

2009-10

Curriculum Guide

Bay City Western Middle School



Home of the Warriors!

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Dear Western Middle School Parents:

WELCOME TO WESTERN MIDDLE SCHOOL! We know you are concerned about the education of your child in the middle school years. Students are usually anxious and curious to find out the type of classes and programs that are available in the middle school.

This guide is prepared to give you and your student a brief description of the course offerings at Western Middle School. Further, I hope this guide will help explain other special services available to middle school students at Western Middle School.

The Staff at Western Middle School is committed in maintaining a warm, caring environment for your children. Our mission – to provide a nurturing environment where every student can acquire the academic and social skills needed for future success is the responsibility of every adult in our building. To this end, we have a variety of activities to facilitate students' growth academically, socially, and emotionally.

The Western Middle School staff and students believe teachers have the right to teach, and students have the right to learn in a safe and orderly environment. As our students continue to grow, we want to see all of them become successful, contributing members of our society.

We, also, understand that your involvement with your child's education is a critical element in student success. The Staff and I at WMS look forward to on-going communication and involvement with you. Parents are welcome to visit our school (check in at the office is required), and we encourage you to become involved in our Parent Advisory Committee, our parent volunteer program, or any other school activity. If you have questions about our programs, policies, or curriculum, please don't hesitate to contact me. Thank you for your support!

Sincerely,

Dale H. Dunham
Principal

**Western Middle School
CURRICULUM GUIDE
2008-09**

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Western Middle School Quick Facts

- WMS is an “A” school three years (2007, 2008 & 2009) in a row as defined by Ed YES, Michigan’s accreditation program.
- Facilities newly renovated in Fall, 2007
- Enrollment of 831 students
- 28 Core Teachers
- 5 Explore Teachers
- 3 Music Teachers
- 2 Counselors
- 2 Administrators
- 1 Content Coach

MIDDLE SCHOOL CONCEPT TEAM DESCRIPTION

The students in Western Middle School will study four “core” subjects – English Language Arts, math, science, and social studies. At Western Middle School, teachers of grades six and seven are in “teams”. The teams consist of three or four teachers. In the four person team, each teacher is highly qualified and certified in the core area they are teaching. Each teacher on the team will teach one core area to all students on that team. **Three person team highly qualified in two core areas (social studies common to all 3 teachers).** On the 2-person team, each teacher is highly qualified and certified in two core areas. Each of the teachers will be responsible for teaching two different core content areas. For example: English Language Arts and social studies. Many of our teachers are highly qualified and certified to teach in more than one content area.

Due to the middle school concept, students within each team have the opportunity to experience flexible scheduling and grouping for the “core” classes. In this way, staff has time to provide a more cohesive, integrated approach to the core curriculum. The middle school concept creates smaller learning communities when students are organized on teams. All students on the team will have the same core content teachers. All students, regardless of which team they are on, will still learn the same grade level content expectations as outlined by the state and will use the same resources and materials.

To help 8th grade students transition into high school, eighth grade students are on a straight schedule for all core classes. Their classes contain the same core content areas of English Language Arts, Math, Science and Social Studies.

The middle school vision encompasses a flexible and responsive program, in a safe environment, which meets the emotional, intellectual, physical, and social needs of young adolescents. It fosters respect for self and others, accountability, responsibility, self-discipline, and self-esteem. It encourages all members of the school community to provide our students with an educational experience which challenges them academically as they become productive citizens of the local and global community.

SCHEDULE

Below are the schedules for all three grades. Students are placed in courses in the following way:

Sixth Grade: All students take the four core classes of Math, ELA, Science, and Social Studies. Students may:

1. Take band for a full year, and will take all exploratory classes. (Students who are in band and need additional instruction will be placed in a SAM class during the explore time.)
2. Take all exploratory classes and be in a SAM class (see below for description of SAM).

Seventh Grade: All students take the four core classes of Math, ELA, Science, and Social Studies. Students may:

1. Take band for a full year and will take all exploratory classes. (Students who are in band and need additional instruction will be placed in a SAM class during the explore time.)
2. Take choir for a full year and will take all exploratory classes. (Students who are in choir and need additional instruction will be placed in a SAM class during the explore time.)
3. Take all exploratory classes and be in a SAM class (see below for description of SAM).

Eighth Grade: All students take the four core classes of Math, ELA, Science, and Social Studies. Students may:

1. Take band for a full year, and will take all exploratory classes. (Students who are in band and need additional instruction will be placed in a SAM class during the explore time.)
2. Take choir for a full year and will take all exploratory classes. (Students who are in choir and need additional instruction will be placed in a SAM class during the explore time.)
3. Take foreign language for a full year and will take all exploratory classes. (Students who are in choir and need additional instruction will be placed in a SAM class during the explore time.)
4. Take any two of the full year courses; Band, choir, or foreign language, and none of the exploratory classes.

***All 8th grade students much have an Educational Development Plan (EDP). The purpose of the plan is to guide students on a career path and the educational requirements necessary.**

Western Middle School Class Schedule 2009-10

Period		8th Grade	
1	7:30 - 7:45	15 min.	DEW
1	7:50 - 8:45	55 min.	CORE 1
2	8:50 - 9:48	58 min.	CORE 2
3	9:53 - 10:51	58 min.	CORE 3
	10:51 - 11:21	30 min.	LUNCH
4	11:26 - 12:29	63 min.	CORE 4
5	12:34 - 1:24	50 min.	Explore/SAM/Band
6	1:29 - 2:19	50 min.	Explore/SAM/Choir

Period		7th Grade	
	7:30 - 7:45	15 min.	DEW (CORE 1)
1	7:50 - 8:40	50 min.	Explore/SAM/Band
2	8:45 - 9:35	50 min.	Explore/SAM/Choir
3	9:40 - 10:40	60 min.	CORE 1
	10:40 - 11:10	30 min.	LUNCH
4	11:15 - 12:13	58 min.	CORE 2
5	12:18 - 1:16	58 min.	CORE 3
6	1:21 - 2:19	58 min.	CORE 4

Period		6th Grade	
1	7:30 - 8:30	60 min.	CORE 1
2	8:35 - 9:35	60 min.	CORE 2
3	9:40 - 10:30	50 min.	Explore/SAM/Band
4	10:35 - 11:25	50 min.	Explore/SAM/Band
5	11:30 - 11:50	20 min.	DEW/SSR/CORE 3
	11:50 - 12:20	30 min.	LUNCH
5	12:25 - 1:20	55 min.	CORE 3
6	1:25 - 2:19	54 min.	CORE 4

STUDENT EVALUATIONS

Student evaluations are provided to help students, parents, and teachers better understand each student's progress. Progress is reported to parents as detailed in the following paragraphs. In addition, two parent-teacher conferences are scheduled each year. The first is after the first marking period, and the second is after the third marking period. However, on-going parent-school communication is critical to student growth and development. All parents are urged to contact the teacher(s) or principal whenever there are questions or concerns.

At the middle school level, the school year is divided into six, six-week marking periods. Parents will receive a Student Progress Report at the end of each six-week marking period. Students will earn letter grades (A, B, C, D, or E) to indicate achievement and performance in specific subject areas. Comments indicating each student's behavior in class will be given along with the attendance record.

Students in grades six, seven, and eight will be administered the district benchmark assessments three times a year in both English Language Arts and Math. The assessments are used to assess student learning and to guide teachers on instruction necessary to help students be successful.

All middle school students will take the Michigan Educational Assessment Program (MEAP) test in October. Students in grade six will take an assessment in Math, English Language Arts, and Social Studies. In grade seven, students will take an assessment in both Math and English Language Arts. In grade eight, students will take an assessment in Math, English Arts, and Science. As you already know, the MEAP is a federally mandated assessment and part of the No Child Left Behind Act. The results of this assessment help us understand what instruction our students still need assistance with. Because of its importance, all students need to be present when the test is administered.

If you have any concerns or questions regarding your child, you are encouraged to contact the counselor for a review of his records. Students and parents rights of privacy are protected through procedures recommended for compliance with federal law. Other than directory type information, no data or other information on individual students will be provided to any person or agency without parental authorization.

STUDENTS ACHIEVING MORE (SAM)

Students Achieving More (SAM) is a 50 minute class period most students will have on their schedule. During this time, students will be in either an intervention or enrichment SAM. Some students just need additional time to master key concepts in a core area. The intervention SAM class will give students this opportunity to have extra time to be successful.

If students do not need the additional learning time, then these students will be placed in an enrichment SAM. In the enrichment SAM, students will be involved in activities that extend the learning of the core classes. Activities may include projects, higher level thinking, or other lessons that promote problem solving and collaborative efforts of the students.

Students in band who would benefit from a SAM class will be enrolled in a SAM instead of an explore class. Each SAM class is for six weeks. After this time each SAM class of students is re-evaluated for proper placement.

DEW (DROP EVERYTHING AND WRITE)

DEW is a program for all students to enhance their writing. Since writing is a major means in which students need to express and explain their ideas and thoughts, this time is an avenue to give all students additional time to practice their writing skills. Each day, students will be given a prompt or topic to write on. The topic could ask for a student's opinion, give directions, tell a story, etc. Consistent daily, intentional writing practice is a must for students to feel comfortable and confident in their writing abilities.

SPECIAL SERVICES

Many services are available for students with special needs. Programs provide services for those who are physically handicapped, have vision or hearing loss, have speech impairments, are mentally or emotionally impaired, have severe learning problems, and/or are academically talented. Instruction and lessons are provided for students who are ill, hospitalized, or for some reason are unable to attend school for extended periods of time. If you have questions regarding any of our special services, please contact our counseling office at 662-4489.



HONOR ROLL & HONOR ASSEMBLIES

In recognition of academic achievement, an academic honor roll will be determined each marking period. Student names will be posted in the main hallway after each marking period. At the end of the first semester, an assembly will be held with honor roll students receiving a certificate. There will be a second awards assembly at the end of the year. The end of the school awards assembly will recognize honor roll students and other students earning other awards during the year including attendance, President's Award (8th grade only), and the Randy Koch Award.

To be an honor roll student, a student needs to earn a 3.0 Grade Point Average for the marking period. For eighth grade students, to receive an honor roll award at the assembly, they need to have a cumulative Grade Point Average of 3.0 for all three marking periods.

In addition to the honor roll, an academic improvement award is given. Students who improve .5 GPA will receive this award.

The 8th grade year-end honors awards are an average of grade point averages for 6th, 7th, and first semester of 8th grade. Students earning 3.500 and above and have passed the MEAP will receive the President's Award.

Students receiving an I (incomplete work) or an E grade for the marking period will not be eligible for honor roll recognition. If the incomplete grade is corrected, a student will become eligible for honor roll recognition.

Grade points used in computing grade point averages are as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.0



ATHLETICS

Athletics are an important part of many middle school students. In grades seven and eight, interscholastic sports are offered. In grade six, the athletic opportunities are intra-mural or community sponsored. Below are the events offered.

For seventh and eighth grade:

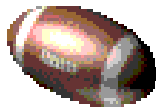
Boys: Tackle Football (8th grade only; 7th grade if weight is over 150 pounds), Swimming, Basketball, Track



Girls: Basketball, Volleyball, Cheerleading, Pom Poms, Track, Swimming

Tackle football is available for boys in the Bay County Youth League for boys in grades six & seven.

For sixth grade: Flag football, basketball (boys and girls), volleyball, and swimming (boys and girls).



CLUBS

In addition to sports teams, Western Middle School offers many club activities for students to become involved in. As mentioned earlier, the social needs of middle school students is relatively high. The club offerings for students are a vehicle to aid in the social development of students. Some of the club offerings are: Ping Pong Club, Trading Card Club, Card Game Club, Chess Club, Tennis Club, and Good Things Happening Club. All students are encouraged to participate in one or all club activities. Late busses are available to students participating in the clubs.

OTHER STUDENT ACTIVITIES

Dances are held 3 times a year.

Student Council

Community Involvement: Toys for Tots, Food Drive, Community Clean-up, etc.

CURRICULUM

All students will receive grade level instruction based on the Bay City Public Schools curriculum. This curriculum is derived from the grade level content expectations produced by the Michigan Department of Education. Although instructional technique and style differ among teachers, all teachers use the curriculum as the basis for planning lessons. Please refer to each teacher's syllabus found on our webpage at www.Bcschools.net; go to the tab "schools", and follow the links.

At Western Middle School, the Gifted and Talented Program (G/T Program) is for students who demonstrate their abilities to take advanced courses. These courses are called "Honors Classes". Students must meet specific criteria to be accepted into this program. If you believe your child may qualify for this program, or would like more information on this program, please contact Mr. Brian Johnson, Director of the program at 671-8164.

As students in the G/T program progress, they may be eligible to take 9th grade classes for high school credit while in the 8th grade. For these students, they could enter high school with three credits toward high school graduation. For the 2009-10 school year, the high school classes available are 9th Grade Algebra, 9th Grade ELA, and High School Earth Science.

Recognizing that some students not in the G/T program can also meet the challenges of the high school courses in the 8th grade, provisions are in place to meet the needs of our student population. For more information on 8th grade classes for high school credit, please contact the counseling department at 662-4489.

On the following pages are general descriptions of the course offerings at Western Middle School. For a more in-depth description, please see the curriculum guide of the particular grade you are interested in. The guides can be found on our website, or in our counseling office.

LANGUAGE ARTS

SIXTH GRADE LANGUAGE ARTS

Scholastic's Literacy Place is the core-reading resource. This course is designed to help students develop broad literacy skills. Students will become familiar with various literature genre, titles, authors, illustrators, and literature sources. Students will read a rich variety of literature and expository text. Instruction in reading, writing, and skill development will use literature as a model. Grammar usage and mechanics come directly from the reading lessons. Spelling lessons are connected to reading as well.

Library time is provided, and independent reading is required. Class novels, newspapers, and magazines may be used to provide practice in reading.

SIXTH GRADE HONORS LANGUAGE ARTS – GIFTED & TALENTED

This course is designed to teach essential language arts skills at a much quicker pace and allow an in-depth study to our high achieving sixth grade student. The curriculum of this course is the same as Grade 7 content level expectations. Students are encouraged to creatively express themselves through written work and group discussions. Students plan and present both group and individual projects. Research skills and successful use of the library media center are explored. Various teaching styles are used to teach the essential learning. A love of writing and reading is paramount.

Students enrolled in the Honors Course must meet the criteria for the District's Gifted & Talented Program.

SEVENTH GRADE LANGUAGE ARTS

This course is designed to provide essential language arts skills to the 7th grade student. Based on the seventh grade content expectations, this course provides opportunities for students to enlarge their vocabulary, become acquainted with literary classics, and to review, expand and apply their knowledge of basic English grammar.

Course content includes grammar, composition units of study, and literature (fables, American Folklore, short stories, poetry, non-fiction, and drama). Listening skills are also stressed throughout all phases of this course.

Opportunities for creative writing are also provided. The teacher will provide the materials used in this process. Some of the students' writings will be kept in a writing folder.

Supplemental materials for the class may include a novel, which is read in class, which may be used for independent reading. "Daily Oral Language" is used to develop a variety of writing skills.

SEVENTH GRADE HONORS LANGUAGE ARTS – GIFTED & TALENTED

This course utilizes the 8th Grade level content expectations. The course is designed to teach language arts skills with an emphasis on higher-level thinking. Instruction will provide flexibility to meet the learning needs of all students. Research skills and library media center usage are explored. Students are encouraged to creatively express themselves through written work and group discussion. Generally, students are expected to be able to master content of an eighth grade course.

- The course encompasses diverse literary genre.
- The class members must be self-motivated readers and writers.

Students are enrolled in this course only if they meet the criteria of the district's Gifted and Talented Program.

EIGHTH GRADE LANGUAGE ARTS

This course is designed to meet the needs of students in the eighth grade. The course lessons are planned around the eighth grade content expectations.

This course uses a variety of techniques to teach literature and literature skills, grammar, expository and creative writing, vocabulary, and public speaking skills.

The study of literature focuses primarily on the short story and the novel, along with a variety of other forms. The basic elements of literature and effective literary devices are the focus of this study. Comprehension, critical thinking, and inferential thinking are stressed. Units of study include both fiction and non-fiction; vocabulary development is emphasized.

The study of writing stresses the formal organization of ideas, but also includes creative expression as well as writing for a variety of purposes. Students are encouraged to develop a writing style. Correct grammatical usage, spelling, and punctuation are expected.

Independent reading is required. Students have access to the school library and are encouraged to choose a variety of books. Students are assessed on their reading.

Effective communication skills are promoted through class discussion, group work and public speaking.



EIGHTH GRADE LANGUAGE ARTS – COURSE FOR HIGH SCHOOL CREDIT

This class is taught utilizing Grade 9 high school content expectations. Students will be expected to maintain a C average and pass a final exam at the end of each semester to gain the high school credit. Learning strategies involve decision-making skills, debate, discussion skills, as well as convergent and divergent thinking skills. “Creative skills” emphasize fluency, flexibility, elaboration and originality.

Research skills and successful use of the library media center will be developed.

Students are enrolled in this class only if they are Gifted and Talented certified, or have met the district criteria.

MATH

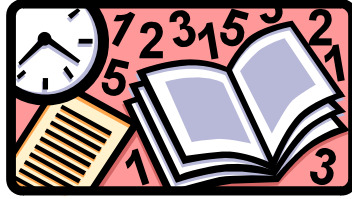
SIXTH GRADE MATH (Course 1)

Students in this class use the *Impact Math* text. This class is referred to as Math Course 1. The course will begin the school year with a review of whole numbers, numeration, and addition, subtraction of fractions. Students should already have a firm command of their multiplication and division facts. Some of the other areas that will be covered throughout the rest of the school year include: Equivalent ratios, rational numbers, percent, exponents, coordinate plane, equations, linear functions, solve equations, volume and surface area, angles and triangles, congruence, and probability.

SIXTH GRADE HONORS MATH (Course 2)

Seventh Grade level content expectations will be taught in this course. Students are placed in this course based on assessment scores and/or teacher recommendation. This course is designed for the advanced math student entering the sixth grade. This class is referred to as Math Course 2. This class is typically a seventh grade class. Successful completion of this class will allow the student to be enrolled in pre-algebra, Math Course 3, as a seventh grader which will allow them to take the Algebra Course for high school credit as an eighth grader.

Students in this class use the *Impact Math* text. This class will begin the school year with a review of whole numbers and decimals, along with addition, subtraction, multiplication, and division of fractions. Students in this class must have a very firm command of addition, subtraction, multiplication, division of fractions, place value of whole numbers and decimals. Some of the areas covered in this class include measurement, geometry concepts, statistics and probability—including scatter plots, central tendencies, and stem and leaf plots, algebraic concepts—including slope, proportion, and inverse relationships, logical reasoning, graphing on the coordinate plane, and polynomials.



SEVENTH GRADE MATH (Course 2)

Students in this class use the *Impact Math* text. This class is referred to as Math Course 2. This is the typical math class for seventh graders. This class will begin the school year with a review of whole numbers and decimals, along with addition, subtraction, multiplication, and division of fractions. Students in this class must have a very firm command of addition, subtraction, multiplication, division of fractions, place value of whole numbers and decimals. Some of the areas covered in this class include measurement, geometry concepts, statistics and probability—including scatter plots, central tendencies, and stem and leaf plots, algebraic concepts—including slope, proportion, and inverse relationships, logical reasoning, graphing on the coordinate plane, and polynomials.

SEVENTH GRADE HONORS MATH (Course 3)

In this course, 8th grade level content expectations will be taught. This course is designed for the advanced seventh grade student. Students are placed in this course based on eligibility requirements of the G/T program or other district criteria including assessment scores and/or teacher recommendation. Successful completion of this class will allow the student the opportunity to be enrolled in the Algebra for high school credit course as an eighth grader. This course is referred to as Math Course 3.

This class includes working with positive and negative integers, inequalities, powers, and polynomials, factoring, functions and graphs, lines and slopes, systems of open sentences, radicals, Pythagorean Theorem, quadratic functions, square roots, and rational expressions. Students will use the text *Impact Math* text.

EIGHTH GRADE MATH (Course 3)

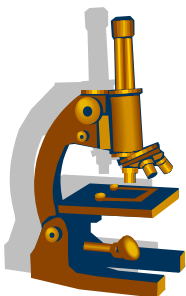
This course is an eighth grade mathematics class that the typical 8th grade student will take. This class includes working with positive and negative integers, inequalities, powers, and polynomials, factoring, functions and graphs, lines and slopes, systems of open sentences, radicals, Pythagorean Theorem, quadratic functions, square roots, and rational expressions. Students will use the text *Impact Math* text.

EIGHTH GRADE HONORS—ALGEBRA FOR HIGH SCHOOL

In this course, the high school Algebra course content expectations will be taught. This course is designed for the advanced eighth grade student who successfully completed Course 3 as a seventh grader. Students are placed in this course based on criteria established as part of the G/T program, or other criteria established by the district such as standardized test scores and/or teacher recommendation. This class includes working with positive and negative integers, inequalities, powers, polynomials, factoring, functions and graphs, lines and slopes, systems of open sentences, radicals and rational expressions. The curriculum and course requirements of this class are identical to those at the high school level. Students will be expected to maintain a C average and pass a final exam at the end of each semester to gain the high school credit. Upon successful completion of this course, students will earn up to one full credit towards high school graduation.

SCIENCE

SIXTH GRADE SCIENCE



This course is designed to introduce students to the process of science. Units in Life Science include ecosystems, how we use and benefit from plants and animals, and the effects of changes in food production. Physical Science—Waves and Vibrations include how sound travels, light, and motion of vibrating materials. The Earth and Space units cover the solar system. Finally, the unit on the Geosphere covers surface features, rocks and its formation, and geological history of the earth.

Experiments are a part of the classroom activity. Science magazines may be used as supplemental material, along with library resource books, which are used for special reports and projects.

SIXTH GRADE HONORS SCIENCE

Students will be engaged in hands-on inquiry based activities through the use of science kits and other materials. Topics include: energy and changes in matter, living things, earth and space.

Students in this class must meet the district criteria or be part of the G/T Program.

SEVENTH GRADE SCIENCE

This course is designed to expose students to subject matter in areas of life and physical and science. Units discussed during the course of the year include



heredity, adaptations, cells, matter and energy, changes in matter, and motion of objects. A combination of readings, group work, labs' using the science processes to generate interest and learning.

SEVENTH GRADE HONORS SCIENCE

This course

Students in this class need to meet district criteria or be in the G/T Program.

EIGHTH GRADE SCIENCE

This is the typical course for all eighth graders. This course is designed to expose students to many types of sciences. Specific units that may be covered include formation of the Earth, plate tectonics, earthquakes and volcanoes, rock cycle, hydrogeology, oceans and climate, severe weather, cosmology and Earth's place in space, the sun and other stars, age of the Earth, and climate change.

EARTH SCIENCE--FOR HIGH SCHOOL CREDIT—8th GRADE HONORS

In this course, the high school Earth Science course content expectations are taught. This course is designed for the advanced eighth grade student. Students enrolled in this course must meet district criteria including assessment scores, previous science course results, and/or teacher recommendations. This class uses the high school Earth Science curriculum. Students will be expected to maintain a C average and pass a final exam at the end of each semester to gain the high school credit. Students who successfully complete this course will earn up to one credit towards high school graduation. Students in this class need to meet district criteria or be in the G/T Program.



SOCIAL STUDIES

SIXTH GRADE SOCIAL STUDIES

Sixth grade social studies focus on the geography, history, culture and economics of Canada and Latin America. Some of the major concepts are: analyze cultural and technological contributions of early civilizations of the Western Hemispheres, examine the economics of Latin American countries and Canada, and use traditional and electronic means to research and present a topic of interest related to Latin America or Canada.

Integrated into this course are:



1. Social Science vehicles, such as the use of time lines, maps, globes, charts, graphs, primary sources, research writing, etc.
2. Critical-thinking skills, including cause and effect, distinguishing fact from opinion, recognizing bias, and determining accuracy of information.
3. Problems and issues as related to current events.
4. Various writing activities pertaining to the topics taught.

SIXTH GRADE HONORS SOCIAL STUDIES

Sixth grade Honors Social Studies focuses on the study of the Western Hemisphere specifically the study of Canada and Latin America (Mexico, Central America, Caribbean, and South America) students will compare and contrast: Histories, geographic characteristics, economies, cultures, and governments. Students in this class need to meet district criteria or be in the G/T Program.

SEVENTH GRADE SOCIAL STUDIES

The Eastern Hemisphere is presented throughout this course, which is designed to provide the student with an exposure to the history, civics, economics, and geography of this region. Major themes include: Compare and contrast people, places and cultures and describe the interrelationships between humans and their environment, understand the purpose and history of governments, and determine the effects of an individual's action on others and how to act responsibly as a member of society.



Supplemental activities and materials include maps, globes, drawing, films and videos.

SEVENTH GRADE HONORS SOCIAL STUDIES

Students in this class need to meet district criteria or be in the G/T Program.

EIGHTH GRADE HISTORY

This course is a chronological study of American History designed to increase the student's knowledge of historical events and deepen his/her understanding of the American heritage. Units of study for this course are chronologically organized to include the New World, Colonies Win Their Freedom, Governing the New Nation, Growth of the New Nation, The Civil War, and Reconstruction. Some of the key components are: Describe and explain the causes, consequences, and geographical content of major global events, outline the course of events leading up to, during and after the American Revolution, and their effects, evaluate employment and career

opportunities in Michigan, and pose and answer questions regarding human rights issues, and discuss responsibilities of citizens in the United States.

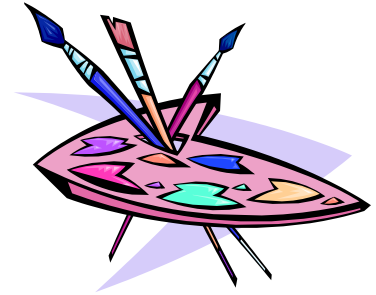
EIGHTH GRADE HONORS HISTORY

The 8th grade history curriculum is based on events in American History from the Revolutionary War through the 1900's. Students will apply their knowledge to gain a deeper appreciation of the American democracy. Students in this class need to meet district criteria or be in the G/T Program.

SIXTH GRADE EXPLORATORIES

SIXTH GRADE ART

Students will work with various art medias including, pastels, inks, paints, and 3-dimensional materials. Skills will be developed in lettering, drawing, painting, and applying elements of design. All sixth grade students will take this class as a required course for 6 weeks.



SIXTH GRADE PHYSICAL EDUCATION

The physical education program at WMS is planned around the growth and development patterns of adolescent students. Competitive team sports, individual sports, recreational activities and games are included in the curriculum. Skill development is emphasized through a progressive, repetitive approach to teaching techniques in each of the activity units within the P.E. curriculum. The focus is on basic skills, introduction to sports and game rules, good fitness habits, practicing a healthy lifestyle, developing major muscle groups, and stretching to improve flexibility. Responsibility, maturity, and social skills are stressed and expected from all students. Swimming is part of this course.

All sixth grade students will take this class as a required course for 6 weeks.

SIXTH GRADE COMPUTERS/KEYBOARDING



All sixth grade students will take this class as a requirement for six-weeks. This course will allow students to become familiar with parts of the computer while learning basic keyboarding skills. Keyboarding involves typing skills, and students will be taught the alphabetic keyboard using proper typing techniques and correct posture. The main emphasis will be learning the alphabet keyboarding using drills

and tutorials. We will use the MicroType Software Package. The MicroType program allows each student to work independently and at his or her own pace.

SIXTH GRADE (PHYSICAL) HEALTH/SYSTEMS OF THE BODY AND AIDS CURRICULUM

This course involves the study of human body systems, personal hygiene, nutrition, substances, first aid and safety, and the HIV & AIDS curriculum. Skills for living are designed to help sixth grade students gain self-confidence and learn skills for living a happy, healthy life.

Students will learn how body systems work, how to keep themselves healthy, how to prevent injuries, and how to handle common emergencies. Students will also learn the effects of various substances on the body.

This class as a required course for six weeks.

SIXTH GRADE FOREIGN LANGUAGE: SPANISH

This course is designed to expose students to the basic knowledge and word recognition in Spanish.

All sixth grade students will take this class as a required course for six weeks.



SEVENTH GRADE EXPLORATORIES

SEVENTH GRADE ART

This course will give students to opportunity to work with various art materials and have a better understanding of visual design. Developing skills in drawing and painting will be emphasized.

Projects include: color theory, painting, one-point perspective drawing, calligraphy, poster design, oil pastels, wildlife drawing, and other two-dimensional assignments.

All seventh grade students take this class as a required course for six weeks.
SEVENTH GRADE COMPUTERS

This course is designed to expose students to application software (Microsoft Office 2007). We will spend one-week learning about computer parts and basic computer terminology. After mastery of these basic skills, students will have a one-week sampling of word processing (word), spreadsheets (excel), and presentation software (PowerPoint).



Time will also be spent using our new career education software (Career Cruising). Students will select and research career occupations and give Power Point presentations to the class explaining their chosen careers. Career Cruising software will help students examine career choices and aid with class selection at Western High School.

All seventh grade students will take this class as a requirement for six weeks.

SEVENTH GRADE FOREIGN LANGUAGE: SPANISH

This course is designed to expose students to a more advanced cultural knowledge and word recognition of Spanish.

All seventh grade students will take this class as a required course for six weeks.

SEVENTH GRADE CONFLICT RESOLUTION

The course is designed to provide important information through brief exposure to the following topics: controlling emotions, making wise choices/problem solving, relationships, individuality/communication, sexual harassment, and violence prevention.

All seventh grade students take this class as a required course for six weeks.

SEVENTH GRADE PHYSICAL EDUCATION

The P.E. program at WMS is planned around the growth and development patterns of adolescent students. Competitive team sports, individual and recreational sports, and games are included in the curriculum. Advanced skill techniques and individual/team strategies development is emphasized through a progressive, repetitive approach to teaching techniques in each of the activity units within the curriculum. The application of learned techniques and strategies is practiced in team, individual, recreational sports and games, and overall physical fitness. Responsibility, maturity, social skills, team work, best effort, and problem solving are stressed and expected from all students.



Swimming in the pool will be a two week part of this course. All seventh grade students take this class as a required course for six weeks

EIGHTH GRADE EXPLORATORIES

EIGHTH GRADE ART

This course is designed to broaden the student's background with more advanced art medias. Importance will be placed on understanding what three-dimensional design is and how it can be applied to flat or sculptural surfaces.

Students will work on the following projects: watercolor, landscape paintings, mixed media collage, 3-D paper mache, Plexiglas etching, 2-point perspective buildings, and two dimensional graphic design. Specific objectives will be established for each project.

Eighth grade students may elect this class as an exploratory course for six weeks.

EIGHTH GRADE COMPUTERS

This course will provide an extensive exposure to Microsoft Office 2007 software. This course will be "project" driven with an opportunity for independent student projects. Students will use technology to create several multimedia projects that allow for a multimedia "rich and dynamic" presentation of information.

Students will use Word, Access, Excel, Publisher, and PowerPoint and the Internet to complete their projects. Students will also develop a personal web page using HTML and FrontPage software. Equipment used will include: an Astra Scanner, a Nikon Coolpix L3 digital camera, and a HP Office Jet G85xi color printer.



EIGHTH GRADE DRAMA/SPEECH

In this course students will experience and develop creative potential via classroom activities, presentations, speeches and skits.

Goals of this course are to reduce inhibitions, gain skills for public speaking and performing, and enhance creativity.

EIGHTH GRADE PHYSICAL EDUCATION

The P.E. program at W.M.S. is planned around the growth and development patterns of adolescent students. Competitive team sports, individual and recreational sports, and games are included in the curriculum. Advanced skill techniques and individual/team strategies development is emphasized through a progressive, repetitive approach to

teaching techniques in each of the activity units within the curriculum. The application of learned techniques and strategies is practiced in team, individual, recreational sports and games, and overall physical fitness. Responsibility, maturity, social skills, team work, best effort, and problem solving are stressed and expected from all students. There is a two week swimming unit in this six week course.

Identify good fitness habits, healthy lifestyle components, how proper stretching techniques can improve flexibility and overall fitness, major muscle groups, healthy food/hydration choices, advanced skills and strategies within games, activities and physical fitness are all course goals.

FOREIGN LANGUAGES ARE SPANISH, FRENCH, GERMAN, AND CHINESE



Eighth grade Spanish is a bridging course from the K-7th grade Spanish curriculum to Spanish at the High School. Emphasis is placed on holistic language development, which integrates the skills of listening, speaking, writing, and reading with Spanish culture. Students become familiar with Mexico, Central and South America. As a result of this course, students gain an understanding of Spanish culture in relationship to their own culture. Students who successfully complete this course are eligible to enroll in second year Spanish at the High School. Chinese, German and French is offered at the 8th grade level.

These courses are for a full year.

All 8th grade students must complete an Educational Development Plan (EDP). This will be done in exploratory classes. If a student does not have an exploratory class, they will complete their EDP during their other non-core class.

MUSIC



BEGINNING BAND – 6th GRADE PERCUSSION/WOODWINDS/BRASS

The Beginning Band is open to all 6th grade students. Students are recruited from the fifth grade to participate in the Beginning Band as sixth graders. In Beginning Band, students are instructed each day in smaller groups on the elementary concepts of music such as note reading and rhythms as well as techniques to play their instrument such as embouchure, posture, hand position, fingerings, etc. In addition, students will be instructed in music history and theory and participate in several performances. At the completion of this class, students will know the basics of playing their instrument and feel competent to enter Seventh Grade Band.

This is a year-long course. Students taking band will not be involved in a SAM course. If additional time is necessary to assist student learning in a core area, students will be displaced from the Explore Wheel.

SEVENTH GRADE BAND

The Seventh Grade Band is comprised of seventh grade students with previous band experience. Seventh Grade Band is designed as the second level of band. In Seventh Grade Band, students will further their musical abilities through large group instruction. Students will be instructed in intermediate techniques on their instrument such as breath control, articulation, meter changes, intonation, tone, etc. In addition, students will participate in several performances and have the option to participate in Solo & Ensemble Festival. At the completion of this class students should have a thorough understanding of their instruments and be prepared to join Eighth Grade Band.

This is a year-long course. Students taking band will not be involved in a SAM course. If additional time is necessary to assist student learning in a core area, students will be displaced from the Explore Wheel.

EIGHTH GRADE BAND

The Eighth Grade Band is open to eighth grade students with previous instrumental music instruction. In Eighth Grade Band, students will again further their musical abilities through large group instruction. Students will be instructed on advanced techniques for their instrument such as double tonguing, intonation, balance, phrasing, harmony, etc. In addition, students will participate in several performances and have the option to participate in Solo and Ensemble Festival. At the completion of this class students should have an advanced understanding of their instrument and be prepared to join High School Band.



This is a year-long course. Students taking band will not be involved in a SAM course. If additional time is necessary to assist student learning in a core area, students will be displaced from an Explore.

MUSIC/CHOR



SEVENTH GRADE CHOR

This is both a beginning and a continuing course designed to give students an understanding of the basic fundamentals of the singing voice. Students will review music theory taught in the 6th grade and will also read unison/2 part harmony singing. Performance skills as a “team” will be taught in this introductory choir class.

The solfege system (do re mi) is reviewed and continued, along with music reading, sharp and flat piano keys, and rhythms. Students will continue with basic performance skills as they perform in 4 seasonal performances during the year. It is expected that all students participate in class every day. Students must complete all assignments and quizzes. Attendance and participation in the 4 seasonal concerts is expected.

This is a year-long elective course in the seventh grade. Students selecting this course will still be involved in the Explore Wheel. Students may not take both Band and Choir as students need the experience in the other explore areas.

EIGHTH GRADE CHIOR

This is both a beginning and a continuing course designed to give students an understanding of the basic fundamentals of the singing voice. Students will review music theory taught in the 7th grade and will also read unison/2-part/3-part harmony singing. Performance skills as a “team” will be sharpened in this choir class. The solfege system (do re mi) is reviewed and continued, along with music reading, sharp and flat piano keys, and rhythms. Students will continue to sharpen performance skills as they perform in 4 seasonal performances during the year.

This is a year-long elective course in the eighth grade. Students selecting this course will still be involved in the Explore Wheel. Students may not take both Band and Choir as students need the experience in the other explore areas.

