



PRINCIPAL'S WELCOME

As principal of Richards Middle School, let me welcome you to our school. If you are an incoming seventh grader or new to Fraser Public Schools, we hope you will have a fantastic school experience.

The school year can go by quickly. Meeting new teachers, finding your way around the building, getting to class on time and learning the routine are experiences you will master. Before you know it, you will gain new friends and fit into middle school life. Enjoy these moments.

School should be an engaging and fun experience but also may be a challenging time. Our Knights are expected to be safe, respectful and responsible for themselves and in their actions. Our Knights will be expected to manage their time, engage in extended learning opportunities, and connect to more than one teacher. As a matter of fact, our Knights will have to work with a team of teachers over the school year. This will provide them with a variety of learning environments to make growth academically and socially, think critically, communicate effectively, create, create, grow in their essential character traits, collaborate with others, be aware of the global community around us, and practice daily habits that promotes safety, respect and responsibility.

As you take advantage of this opportunity to grow, don't be surprised if you occasionally may have setbacks or challenges that occur. Learning to be a young adult and handling the peaks and valleys of life can seem overwhelming. If you need to, visit your counselor or speak with a trusted adult at RMS. Our counselors and RMS support team can help you get through difficult times.

Finally, get to know your teachers and peers...Ask questions...Get help and assistance. Teachers, counselors, media center specialist, principals, administrative assistants, custodians, cafeteria staff and our RMS support team are here to help you.

Again, have a great school year. I'll see you in our classrooms and the hallways. Never hesitate to introduce yourself and I will do the same. I look forward to meeting you and honoring the castle with you.

Sincerely,

Huston Julian, Proud Principal at Richards Middle School

WHAT IS MIDDLE SCHOOL?

What is middle school? Howard C. Richards Middle School is a place where you can join students from six other elementary schools to grow together. The middle level years are spent learning new social skills and preparing yourself for high school by developing study habits and improving your academic skills. It's an exciting place where you can join clubs, be a team member, go to dances, and work with a team of teachers daily. It's a feeling of spirit; a school spirit of pride and belonging. It's a staff of teachers, administrators, counselors and helpful parents who are concerned about you and want to help you grow as much as possible. Howard C. Richards Middle School is a stepping-stone toward high school.

GUIDANCE AND COUNSELING PROGRAM

At Richards Middle School there are two counselors. Mr. Ermanni works with students whose last names begin with letters A – K. Mrs. Zaglaniczny works with students L – Z. Students can stop by the Counseling Office before school or between classes to sign up for an appointment. Counselors are always available to help in an emergency situation.

Counselors are available to assist students with academic, personal, social and family concerns. The counselors work with students, teachers, parents, and outside agencies to help students succeed. Counselors are also involved in scheduling, orientations, awards programs and can provide information for special opportunities.

Parents may call the Counseling Office at 439-7460 with any questions or concerns. Communication between home and school is important for a successful middle school experience. Mr. Ermanni can be reached at 439-7465. Mrs. Zaglaniczny can be reached at 439-7464.

GETTING INVOLVED IN SCHOOL

To some students, the prospect of entering the middle school can be a unsettling experience. Some students imagine they will be hopelessly lost in a maze of unfamiliar hallways. Others might be intimidated by the likelihood of more advanced course work, being near older students, or making a mistake and thereby becoming conspicuous. This nervousness is a natural reaction caused by fear of the unknown.

The best cure for this malady is involvement in school activities. In order to make the unknown less frightening, students need to familiarize themselves with their new school. This is accomplished through participation in Student Council activities such as student activity nights, dances, sports teams, Broadcast Media Club, Student Council, Ski Club, National Junior Honor Society, Static Club, Yearbook Club, Builders Club, Peer 2 Peer, Recycling Club, Relay for Life Club, Book Club, Intramurals and other such activities. When students become involved in their school they will have a more pleasant, enriching, fun, and rewarding middle school experience. Please note that clubs may change from year to year, so it is important to pay attention to the daily announcement for club meeting dates and times.

ABSENCE OF STUDENTS ON A DAY OF EXTRA-CURRICULAR ACTIVITY

Any student absent more than half a day on the day of an extra-curricular activity *will not be allowed* to participate in that activity without special permission from the administration. This shall apply to all dances, sport contests, plays, etc. Please provide medical or dental notes whenever possible.

ATHLETIC ELIGIBILITY

Students must maintain a score of less than 3 points in all of their 6 classes (and earning credit in silent reading) in order to be eligible. These grades are obtained either by a progress report or by report cards. The guidelines include the averaging of both grades and citizenship marks. The scale is as follows:

<u>Grades</u>	<u>Citizenship</u>
A, B, C (range) = 0 points	O, S = 0
D = (range) = 1 point	N = 1
F, NC = 2 points	U = 2

Students with 3 or more points are ineligible for one week and must follow the checklist below:

1. For the week that the student has been found ineligible the student can attend an after school study session with that teacher (2 times) and then attend practices. Coach will follow up on attendance. After school tutoring (with high school students) is also an option.
2. Student may still attend home and away games, but he/she must find a ride to the away school (if they attend a tutoring session).
3. If the student's grades/citizenship has not improved after one week, he/she will remain ineligible for another week and will repeat steps 1 and 2.

ATHLETIC ELIGIBILITY information continues

4. If no progress is made after two weeks, the coach and/or athletic director will determine whether the student is dropped from the team for the remainder of the season.

Using the scale above, student athletes will be asked to obtain their grades at the beginning of the season and at some point before mid-season. If the student has a score of 3 points or more, he/she will be required to have a weekly progress report filled out by all of his/her teachers.

Previous Academic Success: The coach of the sport in which the student is becoming involved in will check grades from previous semester, if there are no current grades available. Coaches have the right to put students on automatic probation according to the grades that were obtained. An improvement plan will be implemented and followed by coaches. Coaches will monitor student's progress closely.

ATHLETICS

The present team offerings include: Fall - boys' football and girls' volleyball; Winter - boys' basketball, girls' basketball; Spring - boys' and girls' track. Since both basketball and volleyball are sports that limit the number of participants, not every student trying out for the team will become a team member. In football and track, all students trying out will make the teams provided they meet the coach's expectations for attendance and effort. A physical exam is required to participate in any school sport.

ATTENDANCE

Perfect attendance should be the goal of all students. However, since many students will have an occasion to miss school, notification must be forthcoming as to the reason for the absence. An answering machine will take calls. We prefer this information to be called into the Counseling Office (586-439-7490 this is a 24 hour line) by 9:00 a.m. on the day of the absence. If this is not possible, a note signed by the parent or guardian must be presented to this office on the day the student returns to school. In the event a student is absent and is under doctor's care or had a doctor's appointment, a note from the doctor presented to the Attendance Office will excuse the absence as a medical absence.

ATTENDANCE REFERRAL

When a student reaches approximately 10 absences, the Macomb County Attendance Office recommends that an attendance referral be made. Absences excused by a doctor's note are considered medical absences and will not be counted. When an attendance problem is demonstrated, the counselors will meet with the student and send a letter home in an attempt to improve the situation. If an improvement is not made, parents will be notified that an attendance hearing will be held at school with the student, parents, attendance officer and the assistant principal.

Students arriving late to school must report to the Counseling Office to sign in. A tardy pass will be issued and the student is expected to show this pass to each teacher for the remainder of the day. If a student is more than 15 minutes late arriving to school, the parent should call to notify the Attendance Office at 439-7490. If a call is not possible, a note signed by the parent or guardian must be presented to this office the following day. Students are allowed three tardies each semester. Exceptions are made for doctor and dental appointments. Tardies accompanied by a medical note will not count toward the student's total tardies for the semester. When semester tardies reach four, the student will receive one after school detention and a parent will be notified. Two detentions will be assessed on the fifth semester tardy. On the sixth and seventh tardy in a semester, the student will be placed in the In-House Suspension room for one day. On the eighth and ninth tardy, the student will be placed in the In-House Suspension room for two days. Ten or more tardies – consequence to be determined by administration.

CELL PHONE POLICY

So as not to disturb the educational environment of the classroom, students must follow the building technology policy. Not abiding by the school code of conduct will be applied.

CITIZENSHIP

Citizenship marks are calculated every five weeks and are used to determine if students are eligible to attend school activities such as dances, sporting events and after school clubs. Students earning 2 or more N's (Needs Improvement) or U's (Unacceptable) will be placed on the citizenship list for the next 5 weeks. Students are notified by Mrs. Robinson and receive a letter indicating that they are on the citizenship list. Students will have an opportunity to earn their way off the list as well. At approximately the 2 ½ week mark, students can have teachers sign an eligibility form and if citizenship has shown improvement (fewer than 2 N's/U's) they will then be able to attend clubs and events for the remainder of the 5 week period.

CODE OF CONDUCT

Richards Middle School operates under the Fraser Public School's Student Code of Conduct. All students entering the school will receive the booklet entitled Student Code of Conduct. All seventh graders receive a one-hour orientation early in the school year by the assistant principal. During this presentation, topics such as dress code, attendance, bullying, and acceptable behavior in school are discussed.

<https://www.fraser.k12.mi.us/cms/lib/MI02212020/Centricity/Domain/67/FPS%20Student%20Code%20of%20Conduct.pdf>

COMPUTER LAB

Richards Middle School has four computer labs for all areas of the curriculum and one computer literacy lab. These labs host over 20 programs covering all areas of the curriculum. Programs are purchased at the discretion of the staff to meet the needs of the students. Individual classes will come into the labs periodically to work on programs relating to the instruction in the classroom. Programs are not available for students to take home nor are programs to be brought in from home to be used in the lab. Appropriate behavior is a must in the lab. Students using the lab must be involved in a productive school related activity.

DETENTIONS

Detentions may be given to students by teachers or administrators for minor infractions of school rules or policies. Detentions given by individual teachers are supervised by the teacher. Detentions assigned by an administrator are served in an after school detention center. Students are given 24 hours to make necessary arrangements. School transportation is available for any student kept after school. Administrative detentions are held Monday thru Thursday.

DRESS CODE POLICY

Common sense and propriety are the basic guidelines to determine appropriate dress for the student. Most forms of dress are acceptable for students as long as they are neat and clean and do not interfere with the educational process. We rely on the good taste and judgment of the students and the responsibility of the parents to advise their children of the appropriate dress in accordance with the Fraser Public Schools Dress Code policy.

The following guidelines have been established in order to maintain a positive learning environment.

These types of clothing are appropriate for school and **WILL BE ALLOWED**:

- Flip Flops
- Mid-thigh shorts/skirts (no more fingertip tests)
- Spandex pants/tights covered with shorts, skirt or dress to mid-thigh
- Pants ripped above the thighs worn with tights or shorts underneath
- Pants with tears or holes on the upper thigh should be worn with leggings or shorts
- Bandana as a headband
- Fleece pullover/hoodies
- Shirt neckline – 4 fingers from collarbone
- Pants at the waistline

These types of clothing are inappropriate for school and **WILL NOT BE ALLOWED**:

- Undergarments showing (bra, underwear)
- Pants below the waistline (sagging)
- Clothing or accessories that cause disruption to the classroom

The following items **WILL BE ALLOWED** in the classroom:

- iPads
- Books
- Trapper Keepers
- Binders
- Pen/Pencil/Highlighter
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The following items **WILL NOT** be allowed in the classroom:

- Backpacks
- Drawstring bags

DRESS CODE POLICY information continues

- Book bags
- Purses
- Gum

Students who are considered to be dressed inappropriately or who violate above guidelines will be sent to the office. The principal or assistant principal shall determine whether a mode of dress is in violation of the district Dress Code Policy.

In cases where a student is inappropriately dressed, arrangements will be made with the parents for an appropriate change of clothing. Students who are sent to the office more than one time for Dress Code violations may be suspended.

GRADES

Students at Howard C. Richards Middle School receive two types of grades; card marking grades (every ten weeks) and semester grades. Two card-marking grades are averaged to equal one semester grade. Since there are four card markings, the first two card marking grades are averaged for the first semester grade and the third and fourth card marking grades are averaged for the second semester grade.

(First card marking grade) plus (second card marking grade) divided by two equals the first semester grade.
(Third card marking grade) plus (fourth card marking grade) divided by two equals the second semester grade.

Letter grades are used in the middle school and each grade represents as following:

A - Excellent	CR - Credit
B - Above Average	NC - No Credit
C - Average	I - Incomplete
D - Below Average	W - Withdraw
F - Failure	

Citizenship grades are as follows:

O - Outstanding
S - Satisfactory
N - Needs Improvement
U - Unacceptable

GUM CHEWING

Gum chewing is not allowed at Richards Middle School. Gum left on furniture and equipment promotes an unsanitary environment. This rule promotes a cleaner school.

HOMEWORK DURING SUSPENSION

Students who are suspended from school will continue to have responsibility for tests and major assignments which are required as part of their class work. A request for suspension homework will be made at the time of suspension. Homework can be picked up in the Main Office 24 hours after the request was made. ***Homework is due in to the teacher upon the student's return to school.*** Completed work will receive full credit.

HOMEWORK DURING ILLNESS

If a student has been out two or more days, parents may request homework by calling the Counseling Office (439-7460). ***Teachers must be given a 24-hour notice to prepare the requested work. Students will be given one day for each day of absence to make up this work.*** Additional homework requests will be honored once the teacher has received the initial homework.

HOMEWORK DURING VACATION REQUEST POLICY

Students that will miss school for a trip or emergency must have a parent notify the Counseling Office secretary in writing at least one week in advance. A vacation form will be issued so that each teacher has the opportunity to provide school assignments during the student's absence. ***All assigned work must be completed upon the student's return.***

HONOR ROLL

Richards Middle School tabulates an honor roll for each ten-week marking period. To be on the honor roll a student must have a grade point average for that ten-week marking period of 3.0 or higher. One or more grade(s) lower than a “C-“excludes a student from the honor roll. To be on the “A” honor roll a student must have received ALL “A”s for that ten-week marking period. All graded classes are considered for purposes of computing the honor roll. Certificates of Merit are awarded to those students who are on the honor roll after each of the first three marking periods.

IN-HOUSE SUSPENSION

Richards Middle School operates an In-House Suspension Program. The assistant principal or principal may assign a student to this room for behavioral infractions as an alternative to out of school suspensions. These infractions are generally limited to Section I violations of the Student Code of Conduct.

A homework request will be made for students who are assigned an in-house suspension. Homework must be completed while serving this suspension. If homework is not completed in a satisfactory manner, students may be assigned a maximum of two (2) additional days of in-house suspension (for that class). If homework is not completed after two (2) additional days of suspension, the student will be sent back to class, and he or she will be given no credit for that homework.

LOCKERS

Lockers are assigned to all students on the first day of school. **Students will be expected to remain in the assigned locker the entire school year.** These lockers are for coats, textbooks and other personal belongings and should be kept neat and orderly. Each locker is provided with a lock and must be kept locked at all times. Mirrors and pictures of a tasteful nature can be placed in lockers; bumper stickers, however, are unacceptable. Students are responsible for the condition of their locker at all times. Four locker cleanouts will occur during the school year.

LUNCH AND CAFETERIA

The school has a cafeteria to be used for lunch, and students are expected to be in the cafeteria during their assigned lunch period (approximately 25 minutes). An à la carte lunch program is available for purchase, or students may bring their lunch from home. Reseal able bottles are **not** permitted. All food must be consumed in the cafeteria. Students can use restrooms during their lunch period with the permission of a supervisory teacher. Student I.D. cards should be used to order lunch. **The District does not allow the delivery of food and beverages from outside vendors or fast food establishments for a student’s breakfast or lunch meal.** All meals are to be provided by either our Food Service program or prepared at home and sent with your student.

MEDIA CENTER

The media center at Richards Middle School is an integral part of our curriculum. A collection of nearly 12,000 books, encyclopedias, filmstrips, video and audio tapes are available. Subscriptions to over 40 periodicals, 2 daily newspapers, and online and electronic databases offer students and staff up-to-date resources to support classroom requirements, research and recreational reading. Students and staff are welcome in the media center for individual or group use. Daily hours are 7:40 – 3:45 Monday through Thursday and 7:40 – 3:00 on Friday.

MEDICATION

Ideally, all medication should be given to children at home. Only those medications that are necessary to maintain your child in school and which must be given during school hours will be handled at school. Medication is only dispersed between 8:45 a.m. - 10:00 a.m. and 11:30 a.m. - 2:45 p.m. unless a medical condition requires a different time frame. In that case a prior notification by the parent is necessary. In order for a child to take any* medication at school, a medication form must be filled out by the child’s doctor and a parent or guardian. These two forms must be filled out, signed, and returned to the Counseling Office before any medication will be given to a student at school. The medication must be brought to the Counseling Office by a parent. Students are not allowed to bring in medication or carry it on them at any time. *Any medication means: Prescription medicine, over the counter medicine, inhalers, diabetic testing kits and supplies. All medication is stored under lock and key, with the exception of inhalers, which may be carried by the student once they are registered in the Counseling Office. Cough drops only need a parental signed medication form, and are stored in the Counseling Office.

MOVEMENT TO NEXT GRADE

Parents may request that a student be placed in the next grade by reason of age (seventh grade - 15 years old by December 1; eighth grade - 16 years old by December 1) or prior retention at the middle school level. Request for placement in the next grade should be directed to the middle school principal. Parents will be required to sign a statement granting their approval.

NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society was formed at Richards Middle School in 1991. The goals of the organization are to continue to encourage our students to actively participate in outstanding Scholarship, Service, Leadership, Character, and Citizenship.

In the spring of each year, we invite all students with 3.50 grade point or higher and satisfactory citizenship to make application for membership. Students that aspire to be a member of the NJHS must work toward this goal in 7th grade. School/community service and leadership is a must. A candidacy packet must be completed along with documented school/community service and leadership. We encourage all students who meet these requirements to join us in a busy active year of service and fun.

PARENT PORTAL/UNIFIED CLASSROOM

The Parent Portal application offers parents the opportunity to access real-time student information, such as grades, attendance, and class information. An Internet connection and email address is the only requirement to use this exciting tool. All student information is delivered securely and can only be viewed by using the username and password information provided by your child's school.

PICTURES, STUDENT I.D.'S AND YEARBOOKS

Orientation takes place in August; students will have their picture taken and get their student I.D. cards. Picture retakes are usually conducted in October. Students can pre-order a yearbook at a slightly reduced price on line thru the Jostens app. Or can purchase one at the full price in June (limited quantities will be available). Student I.D.'s are used in the cafeteria and on the buses. Replacement I.D.'s can be purchased in the Media Center for \$3.

POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

Positive Behavior Intervention Support is a school-wide, databased program designed to teach students about the behavior expectations at Richards Middle School. PBIS is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced.

PROMOTION/RETENTION GUIDELINES

Promotion is based on successful completion of classes in the academic areas. Semester grades are used to determine whether a student is promoted, retained or required to attend summer school. Retention is determined on a case by case basis.

SCHOOL ANNOUNCEMENTS

To keep up with school events, announcements are emailed to teachers and students daily. Students can then be informed of all the activities/events at RMS. Announcements are posted on the RMS Website.

<https://www.fraser.k12.mi.us/Domain/15>

SCHOOL STORE

A school store called the Knight's Nook is located in Room 109, across from the girls' locker room. Hours of operation are posted; parent volunteers are required. Students may purchase school supplies, school clothing and other items. The PBIS Team runs the store with parent volunteers. Please consider signing up, thru our SignUpGenius account. <http://www.signupgenius.com/go/30e054bacad2da46-richards1>

SEMINAR

All students participate in seminar daily for approximately 25 minutes before or after lunch depending on their schedule. A grade of credit (CR) or no credit (NC) will be given along with a citizenship grade. Students are given additional time and support by their teachers during their seminar class.

STUDENT COUNCIL

Richards Middle School has a very active and involved Student Council. It consists of sixteen students: six eighth grade officers, six eighth grade representatives, and four seventh grade representatives. Their role is to plan activities that benefit our students and the community. A fundraiser is held each fall to meet these needs. Activities for students include dances and fun nights that are held in the evening from 6:00-8:00 p.m. These are available to all students having good citizenship grades. Students with unsatisfactory citizenship are not allowed to attend. Student Council also provides parties for athletic teams, clubs, student aides, and a school wide lunch at the end of the year. Our students contribute to the community by donating proceeds from the Talent Show to Cystic Fibrosis, collecting canned goods for the needy during the holidays, and by making donations to various worthy causes.

STUDENT OF THE MONTH

Every month teachers are asked to select a Richards "Star Student" from their classes. These students are chosen by staff members based on positive attitude and maximum effort. Students receive a personalized certificate.

TESTING

The Michigan Student Test of Educational Progress (MSTEP) are given to all seventh and eighth grade students in the spring. This year seventh graders will test in language arts, which includes reading, writing, listening skills, and mathematics. Eighth graders will test in English, mathematics, and science. When scores are received, information will be sent home to parents.

TEXTBOOKS AND MATERIALS

All textbooks are furnished by the school district. When a book is issued to a student, the condition of the book is recorded. If, during the course of the year, a book is abused and the life span of the book is reduced, a fine is issued depending upon the extent of the damage. Fines are not levied on books that receive normal wear. All books checked out through our Media Center. A replacement textbook is issued to a student upon payment for a lost or damaged book. Class materials such as paper, poster board, etc., are also furnished by the school.

TRANSFER OF CLASS POLICY

Once schedules are distributed at the opening day of school, students will *not* be given the opportunity to select new classes or new academic teams. Once the counselors balance classes and sections, transfers are not permitted.

On rare occasions, situations might exist whereby parents request a change of a team. Should this arise, the following steps must be taken:

1. The student meets with the appropriate counselor to discuss concerns about the class. The counselor meets with the teacher and explains the student's concern. A reasonable amount of time is given to resolve the situation.
2. If the student is still dissatisfied, the parent and team have a conference with the counselor to resolve the problem.
3. If the parent and student are still dissatisfied, the parent must write a letter to the principal listing the concerns and action requested. The principal will then decide to transfer or not transfer the student to another team.

WEBSITE

Homework, lunch applications, menus, monthly and daily announcements, calendars, athletic information, attendance information, policies, etc., can be found on our website at www.fraser.k12.mi.us.

7TH GRADE PROGRAM OF STUDY

COURSE TITLE: **0700 LANGUAGE ARTS**
PREREQUISITE: 7th Grade Standing
LENGTH OF COURSE: **Two Semesters**
TEXTBOOK/MATERIALS: Elements of Literature

DESCRIPTION: Seventh grade English studies a variety of fiction and informational texts using an integrated thematic approach that includes novels, short stories, drama, and informational articles. Deep comprehension, literary elements and techniques, vocabulary development and grammar are stressed. The writing process is utilized to help create summary, short essays, informative, and argumentative pieces.

COURSE TITLE: **1807 READ 180**
PREREQUISITE: (See Description)
LENGTH OF COURSE: **Two Semesters**
TEXTBOOK/MATERIALS: Book provided

DESCRIPTION: Students are placed into the program based on a combination of teacher recommendations, SRI, and MEAP scores. READ 180 focuses on intervention for the struggling reader. Students will further develop their skills in reading, writing, spelling, grammar, and vocabulary through a comprehensive program by use of rotations. These rotations include a whole group lesson, use of computer software, independent reading, and small group in which students work directly with the teacher.

COURSE TITLE: **1820 LANGUAGE ARTS DECODING**
PREREQUISITE: (See Description)
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: Students are placed into the program based on a combination of teacher recommendations, SRI, and MEAP scores. This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the targeted areas of *phonemic awareness*, *phonics*, and *fluency*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **1822 LANGUAGE ARTS COMPREHENSION**
PREREQUISITE: (See Description)
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: Students are placed into the program based on a combination of teacher recommendations, SRI, and MEAP scores. This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the targeted areas of *vocabulary* and *comprehension*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **2702 MATH 7**
PREREQUISITE: 7th Grade standing
LENGTH OF COURSE: **Two Semesters**
TEXTBOOK/MATERIALS: Eureka Curriculum Resources

DESCRIPTION: Our Math 7th course will focus on the Eureka Math Curriculum that is aligned to Common Core State Standards that provides a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers. The big ideas in the 7th Grade Modules are Ratio and proportional relationships (Module 1), Rational numbers (Module 2), Expressions and equations (Module 3), Percent and proportional relationships (Module 4), Statistics and probability (Module 5) and Geometry (Module 6). Blackboard (LMS), module workbooks, lesson problem sets, exit tickets, mid and end of the unit module assessments and khan academy are utilized to meet the learning targets.

COURSE TITLE: **3700 SCIENCE**
PREREQUISITE: 7th Grade Standing
LENGTH OF COURSE: **Two Semesters**

DESCRIPTION: The seventh grade science course is a course that is in the process of being aligned with the common core standards and Michigan grade level content expectations. The course places an emphasis on study in the laboratory where the student is taught to conduct scientific experiments using the scientific method.

COURSE TITLE: **1700 SOCIAL STUDIES**
PREREQUISITE: 7th Grade Standing
LENGTH OF COURSE: **Two Semesters**
TEXTBOOK/MATERIALS: World Studies

DESCRIPTION: The content of seventh grade social studies focuses on ancient and medieval world history up to 1450. The course approaches concepts from both a historical and geographic point of view. Topics include early hunter-gatherers, the rise of cities and empires, interaction between civilizations, the fall of empires, and the emergence of major world religions. The course aids in the development of skills needed to identify, validate and determine relevance of historical information as well as identify patterns of continuity and change.

7th GRADE ELECTIVES

COURSE TITLE: **8720 QUEST**
PREREQUISITE: 7th Grade standing
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: Changes and Challenges

DESCRIPTION: Quest is a one semester required class that focuses on the health and well being of our young people. It strives to help students develop a respect for life, for themselves, and for others. This class develops important life and citizenship skills in young people.

The following seven major themes are covered in this class: understanding changes during adolescence, self-confidence, managing feelings, friendships and peer pressure, getting along with family, decision making, and drug and AIDS/HIV awareness. The AIDS curriculum will be taught in Quest class. Parents who wish to have their child excluded from this unit of instruction may request so in writing to the principal. A service-learning project will be included in the program. A parent text that correlates with the classroom units will be available upon request.

COURSE TITLE: **7700 ART**
PREREQUISITE: None
LENGTH OF COURSE: **10 Weeks**
TEXTBOOK/MATERIALS: Materials provided

DESCRIPTION: There will be about fifteen graded assignments each card marking. Each project has different approaches to a variety of art ideas and materials. We cover the elements and principles of what characteristics make a good piece of artwork. We do this through drawing, painting, pottery, computers, jewelry making, and a variety of other art mediums. We understand that not all students are “artists” but by doing their best, they are assured a passing grade.

Some artwork is used in competitions and shows. Richards' students have successfully entered their work in local, state and national shows. Most students find it gratifying to have their artwork displayed and appreciated by others. Talent needs recognition.

COURSE TITLE: **4701 GIRLS' PHYSICAL EDUCATION**
PREREQUISITE: None
LENGTH OF COURSE: ***One Semester***
TEXTBOOK/MATERIALS: Special Equipment Provided

DESCRIPTION: Students in 7th grade physical education will experience numerous team activities during the semester to improve agility, flexibility, strength, and cardiovascular endurance. Units of work in the fall and spring will be held outdoors while the winter units will be held in the gymnasium.

All students will have fitness levels assessed using a district-wide Fitness Gram Program. Individual progress will be scored through participation and written formative testing at the conclusion of each major activity. Activities include softball, basketball, volleyball, soccer, flag football and floor hockey.

On a daily basis, students will stretch and do some type of running to improve physical fitness. Appropriate clothing should include shorts or jogging pants, a "T" shirt or top, athletic shoes and socks. Students are encouraged to furnish a combination lock to safeguard their belongings, which can be stored in gym lockers.

Students will be expected to dress for activity and demonstrate quality participation on a daily basis.

COURSE TITLE: **4700 BOYS' PHYSICAL EDUCATION**
PREREQUISITE: None
LENGTH OF COURSE: ***One Semester***
TEXTBOOK/MATERIALS: Special Equipment Provided

DESCRIPTION: The 7th grade program is centered around team sports with a major emphasis placed on basic skills. Units in the activities listed below range from two weeks to four weeks. It is expected that each student will gain a basic understanding of physical fitness and its value in everyday life.

Activities included are flag football, slow pitch softball, track and field, basketball, volleyball, co-ed volleyball, team handball, co-ed week, and physical fitness.

In all of the sports that are offered, students will learn the origin and development of the sport, use of equipment, basic rules, techniques and fundamentals, playing strategy, safety, and etiquette of the contest.

Students should provide a combination lock, towel, athletic shoes, socks, shorts, and "T" shirts and sweat clothing for outdoor activities.

COURSE TITLE: **6701 LIFE SKILLS**
PREREQUISITE: None
LENGTH OF COURSE: ***10 Weeks***
TEXTBOOK/MATERIALS: Young Living

DESCRIPTION: This course introduces basic living skills needed by both male and females to succeed in independent living. The course will include the following units of instruction:

Basic Cooking - Students will learn basic food preparation techniques, sanitation and safety skills, measuring, equipment use and etiquette. Students will prepare a variety of simple recipes and nutritious snacks.

Sewing Skills - Students will learn basic hand sewing techniques and use of hand sewing equipment. A simple hand-sewing project is constructed.

COURSE TITLE: **2710 COMPUTER LITERACY**
PREREQUISITE: None
LENGTH OF COURSE: **10 Weeks**
TEXTBOOK/MATERIALS: All materials needed for this class can be found on the teacher's Blackboard Course

DESCRIPTION: Students will improve their technology proficiency using 21st century resources in a hands-on and performance-based environment. The National Educational State Standards (NETS) will be covered in the following units: Basic Orientation, Troubleshooting, Cloud Management, SkyDrive Tools, Visual Organizers, and Analyzing Data. These units will prepare the students to communicate, solve problems, evaluate, and create information to improve learning in all subject areas.

COURSE TITLE: **8020 BAND**
PREREQUISITE: (See Description)
LENGTH OF COURSE: **Two Semesters**
TEXTBOOK/MATERIALS: Essential Elements 200 Book 1 & II. Additional music
And materials provided. Student must have individual instrument.

DESCRIPTION: Seventh grade band is a continuation of the instrumental music program, which began in the fifth/sixth grade. This class, which meets daily and for the entire year, stresses the technical development of the individual student on their respective instrument. Music theory is also an important aspect of the class. Emphasized are key signatures, major scales, and rhythms. By the end of the school year each student is expected to attain proficiency in these three areas. Playing proficiency requirements for the year consist of all major scales. The class is open for any student already playing an instrument, or to new students, with the instructor's approval. The band currently gives two major performances each year in addition to performing at other school functions. Attendance at all programs is mandatory. A concert dress code is in effect for all band members.

COURSE TITLE: **8220 CHOIR A (Semester 1 of 2 Semester)**
PREREQUISITE: None
LENGTH OF COURSE: **8220 CHOIR B (Semester 2 of 2 Semester)**
TEXTBOOK/MATERIALS: Music Provided

DESCRIPTION: This is a beginning vocal class for middle school students. No experience is required. The fundamentals of good vocal production, diction and pitch are stressed. Students will learn the basics of reading music, which include but are not limited to rhythm, key signatures, time signatures and beginning sight-reading. There are two major performances each semester in which students are required to participate. ***Specific dress for concerts is required.*** An opportunity to attend Solo and Ensemble Festival is available to students who enroll in the full-year choir class.

COURSE TITLE: **8740 CHORUS**
PREREQUISITE: None
LENGTH OF COURSE: **Two Semesters**
TEXTBOOK/MATERIALS: Music Provided

DESCRIPTION: This is a beginning vocal class for seventh graders. No experience is required. The fundamentals of good vocal production, diction and pitch are stressed. Students will learn the basics of reading music, which include but are not limited to rhythm, key signatures, time signatures and beginning sight-reading. Students who would enjoy a yearlong music experience are encouraged to enroll in this course. There are two major performances each semester in which students are required to participate. ***Specific dress for concerts is required.*** An opportunity to attend Solo and Ensemble Festival is available to students who enroll in the full-year choir class.

COURSE TITLE: **5700 APPLIED TECHNOLOGY**
PREREQUISITE: None
LENGTH OF COURSE: **10 Weeks**
TEXTBOOK/MATERIALS: As Provided

DESCRIPTION: This class is designed as an introductory course for students who show an interest in technology. During this 10-week course, students will learn how to use a ruler, follow simple instructions on plans, research and design a car and then build it. We start this course by covering the parts of a ruler and learning how to accurately measure various objects. Students will then apply what they have learned to a number of activities, such as our “Egg Drop” project. We also cover, in detail, the safe and proper use of hand and power tools. Each student MUST pass a safety test for each machine prior to using it.

7th GRADE SPECIAL EDUCATION CLASSES

COURSE TITLE: **0022 BASIC MATH**
PREREQUISITE: Approved Special Education Status
LENGTH OF COURSE: As prescribed by IEP
TEXTBOOK/MATERIALS: Individual Materials

DESCRIPTION: This course is designed to address the individual needs of each special education classroom student and prepare them to meet the Common Core Standards. The Connecting Math Concepts program is a level-based program that assesses and determines the student’s strengths and weaknesses. Student’s progress is monitored to ensure mastery of concepts before advancing to the next level. This program emphasizes multiplication/division, fractions, integers, equations, geometry, and graphing. Students that participate in Mi-Access receive a fundamental curriculum based on their individual needs.

COURSE TITLE: **0030 BASIC SCIENCE**
PREREQUISITE: Mi-Access students only
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Individual Materials

DESCRIPTION: This course is designed to expand the special education classroom student's knowledge in the areas of biology, earth, and physical science. This curriculum is based on the MI-Access Extended Grade Level Content Expectation standards. Areas of study include cells, plants, animals, invertebrates, vertebrates and lab work including identification of rocks and minerals, weather, matter, and electricity. Special materials are selected to accommodate the individual needs of the student.

COURSE TITLE: **0040 BASIC SOCIAL STUDIES**
PREREQUISITE: Approved Special Education Status
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/Materials: Individual Materials

DESCRIPTION: This course is designed to expand the special education classroom student's knowledge in the areas of American History and Geography. This curriculum is based on the Grade Level Content Expectation standards. In American History, students study Colonial America, the Revolutionary War, Government, and the Civil War. In Geography, students learn about major landforms, weather and climate, five themes of geography, population and cultures of eastern and western hemispheres. Special materials are selected to accommodate the individual needs of the student.

COURSE TITLE: **1820 LANGUAGE ARTS DECODING**
PREREQUISITE: Approved Special Education Status
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the targeted areas of *phonemic awareness*, *phonics*, and *fluency*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **1822 LANGUAGE ARTS COMPREHENSION**
PREREQUISITE: Approved Special Education Status
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the targeted areas of *vocabulary* and *comprehension*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **1824 LANGUAGE ARTS COMPREHENSION AND DECODING**
PREREQUISITE: Approved Special Education Status
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the areas of *phonemic awareness*, *phonics*, *fluency*, *vocabulary*, and *comprehension*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **ESSENTIALS OF WRITING**
PREREQUISITE: Approved Special Education Status
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Expressive Writing program materials

DESCRIPTION: This course utilizes a research-based program called Expressive Writing. This program uses a direct instruction approach to accelerate skill development in written expression. Expressive Writing presents key components of the writing process, including sentence and paragraph writing, drafting, revising, and editing for clarity. The skills are presented through a carefully designed spiraling sequence. Student activities in the Expressive Writing program are designed to provide an introductory approach with many opportunities for practice and review over time. Expressive Writing includes two books: In Book 1, students learn basic rules of grammar, punctuation, and style. Editing is also utilized. In Book 2, students expand their skills to write a variety of sentence and passage structures and to edit more complex text forms.

COURSE TITLE: **0060 PRACTICAL SKILLS**
PREREQUISITE: Mi-Access students only
LENGTH OF COURSE: As prescribed by IEP
TEXTBOOK/MATERIALS: Individual Materials

DESCRIPTION: This course is designed to teach students with special needs functional daily living skills. Some topics covered are: cooking, money, banking, time, home safety, and appropriate social/classroom behavior. This course is offered as an elective for special education classroom students.

8TH GRADE PROGRAM OF STUDY

COURSE TITLE: **0800 LANGUAGE ARTS**
PREREQUISITE: 8th Grade Standing
LENGTH OF COURSE: Two Semesters
TEXTBOOK/MATERIALS: Elements of Literature

DESCRIPTION: 8th grade English studies a variety of fiction and information texts using an integrated thematic approach that includes novels, short stories, poetry, informational articles, and editorials. Critical thinking skills, deep comprehension, literary elements and vocabulary development are stressed. The writing process is utilized to produce narrative, informative and persuasive writing pieces that incorporate content, organization, proper grammar and appropriate writer's craft.

COURSE TITLE: **1809 READ 180**
PREREQUISITE: (See Description)
LENGTH OF COURSE: ***Two Semesters***
TEXTBOOK/MATERIALS: Book provided

DESCRIPTION: Students are placed into the program based on a combination of teacher recommendations, SRI, and MEAP scores. READ 180 is a two-block class that focuses on reading intervention for the struggling reader. Students will further develop their skills in reading, writing, spelling, grammar, and vocabulary through a comprehensive program by use of rotations. These rotations include a whole group lesson, use of computer software, independent reading, and small group in which students work directly with the teacher.

COURSE TITLE: **1822 LANGUAGE ARTS COMPREHENSION**
PREREQUISITE: (See Description)
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: Students are placed into the program based on a combination of teacher recommendations, SRI, and MEAP scores. This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the targeted areas of *vocabulary* and *comprehension*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **1824 LANGUAGE ARTS COMPREHENSION AND DECODING**
PREREQUISITE: (See Description)
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: Students are placed into the program based on a combination of teacher recommendations, SRI, and MEAP scores. This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the areas of *phonemic awareness*, *phonics*, *fluency*, *vocabulary*, and *comprehension*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **2802 MATH 8**
PREREQUISITE: 8th Grade Standing
LENGTH OF COURSE: ***Two Semesters***
TEXTBOOK/MATERIALS: Eureka Curriculum Resources

DESCRIPTION: Our Math 8th course will focus on the Eureka Math Curriculum that is aligned to Common Core State Standards that provides a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers. The big ideas in the 8th Grade Modules are Scientific Notion and Exponents (Module 1), Transformations and Angle Relationships (Module 2), Dilations, Similarity and Pythagorean Proof (Module 3), Equation Solving, Slope and Systems (Module 4), Functions and Volume (Module 5), Statistics/probability (Module 6), and Pythagorean Theorem, Square Roots, Applications of Roots and Radicals (Module 7). Blackboard (LMS), module workbooks, lesson problem sets, exit tickets, mid and end of the unit module assessments and Khan Academy are utilized to meet the learning targets.

COURSE TITLE: **2805 ALGEBRA 1**
PREREQUISITE: Teacher recommendation, placement test, and 7th grade math grades determine eligibility. (Must have C- or better to remain for second semester.)
LENGTH OF COURSE: ***Two Semesters***
TEXTBOOK/MATERIALS: Prentice Hall Mathematics Algebra 1

DESCRIPTION: This course will focus on presenting problem-solving as its foundation and introduce algebraic techniques as the tools of problem-solving. Algebra topics, as mandated by the National Common Core Standards, include fundamental operations, properties of real and complex numbers, factoring, solving and graphing functions (i.e. linear, quadratic, and exponential), inequalities, exponents, and ratio/proportion will be integrated with geometry, trigonometry, probability, statistics and data analysis. Algebraic modeling of meaningful real-world situations will be introduced, and functions will be used as a unifying theme. Technology (scientific and/or graphing calculators and computers) will be utilized. Communicating and reasoning mathematically will be emphasized.

COURSE TITLE: **3820 SCIENCE**
PREREQUISITE: 8th Grade Standing
LENGTH OF COURSE: ***Two Semesters***

DESCRIPTION: The 8th grade science course is a course that is in the process of being aligned with the common core standards and Michigan grade level content expectations.

COURSE TITLE: **1800 SOCIAL STUDIES**
PREREQUISITE: 8th Grade Standing
LENGTH OF COURSE: ***Two Semesters***
TEXTBOOK/MATERIALS: The American Nation: Beginnings through 1877

DESCRIPTION: The content of 8th grade social studies focuses on information about American history. The course familiarizes students with important events and documents encompassing the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, westward expansion, the Monroe Doctrine, the Industrial Revolution, women's rights, the Indian Removal Act, the abolitionist movement, the Civil War, the Emancipation Proclamation, major Supreme Court decisions, Reconstruction, and the last half of the 19th century

The course aids students in developing an understanding of connections between people, ideas, and events that have shaped present-day America. The course adds to students' skills in finding, interpreting, and evaluating historical information, and promotes growth in appreciation of America and its commitment to democratic values.

8th GRADE ELECTIVES

COURSE: **0811 FRENCH 1A** (Semester 1 of 2 Semesters)
PREREQUISITE: None
COURSE: **0812 FRENCH 1B** (Semester 2 of 2 Semesters)
PREREQUISITE: Successful completion of French 1A
TEXTBOOK: Discovering French Nouveau – Bleu

DESCRIPTION: A beginning course, which introduces the basic structure of French. Students will study the French language and culture, concentrating on listening, speaking, reading, and writing skills. Cultural studies will include French cuisine, schools, family life, leisure time activities, geography of France, and places of interest in Paris.

COURSE TITLE: **0911 SPANISH 1A** (Semester 1 of 2 Semesters)
PREREQUISITE: None
COURSE TITLE: **0912 SPANISH 1B** (Semester 2 of 2 semesters)
PREREQUISITE: Successful completion of Spanish 1A
TEXTBOOK/MATERIALS: To Be Announced

DESCRIPTION: A beginning course, which introduces the basic structure of Spanish. Students will study the Spanish language and culture, concentrating on listening, speaking, reading, and writing skills. Cultural studies will include Spanish cuisine, schools, family life, leisure time activities, and geography.

COURSE TITLE: **7800 ART**
PREREQUISITE: None
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: Materials Provided

DESCRIPTION: 8th grade art will be an expansion of the 7th grade program. There will be about ten to fifteen graded assignments each card marking. We try to take each project and idea a little bit further than we do in seventh grade. New mediums and concepts are introduced, such as weaving, pointillism, pen and ink, paper mache, and the history of art. We understand that not all students are “artists” or want to become professional artists, but by doing their best and completing their assignments, they are assured a passing grade.

Some artwork is used in competitions and shows. Richards eighth grade students have had a successful track record in entering their art work in local, state, and national shows. Most students find it gratifying to have their artwork displayed and appreciated by others.

COURSE TITLE: **WEB LEADERSHIP**
PREREQUISITE: 8th grade standing, acceptance into the RMS WEB program, and successful completion of two August training days and the 7th Grade Orientation.
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: None

DESCRIPTION: This class seeks to move eighth grade WEB leaders forward as leaders both in and out of school but does not take the place of WEB monthly meetings. Focusing on small group, interactive activities and lessons, this class enhances the skills taught during the August orientation season. The curriculum is a combination of web-based resources, practical applications, and various articles, books, and film clips that show leadership in action. While the primary focus is on making eighth grade students into student leaders, our immediate focus is transforming the experience every seventh grader has at Richards Middle School.

COURSE TITLE: **2830 COMPUTER LITERACY & CAREER EXPLORATION**
PREREQUISITE: 8th Grade Standing
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: All materials needed for this class can be found on the teacher's Blackboard Course

DESCRIPTION: This program will guide students through all facets of 21st century technology in a hands-on and performance-based approach. The NETS (National Educational Technology Standards) are the standards and expectations we use to ensure that every student is technology proficient. These standards will be covered in the following units: Cyber-safety, Digital Footprint, Copyright & Plagiarism, Internet Search Strategies, Screencasting, Digital Images, Powerful Presentations, Social Networks, Mobile Computing, Career Exploration and Internet Buying & Selling.

COURSE TITLE: **2831 CODING & CAREER EXPLORATION**
PREREQUISITE: C- in mathematics OR a teacher recommendation
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: iPad with "Swift Playgrounds" App.

DESCRIPTION: In this one semester course, students will explore the fundamentals of Swift, the programming language used to create apps for Apple products. By solving puzzles in a dynamic 3D puzzle world, students will develop a set of coding skills to build up their basic programming vocabulary. Their coding journey begins with simple commands, functions, and loops. From the start, students will write actual Swift code – the same code used by real programmers. Students will also complete a Career Explorations unit and their personalized Educational Development Plan (EDP).

COURSE TITLE: **2832/2833 CODING & CAREER EXPLORATION**
PREREQUISITE: C- in mathematics OR a teacher recommendation
LENGTH OF COURSE: **Two Semester**
TEXTBOOK/MATERIALS: iPad with "Swift Playgrounds" App.

DESCRIPTION: In this one semester course, students will explore the fundamentals of Swift, the programming language used to create apps for Apple products. By solving puzzles in a dynamic 3D puzzle world, students will develop a set of coding skills to build up their basic programming vocabulary. Their coding journey begins with simple commands, functions, and loops. From the start, students will write actual Swift code – the same code used by real programmers. Students will also complete a Career Explorations unit and their personalized Educational Development Plan (EDP).

COURSE TITLE: **6800 LIFE SKILLS**
PREREQUISITE: None
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: Today's Teen

DESCRIPTION: The content of this course is based on living skills needed by both males and females with emphasis on nutrition, cooking skills, and sewing. The units of instruction include:

Foods and Nutrition – Students will learn food preparation with emphasis placed on nutritional eating habits, sanitation and safety skills, table setting and etiquette. An international lesson is also included in this unit with emphasis on foods prepared from around the world.

Clothing Construction – This unit will begin with a history of fashion and the current trends. The student will learn clothing care techniques, as well as basic machine and hand sewing techniques. Each student will prepare a simple sewing project.

COURSE TITLE: **4801 GIRLS' PHYSICAL EDUCATION**
PREREQUISITE: None
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: Special Equipment Provided

DESCRIPTION: Students in 8th grade Physical Education will experience numerous team activities during the semester to improve agility, flexibility, strength, and cardiovascular endurance. Units of work in the fall and spring will be held outdoors while the winter units will be held in the gymnasium.

All students will take national physical fitness tests at the beginning and end of the semester. Individual progress will be noted through participation and testing. Activities include softball, rugby, floor hockey, gymnastics, co-ed week, volleyball, and basketball.

On a daily basis, students will stretch and do some type of running to improve physical fitness. Appropriate clothing should include shorts or jogging pants, a "T" shirt or top, athletic shoes and socks. Students are encouraged to furnish a combination lock to safeguard their belongings, which can be stored in gym lockers. Students will be expected to dress for activity and demonstrate quality participation on a daily basis.

COURSE TITLE: **4800 BOYS' PHYSICAL EDUCATION**
PREREQUISITE: None
LENGTH OF COURSE: **One Semester**
TEXTBOOK/MATERIALS: Special Equipment Provided

DESCRIPTION: The 8th grade program is centered around team sports with emphasis placed on intermediate skills within each sport. Some lifetime sports (individual sports) will also be introduced at this level. Units in these activities will range from one week to four weeks in length.

Activities included are softball, baseball, flag football, track and field, basketball, volleyball, co-ed volleyball, American ball, co-ed week, combatives, badminton, and physical fitness testing. Students will also learn the origin and development of each sport, use of equipment, basic rules, techniques and fundamentals, strategy, safety and courtesies of the contest.

Students should provide a combination lock, towel, athletic shoes, socks, shorts, "T" shirts and sweat clothing for outdoor activities.

COURSE TITLE: **8030 BAND**
PREREQUISITE: (See Description)
LENGTH OF COURSE: **Two Semesters**
TEXTBOOK/MATERIALS: Music and Materials Provided. Must have Individual Instrument.

DESCRIPTION: Eighth grade band expands on those skills which were developed in seventh grade band in both performance and music theory. Emphasis this year begins to include the musical qualities of performance along with furthering each student's technical abilities. Playing proficiency requirements for the year consist of all major, minor, and chromatic scales. The class is open to any students continuing in the band program, and to any other students with the instructor's approval. The band currently gives two major performances each year in addition to performing at other school functions. Attendance at all programs is mandatory. A concert dress code is in effect for all band members.

COURSE TITLE: **8220 CHOIR A (Semester 1 of 2)**
PREREQUISITE: None
LENGTH OF COURSE: **8220 CHOIR B (Semester 2 of 2)**
TEXTBOOK/MATERIALS: Music Provided

DESCRIPTION: This is a beginning vocal class for middle school students. No experience is required. The fundamentals of good vocal production, diction, and pitch are stressed. Students will learn the basics of reading music, which include but are not limited to rhythm, key signatures, time signatures, and beginning sight-reading. Students who would enjoy a yearlong music experience are encouraged to enroll in both semesters of this course. There are major performances each semester in which students are required to participate. **Specific dress for concerts is required.** An opportunity to attend Solo and Ensemble Festival is available to students who enroll in the full-year choir class.

COURSE TITLE: **8230 CHORUS**
PREREQUISITE: None
LENGTH OF COURSE: ***Two Semesters***
TEXTBOOK/MATERIALS: Music Provided

DESCRIPTION: This is an advanced vocal class for eighth graders. Experience is preferred, but not required. The fundamentals of good vocal production, diction, and pitch are reintroduced. Students will study more complex harmony, difficult rhythmic patterns, and more advanced terms found in music literature.

There are four major performances a year in which students are required to participate. An opportunity to compete at Choral Festival and Solo and Ensemble Festival may also be offered to these students. ***Specific dress for concerts is required.***

COURSE TITLE: **5800 APPLIED TECHNOLOGY**
PREREQUISITE: Helpful if student had 7th grade tech, but not necessary
LENGTH OF COURSE: ***One Semester***
TEXTBOOK/MATERIALS: As Provided

DESCRIPTION: The majority of activities in this class are “hands on”. Units covered include: Measurement, pattern development, wood tech, metal tech and problem solving activities such as van crash test, chain reaction, bridge/tower building and car building. Students have the opportunity to complete these activities using specified power tools such as the drill press, jigsaw, and band saw. Demonstrations will be given on the equipment the students will be using. Students must pass a safety test on selected power equipment plus a general safety test.

COURSE TITLE: **5810 DRAFTING**
PREREQUISITE: None
LENGTH OF COURSE: ***One Semester***
TEXTBOOK/MATERIAL: Exploring Drafting/Materials Supplied

DESCRIPTION: The primary purpose of the middle school drafting program is to expose the student generally to as many aspects of mechanical drawing as possible. The objective is not to develop a draftsman, but to allow the students to be aware of the many varied methods of graphic illustration used in the area of drafting.

The student will get a brief look at:

1. Proper use of drafting instruments and equipment
2. Dimensioning and lettering
3. Drawing to scale
4. Orthographic projection
5. Pictorial drawing
 - a. Isometric
 - b. Oblique
6. Geometric construction
7. Basic architectural drawing

8th GRADE SPECIAL EDUCATION CLASSES

COURSE TITLE: **0022 BASIC MATH**
PREREQUISITE: Approved Special Education Status
TEXTBOOK/MATERIALS: Individual Materials

DESCRIPTION: This course is designed to address the individual needs of each special education classroom student and prepare them to meet the Common Core Standards. The Connecting Math Concepts program is a level-based program that assesses and determines the student's strengths and weaknesses. Student's progress is monitored to ensure mastery of concepts before advancing to the next level. This program emphasizes multiplication/division, fractions, integers, equations, geometry, and graphing. Students that participate in Mi-Access receive a fundamental curriculum based on their individual needs.

COURSE TITLE: **0030 BASIC SCIENCE**
PREREQUISITE: Mi-Access students only
TEXTBOOK/MATERIALS: Individual Materials

DESCRIPTION: This course is designed to expand the special education classroom student's knowledge in the areas of biology, earth, and physical science. This curriculum is based on the MI-Access Extended Grade Level Content Expectation standards. Areas of study include cells, plants, animals, invertebrates, vertebrates and lab work including identification of rocks and minerals, weather, matter, and electricity. Special materials are selected to accommodate the individual needs of the student.

COURSE TITLE: **0040 BASIC SOCIAL STUDIES**
PREREQUISITE: Approved Special Education Status
TEXTBOOK/Materials: Individual Materials

DESCRIPTION: This course is designed to expand the special education classroom student's knowledge in the areas of American History and Geography. This curriculum is based on the Grade Level Content Expectation standards. In American History, students study Colonial America, the Revolutionary War, Government, and the Civil War. In Geography, students learn about major landforms, weather and climate, five themes of geography, population and cultures of eastern and western hemispheres. Special materials are selected to accommodate the individual needs of the student.

COURSE TITLE: **1820 LANGUAGE ARTS DECODING**
PREREQUISITE: Approved Special Education Status
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the targeted areas of *phonemic awareness*, *phonics*, and *fluency*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **1822 LANGUAGE ARTS COMPREHENSION**
PREREQUISITE: Approved Special Education Status
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the targeted areas of *vocabulary* and *comprehension*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **1824 LANGUAGE ARTS COMPREHENSION AND DECODING**
PREREQUISITE: Approved Special Education Status
TEXTBOOK/MATERIALS: Corrective Reading program materials

DESCRIPTION: This course utilizes a research-based program called Corrective Reading. This program is based on cumulative skill development in the areas of *phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Students are instructed according to their appropriate skill level. All skills are taught through direct instruction. Once skills are taught, students receive practice in applying those skills. The difficulty of material increases gradually but steadily throughout the course.

COURSE TITLE: **ESSENTIALS OF WRITING**
PREREQUISITE: Approved Special Education Status
LENGTH OF COURSE: As Prescribed by IEP
TEXTBOOK/MATERIALS: Expressive Writing program materials

DESCRIPTION: This course utilizes a research-based program called Expressive Writing. This program uses a direct instruction approach to accelerate skill development in written expression. Expressive Writing presents key components of the writing process, including sentence and paragraph writing, drafting, revising, and editing for clarity. The skills are presented through a carefully designed spiraling sequence. Student activities in the Expressive Writing program are designed to provide an introductory approach with many opportunities for practice and review over time. Expressive Writing includes two books: In Book 1, students learn basic rules of grammar, punctuation, and style. Editing is also utilized. In Book 2, students expand their skills to write a variety of sentence and passage structures and to edit more complex text forms.

COURSE TITLE: **0060 PRACTICAL SKILLS**
PREREQUISITE: Mi-Access students only
TEXTBOOK/MATERIALS: Individual Materials

DESCRIPTION: This course is designed to teach students with special needs functional daily living skills. Some topics covered are: cooking, money, banking, time, home safety, and appropriate social/classroom behavior. This course is offered as an elective for special education classroom students.