

GOODRICH MIDDLE SCHOOL



COURSE OFFERINGS

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Please note that all courses listed are courses that have been approved by the Goodrich Board of Education. As approved courses, they can be taught and are not necessarily offered yearly as course offerings are based on teacher credentials, availability, and student interest.

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6th Grade

REQUIRED COURSES:

COURSE TITLE: English Language Arts
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The English Language Arts 6 course emphasizes student engagement and strives to increase critical reading, writing, speaking, listening, and thinking skills. Reading efficiency is enhanced through reinforcement of comprehension strategies, promoting self-confidence and independent reading. Students' free choice of reading materials provides for independent pleasure reading. Writing proficiency is enhanced through detailed instruction, explanation, examples, guided practice, and activities. Reading tests are administered and writing samples are collected to gather baseline data in the fall and to measure students' reading and writing growths in the spring.

COURSE TITLE: Math
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The goal of Math 6 is to develop important math strategies and skills as defined by the Common Core State Standards (CCSS). This course is aimed toward student preparedness and success in future math courses. Students will explore math concepts, utilize critical thinking and problem solving skills, and practice communication of mathematically related thoughts and ideas.

COURSE TITLE: Science
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

6th grade science will practice science process skills through hands-on explorations of the following content areas: Water Chemistry, Earth Systems, Bodies of Water, and Life in Water. An emphasis is placed on experiential learning, discovery, reasoning and debate, peer review, hands-on activities, experiments, explorations, and cross-curriculum correlations.

COURSE TITLE: Social Studies
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The focus of this class is World Geography with an emphasis on the Earth and ways that people interact with it. Studies will include the cultures, economies, populations, and landscapes of the Eastern and Western Hemispheres.

ELECTIVE COURSES:

Please note that unless an elective course is a yearlong course and/or a student is recommended for and placed in an academic support class, students will rotate through elective rotational courses offered (for that hour).

COURSE TITLE: Art
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

This class introduces the elements of art and builds drawing and painting foundational skills. Focus is mainly on 2-dimensional mediums, including watercolor paint, tempera paint, pastels and pencil drawing. Students are challenged to create, think and talk about art through individual and class daily activities.

COURSE TITLE: Computers
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

This course is designed to allow students to learn and practice keyboarding skills to improve speed and accuracy. Using their Google Drive, students will also learn and practice formatting of letters, posters and slideshows, as well as learn about Digital Citizenship - Internet Safety, Digital Footprint, "Netiquette", and Cyberbullying.

COURSE TITLE: Instrumental Music/Band
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Band 6 is the first year of daily full band practice and study. Students learn the basics of concert band performance. With three performances, the fundamentals of winds and brass are developed.

COURSE TITLE: Introduction to French
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Students will learn about French Language and Culture. French vocabulary and basic grammar will be introduced. Learning revolves around storytelling and acting, so appropriate participation is highly important. This class will be learning the French language mostly through the usage of the teaching technique called Total Physical Response with Storytelling. The students learn the vocabulary through acting it out and drawing pictures to make flashcards. The vocabulary is then introduced in a story where the students participate in acting out the story.

COURSE TITLE: Physical Education/Health
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The Physical Education program provides every student with the opportunity to participate in lead-up games, team sports, individual sports and learn lifelong sports and fitness activities. Instruction is provided for the various skills, rules and strategies for all of the fitness activities and sports covered during the class. The students also learn about the components of physical fitness and conditioning. There is a strong focus on positive cooperation and sportsmanship, along with other important social concepts. The students also receive instruction for various health concepts, including reproductive health during one of the marking periods in both 6th and 8th grades.

COURSE TITLE: Reading and Technology
GRADE LEVEL: 6th, 7th, 8th
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Reading is a 10-week rotation class that is designed to enhance students' literacy skills. A student-centered approach will provide participants with opportunities to read broadly and widely to build their knowledge, experiences, and joy of reading while integrating technology. Materials will include texts at students' own reading levels, as well as texts with complexity levels that will challenge them. Texts will vary in type and length and will include literature, nonfiction, and information-rich websites. A classroom novel may be read together. Students will also complete hands-on projects. The range of students' interests will be acknowledged as this class recognizes the importance of joyful reading and incorporation of technology. Small group and whole class discussions about texts will occur daily.

COURSE TITLE: Tech Lab
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

In this course, students integrate art, science, images, and language with everyday use of technology. They will build model structures and analyze mechanical systems that they might see in a future occupation. The goal of this class is to better prepare students to educate themselves and adapt to new technologies as they emerge. Technology stations that students may use include: video and sound editing, building and analyzing structures with systems such as K'nex and Fischertechnik, manipulating images with software such as Photoshop and Crazytalk and manipulating mechanical and electrical systems at the solar, electrical and pneumatics stations, and an introduction to (graphical) computer coding and robotics.

COURSE TITLE: Theatre
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The focus of this class is to improve student's public speaking ability and to explore elements of drama while having fun. Students will develop an appreciation and understanding of the several types of drama while learning to control distracting mannerisms and communicate effectively with an audience. Students will expand their knowledge of the performing arts, recognize public speaking as a life skill and exhibit a positive, confident attitude toward it while acquiring an understanding of him/herself as a speaker/actor.

COURSE TITLE: Ukulele
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

This course provides a foundation of performance on the ukulele. Students will learn about chords, strumming, TAB, fingerpicking, and more. Students will learn how to play various songs on the ukulele and have in-class performances. The course culminates with an opportunity for students to write and perform their own song.

INTERVENTION / SUPPORT COURSES:

Students are recommended for and placed in these classes based on academic performance and/or needs.

COURSE TITLE: Academic Seminar
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

This course is designed to be used to review and expand the skills students have been taught in relation to organization and studying techniques. The goal of this class is to assist students who are experiencing academic challenges and provide them with the opportunity to complete their assignments/homework while at school. Students in this class also review the following important lessons: school behavior and organizational skills, completing daily assignments, effective reading of textbooks, learning from verbal presentation and participating in discussions. Students will keep a daily class performance evaluation that will be turned in each Friday.

COURSE TITLE: Academic Support Center
LENGTH OF COURSE/DURATION: Available on an as needed basis
COURSE PREREQUISITE: 504/IEP
COURSE DESCRIPTION:

The Academic Support Center (ASC) will be offered every hour of the school day, similar to student support centers at colleges for students with disabilities. Students with IEPs and 504 plans will be allowed to go to the ASC to receive their IEP/504 accommodations throughout the day, have the opportunity to check-in and out with a staff member, and receive help with assignments/study materials. The goal of the ASC is to provide immediate support to students with educational plans as their needs arise, with regards to accommodations and one-on-one assistance. Providing this opportunity for middle school students will also prepare them for the support offered in high school and beyond.

COURSE TITLE: ELA Intervention
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

ELA Intervention uses the Rewards Curriculum (Reading Excellence, Word Attack and Rate Development Strategies). This Literacy Skills class focuses on building reading fluency and comprehension. This course is designed for those students in 4th -12th grades that have difficulty reading long words and/or read slowly (60-120 words per minute). REWARDS provides flexible strategies for decoding multisyllabic words frequently found in context area texts. Students work on daily lessons that will increase both oral and silent reading rates and expand knowledge of general academic and domain specific vocabulary.

COURSE TITLE: ELA Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

This class is designed to prepare students to meet literacy challenges. Students will be actively engaged in addressing the academic, behavioral, and social goals addressed in their Individualized Educational Plans. The curriculum is based on the Common Core State Standards, in accordance with IEP goals and objectives, which are accommodated to meet the individual needs of students. This student-centered curriculum emphasizes student engagement and strives to increase critical reading, writing, speaking, spelling, listening and thinking skills. Students work at their independent and instructional reading levels to become more fluent readers as well as increasing comprehension and vocabulary. Students will work towards meeting their IEP goals and objectives through progress monitoring and reporting every marking period.

COURSE TITLE: Math Intervention
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

The goal of this course is to provide students a secondary math classroom to improve current and previous math knowledge. Students take a weekly pretest to assess their individual needs and will spend that corresponding week working on foundational skills that they have yet to master. Concepts from the 6th grade core math curriculum will also be visited.

COURSE TITLE: Math Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

Students will develop important math strategies and skills defined by State Standards and in accordance with IEP goals and objectives. Students will gain these skills as a result of exploring math concepts, critical thinking, problem solving, drill and practice, and communicating their thoughts and ideas.

COURSE TITLE: Study Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

This class will provide time for students to work on homework, develop test preparation skills, check progress in classes and organize schoolwork in accordance with IEP goals and objectives. This resource room class is designed to be helpful for students to accomplish school-related tasks while at school. There are generally no assignments or tests given; rather time to work on assignments, prepare for tests, and get additional explanation and support as need.

7th Grade

REQUIRED COURSES:

COURSE TITLE: English
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The English Language Arts 7 course emphasizes student engagement and strives to increase critical reading, writing, speaking, listening, and thinking skills. Reading efficiency is enhanced through reinforcement of comprehension strategies, promoting self-confidence and independent reading. Students' free choice of reading materials provides for independent pleasure reading. Writing proficiency is enhanced through detailed instruction, explanation, examples, guided practice, and activities. Reading tests are administered and writing samples are collected to gather baseline data in the fall and to measure students' reading and writing growths in the spring. Students in grade 7 will take state M-Step assessments in reading, writing, language, and listening.

COURSE TITLE: Math
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The "Big Ideas" Math curriculum is based on an instructional approach of both "discovery/activities" as well as "direct guided instruction". Students will enhance their math knowledge and application of grade level Common Core State Standards (CCSS), as well as apply mathematical practices as they work to problem solve. Students also build skills related to communicating their understanding both orally and in writing as they engage in work with partners/small groups.

COURSE TITLE: Math – Advanced 7
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Specific criteria must be met
COURSE DESCRIPTION:

Lessons are based on 7th and 8th grade Common Core State Standards. Students are exposed to discovery and direct methods of instruction. Various supplemental materials will be utilized to build mathematical understanding and proficiency. Students are placed in this class based on 6th grade cumulative math average, 6th grade common assessment results, and 7th grade placement test data.

COURSE TITLE: Science
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

7th grade science will practice science process skills through hands-on explorations of the following content areas: Plants and Photosynthesis; Ecosystems; Relationships between Living and Nonliving things; Earth's Surface and Interior; Earth, Sun, Moon and Stars. An emphasis is placed on experiential learning, discovery, reasoning and debate, hands-on activities, experiments, explorations, and cross-curriculum correlations.

COURSE TITLE: Social Studies
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The focus of this class is on ancient civilizations with an emphasis on the origins of the civilizations of Egypt, Greece, Israel and Rome. During the year, students will examine the ancient world's culture, economics, geography, history, and tradition.

ELECTIVE COURSES:

Please note that unless an elective course is a yearlong course and/or a student is recommended for and placed in an academic support class, students will rotate through elective rotational courses offered (for that hour).

COURSE TITLE: Art
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The course curriculum will focus on the basic elements of art, including; line, value, space, shape, form and texture. Middle school art classes stress problem-solving skills and using one's mind to analyze, synthesize, and evaluate art. Students are introduced to art production, art history of many cultures, art criticism, and aesthetics. Major areas to be studied include painting, drawing, sculpture, printmaking and ceramics. Students will be encouraged to use their imagination to create unique works of art while gaining an appreciation of art. Students will learn how to develop fine craftsmanship skills, while learning how to manage their time in a productive manner.

COURSE TITLE: Digital Art
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Students will develop 21st Century learning skills that allows them the opportunity to learn about digital media, advertising, animation, photography and more. Students will learn concepts, terminology, techniques, and applications of digital imaging to create original artwork. Students will produce digital still and animated images through the use of computers, digital cameras, photo editing software, drawing and painting software. This course incorporates hands-on activities for students to gain a deeper understanding and appreciation for digital art.

COURSE TITLE: French I (for High School credit)
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Specific criteria must be met
COURSE DESCRIPTION:

The French I student becomes familiar with all basic structures of the language, while learning vocabulary and practical speaking skills. Focus on accuracy of pronunciation. Language acquisition is enhanced through tapes, films, skits, projects and cooperative learning activities. Students learn to read, write and speak in French and then are required to speak, read, and write in French during class. Special emphasis is placed on cultural awareness, as students explore various French-speaking countries throughout the world. Songs, art, and French food are included in order to better understand the French culture. Since this is a High School level course for High School Foreign Language credit, students are placed in this class based on interest, strong academic standing, good attendance, and excellent behavior. This course is a prerequisite for Level II, and is a one-credit course. ½ credit will be earned for the successful completion of each semester. The grade results of this course are NOT factored into to a student's High School Grade Point Average.

COURSE TITLE: Instrumental Music/Band
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Course focus on refining of concert band performances with judged performances through the Michigan School Band and Orchestra Association. Opportunities presented for Solo & Ensemble Performances and Full Band Festival. The 7th & 8th grade bands travel for MSBOA events and participate in a bi-annual trip to Cleveland Ohio to perform at the Rock & Roll Hall of Fame.

COURSE TITLE: Intro to Careers 7/EDP
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None

COURSE DESCRIPTION:
Intro to Careers 7/EDP

The main goal of the 7th grade Intro to Careers class is to get our seventh grade students exploring career interests, colleges and/or skilled trades. This will allow students to have a better foundational understanding of these things when entering the eighth grade where they will be required to develop an Educational Development Plan (EDP). Students will begin to explore different careers and examine how those careers relate to their education plan for the future.

COURSE TITLE: Peer to Peer Mentor
LENGTH OF COURSE/DURATION: Semester/Yearlong
COURSE PREREQUISITE: Application

COURSE DESCRIPTION:

The Peer-to-Peer Mentor program is designed to assist students with learning differences in socialization and independence. The Mentor student is paired with a student with learning differences (target student). Through their training, Mentors will develop awareness and understanding of students with learning disabilities, cognitive impairments, autism spectrum disorders and more. Mentors gain self-confidence, empathy and responsibility. Mentors learn to treat others with dignity and respect and increase their understanding of individual differences. The target students learn social skills and independence in the natural setting from their peers and are able to practice social skills in a safe environment.

COURSE TITLE: Physical Education
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None

COURSE DESCRIPTION:

The Physical Education program provides every student with the opportunity to participate in lead-up games, team sports, individual sports and fitness activities. Instruction on various skills, rules and strategies for fitness activities and sports are given. Students also learn about the components of physical fitness and conditioning. There is a strong focus on positive cooperation and sportsmanship, as well as social concepts.

COURSE TITLE: Public Speaking
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None

COURSE DESCRIPTION:

The goal of this course is for students to gain knowledge and confidence in public speaking. Each student will give numerous speeches. Students are taught the basics of public speaking, including how to handle stage fright, how to write a speech and how to be confident in front of a crowd. Students also learn correct posture, voice, gestures, and overall performance skills.

COURSE TITLE: Spanish I - (for High School Credit)
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Specific criteria must be met

COURSE DESCRIPTION:

This course introduces students to the fundamentals of the Spanish language. Emphasis will be placed on acquisition of vocabulary and basic grammar through reading, writing, speaking and listening. The study of people, culture, customs, and geography of the Spanish-speaking countries are integrated throughout the course. Since this is a High School level course for High School Foreign Language credit, students are placed in this class based on interest, strong academic standing and good attendance and excellent behavior. This course is a prerequisite for Level II and is a one-credit course. ½ credit will be earned for the successful completion of each semester. The grade results of this course are NOT factored into to a student's High School Grade Point Average.

COURSE TITLE: Tech Lab
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

In this course, students integrate art, science, images, and language with everyday use of technology. They will build model structures and analyze mechanical systems that they might see in a future occupation. The goal of this class is to better prepare students to educate themselves and adapt to new technologies as they emerge. Technology stations that students may use include: video and sound editing, building and analyzing structures with systems such as K'nex and Fischertechnik, manipulating images with software such as Photoshop and Crazytalk and manipulating mechanical and electrical systems at the solar, electrical and pneumatics stations, and an introduction to (graphical) computer coding and robotics.

COURSE TITLE: Wellness 7
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Utilizing the Michigan Model for Health Curriculum, students will focus and learn about the various components of wellness. The primary focus during Wellness 7 will be the role nutrition plays in our lives and the importance of physical activity.

COURSE TITLE: Writing for Fun
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

This course is designed to allow students the time and direction for developing their own creative language skills in a relaxed, fun atmosphere. The course will examine how to use a writer's workshop approach and teach the steps of the writing process. Students will conference with peers and the teacher and have the ability to publish, share and present to the class. Adventure, personal narratives and fairy/folk tales are a few genres that may be examined. Various reference material are examined, including *Live Writing* by Ralph Fletcher and *Writing Magic* by Gail Carson Levine.

INTERVENTION/SUPPORT COURSES:

Students are recommended for and placed in these classes based on academic performance and/or needs.

COURSE TITLE: Academic Seminar
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

This course is designed to be used to review and expand the skills students have been taught in relation to organization and studying techniques. The goal of this class is to assist students who are experiencing academic challenges and provide them with the opportunity to complete their assignments/homework while at school. Students in this class also review the following important lessons: school behavior and organizational skills, completing daily assignments, effective reading of textbooks, learning from verbal presentation and participating in discussions. Students will keep a daily class performance evaluation that will be turned in each Friday.

COURSE TITLE: Academic Support Center
LENGTH OF COURSE/DURATION: Available on an as needed basis
COURSE PREREQUISITE: 504/IEP
COURSE DESCRIPTION:

The Academic Support Center (ASC) will be offered every hour of the school day, similar to student support centers at colleges for students with disabilities. Students with IEPs and 504 plans will be allowed to go to the ASC to receive their IEP/504 accommodations throughout the day, have the opportunity to check-in and out with a staff member, and receive help with assignments/study materials. The goal of the ASC is to provide immediate support to students with educational plans as their needs arise, with regards to accommodations and one-on-one assistance. Providing this opportunity for middle school students will also prepare them for the support offered in high school and beyond.

COURSE TITLE: ELA Intervention
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

ELA Intervention uses the Rewards Curriculum (Reading Excellence, Word Attack and Rate Development Strategies). This Literacy Skills class focuses on building reading fluency and comprehension. This course is designed for those students in 4th -12th grades that have difficulty reading long words and/or read slowly (60-120 words per minute). REWARDS provides flexible strategies for decoding multisyllabic words frequently found in context area texts. Students work on daily lessons that will increase both oral and silent reading rates and expand knowledge of general academic and domain specific vocabulary.

COURSE TITLE: ELA Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

This class is designed to prepare students to meet literacy challenges. Students will be actively engaged in addressing the academic, behavioral, and social goals addressed in their Individualized Educational Plans. The curriculum is based on the Common Core State Standards, in accordance with IEP goals and objectives, which are accommodated to meet the individual needs of students. This student-centered curriculum emphasizes student engagement and strives to increase critical reading, writing, speaking, spelling, listening and thinking skills. Students work at their independent and instructional reading levels to become more fluent readers as well as increasing comprehension and vocabulary. Students will work towards meeting their IEP goals and objectives through progress monitoring and reporting every marking period.

COURSE TITLE: Math Intervention
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

The goal of this course is to provide students a secondary math classroom to improve current and previous math knowledge. Students take a weekly pretest to assess their individual needs and will spend that corresponding week working on foundational skills that they have yet to master. Concepts from the 7th grade core math curriculum will also be visited.

COURSE TITLE: Math Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

Students will develop important math strategies and skills defined by State Standards and in accordance with IEP goals and objectives. Students will gain these skills as a result of exploring math concepts, critical thinking, problem solving, drill and practice, and communicating their thoughts and ideas.

COURSE TITLE: Study Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

This class will provide time for students to work on homework, develop test preparation skills, check progress in classes and organize schoolwork in accordance with IEP goals and objectives. This resource room class is designed to be helpful for students to accomplish school-related tasks while at school. There are generally no assignments or tests given; rather time to work on assignments, prepare for tests, and get additional explanation and support as need.

8th Grade

REQUIRED COURSES:

COURSE TITLE: English
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The English Language Arts 8 course emphasizes student engagement and strives to increase critical reading, writing, speaking, listening, and thinking skills. Reading efficiency is enhanced through reinforcement of comprehension strategies, promoting self-confidence and independent reading. Students' free choice of reading materials provides for independent pleasure reading. Writing proficiency is enhanced through detailed instruction, explanation, examples, guided practice, and activities. Reading tests are administered and writing samples are collected to gather baseline data in the fall and to measure students' reading and writing growths in the spring. Students in grade 8 will take the M-Step State test in the spring.

COURSE TITLE: Integrated Math (for High School credit)
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Successful completion of ADV 7
COURSE DESCRIPTION:

This course uses real-world situations, often involving data, to pose interesting questions. This involves the gradual learning of statistical, algebraic, geometric, probabilistic, and discrete math topics. Cooperative learning groups will be utilized as the students develop their own mathematical thinking and organizational skills. The grade results of this course are NOT factored into a student's High School Grade Point Average.

COURSE TITLE: Math
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The "Big Ideas" Math curriculum is based on an instructional approach of both "discovery/activities" as well as "direct guided instruction". Students will enhance their math knowledge and application of grade level Common Core State Standards (CCSS), as well as apply mathematical practices as they work to problem solve. Students also build skills related to communicating their understanding both orally and in writing as they engage in work with partners/small groups.

COURSE TITLE: Science
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Eighth grade science will practice science process skills through hands-on explorations of the following content areas: Structure and Property of Matter, Motion Forces and Energy, Magnetism and Electricity, Evolution, Reproduction, Heredity and Genetics. An emphasis will be placed on experiential learning, reasoning and debate, hands-on activities, experiments, explorations, and cross-curriculum correlations.

COURSE TITLE: Social Studies
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics are integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context. Where appropriate, they make comparisons to relevant contemporary issues.

ELECTIVE COURSES:

Please note that unless an elective course is a yearlong course and/or a student is recommended for and placed in an academic support class, students will rotate through elective rotational courses offered (for that hour).

COURSE TITLE: Advanced Art
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Specific criteria must be met
COURSE DESCRIPTION:

Students explore sophisticated drawing, sculpture and painting techniques using a variety of media and methods. This is an advanced class for highly motivated students with a strong academic standing, good attendance and behavior. Students will engage in long-term assignments that will further strengthen their advanced skills and techniques. The curriculum includes recognizing art as a form of communication and expression, identifying and using the elements and principles of art and design, and exploring the role of artists in society throughout history. Students are encouraged to take risks, think critically, and solve problems visually. Students will master new art vocabulary, art methods and techniques, and will prepare themselves for more advanced future art courses.

COURSE TITLE: Art
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The class focuses on the basic elements of art, including line, value, space, shape, form and texture while focusing on problem-solving skills and using one's mind to analyze, synthesize, and evaluate art. Art production, art history, art criticism, and aesthetics are introduced. Major areas studied include painting, drawing, sculpture, printmaking and ceramics. Students are encouraged to use their imagination to create unique works of art while gaining an appreciation of art. Students also will learn how to develop artistry skills while learning how to manage their time in a productive manner.

COURSE TITLE: Communication Arts
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

Students learn the basics of public speaking and gain confidence speaking in front of the class by performing several speeches and plays. Emphasis will be placed on participation and positive attitudes.

COURSE TITLE: Creative Writing 8
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

This course is designed to allow students the time and direction for developing their own creative language skills in a relaxed, fun atmosphere. The course will examine how to use a writer's workshop approach and teach the steps of the writing process. Students will conference with peers and the teacher and have the ability to publish, share and present to the class. Adventure, personal narratives and fairy/folk tales are a few genres that may be examined. Various reference material are examined, including Live Writing by Ralph Fletcher and Writing Magic by Gail Carson Levine.

COURSE TITLE: Educational Development Plan (EDP)/Careers
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The main goal of the 8th grade Careers class is for all 8th grade students to develop an Educational Development Plan (EDP). Students will be explore different careers and examine how those careers relate to their education plan for the future. Developing an EDP is a county-wide requirement of all 8th graders. A student's EDP is required to be updated each year throughout high school.

COURSE TITLE: French I (for High School credit)
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Specific criteria must be met
COURSE DESCRIPTION:

The French I student becomes familiar with all basic structures of the language, while learning vocabulary and practical speaking skills. Focus on accuracy of pronunciation. Language acquisition is enhanced through tapes, films, skits, projects and cooperative learning activities. Students learn to read, write and speak in French and then are required to speak, read, and write in French during class. Special emphasis is placed on cultural awareness, as students explore various French-speaking countries throughout the world. Songs, art, and French food are included in order to better understand the French culture. Since this is a High School level course for High School Foreign Language credit, students are placed in this class based on interest, strong academic standing, good attendance, and excellent behavior. This course is a prerequisite for Level II, and is a one-credit course. ½ credit will be earned for the successful completion of each semester. The grade results of this course are NOT factored into to a student's High School Grade Point Average.

COURSE TITLE: French II (for High School credit)
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Successful completion of French I
COURSE DESCRIPTION:

Two years of a foreign language are highly recommended for college-bound students. The intermediate level French student develops the ability to read and listen to fairly difficult passages with comprehension. Students will learn to use verb tenses beyond the present tense (future, past, and imperfect tenses). More personal expression is encouraged through written and oral assignments in order to learn more advanced grammar concepts, applying them correctly in French speaking and writing. Students will be able to communicate with questions and answers, using somewhat advanced sentence structures. When writing in French, students will combine sentences into coherent and fluid paragraphs. Songs, art, films, and French food are still included to emphasize cultural awareness. Since this is a High School level course, for High School Foreign Language credit, students are placed in this class based on interest, strong academic standing, good attendance, and excellent behavior. This course is a one credit course. ½ credit will be earned for the successful completion of each semester. The grade results of this course are NOT factored into to a student's High School Grade Point Average.

COURSE TITLE: Instrumental Music/Band
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

MSBOA honors band and all-state auditions are possible opportunities for students during their final year of the GMS band program. Students continue to perform at the High School for home concerts and travel to MSBOA judged opportunities. Students are prepared for the rigors of High School Marching Band. The 7th & 8th grade bands travel for MSBOA events and take a bi-annual trip to Cleveland, Ohio, to perform at the Rock & Roll Hall of Fame.

COURSE TITLE: Lifelong Sports and Health
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None
COURSE DESCRIPTION:

The focus of this course will be on lifelong sports and activities, while many of the concepts from general Physical Education course are incorporated. Individual sports and other fitness activities are among some of the opportunities that will be available to the students. Students learn the many benefits of being physically active throughout their lifetime. There is a strong focus on positive cooperation and sportsmanship, along with other

important social concepts. Students also receive instruction for various health concepts, including reproductive health, during one of the marking periods in both 6th and 8th grades.

COURSE TITLE: Peer to Peer Mentor
LENGTH OF COURSE/DURATION: Semester/Yearlong
COURSE PREREQUISITE: Application

COURSE DESCRIPTION:
The Peer-to-Peer Mentor program is designed to assist students with learning differences in socialization and independence. The Mentor student is paired with a student with learning differences (target student). Through their training, Mentors will develop awareness and understanding of students with learning disabilities, cognitive impairments, autism spectrum disorders and more. Mentors gain self-confidence, empathy and responsibility. Mentors learn to treat others with dignity and respect and increase their understanding of individual differences. The target students learn social skills and independence in the natural setting from their peers and are able to practice social skills in a safe environment.

COURSE TITLE: Physical Education
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None

COURSE DESCRIPTION:
The Physical Education program provides every student with the opportunity to participate in lead-up games, team sports, individual sports and learn lifelong sports and fitness activities. Instruction is provided for the various skills, rules and strategies for all of the fitness activities and sports covered during the class. The students also learn about the components of physical fitness and conditioning. There is a strong focus on positive cooperation and sportsmanship, along with other important social concepts. The students also receive instruction for various health concepts, including reproductive health during one of the marking periods in both 6th and 8th grades.

COURSE TITLE: Spanish II (for High School Credit)
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: Successful completion of Spanish I

COURSE DESCRIPTION:
Spanish level 2 is designed to continue the fundamentals of the target language (Spanish). Emphasis will be placed on acquisition of vocabulary and basic grammar through reading, writing, speaking, and listening. The study of people, culture, customs, and geography of the target-language countries will be integrated throughout the course. Since this is a High School level course, for High School Foreign Language credit, students are placed in this class based on interest, strong academic standing and good attendance and behavior. This course is a prerequisite for Level III, and is a one credit course with ½ credit being earned for the successful completion of each semester. The grade results of this course are NOT factored into to a student's High School Grade Point Average.

COURSE TITLE: Wellness 8
LENGTH OF COURSE/DURATION: Rotational Course - 1 Marking Period
COURSE PREREQUISITE: None

COURSE DESCRIPTION:
Utilizing the Michigan Model for Health Curriculum, students will continue and build upon various components of wellness learned in 7th grade Wellness. The primary focus during Wellness 8 will be social emotional health.

INTERVENTION/SUPPORT COURSES:

Students are recommended for and placed in these classes based on academic performance and/or needs.

COURSE TITLE: Academic Seminar
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

This course is designed to be used to review and expand the skills students have been taught in relation to organization and studying techniques. The goal of this class is to assist students who are experiencing academic challenges and provide them with the opportunity to complete their assignments/homework while at school. Students in this class also review the following important lessons: school behavior and organizational skills, completing daily assignments, effective reading of textbooks, learning from verbal presentation and participating in discussions. Students will keep a daily class performance evaluation that will be turned in each Friday.

COURSE TITLE: Academic Support Center
LENGTH OF COURSE/DURATION: Available on an as needed basis
COURSE PREREQUISITE: 504/IEP
COURSE DESCRIPTION:

The Academic Support Center (ASC) will be offered every hour of the school day, similar to student support centers at colleges for students with disabilities. Students with IEPs and 504 plans will be allowed to go to the ASC to receive their IEP/504 accommodations throughout the day, have the opportunity to check-in and out with a staff member, and receive help with assignments/study materials. The goal of the ASC is to provide immediate support to students with educational plans as their needs arise, with regards to accommodations and one-on-one assistance. Providing this opportunity for middle school students will also prepare them for the support offered in high school and beyond.

COURSE TITLE: ELA Intervention
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

ELA Intervention uses the Rewards Curriculum (Reading Excellence, Word Attack and Rate Development Strategies). This Literacy Skills class focuses on building reading fluency and comprehension. This course is designed for those students in 4th -12th grades that have difficulty reading long words and/or read slowly (60-120 words per minute). REWARDS provides flexible strategies for decoding multisyllabic words frequently found in context area texts. Students work on daily lessons that will increase both oral and silent reading rates and expand knowledge of general academic and domain specific vocabulary.

COURSE TITLE: ELA Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

This class is designed to prepare students to meet literacy challenges. Students will be actively engaged in addressing the academic, behavioral, and social goals addressed in their Individualized Educational Plans. The curriculum is based on the Common Core State Standards, in accordance with IEP goals and objectives, which are accommodated to meet the individual needs of students. This student-centered curriculum emphasizes student engagement and strives to increase critical reading, writing, speaking, spelling, listening and thinking skills. Students work at their independent and instructional reading levels to become more fluent readers as well as increasing comprehension and vocabulary. Students will work towards meeting their IEP goals and objectives through progress monitoring and reporting every marking period.

COURSE TITLE: Math Intervention
LENGTH OF COURSE/DURATION: Marking Period (1 or more)
COURSE PREREQUISITE: Teacher Recommendation
COURSE DESCRIPTION:

The goal of this course is to provide students a secondary math classroom to improve current and previous math knowledge. Students take a weekly pretest to assess their individual needs and will spend that corresponding week working on foundational skills that they have yet to master. Concepts from the 8th grade core math curriculum will also be visited.

COURSE TITLE: Math Skills
GRADE LEVEL: 8th
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

Students will develop important math strategies and skills defined by State Standards and in accordance with IEP goals and objectives. Students will gain these skills as a result of exploring math concepts, critical thinking, problem solving, drill and practice, and communicating their thoughts and ideas.

COURSE TITLE: Study Skills
LENGTH OF COURSE/DURATION: Yearlong
COURSE PREREQUISITE: IEP
COURSE DESCRIPTION:

This class will provide time for students to work on homework, develop test preparation skills, check progress in classes and organize schoolwork in accordance with IEP goals and objectives. This resource room class is designed to be helpful for students to accomplish school-related tasks while at school. There are generally no assignments or tests given; rather time to work on assignments, prepare for tests, and get additional explanation and support as need.

Goodrich Virtual

Grades 6 - 8:

Students enrolled in Goodrich Virtual will be enrolled in courses through Lincoln Learning (6th grade) or Michigan Virtual (7th and 8th grade) and will be assigned a Goodrich mentor. Please note that course selections for virtual students shall align with in-person course offerings.