE 8

This course is designed for students in eighth grade working above grade level in English. The eighth grade course encompasses five thematic units focused on the grade level theme, *Myself and My World*. Students will experience a variety of texts determined by their interest, ability, and personal goals, such as *Chains*, *Flowers for Algernon*, *The Pigman*, *Tuesdays with Morrie*, *Johnny Tremain*, *Night*, as well as one core experience, Holocaust Literature. Reading instruction will focus on synthesis of literary concepts as well as critical thinking and reasoning. In this course, students will also write narrative, explanatory or informational, or argumentative pieces. Students will engage in the study of research techniques and apply their learning toward research or multimedia projects. The study of grammar, usage, capitalization, punctuation, and spelling are integrated throughout the course. Units and lessons are aligned to The Common Core State Standards for English Language Arts, which are designed to prepare all students for success in high school and beyond, by the time they graduate from 8th grade. The textbook used is HOLT: Elements of Literature, Second Course.

### Journalism

#### JOURNALISM

##### GRADE 7/8

Semester

May be taken more than once

*Tell Your Story.* Journalism students will learn to ask the right questions, look for the details, and uncover the story in any situation. Young journalists will gather information effectively, organize ideas, and write and edit articles with critical and unbiased lenses. Through effective storytelling techniques, Journalism students will uncover a different method of communication intended for the community. They will also practice effective interviewing, photojournalism, caption writing, and desktop publishing. Potential culminating projects could include contributions to a yearbook, newspaper, or other school publication.

#### BROADCAST JOURNALISM

##### GRADE 7/8

Semester

May be taken more than once

Broadcast Journalism is designed for the middle school student interested in learning the beginning aspects of television broadcasting and video production. Students will participate in engaging 21st Century lessons as they work in collaborative teams to create student-led projects for a variety of presentations: live/pre-taped daily announcements, monthly TV shows, podcasts, interview segments and intros to supplement the daily broadcast. Students will work together to create a concept for their project, storyboard, create a script, and film the segments. Students will learn video editing to finish the project. Students will also critically view and critique their own work, peers work and work of professionals. There is an element of public speaking in the class in all forms of video by speaking, acting on camera, podcasting as well as presenting their ideas to their peers in small and large group settings. Instructional support resources include a variety of related trade books, articles, teacher-created interactive activities, and video editing software applications. Broadcast Journalism classes align with the Television Production classes available at high school:

## **FAMILY AND CONSUMERS SCIENCE**

### **LIFE SKILLS**

#### **GRADE 6**

Every other Day/Semester

6<sup>th</sup> Grade Life skills is designed as an introductory course for any sixth grader who has an interest in gaining independence and learning about the various aspects of self-sufficiency. Students will gain experiences in self-care, hand and machine sewing, and babysitting. Students will have an opportunity to prepare a variety of foods using various cooking methods. Students will learn to read recipes, use measuring equipment, and kitchen appliances. Additionally, students will receive factual information about human sexuality and the prevention of HIV and AIDS. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, the Michigan Standards and Benchmarks for FCS Education, the National Health Education Standards, the Michigan Grade Level Content Expectations and Michigan Merit Curriculum Credit Guidelines for Health Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

### **LIFE SKILLS**

#### **GRADE 7/8**

Semester

Life Skills for 7th and 8th grade is designed for any student who has an interest in becoming an independent, productive citizen. Multiple areas of study are incorporated including personal growth, relationships, textile design, interior design, personal finance and money management, career exploration, and consumerism. The students will engage with the community and be of service to them. An emphasis is placed on creativity, collaboration, and problem solving. Skills learned will allow students to lead a healthy, empowered, and successful adult life. Students may repeat this course. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

### **FOODS AND NUTRITION**

#### **GRADE 7/8**

Semester

This course is intended for students who are interested in the study of nutrition and food preparation. Students will learn to select and prepare a variety of foods, as recommended by the USDA's Choose My Plate. Students will demonstrate consumer skills and discover the effect of making healthy choices. Other focus areas include multicultural cuisines and the use of technology. Guest speakers are often brought in to expose students to careers in culinary arts. Students may repeat this course. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

## **ADVANCED LIFE SKILLS**

**Prerequisite: LIFE SKILLS**

**GRADE 7/8**

**Semester**

May be taken more than once

This course is designed for students who would like to take Life Skills - Grade 7/8 a second time. In this advanced level course, the students will explore personal growth, relationships, textile design, interior design, personal finance, money management, consumerism, and career exploration. Students will self-select areas of interest and engage at a deeper level. The students will engage with the community and its members and be of service to them. An emphasis is placed on leadership and teamwork skills in this course. Students may repeat this course. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

## **ADVANCED FOODS AND NUTRITION**

**Prerequisite: FOODS AND NUTRITION**

**GRADE 7/8**

**Semester**

May be taken more than once

This course is designed for students who would like to take Foods and Nutrition - Grade 7/8 a second time. An emphasis is placed on nutrition and wellness. Students will self-select areas of interest related to nutrition, wellness, health, cooking fundamentals, food preparation and culinary skills and engage at a deeper level. Students will explore various foods and prepare them as guided by the USDA's Choose My Plate program. The students will engage with the community and its members and be of service to them. An emphasis is placed on leadership and teamwork skills in this course. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12. This course can be taken multiple times.

## **Industrial Technology Education**

### **INTRODUCTION TO WOODS AND METAL TECHNOLOGY**

Semester

GRADE 7 & 8

Prerequisite for WOOD TECHNOLOGY or Teacher recommendation

Prerequisite for METAL TECHNOLOGY or Teacher recommendation

This course is for students who are interested in experiencing manufacturing technology in an active, hands-on lab setting. Safe working habits, a basic knowledge of machine operations, and the use of sequential processes are emphasized. Problem solving and teamwork are stressed as students design and construct useful products to meet the goals of the course. Technology learning activities are employed in the manufacturing and construction areas.

## **WOOD TECHNOLOGY**

Prerequisite: INTRO TO WOODS & METAL or Teacher Recommendation

GRADE 7

Semester

May be taken more than once

Students continue to develop technical skills in design, planning, and production of products. The practical application of technical information coupled with advanced hands-on skills results in a wide range of laboratory experiences with soft materials.

## **METAL TECHNOLOGY**

Prerequisite: INTRO TO WOODS & METAL or Teacher Recommendation

GRADE 7/8

Semester

May be taken more than once

Students enrolling in this course will continue to develop problem-solving techniques as related to the metal processing industry. Welding, hammer-forming, brazing, designing, and shaping skills will be developed through the technology activities designed for the course.

## **INTRODUCTION TO COMPUTER AIDED DRAFTING**

GRADE 7/8

Semester

Computer-aided drafting (CAD), is a semester course that builds on the short introduction to CADKEY students received in grade six. Students will learn basic drafting/drawing techniques and principles using CADKEY 3D modeling software. This is the same software used at the high school level. The course will also include architectural drawing using 3D Home Architect, model house building, and CAD related career exploration. Students completing this course will have a major advantage when they enter the high school level CAD Engineering classes.

## **LIBRARY MEDIA/RESEARCH SKILLS**

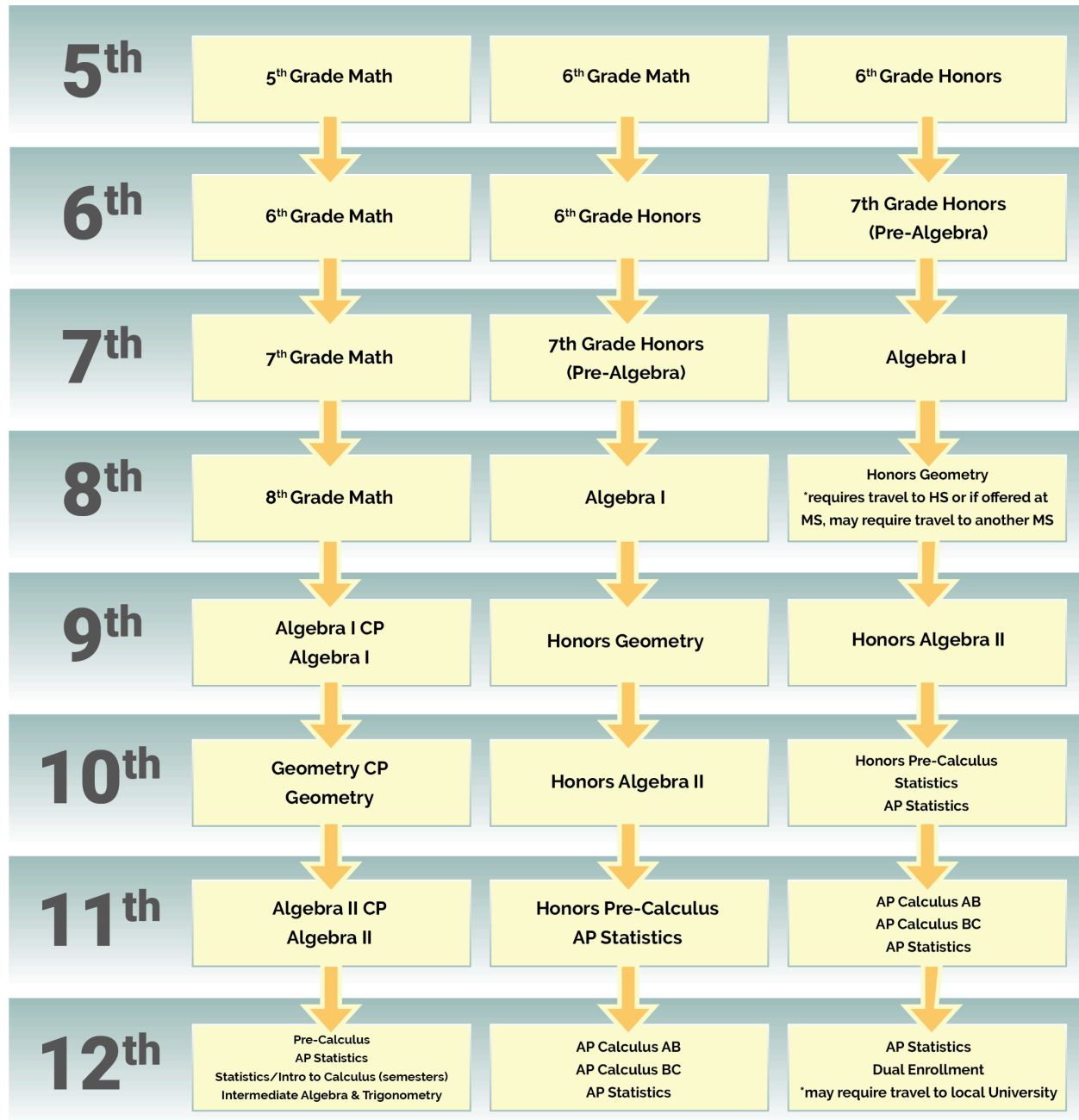
### **LIBRARY MEDIA**

GRADE 5-8

The 5th – 8th grade library media curriculum is integrated into content-area research projects and lessons. Exit skills are established from the National School Library Standards (AASL) in conjunction with the ISTE Standards (International Society for Technology in Education). Crosswalk can be found [HERE](#). There are two exit skills for each of the AASL shared foundations (Inquire, Include, Collaborate, Curate, Explore, Engage). The 12 Exit Skills that are assessed at varying degrees for every level of Library Media learner: Inquiry Development (INQUIRE), Knowledge Construction and Reflection (INQUIRE), Global Viewpoints (INCLUDE), Community Connections (INCLUDE), Cooperative Roles (COLLABORATE), Partnership Driven Products (COLLABORATE), Info Collection (CURATE), Innovate and Create (CURATE), Literary Growth (EXPLORE), Investigative Discovery (EXPLORE), Ethical Use (ENGAGE), Digital Citizenship (ENGAGE).

# MATHEMATICS

## Secondary Math Pathways



Occasionally horizontal movement may be recommended for individual students. The above identified pathway is intended to be the typical and expected sequence for students. At the high school if students wish to take math courses concurrently or out of sequence, they may do so with the support and permission of the Math Department Chair(s) and their counselor



## Problem Solving Strategies

**All students will:**

- 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

## TEXTBOOKS:

Grades K-5 – Everyday Mathematics, McGraw Hill (2016) Fourth edition

For more in-depth information on the Common Core Standards for Mathematics:

[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

**Grade 5 Overview****Operations and Algebraic Thinking**

- Write and interpret numerical expressions
- Analyze patterns and relationship

**Number and Operations in Base Ten**

- Understand the place value systems
- Perform operations with multi-digit whole numbers and with decimals to hundredths

**Number and Operations-Fractions**

- Apply and extend previous understandings of multiplication and division to multiply and divide fractions

**Measurement and Data**

- Convert like measurement units within a given measurement system
- Represent and interpret data
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

**Geometry**

- Graph points on the coordinate plane to solve real world and mathematical problems
- Classify two dimensional figures into categories based on their properties

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

- 1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like



denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying

- 2) And, dividing finite decimals makes sense. They compute products and quotients of decimals to hundredths efficiently and accurately.
- 3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

## Math Curriculum

### GRADE 6/7/8

The 6th – 8<sup>th</sup> grade mathematics curriculum includes the objectives of the Michigan Department of Education and the standards of the National Council of Teachers of Mathematics and the Common Core Standards for Mathematics of the Common Core State Standards Initiative. The program emphasizes mastery of skills basic to these areas of study: computation, measurement, mathematical reasoning, problem solving, number system, estimation, geometry, algebra, statistics, and probability.

## MATH FOUNDATIONS

### GRADE 6/7/8

Math Foundations is a support class taken in addition to a student's regular math class. The purpose of the class is to provide additional support for students as they work to meet the grade-level curriculum goals. Course content includes additional instruction on the concepts being taught in class, previews of upcoming lessons, homework assistance, and preparation for quizzes and tests. Taught in a small group setting, Math Foundations is designed to give individualized instruction to meet student needs.

## MATH

### GRADE 6

### Requirement

This course is designed for sixth grade students in grade level math. Sixth grade math emphasizes the number system, ratios and proportions, an introduction to algebra, and geometry. Students will apply and extend previous understandings of numbers to the system of rational numbers, computing with fractions and decimals. Students will develop ratio concepts and use ratio reasoning to solve

problems. Within the algebra strand, students will use variables, write simple expressions and solve one-variable equations and inequalities. In geometry, students will solve real-world and mathematical problems involving area, surface area and volume. Units and lessons are aligned to The Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond, by the end of 8<sup>th</sup> grade. Current materials used include the textbook Illustrative Mathematics Grade 6, as well as various online and print support materials.

## **MATH**

### **GRADE 7**

### **Requirement**

This course is designed for 7<sup>th</sup> grade students in grade level math. Seventh grade math emphasizes developing an understanding of applying the number system, expressions and equations, ratios and proportional relationships, geometry and statistics and probability. Students will build on their previous knowledge of fractions, decimals, percents and integers. Students will learn to write and solve single variable equations. Students will develop an understanding of ratios, rates, proportions and direct variation. In geometry, students will solve problems involving scale drawings and informal geometric constructions. Students will work with 2D and 3D shapes to solve problems involving areas, surface area, and volume. Statistics and probability teaches students to draw inferences about populations based on samples. Units and lessons are aligned to The Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond, by the end of 8<sup>th</sup> grade. Current materials used include the textbook Illustrative Mathematics Grade 7, as well as various online and print support materials.

## **MATH**

### **GRADE 8**

### **Requirement**

This course is designed for 8<sup>th</sup> grade students in grade level math. The main areas of emphasis for eighth grade math are formulating and reasoning about functions and geometry. In expressions and equations, students formulate and reason with a concentration on linear functions and systems of equations. Functions are studied through various representations: symbolic, graphical, tabular, and verbal. In geometry, students will consolidate their knowledge of 2D and 3D shapes and their properties, and apply that knowledge to solve problems involving perimeter, area, and volume. Students apply transformations to shapes on a coordinate plane to explore similarity and congruence. Figures in 2D space are analyzed using the distance formula, properties of parallel lines, and the Pythagorean Theorem. Units and lessons are aligned to The Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond, by the end of 8<sup>th</sup> grade. Current materials used include the textbook Illustrative Mathematics Grade 8, as well as various online and print support materials.

## Middle School Recommendations for Enrollment in Math Honors Courses

### 6th Grade

#### Honors Math

- Ability to work at (or capable of working at) approximately one grade level ahead
- NWEA – minimum of 80<sup>th</sup> percentile
- Placement test – 60% overall with a minimum of 15 on the constructed response section

### 7th Grade

#### Honors Math (For students not enrolled in honors Math in the prior school year)

- Ability to work at (or capable of working at) approximately one grade level ahead
- NWEA- minimum of 80th percentile
- Teacher recommendation
- Placement test- 60% or higher overall

### 8th Grade

#### Algebra Honors I (For students not enrolled in honors Math in the prior school year)

- Ability to work at (or capable of working at) approximately one grade level ahead
- NWEA- minimum of 80th percentile
- Teacher recommendation
- Placement test- 60% or higher overall

\*Please Note – Students who are placed in honors courses are expected to maintain at least a B- or are subject to review for continued and future placements.

## MIDDLE SCHOOL HONORS MATH

### HONORS MATH

#### GRADE 6

This course is designed for students in sixth grade working above grade level in math. Sixth grade honors math is a challenging curriculum that explores ratios and proportional relationships, the number system, algebra, geometry, and statistics and probability. Students will analyze proportional relationships and use them to solve problems. Work on the number system will expand to include rational numbers. Algebra focuses on using properties of operations to generate equivalent expressions and solving multi-step problems with rational numbers. In geometry, students will construct and describe geometric figures, and solve problems involving area, surface area, and volume. Statistics and probability introduces use of random sampling to draw inferences, and investigates chance using probability models. Units and lessons are aligned to The Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond, by the end of 8th grade. Current materials used include the textbook Illustrative Mathematics Grade 7, as well as various online and print support materials.

## **HONORS MATH**

### **GRADE 7**

This course is designed for students in seventh grade working above grade level in math. Seventh grade honors math emphasizes formulating and reasoning about expressions and equations, functions, and geometry. Students will model and solve equations, which also extend to systems of linear equations. Students will explore linear functions in various representations: symbolic, graphical, tabular, and verbal. In geometry, students consolidate their knowledge of 2D and 3D shapes and their properties, and apply that knowledge to solve problems involving perimeter, area, and volume. Throughout this course, students will use their understanding of number and measurement to solve more complex problems. Units and lessons are aligned to The Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond, by the end of 8th grade. Current materials used include the textbook Illustrative Mathematics Grade 8, as well as various online and print support materials.

## **HONORS ALGEBRA 1**

### **GRADE 8**

This course is designed for students in eighth grade working above grade level in math. Students earn high school credit for this class. The main area of emphasis for Algebra 1 is functions and their representations. Students will learn to simplify and factor expressions, solve linear equations, quadratic equations, and systems of equations. Students will study families of functions and their graphs including linear, quadratic, polynomial, power, and exponential. Using these functions, students will model real-world situations with data and solve related problems. A graphing calculator will be used to supplement topics. Units and lessons are aligned to The Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond, by the end of 8th grade. Current materials used include the textbook Algebra 1 © 2008 by McDougal-Littell, as well as various online and print support materials.

## **PERFORMING ARTS**

### **Creative Drama**

#### **CREATIVE DRAMA I**

GRADE 7/8

Semester

This course is intended for students who wish to explore the discipline of theater. Teaching strategies and activities will encourage student teamwork, creativity, multi-tasking, originality, decision-making, self-discovery and self-confidence. Students will explore the concepts of Improvisation, Pantomime, Voice, Characterization, and Movement through collaborative teams, and teacher directed classroom activities. EPLC/BOE approved text: Drama Works! Units and lessons are aligned to the National Core Arts Standards. No public performances are required for this course.

#### **CREATIVE DRAMA II (may be taken more than once)**

GRADE 7/8

Semester

Prerequisite: Creative Drama I

This course is intended for students who seek a more in-depth experience in Theater Arts. Students will dig deeper into the concepts of Improvisation, Pantomime, Voice, Characterization, and Movement through collaborative teams, and teacher directed classroom activities. EPLC/BOE approved text: Drama Works! Units and lessons are aligned to the National Core Arts Standards. No public performances are required for this course.

#### **CHOIR & WORLD MUSIC -Every other day/Year long**

GRADE 5

It is the music department's goal to instill a love of music within each child. We are committed to the development of the child as a life-long musician who is knowledgeable about music, enjoys music and wants music to have an important place in their life.

The General Music Curriculum of the Grosse Pointe Public Schools has been locally developed and is designed for 5<sup>th</sup> Grade students. It is taught by music specialists who closely coordinate their work with that of the homeroom teachers. The Curriculum includes singing, the playing of melody and percussion instruments and the recorder, listening, evaluating, reading music, body movement, developing musical knowledge, and experiencing the interrelationship of music and other areas of knowledge. An extra-curricular choir and a district Grade 4/5 Choir is formed each year to perform during a Summer Choir Workshop.

#### **PERFORMING**

- Continue to improve singing technique
- Continue to expand song repertoire
- Sing with improved expression
- Continue to sing in harmony
- Independently perform rhythmic and melodic patterns
- Read whole, half, dotted-half, quarter, eighth, and sixteenth notes and rests
- Continue to use a system to read diatonic pitch notation in treble clef

#### **CREATING**

- Improvise rhythmic variations

- Create short compositions using a variety of sound sources

### **ANALYZING, DESCRIBING, AND EVALUATING MUSIC**

- Identify rondo and theme and variations
- Continue to respond to music with directed movements such as folk dances or choreography
- Use appropriate music terms to describe performances
- Identify the sounds of a variety of musical instruments
- Evaluate music performances in writing

### **ANALYZING AND DESCRIBING HISTORICAL, SOCIAL, AND CULTURAL CONTEXTS**

- Experience the music of various American composers such as Ives, Copland, Bernstein, Ellington, or Gershwin
- Continue to practice appropriate audience and individual performance behavior

### **RECOGNIZING CONNECTIONS BETWEEN MUSIC AND OTHER DISCIPLINES**

- Identify similarities and differences between the various forms of art
- Identify ways in which music is related to other subject areas
- Learn songs and musical concepts that support the fifth grade classroom curriculum

## **CHOIR**

### **GRADE 6**

Every Other Day/Full Year

This vocal music course is designed for sixth grade students who are interested in developing their singing voice and performing in a choir. This course offers instruction in performance, music theory, and sight singing. Students in this ensemble experience a high level of active participation and performance opportunities. Students in this course will also be using SmartMusic on an individual basis. The curriculum is aligned to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater.

### **SOPRANO/ALTO CHOIR (SA)**

### **GRADE 7**

Half or Full Year

7th Grade Soprano/Alto Choir is designed for students who are interested in furthering their knowledge of and skills in performing choral music for treble voices. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. 7th Grade SA Choir performs in concerts, in the community and may also participate in music festivals. Students will be required to attend scheduled performances throughout the school year. The curriculum is aligned to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater.

## **TENOR/BASS CHOIR (TB)**

**GRADE 7**

**Half or Full Year**

7th Grade Tenor/Bass Choir is designed for students who are interested in furthering their knowledge of and skills in performing choral music for emerging tenor/bass voices. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. 7th Grade TB Choir performs in concerts, in the community and may also participate in music festivals. Students will be required to attend scheduled performances throughout the school year. The curriculum is aligned to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater.

## **SOPRANO/ALTO CHOIR (SA)**

**GRADE 8**

**Full Year**

8th Grade Soprano/Alto Choir is designed for students who are interested in furthering their knowledge of and skills in performing choral music for treble voices. Various styles of music are studied and performed. Students continue developing skills in sight-reading, musical notation, and will explore the historical and cultural contexts of the music. 8th Grade SA Choir performs in concerts, in the community and also participates in music festivals. Students will be required to attend scheduled performances throughout the school year. The curriculum is aligned to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater.

## **TENOR/BASS CHOIR (TB)**

**GRADE 8**

**Full Year**

8th Grade Tenor/Bass Choir is designed for students who are interested in furthering their knowledge of and skills in performing choral music for treble voices. Various styles of music are studied and performed. Students continue developing skills in sight-reading, musical notation, and will explore the historical and cultural contexts of the music. 8th Grade TB Choir performs in concerts, in the community and also participates in music festivals. Students will be required to attend scheduled performances throughout the school year. The curriculum is aligned to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater.

## **Band & Orchestra**

### **INSTRUMENTAL**

**GRADE 5**

**Every Other Day/ Full Year**

The 5th grade instrumental program provides opportunities to discover the challenges and rewards of individual and ensemble performance. Students will develop a foundation of basic skills through studying and playing music of various styles. As students master program objectives, instrumental music serves their lifelong need to develop musical understanding and expression in the school, with family and friends, and in their community.

Each school will offer instrumental instruction by a qualified instructor to any interested student in grade 5. Instruction on the following instruments is offered:

#### **Woodwinds**

- Clarinet
- Flute
- Alto Saxophone

#### **Brass**

- Baritone
- Cornet/Trumpet
- Trombone
- Percussion (Glockenspiel/Orchestra Bells, practice pad/snare drum, bass drum)

#### **Strings**

- Cello
- Violin
- Viola
- String Bass

#### **Basic Objectives for Instrumental Music Include:**

- Development of basic instrumental concepts and skills
- Instrument care
- Tone
- Rhythm reading
- Music reading
- Performance

Instruction and number of sections may vary depending on enrollment.



**BAND****Prerequisite for CADET BAND****GRADE 6**

Every Other Day/Full Year

This course is designed for students who participated in instrumental music in grade five and wish to continue their study of flute, clarinet, cornet, trumpet, trombone, or baritone, and percussion. Students will learn the skills necessary for success in the large group rehearsal setting, while differentiated instruction will encourage each student to progress according to their own ability level. Participation in scheduled concert rehearsals and performances is required as part of this course. The Instrumental Music program aligns to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater. Smart Music web-based technology is integrated into coursework aligning with the GPPSS Bring Your Own Device (BYOD) initiative.

**ORCHESTRA****Prerequisite for CONCERT ORCHESTRA - GRADE 7&8****GRADE 6**

Every Other Day/Full Year

This course is designed for students who participated in instrumental music in grade five, and wish to continue their study of violin, viola, cello, or string bass. Students will learn the skills necessary for success in the large group rehearsal setting, while differentiated instruction will encourage each student to progress according to their own ability level. Participation in scheduled concert rehearsals and performances is required as part of this course. The Instrumental Music program aligns to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater. Smart Music web-based technology is integrated into coursework aligning with the GPPSS Bring Your Own Device (BYOD) initiative.

**CADET BAND****Prerequisite: 6TH GRADE BAND****GRADE 7**

Full Year

In Cadet Band students will experience regular playing in a large ensemble. Instruction includes tone, production, rhythm and counting, the technical skills associated with fingering and articulation, scales, the fundamentals of music theory, and sight-reading. Participation in concert rehearsals and performances is required as part of the course. Participation in festivals involving the entire band or individual ensembles is optional, and is determined by student interest and the teacher. The Instrumental Music program aligns to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater. Smart Music web-based technology is integrated into coursework aligning with the GPPSS Bring Your Own Device (BYOD) initiative.

**CONCERT BAND****Prerequisite: CADET BAND or Teacher recommendation****GRADE 8**

Full Year

Concert Band instruction includes advanced training in the same fundamentals listed in Cadet Band. Participation in concert rehearsals and performances is required as part of the course. Participation in festivals involving the entire band or individual ensembles is optional, and is determined by student interest and the teacher. Seventh grade students who demonstrate advanced instrumental skills in grade six may enroll with teacher recommendation. The Instrumental Music program aligns to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater. Smart Music web-based technology is integrated into coursework aligning with the GPPSS Bring Your Own Device (BYOD) initiative.

**CONCERT ORCHESTRA****Prerequisite: 6TH GRADE ORCHESTRA or Teacher recommendation****GRADE 7/8****Full Year**

The Orchestra class provides instruction in playing stringed instruments and is planned for students with some previous skills associated with bowing, fingering, tone production, rhythm, and expression. It also includes scales, the fundamentals of theory, and sight-reading. At teacher discretion, orchestra students meet periodically with selected wind students before the regular school day to form a full orchestra. Participation in concert rehearsals and performances is required as part of the course. Participation in festivals involving the entire orchestra or individual ensembles is optional, and is determined by student interest and the teacher. The Instrumental Music program aligns to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater. Smart Music web-based technology is integrated into coursework aligning with the GPPSS Bring Your Own Device (BYOD) initiative.

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION

#### GRADE 5

Every Other Day/year

The 5th Grade Physical Education Curriculum is a quality physical education program that strives to teach children, regardless of ability, the value of physical activity. The revised 2019 curriculum continues on this important mission while incorporating updated fitness activities and lessons that emphasize the connection between physical well-being and their ability to learn in the classroom.

This is accomplished through focus on the following four content areas:

- Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units and lessons are aligned with the National Standards from SHAPE America for Physical Education, which are designed to prepare all students for personal fitness, lifelong activity and success.

### PHYSICAL EDUCATION

#### GRADE 6

Every Other Day/Full Year

This course is for all students to explore various games and activities in an energetic and enthusiastic atmosphere. Cooperation, teamwork, and healthy competition will be the base of the unit. Fitness through fun activities and exercise through play will be our themes based on SHAPE America Standards. Some of the units covered include, but are not limited to: badminton, soccer, volleyball, basketball, swimming, and aquatic games. Students may have opportunities to earn fitness awards. Units and lessons are aligned with the National Standards from Shape America for Physical Education, which are designed to prepare all students for personal fitness, lifelong activity and success.

### PHYSICAL EDUCATION

#### GRADE 7

Semester

This course is designed to promote exposure to a full array of games and lifelong activities for all students. Through these activities students will benefit from the development of skills like strategizing, troubleshooting, and communicating, as well as cooperation and teamwork. This co-ed class offers a great energy release in their structure packed days. Sample activities include, but are not limited to: badminton, basketball, floor hockey, volleyball, soccer, swimming, and aquatic games. There are many cooperative games that students will be exposed to as well. Fitness is blended into the program in a non-threatening way with students having opportunities to earn fitness awards. Students may also have an opportunity to earn their boating safety certificate. Units and lessons are aligned with the National Standards from SHAPE America for Physical Education, which are

designed to prepare all students for personal fitness, lifelong activity and success.

## **PHYSICAL EDUCATION**

**GRADE 7**

**Full Year**

This course is designed to allow students to get daily exercise. It is a continuation of the half-year program with additional games and experiences. Speedball, flag football, ultimate Frisbee, and team handball are some of the examples of new activities that students may experience in the all year class. Units and lessons are aligned with the National Standards from SHAPE America for Physical Education, which are designed to prepare all students for personal fitness, lifelong activity and success.

## **PHYSICAL EDUCATION**

**GRADE 8**

**Semester**

This course is designed to promote exposure to a full array of games and lifelong activities. Through these activities students will benefit from the development of skills like strategizing, troubleshooting, as well as cooperation and teamwork. This co-ed class offers a fun active environment to release some energy and get a workout. Sample activities include badminton, pickleball, basketball, floor hockey, volleyball, swimming, and aquatic games. Fitness is blended into the activities and in the warm up. Students may have opportunities to earn fitness awards. Units and lessons are aligned with the National Standards from SHAPE America for Physical Education, which are designed to prepare all students for personal fitness, lifelong activity and success.

## **PHYSICAL EDUCATION**

**GRADE 8**

**Full Year**

This course is planned to provide daily exercise. It is a continuation of the half-year program with additional games and experiences. Team handball, lacrosse, flag football, and ultimate Frisbee are some examples of new activities that students may experience in the all year class. Units and lessons are aligned with the National Standards from SHAPE America for Physical Education, which are designed to prepare all students for personal fitness, lifelong activity and success.

## SCIENCE

### SCIENCE

#### GRADE 5

#### Requirement

The Mission of Grosse Pointe's 5<sup>th</sup> Grade Science Instruction is for students to be scientifically literate individuals, who continue to investigate, evaluate, and communicate knowledge, thereby empowering them to thrive in a changing future.

The science curriculum is the result of a thorough analysis of the current curriculum, current research, like district analysis, State and National test score data, and the analysis of several science programs. These analyses and the review contributed to a science curriculum with quality components including: scientific inquiry, writing prompts, recommended activities, assessments, rubrics, integration, technology support, differentiation, hands-on materials, and grade level appropriateness. GPPSS has adopted Amplify Science. This program lays the foundation for science education in the Grosse Pointe Public Schools.

#### **The science curriculum:**

- provides experiences that are appropriate to a child's cognitive stage of development, and serve as a foundation for more advanced ideas
- reflects current research on learning, including collaborative learning, student discourse, and embedded assessment
- applies effective instructional methodologies, including hands-on active learning, inquiry, and integration of disciplines
- prepares students with the knowledge and thinking capacities to manage the 21<sup>st</sup> century

#### **Materials:**

Science is taught using prepared kits – Amplify Science, supplemented with additional Grosse Pointe lessons/activities. The science kits include materials such as Investigation Notebooks, online resources, along with a wide variety of hands-on science equipment and supplies.

- Patterns of Earth and Sky
- The Earth System
- Ecosystem Restoration

### SCIENCE

#### GRADE 6

#### Requirement

This course is for all sixth grade students. Think like a geologist or ecologist and solve problems like a civil, environmental, or geological engineer! Asking questions, defining problems, considering criteria and constraints, using systems models and mathematics, planning investigations, analyzing data, arguing from evidence (nicely) and communicating your solutions are part of each unit this year. We will use these skills to learn why we have floods, how invasive species affect Michigan ecosystems, how to evaluate volcano risks, how matter and energy travel through food webs, and how we affect the water quality in our local watershed. Our crosscutting concepts include patterns, cause and effect, systems models, and how energy is transferred in systems. This course uses materials from the Mi-STAR (Michigan Science Teaching and Assessment Reform) curriculum and is aligned to the Michigan Science Standards/Next Generation Science Standards (MiSS/NGSS).

## SCIENCE

### GRADE 7

### Requirement

This course is for all seventh grade students. Think like a biologist or paleontologist, and solve problems like a biomedical or geological engineer! Asking questions, defining problems, considering criteria and constraints, using systems models and mathematics, planning investigations, analyzing data, arguing from evidence (nicely) and communicating your solutions are part of each unit this year. We will use these skills to learn about cells and body systems, human digestion, how plants grow, how genetics affect us, and the history of life on Earth. Our crosscutting concepts include stability and change, structure and function, systems models, and cause and effect. This course uses materials from the Mi-STAR (Michigan Science Teaching and Assessment Reform) curriculum and is aligned to the Michigan Science Standards/Next Generation Science Standards (MiSS/NGSS).

## SCIENCE

### GRADE 8

### Requirement

This course is designed for all eighth grade students. Think like a physicist or meteorologist and solve problems like a mechanical, electrical, or environmental engineer! Asking questions, defining problems, considering criteria and constraints, using systems models and mathematics, planning investigations, analyzing data, arguing from evidence (nicely) and communicating your solutions are part of each unit this year. We will learn about forces and motion, alternative ways to generate electricity, transfer of thermal energy, weather and climate, and sound and light waves. Our crosscutting concepts include systems modeling, energy transfer, patterns, cause and effect, and stability and change. This course uses materials from the Mi-STAR (Michigan Science Teaching and Assessment Reform) curriculum and is aligned to the Michigan Science Standards/Next Generation Science Standards (MiSS/NGSS).

## SOCIAL STUDIES

### SOCIAL STUDIES

#### GRADE 5

#### Requirement

The main purpose of social studies is to prepare young people to become responsible citizens. Through the integrated study of the eight strands including history, geography, civics, economics, inquiry, civic involvement, public discourse and decision making students will develop social understandings and prepare to make informed decisions as citizens.

The program is based on the expanding environments pattern. Children begin by studying themselves and other individuals. They progress to studying families, schools, neighborhoods, communities, along with the state of Michigan, United States studies, and early eras of United States history.

### Integrated American History

#### Grade 5

The fifth grade Social Studies curriculum is a study of early American history through the adoption of the United States' Bill of Rights. The curriculum is divided into three eras; Era 1: Beginnings to 1620. Era 2: Colonization and Settlement (1585-1763). Era 3: Revolution and the New Nation (1754-1800). Through the use of primary and secondary sources, students explore how significant events shaped the nation. An introduction to the United States Constitution frames their study of the early history of the nation. As students study the meeting of "Three Worlds" they explore interactions among American Indians, Africans, and Europeans in North America. Students also examine how these interactions, as well as the geography of North America, affected colonization and settlement in three distinct English colonial regions. Students learn about our government's history as reflected in the Declaration of Independence, Articles of Confederation, U.S. Constitution, and Bill of Rights. Students examine how and why the Founders of our country balanced the powers of government through the principles of separation of powers, checks and balances, federalism, protection of individual rights, popular sovereignty, and rule of law (core democratic values).

Instruction is based on Michigan Grade Level Content Expectations. Teacher resources include Michigan Citizenship Collaborative Curriculum (MC3), a student text, *A History of US Series; The First Americans, Making Thirteen Colonies, From Colonies to Country, The New Nation*, Oxford University Press (1993), and *Atlas of Our Country's History*, Nystrom (2009). Teachers use supplementary text materials, a variety of related trade books, primary source readers, leveled readers, and teacher-created Smart Board activities.

## Social Studies Grade 6, 7, 8 Overview

Social Studies has been locally designed within the solid, meaningful conceptual framework endorsed by the State of Michigan and the National Council for Social Studies. Factual content is studied as it illuminates the following key social studies concepts:

- Global Interdependence
- Conflict
- Technological Development: Industrialization and Urbanization
- Human Dignity and Human Rights
- Culture
- Societal Change
- Power Relationships and Governments
- Morality and Choice
- World Economic Systems Principles
- The Interaction of People and Geographic Environment

The units, topics, and concepts are an outgrowth of the school social studies curriculum, and student mastery of this material should provide a sound background for the social studies courses of the high school. Lessons utilizing computer skills are incorporated into the Social Studies curriculum at each grade level.

### SOCIAL STUDIES

#### GRADE 6

#### Requirement

The sixth grade course will provide understanding about the Western World so that students can analyze relationships between Canada, Middle America (Mexico and Central America), the Caribbean Basin, South America, and Europe. Units expand the students' knowledge of the Western World geographically by examining regions, place, location, movement, and human/environment interactions. Students will examine important historical civilizations and past cultures and experience key understandings of how historical events leave a legacy influencing present and future situations. Students will discover the role of the United States in a global society, and understand the significant stages in the development of money and international commerce. Students will apply American democratic values and examine them in relation to world issues and western political systems. Lessons utilizing the online resources and various cloud applications are incorporated into the sixth grade Social Studies curriculum.

### SOCIAL STUDIES

#### GRADE 7

#### Requirement

The seventh grade course centers on the study of the Eastern World. The following areas will be included: Asia, Africa and Oceania. Units expand the students' knowledge of the Eastern World geographically by examining regions, place, location, movement, and human/environment interactions. Students will examine important historical civilizations and past cultures and experience key understandings of how historical events leave a legacy influencing present and future situations. Students will analyze the role of the United States in the global society and understand different types of economic systems and how they interact. Students will examine a variety of governmental structures and analyze their relationships to American democratic values and constitutional principles. Students will examine significant people and events that have affected life in the Eastern Hemisphere. Lessons utilizing the online resources and various cloud applications are incorporated into the seventh grade Social Studies curriculum.



## **SOCIAL STUDIES**

### **GRADE 8**

### **Requirement**

The eighth grade course emphasizes selected studies in United States History and includes highlights in the development of American democratic ideals through industrialization. Students examine interdependent relationships between communication, innovations, and transportation as meaningful events both in America and beyond national boundaries. The influence of values and issues upon the Constitution and evolution of the federal republic are analyzed in depth. The American market economy is studied in relation to the role of government with regards to taxation, public services, regulation, and productivity. Students learn to examine events and people from multiple perspectives and viewpoints, discovering that history is tentative and subject to change as new data comes to light. Lessons utilizing the online resources and various cloud applications are incorporated into the eighth grade Social Studies curriculum.

## **WORLD LANGUAGES**

### **SPANISH Required-Every Other Day/Semester**

#### **GRADE 5**

The World Language department's goal is to provide continued development of fifth grade Spanish learning experiences. This course is designed to focus on high-priority topics to enhance the development of skills at the novice level. The Spanish Curriculum has been locally developed by the teachers in collaboration with the middle and high school World Language department. The program utilizes songs, games, storytelling through TPRS, and authentic materials to teach reading, writing, speaking, and listening in Spanish. The thematic curriculum includes units on Community and Directions, Home and Family, Personal Interests (hobbies and sports), Health and Fitness, Food and Wellness, and Culture and Celebrations of Spain. In addition, students will learn to make important comparisons and connections between our own daily life in the U.S. and that of a child in Spain, developing their sense of global awareness and appreciation for diversity. This course is planned for all fifth grade students as exposure to a World Language prior to beginning the formal study of a World Language in sixth grade. Teacher-created materials are used in addition to authentic sourced resources.

### **FRENCH INTRODUCTION**

#### **GRADE 6**

Every Other Day – Full Year

Prerequisite for FRENCH ENRICHMENT or FRENCH I

This seventh/eighth grade course is available in sixth grade for students who want the option of an accelerated language-learning experience. It mirrors the content of the French Introduction class within the context of the sixth grade schedule via instruction appropriate for those learners. This course is planned for students who wish to begin the formal study of French prior to entering high school. It will cover approximately one third of the basic high school French I course. Middle school students who successfully complete French Introduction have the option of continuing their accelerated pace to complete both French I and French II while in middle school. Students also have the option to continue their study via the Enrichment and/or French I course. Students further their language skills through interactions with videos, audio materials, Internet sites in French, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. Teacher-created materials are used in addition to authentic sourced resources.

## SPANISH INTRODUCTION

GRADE 6

Every Other Day – Full Year

Prerequisite for SPANISH ENRICHMENT or SPANISH I

This seventh/eighth grade course is available in sixth grade for students who want the option of an accelerated language-learning experience. It mirrors the content of the Spanish Introduction class within the context of the sixth grade schedule via instruction appropriate for those learners. This course is planned for students who wish to begin the formal study of Spanish prior to entering high school. It will cover approximately one third of the basic high school Spanish I course. Middle school students who successfully complete Spanish Introduction have the option of continuing their accelerated pace to complete both Spanish I and Spanish II while in middle school. Students also have the option to continue their study via the Enrichment and/or Spanish I course. Students further their language skills through interactions with videos, audio materials, Internet sites in Spanish, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. Teacher-created materials are used in addition to authentic sourced resources.

## FRENCH INTRODUCTION

GRADES 7/8

Semester

Prerequisite for FRENCH ENRICHMENT or FRENCH I

This course is planned for students who wish to begin the formal study of French prior to entering high school. It will cover approximately one third of the basic high school French I course. Middle school students who successfully complete both French Introduction and French I may enroll directly in French II in high school. Students also have the option of expanding their study via the Enrichment class. Students further their language skills through interactions with videos, audio materials, Internet sites in French, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the

Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. Teacher-created materials are used in addition to authentic sourced resources.

## SPANISH INTRODUCTION

GRADES 7/8

Semester

Prerequisite for SPANISH ENRICHMENT or SPANISH I

This course is planned for students who wish to begin the formal study of Spanish prior to entering high school. It will cover approximately one third of the basic high school Spanish I course. Middle school students who successfully complete both Spanish Introduction and Spanish I may enroll directly in Spanish II in high school. Students also have the option of expanding their study via the Enrichment class. Students further their language skills through interactions with videos, audio materials, Internet sites in Spanish, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards

incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. Teacher-created materials are used in addition to authentic sourced resources

## **FRENCH ENRICHMENT**

**GRADES 7 & 8**

**Semester**

Prerequisite: FRENCH INTRODUCTION

This course is planned for students who wish to expand their study of French. Students will explore additional topics via thematic units inspired by interdisciplinary study and cultural connections. Grammar from French Introduction will be reinforced. This is an opportunity for further language study and is an optional addition to either traditional or accelerated language study at the middle school. (French I would be the next course in which students would enroll.) Students further their language skills through interactions with videos, audio materials, Internet sites in French, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. Teacher-created materials are used in addition to authentic sourced resources.

## **SPANISH ENRICHMENT**

**GRADES 7/8**

**Semester**

Prerequisite: SPANISH INTRODUCTION

This course is planned for students who wish to expand their study of Spanish. Students will explore additional topics via thematic units inspired by interdisciplinary study and cultural connections. Grammar from Spanish Introduction will be reinforced. This is an opportunity for further language study and is an optional addition to either traditional or accelerated language study at the middle school (Spanish I would be the next course in which students would enroll). Students further their language skills through interactions with videos, audio materials, Internet sites in Spanish, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. Teacher-created materials are used in addition to authentic sourced resources.

## **FRENCH I**

**GRADES 7/8**

**Full Year**

Prerequisite: FRENCH INTRODUCTION or teacher recommendation This course is planned for students who wish to earn one year of high school credit in French prior to entering high school. Students who successfully complete French I in middle school may enroll in French II at the high school. The course is designed to help students develop basic skills in each of the four areas of language: reading, writing, speaking, and listening. Pronunciation and grammatical patterns and structures are emphasized in developing these skills. In addition, students explore the cultures of French-speaking peoples. Students further their language skills through interactions with videos,

audio materials, Internet sites in French, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to teacher-created materials and authentic sourced resources, instructional support resources include T'es branché 1, EMC Publishing (2014).

## **FRENCH II**

**GRADE 8**

**Full Year**

Prerequisite: FRENCH I or Teacher recommendation

This course continues to provide students with a wide range of activities for developing and expanding vocabulary, conversation skills, and reading and writing abilities. Multimedia presentations that enhance listening comprehension are an integral part of the class. French II continues to open up to the student the varied cultures and customs of the French world. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to teacher-created materials and authentic sourced resources, instructional support resources include T'es branché 2, EMC Publishing (2014).

## **SPANISH I**

**GRADES 7/8**

**Full Year**

Prerequisite: SPANISH INTRODUCTION or Teacher recommendation

This course is planned for students who wish to earn one year of high school credit in Spanish prior to entering high school. Students who successfully complete Spanish I in middle school may enroll in Spanish II at the high school. This course is designed to help students develop basic skills in each of the four areas of language: reading, writing, speaking, and listening. Pronunciation and grammatical patterns and structures are emphasized in developing these skills. In addition, students explore the cultures of Spanish speaking peoples. Students further their language skills through interactions with videos, audio materials, Internet sites in Spanish, language-learning software, and other technology-infused projects. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to teacher-created materials and authentic sourced resources, instructional support resources include Autentico 1, Savvas Learning, 2018.

## **SPANISH II**

**GRADE 8**

**Full Year**

Prerequisite: SPANISH I or Teacher recommendation

This course continues to provide students with a wide range of activities for developing and expanding vocabulary, conversation skills, and reading and writing abilities. Multimedia presentations that enhance listening comprehension are an integral part of the class. Spanish II continues to open up to the student the wide and varied cultures and customs of the Hispanic world. All Grosse Pointe

Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare

students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to teacher-created materials and authentic sourced resources, instructional support resources include Autentico 2, Savvas Learning, 2018.

## **ENGLISH LANGUAGE LEARNERS**

The GPPSS English Learners (EL) program is a specialized educational program designed to help newly arrived non-native speakers of English learn the language and succeed academically in English-speaking schools.

The GPPSS program provides instruction in English language development, academic vocabulary, grammar, and comprehension. Support provided to families includes counseling, tutoring, and cultural orientation.

The goal of the EL program is to help students become proficient in English so they can participate fully in all academic activities, communicate effectively with teachers and classmates, and be successful contributors in school and the community.

GPPSS provides an intake assessment to determine each student's language proficiency and progress, individualized instruction, and support integration into regular classes. The ultimate aim of our program is to help students develop the language skills and achieve the English Proficiency necessary for independent success in the regular classrooms as quickly as possible.

## SPECIAL EDUCATION SERVICES

A broad continuum of programs and services is available for students in the Grosse Pointe Public School System. The program and services are designed to meet the individual needs of eligible students who qualify under the Michigan Administrative Rules for Special Education (MARSE), from the ages of 0 to 26. We are committed to providing each qualifying student with a Free and Appropriate Public Education (FAPE).

Emphasis is placed on educating all students in their neighborhood schools to the maximum extent appropriate, in the Least Restrictive Environment (LRE). However, all decisions about programs and services for students must be based on each student's individual needs and must be made by an Individualized Educational Planning Team, including the parent/guardian.

### Least Restrictive Environment Continuum

- General Education
- General Education with Support Service
- Teacher Consultant Service
- Resource Program
- Categorical Program
- Day Treatment/Separate Facilities

Areas of Eligibility	Service May Include
Cognitive Impairment Emotional Impairment Deaf or Hard of Hearing Visual Impairment Physical Impairment Other Health Impairment Speech and Language Impairment Early Childhood Developmental Delay Specific Learning Disability Severe Multiple Impairment Autism Spectrum Disorder Traumatic Brain Injury Deaf - Blindness	Teacher Consultant Speech & Language Audiology Occupational Therapy Orientation and Mobility Physical Therapy Psychological School Social Work

For more information on Grosse Pointe School System Student Services, contact the Student Services Department at (313) 432-3856.

For more information on Wayne County Services, contact WRESA @ [www.resa.net](http://www.resa.net).