

# BH

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S c h o o l s



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## Middle School Course Description Book

(Updated March 2019)

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## **NONDISCRIMINATION**

**It is the policy of the Bloomfield Hills Schools not to discriminate on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices. Inquiries related to discrimination on the basis of disability should be directed to the Section 504 Coordinator: Pam Schoemer, Director of Special Education, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5415. Direct all other inquiries related to discrimination to: Kelly Bohl, Assistant Superintendent for Human Resources and Labor Relations, 7273 Wing Lake Road, Bloomfield Hills, MI 48301, (248) 341-5425.**

## **VIRTUAL LEARNING**

**Under Section 21f of the State School Aid Act, students in grades 6-12 may elect to take up to two online courses during each semester. Students who plan to take online courses during the upcoming school year must identify their interest on their course selection sheet and work with their counselor to make appropriate selections. The deadline for completing the [Virtual Learning Authorization Form](#) is indicated on the course selection sheet. It must be completed by that date in order to be enrolled into an online course for both first and second semester. Student enrollment in online courses will not be granted in the fall or winter. Online course offerings can be reviewed on the Statewide Catalog of Online Courses: [micourses.org](http://micourses.org). The following link provides a [Parent Guide to Online Learning](#).**

# THE MIDDLE YEARS PROGRAMME

The International Baccalaureate Middle Years Programme provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers.

## **The Middle Years Programme Subjects**

MYP requires eight subject areas. They are the following:

- Arts
- Design
- Individuals and Societies
- Language Acquisition
- Language and Literature
- Mathematics
- Physical and Health Education
- Sciences

## **MYP as a Framework**

The curriculum of the Middle Years Programme contains the eight subject areas noted on the top of the page. Connections between subjects come from teachers organizing the curriculum through inquiry, action, the Design Cycle, Approaches to Learning and Global Contexts.

In order to bridge these ‘lenses’ with the state curriculum, MYP teachers ask students broad questions which have multiple answers and multiple paths and multiple disciplines to consider. Students in an MYP class are also asked to reflect on a question multiple times in a unit in multiple ways and from multiple perspectives. This reflection demonstrates their understanding and enables them to move further from where they started.

## **The Duration of the MYP**

The MYP is a five year process. Students will begin this process in 6<sup>th</sup> grade and continue this process through 10<sup>th</sup> grade. The culminating event for the Middle Years Programme is an independent study called the Personal Project in the spring of 10<sup>th</sup> grade where students apply their broad perspective to an issue or personal interest. This project is supported in their 10<sup>th</sup> grade Advisory classes through a research paper assignment and teacher mentors. It culminates in the spring with an evening event where students share how their holistic understanding of a topic can impact themselves and, in many cases, the world.

## **Contact Information**

Website: [www.ibo.org](http://www.ibo.org)

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# ARTS

## **Band 6/Orchestra 6**

Students build individual musicianship as well as ensemble musicianship, with performances in two to three evening concerts as an expectation of the class. The band and orchestra courses develop individual tone, control and intonation sensitivity for their instrument, while improving their ability to follow the conductor and perform independent parts of musical compositions. Students may have an opportunity to switch to specialty band instruments, such as oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, French horn, euphonium, and tuba. A wide variety of instrumental music, including marches, overtures, pop tunes, and classics are experienced. Students enhance skills of note reading, rhythm patterns, and musical vocabulary. Advanced students are encouraged to participate in Jazz Ensemble or Honors Orchestra/Fiddle Club.

## **Band 7/Orchestra 7**

Students continue to enhance good rehearsal behavior and ensemble expectations. The band and orchestra courses continue to develop student's tone, technique, range and repertoire. Various major keys are played and good practice habits continue to improve as musicians. Students are encouraged to participate in Jazz Ensemble, Honors Orchestra/Fiddle Club (a before-school "club") and MSBOA Solo & Ensemble Festival. Musicians will perform in small and large group concerts and other performance venues as well as solo opportunities. Seventh Grade Band may combine with Eighth Grade Band for performance at MSBOA Band Festival and Seventh Grade Orchestra may combine with Eighth Grade Orchestra for performance at MSBOA Orchestra Festival. Participation in evening concerts, rehearsals, clinics and before school joint rehearsals are expectations of this class.

## **Band 8/Orchestra 8**

Students are expected to demonstrate advanced rehearsal decorum and ensemble playing. The band and orchestra courses expand the variety and complexity of music studied and performed. Various major and minor keys are played, increasing the musician's repertoire of scales and rhythm. An emphasis on individual accountability is increased. Students are *strongly* encouraged to participate in Jazz Ensemble, Honors Orchestra/Fiddle Club (a before-school "club") and MSBOA Solo & Ensemble Festival.

Musicians will perform as a soloist as well as small and large group concerts and other performance venues. Eighth Grade Band may combine with Seventh Grade Band for performance at MSBOA Band Festival and Eighth Grade Orchestra may combine with Seventh Grade Orchestra for performance at MSBOA Orchestra Festival. Participation in evening concerts, rehearsals, clinics and before school joint rehearsals are expectations of this class. Students are well-prepared to be successful in High School!

## **Choir 6**

Everyone can sing! Each choir student has the opportunity to explore and develop his or her abilities. Building on the foundation of the elementary music curriculum, emphasis is on fundamental music skills, basic theory/notation/sight singing/singing on pitch, singing in unison, and in 2 parts. Vocal skills and

choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team. Students will utilize technology for their MYP process journals to archive their learning.

### **Choir 7**

Building on the foundation of the 6th grade choir curriculum, emphasis is on developing music skills, basic theory/notation/sight singing/singing on pitch, and singing in 2 to 3 parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team. Students will utilize technology to archive their learning and begin to compose music for the choral ensemble with specialized music apps. Seventh grade choir students may have the opportunity to participate in Solo and Ensemble festival, Large Group Festival, District Honor Choir, and travel performance opportunities.

### **Choir 8**

Building on the skills of the 7th grade music curriculum, emphasis is on developing music skills, basic theory/notation/sight singing/singing on pitch, and singing in 2 to 3 parts. Vocal skills and choral ensemble skills are high priorities. Students will develop an appreciation for the arts, gain and refine musical skills, and contribute positively to the musical team. Students will utilize technology to archive their learning and continue composing music for the choral ensemble with specialized music apps. Eighth grade choir students may have the opportunity to participate in Solo and Ensemble festival, Large Group Festival, District Honor Choir, and travel performance opportunities.

### **Drama 6**

This introductory course is designed to offer sixth-grade students an opportunity to explore dramatic activities while developing confidence and poise by speaking and performing in front of an audience. Students will develop creative communication skills through participation in individual and group presentations and performances. Activities may include composition and performance of original scripts, presentation of dramatizations, improvisation games, and public speaking skills.

### **Drama 7**

This course continues developing skills learned in Drama 6. Students will learn important theory, theatre vocabulary, acting skills, improvisation, and stage movement by reading, rehearsing and acting plays. Cooperation skills are enhanced during group scene work and students gain self-confidence performing individual monologues and scripts. Students may have the opportunity to perform for their own classmates.

### **Drama 8**

Students will gain confidence in performing skills learned in 6<sup>th</sup> and 7<sup>th</sup> grade drama classes to create a performance project (non-musical) of quality. Auditions, rehearsals, knowledge of technical aspects and preparation for a production will be the focus of this class. Although the majority of rehearsals will take

place during class, students are expected to attend several rehearsals outside of school. Rehearsals and performance dates will be announced at the beginning of the semester.

### **Drama 8 (Musical)**

Students will use acting, vocal and dance skills to produce a musical. Auditions, blocking, choreography, and vocal rehearsals are the focus of this class. Students learn technical theatre production aspects and have an opportunity to be part of the crew. Although the majority of rehearsals take place during class, students are expected to attend several rehearsals outside of school. Rehearsals and performance dates will be announced at the beginning of the semester.

### **Visual Arts 6**

Visual Arts 6 is designed to build upon elementary art experiences while developing an understanding of why art is created. Historical and cultural aspects of art making will be explored through connections made in the MYP program. During this course, exploration of media may include drawing, painting, clay and design. Learners will develop a foundation in the elements of art and principles of design as well as gain experience with techniques that may include observational drawing, clay sculptural techniques, and color theory. Students will be encouraged to practice creative problem solving and create original artwork. This class provides the initial foundation of knowledge and experience for a sequential based middle school art program leading to the high school art classes.

### **Visual Arts 7**

In this course students will experiment and explore with a variety of two and three-dimensional media which may include drawing with charcoal, printmaking, ceramic sculpture, and painting. Through a variety of projects and assignments learners will continue to develop their knowledge of the elements and principles of design as well as their knowledge of art making techniques and genres. Students will be encouraged to practice creative problem solving and create original artwork. An emphasis will be placed on examining relationships between art and the social/cultural context it was created in. A strong visual intelligence and an intercultural awareness will result in a more fluid application of personal expression, critical observation skills, and self-reflection.

### **Visual Arts 8 (2D)**

During this course students will experiment and explore with a variety of 2-Dimensional media. An emphasis may be placed on the development of observational drawing skills and experimentation with traditional and digital techniques such as painting, printmaking, photography and graphic design. Students will also learn about various art movements and artists. Through a variety of projects and assignments, learners will continue to develop their knowledge of the elements and principles of design as well as begin exploring the use of compositional choices and techniques within their own artwork. Students will examine and develop relationships between art and the social/cultural context it was created in. A strong visual intelligence and an intercultural awareness will result in more fluid application of personal expression, critical observation skills, and self-reflection.

### **Visual Arts 8 (3D)**

In this course, students will focus on creating artwork using such things as clay, metals, found objects or other mixed media. The course will cover basic hand building techniques as well as an introduction to other sculptural processes to create a form. Students will also further their knowledge of decorating and finishing a piece of sculptural art. Students will exercise problem solving skills, persistence, and flexible thinking while troubleshooting and refining their ideas. Students will examine and develop relationships between art and the social/cultural context it was created in. A strong visual intelligence and an intercultural awareness will result in more fluid application of personal expression, critical observation skills, and self-reflection.

# DESIGN

## **Design and Technology 6**

The goal of Design and Technology is to provide students with hands on problem-solving activities that promote thinking while reinforcing math and science. This is accomplished in a setting that encourages healthy risk-taking and one that realizes that sometimes more is learned from mistakes than from success. This is also accomplished through the use of a variety of technologies which include machines, tools, the Internet, software and computers. As an MYP school, the MYP Design Cycle will be the benchmark for curriculum and assessment. All 6th graders will complete a short design and technology course that introduces them to the MYP Design Cycle through the completion of various design projects that encourage them to apply math and science to solve the given problem.

## **Design and Technology 7**

Seventh Grade design and technology courses build on the 6th grade experience. Projects will continue to be math and science based, moving more toward STEM (Science, Technology, Engineering and Math) projects. Students are afforded the opportunity to apply what they have learned in their block classes in a hands on environment. More emphasis will be on the application of skills learned to new situations. The MYP Design Cycle is an integral part of coursework and assessment.

## **Design and Technology 8 (Computer Based)**

As part of the MYP Curriculum, all students will experience a Technology Component. This will include Design and Technology where students are posed with various problem-solving activities that involve designing and creating a solution. These courses all utilize the MYP Design Cycle to help students through the problem-solving process. Students will have the opportunity to explore many different technologies and software applications. Topics studied may include Computer-Aided Design (CAD), LEGO® Mindstorms™ NXT Robotics System, Architecture, Web Design and Computer Animation. The MYP Design Cycle, especially planning will be emphasized in all courses.

## **Design and Technology 8 (Construct Based)**

In eighth grade, students will have the opportunity to explore many different technologies and software applications. Topics studied may include Computer-Aided Design (CAD), Architecture, and Power Technology(Including alternative energy sources). The MYP Design Cycle, especially planning will be emphasized in all courses. Students may utilize basic woodworking skills while solving transportation/power-related problems. Emphasis on scientific principles related to transportation/power technology, while constructing related projects (Rockets, CO2 Dragsters, Egg Crash Vehicles, Electric Motors).

## **Foods 7**

Students will learn basic kitchen safety as well as how to keep food safe to eat. Students will learn how to read a recipe and apply terminology and measuring techniques while completing group labs where students execute various recipes. This course also focuses on communication, the different roles of a chef, and types of meals.

## **Foods 8**

Students will expand upon their knowledge of food and kitchen safety. Students will apply their knowledge of how to read a recipe and evaluate its nutrition. Skills that may include understanding cooking terms, measuring techniques, and measurement conversions will be emphasized. This course also focuses on communication, the different roles of a chef, and types of meals. Nutrition concepts are taught using My Plate. Students will analyze their eating habits in order to understand what habits are considered healthy eating.

# INDIVIDUALS AND SOCIETIES

## **World Cultures 6**

The sixth grade social studies curriculum is a geography-based course that introduces students to the physical and human geography of the world. Beginning with a spatial perspective, students explore different ways in which the earth has been represented, how geographers use specific tools and technologies in geographic inquiry, and some of the limitations of these tools. They explore patterns of natural and human characteristics and use case studies to examine how the physical environment has provided both benefits and obstacles to human society. In doing so, students explore how humans have used, adapted, or modified their environment and the consequences. Students examine a variety of global issues that emanate from human activities such as migration and settlement, culture and cultural diffusion, population and demographic changes, resource use, and increasing networks of trade and economic interdependence. Students investigate how local, national, and international governmental and non-governmental organizations respond to contemporary issues. The different regions of the world will be used to illuminate examples of how these global issues or problems affect people in places around the world. Students are assessed through daily homework, projects, essays, oral presentations, tests and participation.

## **World Cultures 7**

The seventh grade social studies curriculum introduces students to cultures of the East, with emphasis on the contemporary geography of Africa, Asia, as well as Southwest and Central Asia. Through the study of geography, students learn the locations of significant places in each of these world regions; explore cultural and natural features that characterize each region; trace movement of people, ideas, and products within the regions; and discover ways that regions can be divided into sub-regions. Historical background is provided to enable students to understand how a region developed from the past to the present. Differences in governments and economies are examined. Students examine public issues of global significance in these regions and work to resolve them through study, discussion, and writing. Using a variety of media, students compile, analyze, and present geographic and economic data pertaining to the regions. They also consider what actions they and their country should pursue to promote the wellbeing of people who live in these regions. *(Oakland Schools Scope Sequence)*

## **American Studies 8**

This course introduces students to the history of the United States from the ratification of the Constitution to Reconstruction. The course is divided chronologically into eras. Students learn to place major events on a timeline and to analyze their causes and effects. Using primary and secondary sources, they explore time and place in nineteenth century America. They compare conflicting accounts of the past and, both orally and in writing, express informed judgments about significant events that shaped the nation. Using a variety of media, they compile, analyze, and present historical data. Within their historical study of nineteenth century America, and contemporary consideration of global affairs, students deepen their understanding of major geographical themes, economic policies, and diverse cultural and political concepts. Students also build their understanding of American government from an in-depth study of the United States Constitution and the evolution of the government it created during its first century. Students are assessed through daily homework, projects, essays, oral presentations, tests, and participation.

# LANGUAGE ACQUISITION

## **Chinese 6 (EHMS)/French 6 (WHMS)/German 6 (BHMS)/Spanish 6**

Focus is on building a community of language learners who value each other's efforts and who collaborate with one another while developing and strengthening their comprehension and communication skills in the target language of their choice. Students acquire a knowledge of basic vocabulary and grammatical concepts while exploring themes and creating meaningful individual and/or group projects. Global citizenship is introduced through cultural exposure which plays a key role in reinforcing students' language skills while developing cultural competence and confidence in the ability to acquire another language. Such learning activities may include games, stories, events, songs, videos, dialogues, and field trips.

## **\*Chinese 100A (EHMS)/French 100A (WHMS)/German 100A (BHMS)/Spanish 100A**

Students in seventh grade continue to develop their confidence, reinforce their comprehension and communication skills and work towards cultural competency. They use language with the purpose to communicate personal description, ideas, feelings, routines and information on familiar topics. Participation in interactive activities such as classroom discussions, stories, plays, songs, video creation, viewing, interpreting videos, creating videos, games, individual and group presentations and letter writing help broaden students' knowledge of vocabulary and grammar concepts. Cultural competency is developed through inquiry-based learning, correspondence with native speakers, cultural events and activities. These activities may vary according to instructor, language choice and class size.

## **\*Chinese 100B (EHMS)/French 100B (WHMS)/German 100B (BHMS)/Spanish 100B**

Focus for eighth grade is on broadening and deepening the student's understanding of the target culture and language while developing their communication and comprehension skills. Spontaneous interaction in class on various topics; most familiar but some unfamiliar, allows the student to take risks with the language, hone their conversational skills and gain self-confidence. Students continue to participate in purposeful activities and tasks with the goal to feel capable of expressing themselves in familiar situations. They develop strategies to support their learning styles and are encouraged to conduct inquiries in the target language on topics of interests within in a theme. Experiential learning through events, media, correspondence with native speakers, field trips and activities foster the development of the student's cultural competence, linguistic confidence and global citizenship. Activities may vary according to instructor, language choice and class size.

**\*Successful completion of 100A and 100B is equivalent to the first and second semesters of level 100 language at the high school. Students who successfully complete both 7<sup>th</sup> and 8<sup>th</sup> grade of the same language will earn one full high school credit toward graduation and be placed into level 200 language in 9th grade.**

# LANGUAGE AND LITERATURE

## **Language & Literature 6**

The sixth grade English Language Arts program provides students with the opportunity to develop a vast array of writing and oral communication skills. Effective writing skills are taught in a writing workshop model with an emphasis on knowledge and application of the writing process. Writing experiences include narrative, informational, persuasive and literary essays. In addition, sixth graders develop their ability to listen and express their viewpoints by studying the nuances of oral communication. They also gain respect and understanding for the viewpoints of others. Students are assessed using an assortment of tasks that allow them to express their knowledge via tests, projects, extended responses and oral communication.

## **Language & Literature 7**

The seventh grade English Language Arts curriculum expands the development of literacy through each of the areas of Language Arts. A variety of learning strategies will be taught that can be applied to gaining knowledge in all subject areas. The curriculum is designed to provide students opportunities to master skills that fall under the scope of reading process, comprehension strategies, self-monitoring strategies, reading applications with informational, technical, persuasive, and literary text, as well as the acquisition of vocabulary. Students are also engaged in varied forms of writing such as, informational, persuasive and narrative; the writer's workshop process is utilized to create these writings. Grammar skills and review will be taught as well throughout the school year. Students are provided numerous opportunities to be engaged and interact with text and with peers. Lastly, seventh graders will continue to develop their ability to listen, speak, and view by delivering oral presentations and will have rich conversations focusing around literature with their peers.

## **Language & Literature 8**

This course emphasizes the acquisition and refinement of skills necessary for students to express their ideas effectively. This is particularly important since the eighth grade is the final step in preparing students for high school and their lives as young adults. Students are encouraged to find meaning and value in the words of others, and participation in this class allows students to see the power of language in their scholastic and personal lives. A variety of instructional methods and materials are used, including, but not limited to, rich literature and contemporary articles, homogeneous gender/ability/interest groupings, class speakers, technological presentations, traditional homework, lectures, text reading, group discussions, peer conferencing and teaching, student-centered inquiry, journaling, self-reflection, and debates. Students are assessed in a variety of ways; they are asked to perform skits, complete traditional essay and objective tests, engage in class discussions, compose various pieces of writing, turn in daily homework, and prepare projects.

# MATHEMATICS

## **Math 6**

The middle school mathematics curriculum follows the *Common Core State Standards (CCSS)* for Mathematics. Mathematics in sixth grade focuses on integrating math into our students' daily lives. Students apply their knowledge of mathematics to incorporate problem solving using real-world situations. This will promote higher-level thinking and oral/written communication skills. Multiple teaching techniques are incorporated into the classroom, including lecture and small group discussions. Students participate in math investigations, math manipulations and simulations. Group and individual activities include the creation of models, diagrams, projects and presentations. Students design and present projects in front of their peers. Students are exposed to a variety of resources including worksheets, textbooks, web resources, computer programs, and presentations. In mathematics, students communicate ideas in a variety of ways. Students will communicate their mathematical understanding in writing in addition to traditional paper and pencil calculation work. Students are assessed both formatively and summatively through daily homework, class participation, notebook organization, projects/presentations, tests, weekly quizzes, and MYP rubrics.

## **Math 7**

The mathematics curriculum follows the *Common Core State Standards (CCSS)* for Mathematics. Mathematics in seventh grade will focus on integrating math into our students' daily lives. Students will apply their knowledge and understanding of mathematics through investigating real-life situations involving mathematics. This will promote higher-level thinking along with communication and reflection skills. Knowledge and understanding of mathematics forms the base from which to explore concepts and develop deeper problem-solving skills. Through the areas of number reasoning, geometry, measurement, algebra, probability, and statistics, students will develop skills and ways of thinking that enhance their mathematical reasoning and critical thinking. They will be exposed to experiences that ignite excitement and satisfaction of mathematical discovery through investigating patterns in math. Mathematical inquiry encourages students to become risk-takers, inquirers and critical thinkers both inside and outside the classroom. Students will be expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings—both orally and in writing. They are encouraged to choose and use appropriate tools to enhance the communication of their mathematical thoughts and ideas. Students will view mathematics as a tool for solving problems in an authentic real-life contexts. Students will be expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

## **Math 8**

This course follows the *Common Core State Standards (CCSS)* for Mathematics. Within this course, students will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students will use the TI-84 graphing calculator as it relates to certain algebraic topics. Additionally, students are

encouraged to: (a) recognize that mathematics permeates the world around us; (b) enjoy mathematics and develop patience and persistence when solving problems; (c) develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics; (d) make sense of problems and apply what was learned to new situations.

## **\*\*Algebra I**

Algebra I broadens the study of linear relationships to include piecewise functions (i.e. absolute value and greatest integer), systems of equations with three unknowns, formalized function notation and recursive representations, and the development of bivariate data analysis topics (i.e. linear regression and correlation). Exponential and quadratic function families, logarithmic patterns, power and polynomial patterns, will be studied within the real number system and its properties.

**\*\*Algebra I is a high school level course and meets the Algebra I graduation requirement; therefore, this course and the grade the student earns is included on the high school transcript.**

# PHYSICAL AND HEALTH EDUCATION

## **Physical Education 6**

The mission of the middle school Physical Education Program is to provide all students with a safe learning environment and meaningful experiences that are aligned with national standards and state benchmarks. All students will be presented with opportunities to develop the skills, knowledge and attitude necessary to live healthy and stay active for their lifetime. Participation in this program will result in individual growth as a physically educated person. An additional benefit will be the fostering of positive social interactions, including responsible citizenship. The sixth grade curriculum introduces students to the health related fitness components and personal goal setting. Time is spent learning how to move successfully, using strategies that are effective in similar situations through various net, wall and invasion games.

## **Physical Education 7**

Skill development is a key component to Physical Education. Seventh grade students build upon skills and concepts from sixth grade and are exposed to a wide range of lifetime activities and provided meaningful practice opportunities to achieve a level of competency in various motor skills. Students are introduced to relative terminology and encouraged to develop an understanding of rules, concepts and strategies relevant to sport and exercise. Students deepen their understanding of levels of physical activity and how it transfers to being active outside of school.

## **Physical Education 8**

Eighth grade students focus on planning for improvement in specific areas relative to the individual through various activities and fitness in general. Students develop and maintain their personal fitness in areas such as muscular strength, flexibility and cardiovascular endurance. Various warm-up exercises, dynamic and static stretches and plyometrics focused on improving agility, balance and coordination are introduced. They are encouraged to develop socially and demonstrate selflessness, kindness and a respect for others. Students work in small groups to demonstrate an understanding of teamwork and to collaborate with students from diverse backgrounds.

## **Health Skills 6**

Students begin to discover the types of decisions that will impact their life now, as well as in the future. Students will learn to identify and avoid negative issues while learning to support each other through positive interactions. This course also identifies how to help others in dangerous situations.

## **Health Skills 7**

Students will learn about how their personal health effects themselves and others. They will continue to apply their knowledge about decision making, and the negative impact substances have on a person's

physical, mental, and social/emotional health. Students will identify the roles others play while establishing their own personal health. Students will state and explain how to apply simple strategies to improve one's health on a daily basis. Additionally, puberty and reproductive health will be covered.

### **Health Skills 8**

In this course, students evaluate life choices to create a plan for their future endeavours. Students will deepen their understanding of the relationship between personal health and decision making. They will analyze real life situations to apply their knowledge. Prevention, transmission and treatment of communicable diseases including STI's such as HIV/AIDS will be studied during this course.

# SCIENCES

## **Science 6**

The sixth grade science curriculum allows students to develop the knowledge and skills they need to become scientifically literate. Units of study focus on various topics within Earth Science, Life Science and Physical Science and incorporate the State of Michigan Science Benchmarks. Methods of instruction include small and large group work, science labs, scientific inquiry, textbook reading, lecture and the use of appropriate technology. A variety of learning methods such as note taking, summarizing, organization strategies, mnemonic devices, timelines and group skills are taught and students are encouraged to use strategies that enhance their comprehension and demonstrate their various levels of evidence of learning.

## **Science 7**

The seventh grade science curriculum is devoted to developing student knowledge and understanding of science by including elements of the Michigan State Standards, Benchmarks and Grade Level Content Expectations, Common Core, and the Next Generation Science Standards to promote mastery of the MYP Level 2 Aims and Objectives in science. The overriding goals are to enhance knowledge while developing science skills in knowing and understanding, inquiring and designing, processing and evaluating, and reflecting on the impacts of science. Students will learn through hands-on experiences, experimentation, research, problem solving, small group, individual and whole class activities. Informational reading and writing will also be an important component of the class. Topics that may be used to promote mastery of the MYP objectives include: Inquiry & Methods of Science, Atmosphere & Weather, Waves and Energy, The Nature of Matter, Cell Structure & Function, and Heredity.

## **Science 8**

The eighth grade science curriculum focuses on both Earth and Physical Sciences. The curriculum has been designed to include elements of the Michigan Science High School Content Expectations as well as skills outlined in the IB Middle Years Programme. Through the use of text, projects, simulations, and hands-on experiences, students will construct their knowledge of scientific concepts. Resources used to promote learning include lab equipment, iPads, teacher-generated materials, and textbooks. Higher-level thinking skills will be utilized as students will be asked to recall, compare, contrast, synthesize, analyze, and interpret information. In addition, students will be challenged to collaborate, think critically and communicate their learning. Students will conduct investigations using the scientific method. Assessments to guide instruction in this course occur through lab experiences, discussions, and project-based learning. In addition, teacher-designed quizzes and tests create another avenue of formal assessment. The IB MYP Assessment Criteria are used to guide students through the development of scientific skills.