Program of Studies

Middle School Curriculum Guide 2026-2027

Department of Instruction

Dr. Sara Delgado
Assistant Superintendent of Teaching and Learning

Mrs. Holli McNally
Director of Curriculum and School Improvement

Grosse Pointe Public School System
20601 Morningside Dr.
Grosse Pointe Woods, MI 48236

Empowering Students → Valuing Diversity → Inspiring Curiosity → Pushing Possibilities

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.

TABLE OF CONTENTS

MIDDLE SCHOOL PROGRAM OF STUDIES 2

TABLE OF CONTENTS 3

POLICIES 5

- Non-Discrimination 5
- Determination of High School Credit Earned 5
- Dual Enrollment 6

CONTACT INFORMATION 7

- Board of Education 7
- Central Office Administration 7
- Middle School Administration 7
- Department Chairs 8
- Counselors 9
- Student Services Department Chairs 9

GRADE OVERVIEW 10

- Grade Five 10
- Grade Six 11
- Grade Seven 12
- Grade Eight 13

DEPARTMENTS/COURSE DESCRIPTIONS 14
Academic Support 14
Art 15
Computer Education 18
English 19
Family and Consumer Science 25
Library Media/Research Skills 28
Mathematics 29
Middle School Honors Math 36
Performing Arts 38
Physical Education 44
Science 46
Social Studies 48
World Languages 51
English Language Learners 55
Special Education Services 56

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

Mr. Moussa Hamka
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 for more information). Information that outlines GPPSS dual enrollment guidelines is available from high school counselors.

CONTACT INFORMATION

Board of Education

Colleen Worden- President
Laura Hull- Vice President
Valarie St. John- Secretary
Tim Klepp- Treasurer
Clint Derringer- Trustee
Sean Cotton- Trustee
Virginia "Ginny" Jeup- 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
Andrea Agrusa	Executive Director of Finance and Operations	(313) 432-3062
Dr. Sara Delgado	Assistant Superintendent of Teaching and Learning	(313) 432-3042
Holli McNally	Director of Curriculum and School Improvement	(313) 432-5135
Lillie Loder	Executive 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
Renee Bialke	Assistant Principal

Parcells Middle School

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

Amber Schmittdiel	Principal
Debbie Redlin	Assistant Principal
David White	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
English		
Melissa Frame	FrameM@gprschools.org	Brownell
Marci Charuba	CharubM@gpschools.org	5-6 Parcells
Kari Mannino	ManninK@gpschools.org	7-8 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	BarczyT@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		
Noah Zogas	ZogasN@gpschools.org	North End
Carolyn Gross	GrossC@gpschools.org	South End
Physical Education		
Joe Drouin	DrouinJ@gpschools.org	North End
Chad Hepner	HepnerC@gpschools.org	South End
Science		
Susan Jordan	JordanS@gpschools.org	Brownell
Alex Gulyas	GulyasA@gpschools.org	Parcells
Jack Pertile	PertilJ@gpschools.org	Pierce
Social Studies		
Amy Jo Callaway-Burke	callawa@gpschools.org	Brownell
Alexis Lecznar	LecznaA@gpschols.org	Parcells
Rebecca Churray	Churrar@gpschools.org	Pierce
Business & Industrial Technology		
Andrea Gruenwald	GruenwA@gpschools.org	5-12

World Language

Mandolyn Grattan	GrattaM@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 Sonnenberg	SonnenC@gpschools.org	Alpha A-K
Andrea Bolton	BoltonA@gpschools.org	Alpha L-Z

Student Services Department Chairs

Autism Spectrum Disorder, Cognitive Impairment-K-8

Julie Walkely	WalkelJ@gpschools.org

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

Michelle Frontiera	FrontiM@gpschools.org

Speech- Language Pathologists K-8

Elisabeth Galvin	GalvinE@gpschools.org

Elementary/MS Resource Program

Sarah Rabaut	RabautS@gpschools.org

School Psychologists/School Social Worker

Brandy Rokicki	RokickB@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 5th 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 5th grade course, Every other day - year

- ELA Extension

Students will be enrolled in the following 5th 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

6th GRADE ELECTIVES/SPECIAL SCHEDULE

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

- Life Skills 6
- ELA Extension/Communications 6

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.

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:

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

FULL YEAR COURSES:

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

+ 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.

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 ● Overlapping ● Large to small ● Details, diminish farther back ● Change in color and light ● Using shadows	Understand realistic vs. abstract	Coil technique Surface finishing (paint, stain, glaze)
Key Concepts: Students will have experience creating both two-dimensional and three-dimensional art **Focus:** Illusion of space **Methods/Materials**: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics **Artist** of study is/but is not limited to Alexander Calder with a focus on: ● Sculptures, Mobiles and Stabiles ● Local art (GPPL - Central Branch) ● Movement **Culture** of study is/but is not limited to art of Ancient Civilizations (Roman, Greek, Egyptian). ● Social structures ● History recorded through art ● Art influenced by belief systems		
Printmaking	**Sculpture**	**Technology**
Choose a printmaking technique from the suggested list below: ● Monoprinting ● Collagraph ● Gadget printing ● Relief ● Stamping	*Choose a sculpture technique from the suggested list below:* ● Metal ● Wire ● Papers ● Paper Mache ● Plaster ● Sculpting clay ● Recycled objects ● Fibers	Students will be exposed to technology in art from the suggested list below: ● Digital portfolios (Artsonia) ● Electronic visual presentations ● Smartboard Technology ● Tablets/digital apps ● Digital cameras/camcorders ● Personal devices

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:

Reading	Great Minds Arts and Letters
Writing	Great Minds Arts and Letters
Word Study	Word Study Wordsmith
Intervention/ Acceleration	Lexia PowerUP

There are four topic-driven modules for each grade level in Arts & Letters. The modules last between six and eight weeks and contain approximately 40 lessons. The core of each module is a selection of literary works, informational texts, and visual art. All modules integrate reading, writing, speaking, listening, and language instruction.

The Arts and Letters curriculum teaches to the language comprehension portion of Scarborough's Reading Rope. There are five interconnected strands: Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, and Literacy/Print Knowledge.

READING ESSENTIALS

*Offering differs by building.

GRADE 6

Reading Essentials is a course designed for the struggling reader, 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. The Reading oundations 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 8th 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 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 8th 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 TheCommon 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 4th and 5th 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 5th and 6th 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 6th and 7th 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 8th 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 8th 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, write a script, film the segment, and will video edit to complete their project. 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

6th 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

GRADE 7 & 8 Semester

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

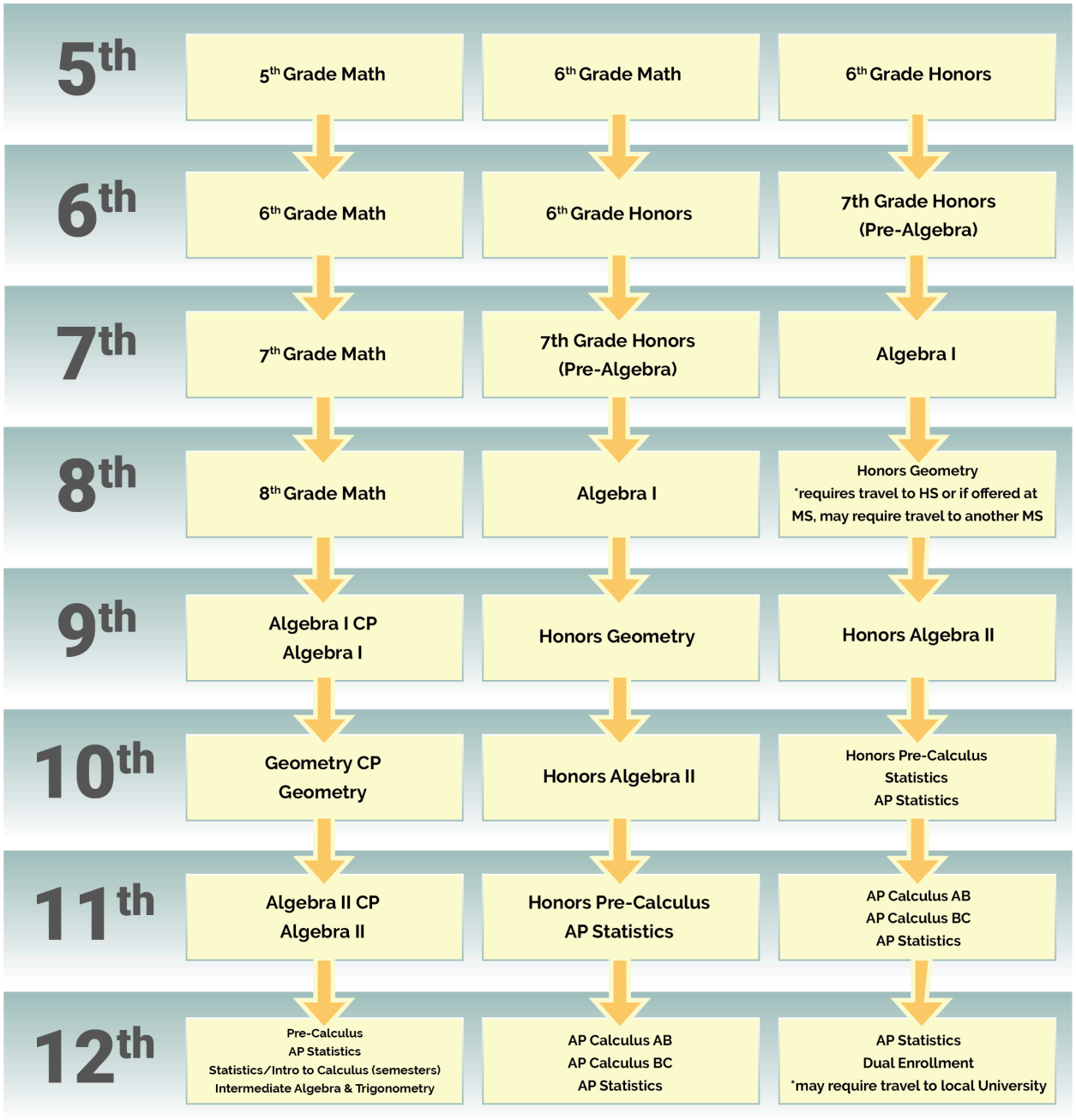
The 5th – 8th grade library media curriculum is integrated into content-area research projects and lessons. Exit skills are established from the National School Library Standards (AASL) in conjunction with the International Society for Technology in Education Standards (ISTE). The crosswalk for these standards can be found HERE.

There are two exit skills for each of the AASL shared foundations (Inquire, Include, Collaborate, Curate, Explore, Engage). These 12 Exit Skills are assessed at varying degrees for every level of the Library Media learner and explained below:

SHARED FOUNDATION	EXIT SKILLS
INQUIRE *Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.*	• Inquiry Development • Knowledge Construction and Reflection
INCLUDE *Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.*	• Global Viewpoints • Community Connections
COLLABORATE *Work effectively with others to broaden perspectives and work toward common goals.*	• Cooperative Roles • Partnership Driven Products
CURATE *Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.*	• Info Collection • Innovate and Create
EXPLORE *Discover and innovate in a growth mindset developed through experience and reflection.*	• Literary Growth • Investigative Discovery
ENGAGE *Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.*	• Ethical Use • Digital Citizenship

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

MATHEMATICS

MATH

GRADE 5 Requirement

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

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

GRADE 6/7/8

The 6th – 8th 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 to deepen mathematical reasoning and problem-solving skills across five interconnected content strands: the rational number system, ratio and proportional reasoning, algebraic thinking, geometry, and statistics. Through rigorous, standards-aligned instruction, students extend their foundational understanding of whole numbers and operations to include fractions, decimals, and negative numbers, building fluency and conceptual depth in rational number computation and application.

The course is fully aligned with the Common Core State Standards for Mathematics (CCSSM) and emphasizes mastery of the rational number system, where students apply and extend previous understandings of multiplication and division to compute fluently with fractions and decimals, including operations with negative numbers, laying a foundation for algebraic thinking and higher mathematics. In ratio and proportional reasoning, students develop and apply ratio concepts to describe relationships between quantities, use ratio reasoning to solve real-world problems such as scaling recipes, converting units, and comparing rates, and recognize proportional relationships. Within the algebraic thinking strand, students use variables to represent unknown quantities, write and evaluate simple algebraic expressions, and solve one-variable equations and inequalities, building critical thinking and abstract reasoning skills. In geometry, students solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional figures. Data and statistics are embedded throughout, with students collecting, displaying, and interpreting data while calculating measures of center and spread to support data-driven decision-making.

Instruction is supported by *Illustrative Mathematics Grade 6*, a research-based curriculum emphasizing conceptual understanding, procedural fluency, and application, supplemented with diverse online and print resources, including manipulatives, digital tools, formative assessments, and differentiated practice materials to meet the needs of all learners.

The course encourages precision, reasoning, and problem-solving strategies that prepare students for success in math 6 and beyond.

MATH

GRADE 7 Requirement

This course is a grade-level course for students continuing on the standard math progression. This course emphasizes strengthening students' understanding of ratios, proportions, expressions, equations, geometry, and statistics through engaging problem-solving and real-world applications.

Students will study ratios, proportions, and scale factors. They will explore area, perimeter, corresponding sides, and points of similar figures. This will continue into the study of proportional relationships by finding the constant of proportionality in multiple formats (table, equation, and graph).

The geometry unit provides students with opportunities to apply their knowledge to the context of measuring circles, introducing specific vocabulary.
Students will deepen their understanding of proportional relationships and percentages, revisiting constant rates, creating diagrams, and interpreting situations where an increase or decrease is expressed as a percentage of the initial amount.
Students will apply properties of operations of integers to deepen their algebraic reasoning as they write, simplify expressions, solve one and two-step equations, and inequalities.

Students will investigate angle relationships and side lengths of unique triangles. Students will practice working with rectangular prisms and solving problems involving area, surface area, and volume.
The study of statistics and probability will involve making and defending inferences about populations based on samples, with an emphasis on reasoning and interpretation.

Units and lessons are aligned to The Common Core State Standards for Mathematics. Current materials used include the textbook Illustrative Mathematics Grade 7, as well as various online and print support materials.

The course encourages precision, reasoning, and problem-solving strategies that prepare students for success in math 7 and beyond.

MATH

GRADE 8 Requirement

This course is designed for eighth-grade students to strengthen their understanding of grade-level mathematics.

Students will develop skills in geometry, algebra, and number operations through problem-solving and real-world applications.

Students will study 2D shapes and their transformations, including translations, rotations, reflections, and dilations, to understand similarity and congruence. They will explore figures in 2D space using the distance formula and the Pythagorean Theorem and apply their knowledge of 3D figures to solve problems involving the volume of rectangular prisms, cones, cylinders, and spheres.

Students will investigate linear relationships using tables, graphs, and equations, comparing proportional and non-proportional relationships. They will also model and solve systems of linear equations using graphing, substitution, and elimination methods, with opportunities to apply these skills in real-world contexts.

Throughout the course, there is an emphasis on procedural fluency, and students build confidence through guided practice and exploration. Units and lessons align with the Common Core State Standards for Mathematics, preparing students for success in eighth grade. Lessons use materials from Illustrative Mathematics Grade 8, along with supplemental online and print resources.

The course encourages precision, reasoning, and problem-solving strategies that prepare students for success in math 8 and beyond.

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 80th 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 who demonstrate strong mathematical understanding and readiness to work above grade level. This course emphasizes strengthening students' understanding of ratios, proportions, expressions, equations, geometry, and statistics through engaging problem-solving and real-world applications.

Students will extend their understanding of ratios, proportions, and scale factors by exploring complex applications. They will analyze area, perimeter, corresponding sides, and points of similar figures, using proportional reasoning to make and defend mathematical generalizations. In geometry, students will apply their knowledge to solve real-world and theoretical problems involving circles, composite figures, and three-dimensional prisms, while using precise mathematical vocabulary and justifying their reasoning. Students will deepen their understanding of proportional relationships and percentages through modeling and algebraic representations. They will explore scenarios involving percent increases and decreases, constant rates of change, and functional relationships using multiple representations, such as tables, equations, and graphs.

Students will apply properties of operations of integers to deepen their algebraic reasoning as they write, simplify expressions, solve one and two-step equations, and inequalities.

Students will analyze geometric relationships, including angle relationships and properties of triangles, and explore advanced applications involving area, surface area, and volume. The study of statistics and probability will involve making and defending inferences about populations based on samples, with an emphasis on reasoning and interpretation.

Units and lessons are aligned to The Common Core State Standards for Mathematics. Current materials used include the textbook Illustrative Mathematics Grade 7, as well as various online and print support materials.
The key difference between an honors math course and a grade-level course is the abstract reasoning, accelerated pace, and conceptual depth.

HONORS MATH

GRADE 7

This course is a grade-level course for students continuing on the standard math progression. This course emphasizes strengthening students' understanding of ratios, proportions, expressions, equations, geometry, and statistics through engaging problem-solving and real-world applications.

Students will study ratios, proportions, and scale factors. They will explore area, perimeter, corresponding sides, and points of similar figures. This will continue into the study of proportional relationships by finding the constant of proportionality in multiple formats (table, equation, and graph).

The geometry unit provides students with opportunities to apply their knowledge to the context of measuring circles, introducing specific vocabulary.

Students will deepen their understanding of proportional relationships and percentages, revisiting constant rates, creating diagrams, and interpreting situations where an increase or decrease is expressed as a percentage of the initial amount.
Students will apply properties of operations of integers to deepen their algebraic reasoning as they write, simplify expressions, solve one and two-step equations, and inequalities.

Students will investigate angle relationships and side lengths of unique triangles. Students will practice working with rectangular prisms and solving problems involving area, surface area, and volume.
The study of statistics and probability will involve making and defending inferences about populations based on samples, with an emphasis on reasoning and interpretation.

Units and lessons are aligned to The Common Core State Standards for Mathematics. Current materials used include the textbook Illustrative Mathematics Grade 7, as well as various online and print support materials.

The course encourages precision, reasoning, and problem-solving strategies that prepare students for success in math 7 and beyond.

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 quadratic 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 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

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. This course may be taken more than once.

CHOIR & WORLD MUSIC

GRADE 5 Every other day/Full Year

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 5th 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 a s 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 Semester 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 Semester 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/Full 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.

-ST-SCIENCE

SCIENCE

GRADE 5 Requirement

The Mission of Grosse Pointe's 5th 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 21st 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

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.

SOCIAL STUDIES-INTEGRATED AMERICAN HISTORY

Grade 5 Requirement

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-WORLD GEOGRAPHY

GRADE 6 Requirement

6th grade is now World Geography. Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay

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-WORLD HISTORY

GRADE 7 Requirement

7th Grade is now World History: From the state: Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1–4. Geography, Civics/Government, and Economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they will compose civic, persuasive essays

using reasoned argument.

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

GRADE 5 Required-Every Other Day/Semester

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 recommendationThis 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.