

2025-2026

7th and 8th Grade Academy
Lakeview Middle School

Course Description
Guide



Lakeview Middle School

7th and 8th Grade Academy

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Introduction

This booklet provides information about the curriculum available to students at Lakeview Middle School 7th and 8th Grade Academy. These course descriptions outline the curriculum as planned at the time of this booklet's publication. This could be subject to change after the publication date, and updated copies are available on the school website.

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Lakeview 7th and 8th Grade Academy Overview

7 th Grade	
Core Classes	Encore Classes
Language Arts	Art
Math	Life Skills
Science	Physical Education
Social Studies	Technology – <i>Project Lead the Way (PLTW)</i> – Automation and Robotics
	Technology <i>PLTW</i> – Design and Modeling 2
	Choose 1: > Band > Choir > Orchestra
8 th Grade	
Core Classes	Encore Classes
Language Arts	Art
Math	Life Skills
Science	Physical Education
Social Studies	Technology – <i>Project Lead the Way (PLTW)</i> – Apps Creator
	Choose 1: > Band > Choir > Orchestra
	Choose 1: > Japanese 1 > Spanish 1

Course Description Guide

2025-2026

Below is a description of courses offered to LMS 7th and 8th grade students. When selecting courses, please read this section carefully. Each year, counselors and teachers work with students planning their schedules for the following year. The final selection of courses, however, rests with the student and their parents/guardians. ***Requests made prior to the beginning of the school year will be set for the entire year. Lakeview 7th and 8th Grade Academy will be unable to change classes during the school year.***

Courses are listed by department, which are arranged alphabetically.

Art Department

Art 7, 8

Trimesters: 1 or 2

Students have the opportunity to build upon prior experience by further developing drawing, painting and printmaking skills; delve deeper into more advanced color theory concepts and practice sculpture techniques with greater rigor.

AVID (Advancement Via Individual Determination)

AVID Elective 7, 8

Trimesters: 3

Prerequisites: Application Process Required

In the AVID Elective class, students will focus on the AVID basics: WICOR - writing, inquiry, collaboration, organization, and reading. Students will engage in academic goal setting and other activities that support them in their academics so that they can become college and career ready.

English Language Arts

English 7 and English 8

In both seventh and eighth grade, the English courses are launched with a look at keeping a Reader/Writer Notebook for the year. These are utilized as response logs, draft books, and/or journals. The second piece is to set up individual reading plans for the year. Then the class embarks upon a series of units that alternate between a focus on writing and literature.

Those units are:

- Reader / Writer Notebook
- Independent Reading
- Argument Paragraph
- Narrative Reading

- Literary Essay
- Informational Reading
- Informational Essay
- Writing the Argument

READ180

Trimesters: 1-3

Students will be placed in this course based on need as determined by NWEA, MSTEP, the READ180 Screener Assessment, and teacher collected data.

Students who are placed in the READ180 course will get support with their reading comprehension and reading strategies using whole group instruction, targeted small group instruction, and a personalized learning progression using instructional technology. This course replaces an elective and is in addition to English 7 or English 8.

Family and Consumer Science Department

Life Skills 7 and 8

Trimesters: 1

Seventh and Eighth grade Life Skills classes are designed to teach skills that students need to live happy, healthy, and successful lives. Some of the topics that are covered across the two courses are nutrition, kitchen safety, cooking, cursive writing, careers, finance, goal setting, decision making, drugs and alcohol, bullying, conflict resolution, and peer pressure. Both courses also include a 2-week reproductive health component.

Parents will be notified prior to the start of the 2 week reproductive health component of these courses via email, and will have the option to opt out of all or parts of the instruction.

Mathematics Department

Accelerated Math Courses

Accelerated Math 7

Prerequisites: Proficiency on the MSTEP and above the 60th percentile on the NWEA Map test.

The Accelerated Math 7 class is taught from the Illustrative Math Curriculum. Students are accelerated through the Math 7 curriculum, and also cover the big ideas from the Math 8 Curriculum that are essential for preparing students for Algebra and higher level math courses.

Algebra 1

Prerequisites: Successful completion of Accelerated Math 7

Students taking this course will receive high school credit for Algebra 1.

This course is designed for students to develop foundations upon which to build algebraic thinking, solve equations and inequalities, and understand functions. Students will further develop their understanding among topics such as: solving equations and inequalities, linear, exponential, quadratic, and rational functions; systems of equations and inequalities, exponents, polynomials, radical and rational expressions, data analysis and probability.

Students who receive a D in any trimester are highly recommended to retake the class in high school, but may continue on to Geometry if desired, and will receive high school credit regardless.

Math 7

The Math 7 course is designed to meet all of the national and state standards, and utilizes instructional routines that support students in growing their understanding of the foundations and connections in mathematics. The topics studied in the 7th grade math curriculum are: scale drawings; proportional relationships and percentages; rational number arithmetic; expressions, equations, and inequalities; angles, triangles, and prisms; probability. Students are asked to discuss, explain their thinking, and make connections between mathematical ideas and the real world.

Math 8

The Math 8 course is designed to meet all of the national and state standards, and utilizes instructional routines that support students in growing their understanding of the foundations and connections in mathematics. The topics studied in the 8th grade math curriculum are: rigid transformation; dilations and similarity; linear relationships; linear equations and system; functions and volume; Pythagorean Theorem. Students are asked to discuss, explain their thinking, and make connections between mathematical ideas and the real world.

Math180

Trimesters: 1-3

Students will be placed in this course based on need as determined by NWEA, MSTEP, the MATH180 Screener Assessment, and teacher collected data.

Students who are placed in the MATH180 course will receive additional support in areas of their foundational math understanding using whole group instruction, targeted small group instruction, and a personalized learning progression using instructional technology. This course replaces an elective and is in addition to Math 7 or Math 8.

Music Department

Band

Band class is designed to teach students to play an instrument in an ensemble. Students who play successfully in band for three years (or equivalent) are eligible to continue band in high school.

Intermediate Middle School Band

Trimesters: 3

Students who have successfully completed sixth grade band are eligible for the Intermediate Band. This band will continue to work on skills learned in sixth grade band, including: tone production, instrument basics, advanced rhythms, scales, and ensemble playing. Students are expected to attend up to 6 performances throughout the school year. Extension activities include a voluntary Solo and Ensemble.

Advanced Middle School Band

Trimesters: 3

Students who have successfully completed Essential Elements Book 1 and are currently working through Book 2 are eligible for the Advanced Band. This band will work on higher level playing skills such as: all Major Scales, sight reading, advanced ensemble playing, solo and small ensemble playing, and finish Book 2. Students are expected to attend up to 6 performances throughout the school year. Extension activities include Solo & Ensemble and possible nomination for area honors bands.

Choir

Choir class is designed to teach students how to sing in an ensemble. They will also learn music theory concepts that will eventually allow them to read a vocal score on their own. They will also learn proper vocal and performance techniques.

Choir 7

Trimesters: 3

Students will continue learning how to sing, including but not limited to: respiration, vowel formation, resonance, posture. They will also learn how to read vocal scores using the solfege system, using do, re, mi, fa, sol, la, ti, and do in a stepwise and skipping motion and rhythms of quarter, half, whole notes and rests. Performance repertoire will be sung in 2 to 3-part songs. Students are expected to attend 4 evening choir concerts. This choir will participate in a choral festival where they will sing prepared repertoire and sight read music excerpts for a judge and then get rated as a choir.

Choir 8

Trimesters: 3

Students will continue learning how to sing, including but not limited to: respiration, vowel formation, resonance, posture. They will also learn how to read vocal scores using the solfege system, using do, re, mi, fa, sol, la, ti, and do as well as ti, la and sol below low do in a stepwise, leaping, and skipping motion and rhythms of quarter, half, whole, eighth notes and rests. Performance repertoire will be sung in 2 to 3-part songs. Students are expected to attend 4 evening choir concerts. This choir will also participate in

a choral festival where they will sing prepared repertoire and sight read music excerpts for a judge and then get rated as a choir.

Advanced Middle school Choir 7/8- Spartan Singers

Trimesters: 3

Students who have successfully gained the knowledge and skills to correctly produce vocal technique, have learned how to read vocal scores, and can demonstrate prior knowledge of sightreading using the solfege system of movable do are eligible for Advanced 7/8 Choir with Teacher permission. Performance repertoire will be sung in 3 and 4 part songs. Students are expected to attend 4 evening choir concerts, as well as performances at a few community events such as the Annual Candy Cane Lane Event held in December. This choir will participate in a choral festival where they will sing prepared repertoire and sight read music excerpts for a judge, and then get rated as a choir. Extension activities include Solo & Ensemble and possible nomination for area honor choirs.

String Orchestra

String Orchestra Class is designed to teach students to play a stringed instrument in an ensemble setting. Students who play successfully in Orchestra for three years (or the equivalent) are eligible to continue String Orchestra in High School.

Orchestra 7

Trimesters: 3

Prerequisites: 6th grade Orchestra

Students who have successfully passed sixth grade orchestra are eligible for seventh grade orchestra, where they will continue the skills from sixth grade but at a higher level. More emphasis is placed on ensemble building skills, as well as intermediate levels of playing technique. Students are expected to attend up to six performances during the school year. Extension activities include a voluntary solo & ensemble experience, intended for students who wish to advance themselves to a higher skill level.

Orchestra 8

Trimesters: 3

Prerequisites: 7th grade Orchestra

Students who have passed both sixth and seventh grade orchestra are eligible to participate in the eighth grade string orchestra. This ensemble focuses on scale and position technique, vibrato, advanced tone production, some music theory, as well as a further development of their current skills. Extension activities include the voluntary solo & ensemble experience. Students are expected to attend up to six performances per school year.

Physical Education Department

Physical Education 7, 8

Trimesters: 1 or 2

The philosophy of Physical Education is to develop a good attitude toward and appreciate the benefits of exercise. Students will learn about how to develop a healthy lifestyle of fitness and promote wellness for life, along with the game rules and skills that are taught each unit. The skills within each unit are progressive by grade level. Physical education units taught at Lakeview Middle School are: Soccer, Tennis, Ultimate Frisbee, Team Handball, Scoop Lacrosse, Basketball, Swimming, Volleyball, Badminton, Diamond Sports, Football and Floor Hockey. In addition to the units being taught, there is an emphasis on cardiorespiratory endurance and lifelong wellness.

Science Department

The Lakeview 7th and 8th Grade Science program progresses through an inquiry-based curriculum designed to engage middle school students in the process of science. Students learn how to use scientific instruments and how to approach tasks by using scientific reasoning and attitudes. They explore the nature and content of Science as laid out in the Michigan Science Standards, with a Life Science emphasis in 7th Grade, and an Earth/Space Science emphasis in 8th Grade. Over the course of 7th and 8th grade, students will develop proficiency in performing the 8 Science & Engineering Practices while integrating the 7 Scientific Crosscutting Concepts. The following Disciplinary Core Ideas are covered each year:

Science 7

- Structure, Function, & Information Processing
- Matter & Energy in Organisms & Ecosystems
- Interdependent Relationships in Ecosystems
- Growth, Development, & Reproduction of Organisms
- Natural Selection & Adaptations

Science 8

- Space Systems
- History of Earth
- Earth's Systems
- Weather & Climate
- Human Impacts

Social Studies Department

Social Studies 7

The seventh grade social studies curriculum focuses on early world history and geography. Students will begin their “journey” with a focus on historical thinking, learning that historians must have some evidence to support the claims they make in their accounts. Students will investigate the process of selecting, analyzing, and organizing evidence to create accounts that answer questions or problems. By introducing our students to the “invisible” tools that historians use to create historical accounts – e.g. significance and social institutions – students will deepen their understanding and historical habits of mind.

In this grade, students investigate human history from the beginning to the Greek and Roman Empires. They explore major and significant changes in each era through a chronological organization. Students learn about the earliest humans and explore early migration and settlement patterns. Students examine how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of people, resources, and ideas.

Unit 1: Introduction to World History Unit 3: Early Civilizations
Unit 2: Beginnings of Human Societies Unit 4: Classical Traditions & Major Empires

Social Studies 8

Students will learn to express informed and reasoned positions through their writing, regarding historical events and people through Document Based Exercises (DBE’s). DBE’s challenge students to use critical thinking skills when interpreting and analyzing primary sources, maps, articles, etc.

Students will continually look through the lenses of different Americans to gain multiple perspectives on U.S. expansion, reform, the Constitution, the Civil War and Reconstruction.

STEM (Science,Technology,Engineering,Mathematics) Department

PLTW Automation and Robotics 7

Trimesters: 1

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

PLTW Design and Modeling 2

Trimesters: 1

Design and Modeling provides students opportunities to apply the design process to creatively solve problems. They will learn more about Engineering and Technology and careers related to both fields. Students learn and utilize methods for communicating design ideas through sketches, solid models, and

computer models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design an object and make necessary modifications to optimize the design solution. They will also get an introduction to 3D printing.

PLTW App Creators 8

Trimesters: 1

This unit will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society. Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.

World Languages Department

High School Credit Language Courses:

*Here at the middle school, we are excited to offer **8th graders** the opportunity to earn 1 credit of their required High School World Language Credit. Eighth graders have the option of signing up for Japanese or Spanish. These classes are identical to the level 1 classes taught at the high school, including the Mid-Term and Final Exams. These classes are intended for serious students who are looking for a challenge. The classes meet every day for two trimesters and should be viewed as an additional core class. All of the language classes emphasize the 4 basic skills of listening, reading, writing and speaking.*

Please note: Students must pass both trimesters of their 8th grade world language class with a D- or above in order to receive high school credit. Students earn 1 credit with a grade of G (credit) which is not calculated into their GPA, but is included in their credits towards graduation.

Students who receive a D in any trimester are highly recommended to retake the class in high school, but may continue on to the next level if desired, and will receive high school credit regardless.

Japanese 8

Trimesters: 2

This course is an introduction to the Japanese language and culture. Emphasis is placed on basic language skills acquisition. Students will be able to use vocabulary related to greetings, classroom objects, numbers, months, weather, self-introduction and family in limited conversations. Students will learn the two phonetic alphabets, hiragana and katakana, and approximately 50 kanji characters.

Spanish 8

Trimesters: 2

This course is an introduction to the Spanish language and culture. Basic grammar skills and pronunciation are practiced. In order to maximize communication skills, the vocabulary is based on everyday situations and topics such as greetings, dates, weather, foods and beverages, classroom objects, likes and dislikes, descriptions of people, health, places we go, activities. Students will also learn some verb conjugations and sentence structure in the present tense. Various learning activities are used, including a project on Spanish-speaking countries.

Additional Offerings

Study Skills

Trimesters: 1-3

Students will be placed in this course based on need as determined by previous grades and work completion.

Students who are placed in study skills class will have the opportunity for additional support in organization, work completion, motivation and goal setting. The small group environment emphasizes individualized attention and a curriculum designed around AVID principles of Writing, Inquiry, Collaboration, Organization, and Rigor.

Academically Talented Youth Program (ATYP)

The Academically Talented Youth Program (ATYP), in Western Michigan University's Office of Pre-College Programming, is an advanced and accelerated educational opportunity for academically talented middle school students. The program is designed to provide a challenging, fast-paced and above-grade-level curriculum in the areas of Mathematics and English Language Arts.

ATYP begins to identify appropriate students during their sixth grade year by taking the ACT or SAT. Students and parents can sign up for the ACT or SAT through the Northwestern University's Midwest Academic Talent Search (NUMATS). www.ctd.northwestern.edu/numats.

Qualifying students are enrolled into ATYP their seventh or eighth grade year.

ATYP credit will be transferred to the student's high school transcript to meet the high school graduation Math/ELA requirements. Students will receive a grade on their transcripts and report cards; however, the courses will not affect the high school grade point average.

Transportation is not provided.

Virtual Learning

The Lakeview School District uses online learning to support specific student learning needs including homebound services, student and/or immediate family health concerns, and disciplinary situations. The following vendors are approved for use:

[Graduation Alliance](#)

[Lincoln Learning](#)

Seats in these courses are limited, and require district approval. Placement due to disciplinary infractions will be determined by the superintendent. Families requesting placement due to student and/or immediate family health concerns should contact the school counselor for eligibility requirements.

Counseling Services

Vision Statement

The students at Lakeview 7th and 8th Grade Academy, regardless of individual differences, will be high-achieving learners who have gained the knowledge to be high school, college, and career ready in order to meet the challenges and high expectations of the 21st century. To succeed in a competitive, global society, our students will become critical thinkers, creative problem solvers, responsible consumers of technology, empathetic, and emotionally intelligent. Each student leaves Lakeview Middle School having achieved their fullest potential, possessing the mindsets and behaviors needed to: Learn - Engage in and navigate the world of higher education; Earn - Engage in and navigate the world of work; and Live - Engage in and navigate civic life.

Mission Statement

The mission of the Lakeview Middle School Counseling Program is to provide equitable support for all students, ensuring they reach the social/emotional, academic, college and career readiness standards necessary to function and contribute in a changing global society. The Lakeview Middle School Counseling Program underpins the missions of our school, district, and state department of education, by identifying and removing systemic and individual barriers to student growth, opportunity, and achievement. All students participate in rigorous curriculum and high quality opportunities for self-

directed personal growth, as supported by the comprehensive school counseling program that facilitates strategic partnerships between students, teachers, family and community.

Program Overview

LMS counselors make decisions concerning programing based on:

- Needs Assessments
- Survey Reports
- Behavior Referrals
- Attendance
- Grades

Classroom Lessons – tier 1

Classroom lessons are designed to address Academic, Career and Social/Emotional needs based on the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success. Some classroom lessons are delivered every year, while others are designed based on need from our data collection.

Counseling Curriculum:

7th grade. . . Signs of Suicide (SOS), Career Education and Educational Development Plan

8th grade. . . Career Education and Educational Development Plans

Group Counseling – tier 2

Groups are designed using achievement related data to meet the current needs of the students.

Topics may include:

- Coping w/ Extreme Feelings
- Academics
- Peer Relationships
- Grief & Loss
- Family

Individual Counseling – tier 1, 2, 3

LMS counselors help students plan, monitor and manage their own learning as well as meet competencies in the areas of academic, career and social/emotional development.

Topics:

Emotional regulation, academic concerns, self-esteem, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, substance abuse, depression/suicide, sexuality, etc.

How Does a Student See a Counselor?

- Self-Referral
- Teacher/Staff Referral
- Parent Referral
- Peer Referral
- Counselor Request

Consultation/Collaboration

LMS counselors work with staff to help support students' achievement and success in school. Teachers are encouraged to collaborate with the counseling department. Teams are often comprised of parents, teachers, administrators and community agencies.

Crisis Counseling

Meet immediate needs of students/families/school.

Referral (Outside Resources)

School counselors provide solution-focused brief therapy. Often students and families are in need of more intensive services. We help students and families find outside agencies to meet such needs as suicidal ideation, violence, abuse, terminal illnesses, mental illness, etc.

Informed Consent for Counseling Services

The purpose of this document is to provide the Lakeview Middle School students and parents with informed consent of the counseling services at Lakeview Middle School.

The Lakeview Middle School Counseling Program assures that all students, regardless of individual differences, will acquire and demonstrate competencies in career planning and exploration, knowledge of self and others, and educational/career-technical development as they learn to live, work and learn over their lifetime. In partnership with other educators, parents or guardians and the community, school counselors work to remove the barriers to student success. Our department is committed to servicing all students according to their individual postsecondary goals.

In order for the counseling program to fulfill its mission, Lakeview Middle School counselors will meet with students as needed throughout the school year. In some cases, Lakeview Middle School counselors will facilitate the scheduling of any further appointments that may be needed. It is rarely the case that Lakeview Middle School counselors will inform parents that any counseling appointments are occurring.

Lakeview Middle School counselors uphold the highest standards of confidentiality. To maintain confidentiality requires that all counselors will keep private any information that is shared with the counselor. Students may share that information with others as they wish, but counselors understand that the right to privacy still exists. Lakeview Middle School counselors will guard that privacy as much as permitted by legal, ethical and institutional rules. The Lakeview Middle School Counseling Department recognizes the legal rights and responsibilities of parents in doing what is in the best interest of their children. If the information of a student is requested by any community agency, the student and his/her parents will be asked to sign a release form.

All students should know that there are exceptions where counselors are obligated to break confidentiality without consent, including potential harm to one's self or someone else, suspicion of abuse or neglect or a court order that requires testimony or student records. There may also be times when it is appropriate for a student's counselor to consult or collaborate with another professional. If it is in the best interest of a student, a counselor may inform a teacher, administrator or other school

professional of specific circumstances regarding a student. In these instances, only information absolutely pertinent to the situation will be shared. Students should be aware that any referral will involve sharing of information to ensure a seamless transition of support for the student. In all instances, any professional involved in consultation or collaboration with the Lakeview Middle School Counseling Department will be reminded and expected to maintain the highest levels of confidentiality. Stakeholders should also be aware that counselors keep informal notes regarding appointments. These notes are stored in a secure locked drawer or a secure electronic file and are subject to the same rules of confidentiality as mentioned previously.

These guidelines are set to inform parents, protect the best interests of students and adhere to the highest levels of best practices as set forth by the American School Counselor Association (ASCA).