

# WYOMING PUBLIC SCHOOLS

2022-2023

## JUNIOR HIGH SCHOOL CURRICULUM GUIDE



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***Board Adopted February 28, 2022***

## MISSION STATEMENT

Wyoming Public Schools Community will empower all students to discover and achieve their potential in an inclusive, inspiring, and innovative culture of learning.

## VISION STATEMENT

Wyoming Public Schools will be the first choice for education and the pride of our community.

## VALUES

**Character** - *We believe actions express priorities.*

We believe modeling the core principles of kindness, compassion, grace, trust, integrity, respect, and acceptance strengthens us as a community.

**Continuous Improvement** - *We believe success is linked to high expectations.*

We believe that greatness is achieved through ongoing, incremental improvement.

**Collaboration** - *We are better together.*

We believe authentic relationships and shared responsibility are fundamental to success.

**Diversity** - *We are strengthened by our diversity.*

We believe our differences challenge our points of view and lead to better outcomes.

## GOALS

**Every Student Achieving** - We will ensure that every student meets or exceeds high standards by establishing educational equity across all classrooms, schools, and programs.

1. Support and strengthen our Diversity through an inclusive environment.
2. Create and maintain systems of efficient operations at all levels to support a rigorous and robust educational experience in Wyoming Public Schools.

**Every Student Invested in Learning** - We will increase the ownership of learning and achievement in every student by fostering a spirit of inquiry and the joy of learning through rigor, relevance, reflection, and relationships.

1. Encourage and support practices that promote innovation.
2. Apply evidence based best practices in horizontal and vertical alignment structure of our curriculum and expectations pre-K through 12th grade.

**Every Student Prepared for Change and Challenge** - We will reinforce for every student the persistence, determination, and resilience needed to meet the intellectual, civic and social demands of a rapidly changing global environment.

1. Expand and support a culture of collaboration and reflection.
2. Foster a culture of trust, safety, respect, inclusion and accountability for staff and students.

**Every Educator Growing Professionally** - We will advance dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation to improve student outcomes.

1. Foster clear and concise two-way communication and engagement with all stakeholders.
2. Institutionalize a comprehensive approach for data based decision making.
3. Expand stakeholders' personal and professional knowledge and skills to improve student achievement.

# CURRICULUM

## 7<sup>TH</sup> GRADE

In addition to the core courses (English/language arts, math, science, and social studies), students will be enrolled in two non-core courses during two class periods.

Required non-core courses:

- Health 7 (1 semester)
- Computer I (1 semester)

Choices for the 2<sup>nd</sup> non-core courses (one or two semesters):

- Intro to Choir (two semesters)
- Intro to Band (two semesters)
- Physical Education (one or two semesters)
- Intro to Art (one or two semesters)
- Robotics (one semester may take only once as either a 7<sup>th</sup> or 8<sup>th</sup> grader - \*1/2 credit)
- Intro to Strength and Conditioning - (one or two semesters)

**Note:** Students in Math or ELA skills classes will have one less elective.

## 8<sup>TH</sup> GRADE

In addition to English/language arts, math, integrated earth science and US history/geography, students will choose elective courses during two class periods.

Below is a list of the elective choices:

- Concert Choir (two semesters)
- Spanish 1 (one or two semesters)
- French 1 (Two semesters)
- Drama (one semester)
- College and Career Pathways (one semester) - *required* elective
- Physical Education (one or two semesters)
- Intro to Art (one or two semesters)
- Robotics (one semester may take only once as either a 7<sup>th</sup> or 8<sup>th</sup> grader - \*1/2 credit)
- Intro to Strength and Conditioning (one or two semesters)

**Note:** Students in Math or ELA skills classes will have one less elective.

## **STANDARDIZED TESTING**

### **PSAT™**

The Preliminary Scholastic Aptitude Test (PSAT) is given to 8<sup>th</sup> graders each April. The PSAT assesses the same knowledge and skills as the Scholastic Aptitude Test (SAT) given in 11<sup>th</sup> grade. The exams serve as a “check-in” on progress, allowing students and teachers to pinpoint areas for focused practice as students progress to and through high school.

### **M-STEP**

The Michigan Student Test of Educational Progress (M-STEP) is a 21st Century computer-based assessment designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college. M-STEP results, when combined with classroom work, report cards, local district assessments and other tools, offer a comprehensive view of student progress and achievement. This is given to all 7<sup>th</sup> and 8<sup>th</sup> graders each fall. 7<sup>th</sup> graders will be assessed on Language Arts and Math whereas 8<sup>th</sup> graders will be assessed in Science and Social Studies.

### **NWEA MAP Growth Reading & Mathematics**

All WPS students will take the MAP Growth assessments in reading and math in the fall, winter, and spring. This assessment provides a summary of how students are performing academically. MAP Growth assessments are unique because it is an adaptive test. When a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. These results will provide a more complete picture of what each student knows and is ready to learn—whether it is on, above, or below their grade level. Teachers use results to tailor classroom lessons and set goals for students.

## ONLINE LEARNING - 21f

Students take online courses for a variety of reasons. They may be full time online students, taking all their courses over the Internet, or they may be part time online students, that is, supplementing the courses they take at their school with online courses – including during summer. Many students use online courses for credit recovery when they have failed a class that is required for their program or graduation. Others take courses that their schools cannot or do not offer. Many students take Advanced Placement (AP) courses because there are not enough students in their school to offer a face-to-face AP class. Some use online courses for elective credit and personal enrichment.

### **Who is eligible to participate in the new digital learning initiative, 21f?**

**Answer:** With the consent of the student’s parent or legal guardian, a student enrolled in a public local district or public school academy in any of grades 7 to 12 are eligible to enroll in up to two FREE online courses (if the courses do not make the student greater than 1.0 FTE) from the online course catalog published by the educating district, or they may select courses from the statewide catalog of online courses that contains the courses found in the educating district catalog in addition to courses published by other district course providers statewide, including *Michigan Virtual School* courses. Section 21f defines an online course as a “...course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which pupils are separated from their teachers by time or location or both, and in which a teacher who holds a valid Michigan teaching certificate is responsible for determining appropriate instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.”

If a pupil is enrolled in more than two (2) online courses, an educational development plan (EDP) must be created that follows the Department guidance.

### **Can a district deny a student request to enroll in an online course?**

**Answer:** Yes. There are five approved specific reasons for denial, including: 1) the student has previously gained the credits provided from the completion of the online course; 2) the online course is not capable of generating academic credit; 3) the online course is inconsistent with the remaining graduation requirements or career interests of the student; 4) the student does not possess the prerequisite knowledge and skills to be successful in the online course or has demonstrated failure in previous online coursework in the same subject; and 5) the online course is of insufficient quality or rigor. If a district denies a student enrollment because the online course is of insufficient quality or rigor, the district shall make a reasonable effort to assist the student to find an alternative online course in the same or similar subject that is of acceptable rigor and quality. A student or parent may appeal a denied request by submitting a letter to the superintendent of the intermediate school district (ISD) in which the student’s educating district is located. A response to the appeal must be issued within 5 days after it is received.

### **Checklist**

- The student has access to the place and the technology needed on a regular basis to work on assignments.
- The student has the basic computer skills needed to navigate the course and complete and submit assignments.
- The student has support for her or his IEP.
- The course fits in the student’s academic plan and the credits are needed.
- The student knows the course grade will become part of the academic record, grades, credits, etc.
- The student understands that online courses often take as much or more time than face-to-face courses.
- The student has sufficient time in his/her schedule to complete assignments.
- The school offers a mentor or another adult, who the student knows and how to contact to support learning.
- The student knows the start and end dates of the course.
- The student is willing and able to ask for help from the online instructor via email, text, phone, or in person and respond to the instructor using the same methods.
- You and the student know how to contact the help desk to resolve technical issues.

# VIRTUAL LEARNING

## **MySchool@Kent**

Wyoming Public Schools will partner with MySchool@Kent, a program of Kent ISD, to provide an online learning option. MySchool@Kent offers a customization of online school, plus the support of a traditional school. Students are part of a hybrid program - partially online and partially face-to-face support. Students who enroll with MySchool@Kent are still considered WPS students. The credits earned will be applied toward a WHS diploma. [MySchool@Kent Flier](#)

## **ACADEMIC AND CAREER PLAN**

### **Educational Development Plan (EDP)**

An Educational Development Plan (EDP) is a plan of action in which students identify/record career goals and an educational pathway to achieve them. In both 7th and 8th grades, students will be given opportunities to edit and/or add to their EDP's. EDP's will include students' Career Pathway choices, careers in which they are interested and four-year plans for classes that will assist them in entering those careers. The EDP will also be a place for students to store work information, activities in which they participate, and volunteer service. Students can also monitor their grades and progress toward graduation. Students will revisit their EDP's each year to make adjustments. EDP's are available for parents and students online at [www.wyomingps.org](http://www.wyomingps.org) - information page.

### **Academic Preparation**

Academic Preparation provides all students with opportunities to gain important knowledge and develop critical skills in academic subject matter that will prepare them for adult life roles and continuing education. In Michigan, the core academic content areas include English/Language Arts, Mathematics, Science, and Social Studies. Content standards have been developed in each of these areas for K-12 students and are presented in the *Michigan K-12 Common Core State Standards* documents by content area. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The college and career readiness expectations and high school (grades 9-12) standards work together to provide a sound academic foundation which is important to learning the increasingly complex technical skills required by today's workforce. [Michigan Academic Standards](#)

## CAREER PATHWAYS

The world of work is rapidly changing as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in this highly competitive global economy. Career Pathways will provide students focus and foundation for their learning experiences that not only meet their academic potential and career interest, but lead to lifelong learning and achievement. The following six Career Pathways have been identified:

**Arts and Communications:** This career path is for the creative thinker who is good at communicating ideas. This is for careers related to the humanities, the performing, visual, literary, and media arts.

**Business, Management, Marketing, and Technology:** This career path is for the organized person who likes planning activities, and working with numbers or ideas. This is for careers related to all aspects of business including accounting, business administration, finances, information processing and marketing.

**Engineering/Manufacturing and Industrial Technology:** This career path is for the mechanically inclined and practical person who is curious about how things work and enjoys working with his/her hands. This is for careers related to technologies necessary to design, develop, install, or maintain physical systems.

**Health Sciences:** This career path is for the person who likes to care for people or animals and enjoys learning more about science and medicine. This is for careers related to the promotion of health as well as the treatment of injuries, conditions, and disease.

**Human Services:** This career path is for the friendly, open, understanding, and cooperative person who thinks it is important to do something that makes things better for other people. This is for careers related to the care and service of others, civil service, education, hospitality, and the social services.

**Natural Resources and Agri-science:** This career path is for the nature loving person who is curious about the physical world and interested in plants and animals.

Below is a link to a visual of the career pathways that includes sample high school courses and careers that align with each pathway. Please note that WPS may not offer all the courses listed in the example.

[https://www.michigan.gov/documents/pathways\\_8310\\_7.html](https://www.michigan.gov/documents/pathways_8310_7.html)



# TENTATIVE FIVE-YEAR PLAN

## EIGHTH GRADE (\*Junior High School courses which are for high school credit)

### First Semester

1. ENGLISH
2. 8<sup>TH</sup> GRADE MATH OR ALGEBRA I\*
3. INTEGRATED EARTH SCIENCE
4. US HISTORY
5. COLLEGE AND CAREER PATHWAYS
6. \_\_\_\_\_

### Second Semester

1. ENGLISH
2. 8<sup>TH</sup> GRADE MATH OR ALGEBRA I\*
3. INTEGRATED EARTH SCIENCE
4. US HISTORY
5. \_\_\_\_\_
6. \_\_\_\_\_

## NINTH GRADE

### First Semester

1. ENGLISH 9
2. ALGEBRA/GEOMETRY
3. BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

### Second Semester

1. ENGLISH 9
2. ALGEBRA/GEOMETRY
3. BIOLOGY
4. WORLD HISTORY & GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

## TENTH GRADE

### First Semester

1. ENGLISH 10
2. ALGEBRA/GEOMETRY/ALGEBRA II
3. CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

### Second Semester

1. ENGLISH 10
2. ALGEBRA/GEOMETRY/ALGEBRA II
3. CHEMISTRY/PHYSICS
4. U.S. HISTORY/GEOGRAPHY
5. WORLD LANGUAGE
6. \_\_\_\_\_

## ELEVENTH GRADE

### First Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/MATH ELECTIVE
3. SCIENCE ELECTIVE
4. CIVICS
5. \_\_\_\_\_
6. \_\_\_\_\_

### Second Semester

1. ENGLISH 11
2. GEOMETRY/ALGEBRA II/MATH ELECTIVE
3. SCIENCE ELECTIVE
4. ECONOMICS
5. \_\_\_\_\_
6. \_\_\_\_\_

## TWELFTH GRADE

### First Semester

1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Second Semester

1. ENGLISH 12
2. ALGEBRA II/MATH ELECTIVE
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### **Additional Requirements:**

1 credit of P.E./Health; 1 credit of Applied Arts; 2 credits of World Language; 20 hours of online experience embedded into core content classes.

\*Beginning in 9th grade each student will remain with his or her cohort class regardless of the number of credits earned. Counselors will work diligently to inform both the student and parent/guardian when that individual is at risk of not earning a diploma with his or her graduating class. In the event that a student becomes significantly behind in credits, other options that may assist in earning a diploma in an alternate setting will be explored. Seniors must complete the required 22 credits to participate in the commencement ceremony and earn a Wyoming High School Diploma.

## ENGLISH LEARNERS (EL) PROGRAM

Students who have recently entered the United States from many parts of the world, or speak a language other than English in the home, develop proficiency in English. Based on a standardized state language assessment, the ACCESS for ELLs, students at the beginning and basic intermediate level learn everyday vocabulary, sentence structure and grammar usage which further improves communication in both social and academic settings. Course components are listening, speaking, reading and writing with an emphasis on developing academic language.

### **NEWCOMERS' ENGLISH (Two semesters – 2 ELE credits & 1 ENG credit) (YBN)**

This three hour block is designed for students who have recently entered the United States. Based on a standardized state language assessment, the ACCESS for ELLs, students at the basic level learn everyday vocabulary and sentence patterns which lead to appropriate English communication in social settings. Students also develop academic and critical thinking skills which allow them to fully participate in the core curriculum of the school. Course components include listening, reading, writing and speaking.

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## ELECTIVES

### **COLLEGE AND CAREER PATHWAYS - (One Semester - ½ ELE credit) (VCCP)**

This course provides 8<sup>th</sup> grade students with opportunities to identify their personal strengths, explore career pathways, practice employability skills in high demand, and engage in activities to help them be successful with what they choose to do after high school. Throughout the course, students will also learn effective habits to support their academic growth and develop a scholarly mindset.

### **INTRO TO ROBOTICS – (One semester – ½ ELE credit) - [Course Webcast](#) (IIR)**

This class will cover the fundamentals of problem solving, system design, and programming. Students who successfully complete this course will learn basic physics and physical science concepts, fundamental engineering concepts, programming concepts, teamwork, collaboration, robotics competitions and the robotics industry. Building and programming robotics applies science, technology, engineering and math (STEM) concepts.

# APPLIED ARTS DEPARTMENT

## **INTRO TO ART (One or two semesters) - [Course Webcast](#) (LAB)**

In this course students will explore the world of Art. Students will examine exciting cultures and their expressions through Art. Artmaking will be a primary focus in areas such as clay, printmaking, drawing, painting and sculpture, and will be used to create personal responses to ideas that are studied.

## **DRAMA (One semester) - [Course Webcast](#) (BDRAJ)**

This performance course offers students an opportunity to be involved with all aspects of theatre: pantomimes, improvisations, acting, directing, and performing scenes. In addition, students study the history of theatre, read plays by well-known writers, and analyze professional acting performances. (\*Only 1/2 credit goes toward graduation credits.)

## **INTRO TO CHOIR (Two Semesters) - [Course Webcast](#) (JIVM)**

In this course, students will understand what it means to be a part of a performing group. Performances of great choral literature are scheduled throughout the school year and participation is expected to receive credit. Singing is a large part of class participation. Students will be involved in a project-based class with exposure to music theory, sight-reading and basic vocal technique.

## **CONCERT CHOIR (Two semesters) - [Course Webcast](#) (JCCJ)**

Students will continue to explore what it means to be a part of a performing group and will be expected to sing on a daily basis. They will begin to progress toward a more advanced repertoire and standard of choral singing. Performances of great choral literature are scheduled throughout the school year and participation is expected to receive credit. Students will be involved in a project-based class with exposure to basic and intermediate music theory, sight-reading and intermediate vocal technique.

## **INTRO TO BAND (Two Semesters) - [Course Webcast](#) (JIB)**

This course functions as the first year of instrumental instruction in our Band program and is open to any student wishing to play a wind or percussion instrument. Intro to Band performs three or four concerts outside of school throughout the year. Participation in these concerts, as well as special rehearsals and activities are required in order to receive full credit. Intro to Band is designed to offer students beginning-level instruction in band performance skills in preparation for concerts, with emphasis on music theory, interpretation, and technical proficiency.

## **CONCERT BAND (Two Semesters) - [Course Webcast](#) (JCB)**

**Prerequisite:** 1 year of Band or director approval

This course functions as the second year of instrumental instruction and is open to any wind or percussion student who has at least ONE year of Band instruction. Concert Band performs concerts outside of school throughout the year. Participation in these concerts, as well as special rehearsals and activities are required in order to receive full credit. Concert Band is designed to offer students intermediate-level instruction in performance skills in preparation for concerts, with emphasis on music theory, interpretation, and improved technical proficiency.

# **BUSINESS & TECHNOLOGY DEPARTMENT**

## [Courses Webcast](#)

### **COMPUTERS I – (One semester)**

**(GCP1)**

Students will be exposed to various components in the ever changing world of technology, including keyboard applications, word processing applications, presentation applications, spreadsheet applications, and research strategies on the web. Students will also learn how to be digital citizens while creating positive digital footprints and using proper etiquette on the web. Students will also be exposed to a unit in Cyber Safety with a focus in cyber bullying and prevention. The students will work and collaborate in the Cloud, primarily using Google applications, and will learn to use the computer as a tool for efficiency. It will be expected that all Computers I students will be exposed to at least half of the skills taught in the 21things4students.net website.

### **COMPUTERS II – (One semester)**

**(GCP2)**

Computers II students will be exposed to be more advanced skills in the word processing, presentation and spreadsheet applications than what they learned in Computers I. These advanced skills will be skills necessary not only for current and future coursework but also for college and career readiness. The students will learn Microsoft Word, Excel and PowerPoint programs and will have the opportunity to attempt to pass the Microsoft Office Specialist certification test. The Computers II will also work through basic computer science curriculum where they will be introduced to a variety of coding languages. Collaboration, problem solving, and coding with a specific emphasis in website development, game and animation programs will be the main goal of this portion of the course.

# LANGUAGE ARTS DEPARTMENT

## **ENGLISH/LANGUAGE ARTS 7**

**(BE7)**

This course emphasizes literature, writing, and vocabulary. The genres of drama, mystery, and mythology are the literary focus. Writings for the year include narrative, argumentative, informative, and research-based pieces. Sadlier-Oxford vocabulary books are used to enhance the students' reading comprehension and knowledge base.

## **HONORS ENGLISH/LANGUAGE ARTS 7**

**(BEA7)**

- Standard grades – preferably has an A/B in English/Language Arts 7
- M-Step - 1 or high 2 in Reading & Writing
- Student must be highly motivated
- Teacher Recommendation

Meeting all four requirements would guarantee placement. If a student meets three out of four requirements he/she would be considered on a person to person basis. Final decision may depend on spaces available.

## **ENGLISH/LANGUAGE ARTS 8 (Two semesters)**

**(BE8)**

This course emphasizes literature, writing, vocabulary, and grammar. Writings for the year include narrative, argumentative, informative, and research-based pieces. Sadlier-Oxford vocabulary books are used to enhance the students' reading comprehension and knowledge base.

## **ENGLISH SKILLS 7 & 8 (Two semesters)**

**(BESK7 & BESK8)**

This course emphasizes literature, writing, vocabulary, and grammar as aligned with Common Core ELA standards. It is designed for students to improve their reading and writing abilities using personalized NWEA Map Skills data to identify target areas to maximize growth for each student. Students are selected for this course based on English grades, MAP scores and teacher recommendation.

## **HONORS ENGLISH/LANGUAGE ARTS 8 (Two semesters)**

**(BEA8)**

- Standard grades – preferably has an A/B in English/Language Arts 8
- M-Step - 1 or high 2 in Reading & Writing
- Student must be highly motivated
- Teacher Recommendation
- MAP Scores

Meeting all five requirements would guarantee placement. If a student meets four out of five requirements he/she would be considered on a person to person basis. Final decision may depend on spaces available.

# MATHEMATICS DEPARTMENT

## **MATH 7 (Two semesters)**

**(EM7)**

Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

## **HONORS MATH 7 with Pre-Algebra**

**(EMA7)**

Students work through the 7<sup>th</sup> grade math curriculum at an accelerated pace, then are taught topics that are normally found in Pre-Algebra as extensions of the relevant 7<sup>th</sup> grade material. The ability to consistently complete all homework, grade level (or higher) scores on common assessments and MAP, and teacher recommendation are normally required for entrance into this class. Relative maturity is required for this class along with all the components of that resource i.e. a good attitude and the willingness to work hard on the subject material.

## **MATH SKILLS (Two semesters) 7/8**

**(ESM7/ESM8)**

A math course that provides additional support in mathematics. Students have an opportunity for repeated practice, pre-teaching, re-teaching and/or explicit teaching of essential math skills (e.g. computation, problem-solving). It is designed to strengthen the basic and fundamental math skills of students. MAP (Measure of Academic progress) skills data will be utilized to demonstrate skills mastery and progress monitoring. This class will consist of an individualized computer component and teacher intervention. Students are selected for this course based on Math grades, MAP scores and teacher recommendation.

## **8<sup>TH</sup> GRADE MATH (Two semesters)**

**(EM8)**

Grade 8 instructional time will focus on three critical areas: (1) Formulating and reasoning about expressions and equations. This will include modeling and solving linear equations, as well as systems of equations. (2) Grasping the concept of functions, and using functions to describe quantitative relationships. (3) Analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence. Students will also gain an understanding of the Pythagorean Theorem, and apply that understanding to real world situations.

## **ALGEBRA I (Two semesters – 1 ALG credit) *Adv. 8<sup>th</sup> - for HS credit***

**(EA1)**

Algebra 1 builds on the abstract thinking skills introduced in Pre-Algebra. Critical properties, rules, definitions, and problem solving strategies are studied and applied throughout this course. Students will go from linear expressions to an in-depth study of linear relationships, systems, and other functions. These functions include, but are not limited to; quadratics, exponentials, and rational functions of higher degrees. Students learn to represent and critically think about functions in three ways: algebraically, in tables, and graphically. Topics also include bivariate data analysis and radical equations. In addition to content standards, students will focus on the eight mathematical practices as outlined by the Common Core. Graphing calculators are recommended for this course.

## PHYSICAL EDUCATION/HEALTH DEPARTMENT

### **HEALTH 7 (One semester) - [Course Webcast](#) (MH7)**

Teen Leadership curriculum will be used to help students develop a healthy self-concept, build healthy relationships, and cultivate a sense of personal responsibility. They will practice skills in communication, responsible decision making, and goal setting. Students will gain an understanding of basic nutrition through food analysis and meal planning. They will learn about tobacco, alcohol, and other drugs, safety and resolving conflicts. Reproductive education including male and female anatomy will be taught along with abstinence and refusal skills.

### **PHYSICAL EDUCATION (One or two semesters) (MPEJ)**

This course focuses on improving major and minor motor skills, lifelong fitness, individual and team sports, skill development, and personal and social character. Students will learn to understand their personal physical fitness levels and how to create a lifestyle that promotes healthy physical fitness and nutrition choices. This class is intended to build the foundation for a healthy and active lifestyle.

### **INTRO TO STRENGTH AND CONDITIONING (One or two semesters) (MSCJ)**

#### [Course Webcast](#)

Students will gain a basic understanding of proper lifting techniques and target specific muscle groups to increase overall body strength and fitness. Demonstration of proper technique, along with consistent max goal targets achieved, will show growth by end of semester.

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## SCIENCE DEPARTMENT

### **SCIENCE 7 (Two semesters) (DS7)**

This course is designed to teach students how to think scientifically. By the end of the year students should have mastered the following areas: Weather, Scientific Method, Measurement, Waves–Sound and Light, Chemistry, Cells, Genetics, and Plants.

### **INTEGRATED EARTH SCIENCE (Two semesters) (DIES)**

This class is for 8<sup>th</sup> grade only, and consists of the Next Generation Science Standards (NGSS) standards mainly in the area of Earth Science. Additional science strands are embedded making it a well-rounded and rigorous course. This approach is intended to support the transition from the Michigan High School Content Expectations (HSCE) to NGSS experiences.

## SOCIAL STUDIES DEPARTMENT

### **SOCIAL STUDIES 7 (Two semesters) (CS7)**

Using the Five Themes of Geography: location, place, region, movement, and human-environment interaction; students explore the geography, history and culture of Europe, Africa, Asia and Australia.

### **U.S. HISTORY 8 (Two semesters) (CS8)**

Students will acquire a wealth of historical information regarding American History from the early Colonial to 1877. Particular attention will be given to Christopher Columbus' Global Exchange, the founding of the 13 colonies, the establishment of our nation and government by the various founding fathers, the westward expansion beginning with the Louisiana Purchase, the Mexican War, the causes leading to the separation of the United States, the Civil War, the Holocaust, and the Reconstruction and restoration of the Union. Students will demonstrate knowledge, skill and values necessary to be life-long participants in American society. They investigate cultural diversity and recognize the worth and dignity of self and others. U.S. History will relate historical events and trends to present day situations and policies.

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## WORLD LANGUAGE DEPARTMENT

### **SPANISH I (Two semesters - 1 WLG credit) - [Course Webcast](#) (FS1)**

The target language is introduced. Vocabulary such as greetings, numbers, calendar, family, daily activities, and descriptions; and grammar such as verb conjugation, sentence structure and noun/verb/adjective agreement is introduced. In addition, cultural diversity and aspects of typical daily life of target culture are discussed. A variety of teaching and learning styles are used to engage students in speaking, listening, reading and writing activities.

### **FRENCH 1 (Two semesters - 1 WLG credit) - [Course Webcast](#) (FF1)**

The course will use French as the principal language of instruction, communication, and content. The primary goal of the class is to introduce and build conversational and interpretation skills while providing a deeper understanding of cultural diversity in French speaking countries as it relates to the world. The class will also offer a focus on cultural issues through a variety of authentic French activities introducing history and traditions of different countries as well as current events in the French speaking world. The strong emphasis on culture and conversation will empower students to work toward fluency and relate better to different cultures.



# **SPECIAL EDUCATION DEPARTMENT**

## **RESOURCE PROGRAM**

The resource program supports students with disabilities working through the Michigan Merit Curriculum towards a high school diploma. Consistent with each student's individual education program (IEP), teachers provide specially designed instruction in reading, writing, math and/or behavior so that students may (a) participate in the general education curriculum, and (b) make progress on their IEP goals.

## **LIFE CENTERED CAREER EDUCATION (LCCE)**

Life Centered Career Education (LCCE) provides students instruction in daily living skills, interpersonal and social skills, and occupational skills. LCCE courses support students with disabilities working on alternate standards towards a certification of completion. The coursework is intended to increase student independence in home, school, community, and/or employment environments. In order to achieve completion of courses, students must meet the requirements of the course and make progress on their goals and objectives. Decisions to pursue a certificate of completion and to participate in LCCE courses are made on a case-by-case basis through the individual education program (IEP) process. The IEP process includes input from students, families and the school with particular consideration given to each student's post-secondary goals.

### **Course Offerings**

LCCE courses focus on preparing students for life after high school. This includes entering the world of work, community engagement, and daily living skills. Courses are designed to be a year-long, unless otherwise noted. Course objectives are also designed to be mastered within the school year but may be altered or extended depending on the needs of the student. Courses may not be offered each year.

Functional mathematics and reading skills are essential components of the LCCE courses. They are embedded in every class with examples including: vocabulary, bus schedules, recipes, reading for information, textbooks, math skills that support career readiness, employment and independent living.

# WYOMING PUBLIC SCHOOLS

## COMPLAINT PROCEDURES FOR NONDISCRIMINATION

### Section I

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which may be referred to as a grievance, with the District's Civil Rights Coordinator.

Sarah Earnest, Assistant Superintendent for Employee Relations  
Wyoming Public Schools  
3575 Gladiola Avenue SW  
Wyoming, Michigan 49519

The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Cleveland Office, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: [ocr.cleveland@ed.gov](mailto:ocr.cleveland@ed.gov); Web: <http://www.ed.gov/ocr>.

### Section II

A person who believes s/he has a valid basis for a complaint, may discuss the matter informally and on an oral basis with the District's Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant. If the informal procedures do not resolve the matter to the complainant's satisfaction or s/he skips the informal process, s/he may initiate formal procedures according to the following steps:

**Step 1 - Investigation by the District Civil Rights Coordinator:** A person may initiate a formal investigation by filing a written complaint with the District Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall interview any witnesses and review other evidence provided by the complainant. The investigation shall be completed within ten (10) business days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the District's files and records relating to the complaint.

**Step 2 -** If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of receiving the written appeal.

**Step 3 -** If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

The complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a Complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

The Civil Rights Coordinator will provide a copy of the District's complaint procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts, and the regulations on which this notice is based, may be found in the Civil Rights Coordinator's office.

### Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws. Revised 5/19/10