

WYOMING PUBLIC SCHOOLS

2024-2025

JUNIOR HIGH SCHOOL CURRICULUM GUIDE



TABLE OF CONTENTS

Mission, Vision, Values and Goals	3
Curriculum	4
Standardized Testing	5
Online Learning 21f	6
Virtual Learning	7
Academic and Career Plan	7
Career Pathways	8
Tentative Five-Year Plan	9
English Learners (EL) Program	10
Electives	10
Applied Arts Department	11
Business & Technology Department	12
Language Arts Department	13
Mathematics Department	14
Physical Education/Health Department	15
Science Department.....	15
Social Studies Department	16
Special Education Department/LCCE	16
Regional Emotional Impairment (REI) Program.....	17
Complaint Procedures for Non-Discrimination	18

Board Adopted December 11, 2023

MISSION STATEMENT

Wyoming Public Schools will empower each scholar to reach their immediate and future goals by providing ambitious instruction and embracing diverse voices within a community where everyone belongs.

VISION STATEMENT

In a culture where we embrace diverse identities, each Wyoming Public School scholar will experience belonging and be challenged to excel academically to positively impact our local and global communities.

CORE VALUES

Belonging, Diversity, and Inclusion - We create culturally affirming spaces where diverse identities are embraced, scholar voice is elevated and acted upon, and all stakeholders experience a sense of belonging as their authentic selves.

Educational Excellence - We set high standards, use equitable practices, and deliver ambitious instruction, so that each scholar experiences high academic, social, and emotional growth in order to reach their post-secondary goals and positively impact their communities.

Continuous Improvement - We are a learning organization that uses a variety of data sources to inform decisions on the implementation of innovative, adaptive, and sustainable practices to develop the skills, knowledge, and abilities our scholars need to be global leaders.

Better Together - We implement intentional structures where colleagues, scholars, families, and community partners collaborate to co-construct meaningful and rigorous learning experiences.

GOALS

Every Scholar Achieving - We will ensure that every scholar 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 Scholar Invested in Learning - We will increase the ownership of learning and achievement in every scholar 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 Scholar Prepared for Change and Challenge - We will reinforce for every scholar 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 scholars.

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

CURRICULUM

7TH GRADE

In addition to the core courses (English/language arts, math, science, and social studies), scholars 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 2nd 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)
- Intro to Strength and Conditioning - (one or two semesters)

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

8TH GRADE

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

Below is a list of the elective choices:

- Concert Choir (two semesters)
- Concert Band (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)
- Design and Modeling (one semester)
- Intro to Strength and Conditioning (one or two semesters)
- Scholar Leadership (one semester)
- Peer-to-Peer Leadership (one semester)
- Computers II (one semester)

Note: Scholars in Math and ELA Lab classes will have one less elective.

STANDARDIZED TESTING

PSAT™

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

M-STEP

The Michigan Scholar Test of Educational Progress (M-STEP) is a 21st Century computer-based assessment designed to gauge how well scholars are mastering state standards. These standards, developed for educators by educators, broadly outline what scholars 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 scholar progress and achievement. This is given to all 7th and 8th graders each fall. 7th graders will be assessed on Language Arts and Math whereas 8th graders will be assessed in Science and Social Studies.

NWEA MAP Growth Reading & Mathematics

All WPS scholars will take the MAP Growth assessments in reading and math in the fall, winter, and spring. This assessment provides a summary of how scholars are performing academically. MAP Growth assessments are unique because it is an adaptive test. When a scholar 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 scholar 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 scholars.

ONLINE LEARNING - 21f

Scholars take online courses for a variety of reasons. They may be full time online scholars, taking all their courses over the Internet, or they may be part time online scholars, that is, supplementing the courses they take at their school with online courses – including during summer. Many scholars 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 scholars take Advanced Placement (AP) courses because there are not enough scholars 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 scholar’s parent or legal guardian, a scholar 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 scholar 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 scholar request to enroll in an online course?

Answer: Yes. There are five approved specific reasons for denial, including: 1) the scholar 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 scholar; 4) the scholar 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 scholar enrollment because the online course is of insufficient quality or rigor, the district shall make a reasonable effort to assist the scholar to find an alternative online course in the same or similar subject that is of acceptable rigor and quality. A scholar or parent may appeal a denied request by submitting a letter to the superintendent of the intermediate school district (ISD) in which the scholar’s educating district is located. A response to the appeal must be issued within 5 days after it is received.

Checklist

- The scholar has access to the place and the technology needed on a regular basis to work on assignments.
- The scholar has the basic computer skills needed to navigate the course and complete and submit assignments.
- The scholar has support for her or his IEP.
- The course fits in the scholar’s academic plan and the credits are needed.
- The scholar knows the course grade will become part of the academic record, grades, credits, etc.
- The scholar understands that online courses often take as much or more time than face-to-face courses.
- The scholar has sufficient time in his/her schedule to complete assignments.
- The school offers a mentor or another adult, who the scholar knows and how to contact to support learning.
- The scholar knows the start and end dates of the course.
- The scholar 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 scholar 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. Scholars are part of a hybrid program - partially online and partially face-to-face support. Scholars who enroll with MySchool@Kent are still considered WPS scholars. 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 scholars identify/record career goals and an educational pathway to achieve them. In both 7th and 8th grades, scholars will be given opportunities to edit and/or add to their EDP's. EDP's will include scholars' 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 scholars to store work information, activities in which they participate, and volunteer service. Scholars can also monitor their grades and progress toward graduation. Scholars will revisit their EDP's each year to make adjustments.

Academic Preparation

Academic Preparation provides all scholars 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 scholars 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 scholars 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. Scholars 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 scholars 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.

TENTATIVE FIVE-YEAR PLAN

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

First Semester

1. ENGLISH
2. 8TH GRADE MATH OR ALGEBRA I*
3. INTEGRATED EARTH SCIENCE
4. US HISTORY
5. COLLEGE AND CAREER PATHWAYS
6. _____

Second Semester

1. ENGLISH
2. 8TH 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 scholar will remain with his or her cohort class regardless of the number of credits earned. Counselors will work diligently to inform both the scholar 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 scholar 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

Scholars 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, scholars 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.

EL ENGLISH 1 (Two semesters - 1 ENG credit) *(YBE1J)*

EL NEWCOMERS (Two semesters - 1 ELE credit) *(YBENJ)*

EL ENGLISH LITERACY (Two semesters – 2 ELE credit) *(YELELJ)*

This three hour block is designed for scholars who have recently entered the United States. Based on a standardized state language assessment, the ACCESS for ELLs, scholars at the basic level learn everyday vocabulary and sentence patterns which lead to appropriate English communication in social settings. Scholars 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.

ENGLISH LEARNERS ENGLISH 2 (Two semesters - 1 ENG credit) *(YBEL2J)*

This course emphasizes the subject matter of reading, writing and grammar with a special emphasis on the needs of a second language learner. EL students will demonstrate proficiency in the reading and studying of literature, grammar, and composition. The study of literature incorporates an in-depth examination of its various forms: short story, drama, novel and poetry. Paragraph writing focuses on detailed support and sentence variety within narrative, informative and argumentative texts.

ELECTIVES

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

This course provides 8th grade scholars 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, scholars will also learn effective habits to support their academic growth and develop a scholarly mindset.

DESIGN AND MODELING (One semester - ½ ELE credit) *(IDM)*

Have you ever wanted to create a toy or a device to help people? In this course, you will engage in the design process used by real companies and organizations to design a therapeutic toy for a child with adaptive needs. Combining creativity, innovative thinking and technology skills, you will model, design and build objects to solve real world problems. And who knows, just maybe, your design could land you a spot on an upcoming Shark Tank episode!

SCHOLAR LEADERSHIP - (One semester - ½ ELE credit) *(VSL)*

This class would give structured time for scholar-promoted events as well as form leaders to help create a change in the school community. Scholars will talk about bullying, culture and how to speak up or create change. Scholars will be required to create resources to promote events at school and lead certain activities.

PEER TO PEER LEADERSHIP (Two semesters - 1 ELE credit) *(SJPPKA/B)*

This course would allow scholars with disabilities to have additional support and to build mutual relationships. It would build leaders and increase academic, independence and social engagement opportunities for scholars with autism and other disabilities. This will be achieved by inviting multiple peers without disabilities to learn about their classmates with developmental or intellectual disabilities.

APPLIED ARTS DEPARTMENT

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

In this course scholars will explore the world of Art. Scholars 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 scholars an opportunity to be involved with all aspects of theatre: pantomimes, improvisations, acting, directing, and performing scenes. In addition, scholars 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, scholars 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. Scholars 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)

Scholars 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. Scholars 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 scholar 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 scholars 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 scholar 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 scholars 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)

Scholars 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. Scholars will also learn how to be digital citizens while creating positive digital footprints and using proper etiquette on the web. Scholars will also be exposed to a unit in Cyber Safety with a focus in cyber bullying and prevention. The scholars 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 scholars will be exposed to at least half of the skills taught in the 21things4scholars.net website.

COMPUTERS II – (One semester)

(GCP2)

Computers II scholars 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 scholars 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 scholars' 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
- Scholar must be highly motivated
- Teacher Recommendation

Meeting all four requirements would guarantee placement. If a scholar 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 scholars' reading comprehension and knowledge base.

ENGLISH LAB CLASSROOMS 7 & 8 (Two semesters)

(BEL)

ELA Lab Classroom support scholars with additional time and support in developing the prerequisite skills that are needed for success in the Tier I core classroom. Lab Classrooms are supplemental in nature as they are an added layer of support beyond Tier I core classes. A reliance on essential standards helps personalize student needs in a mastery-based approach. Students are placed through a combination of teacher recommendation and performance on state, national, and/or local assessments.

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
- Scholar must be highly motivated
- Teacher Recommendation
- MAP Scores

Meeting all five requirements would guarantee placement. If a scholar 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)

Scholars work through the 7th grade math curriculum at an accelerated pace, then are taught topics that are normally found in Pre-Algebra as extensions of the relevant 7th 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 LAB CLASSROOM (Two semesters) 7/8

(ESL)

Math Lab Classroom support scholars with additional time and support in developing the prerequisite skills that are needed for success in the Tier I core classroom. Lab Classrooms are supplemental in nature as they are an added layer of support beyond Tier I core classes. A reliance on essential standards helps personalize student needs in a mastery-based approach. Students are placed through a combination of teacher recommendation and performance on state, national, and/or local assessments.

8TH 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. Scholars 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. 8th - 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. Scholars 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. Scholars 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, scholars 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 scholars 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. Scholars 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. Scholars 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](#)

Scholars 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.

SCIENCE DEPARTMENT

SCIENCE 7 (Two semesters) (DS7)

This course is designed to teach scholars how to think scientifically. By the end of the year scholars 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 8th 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

WORLD HISTORY THROUGH 1750 (Two semesters) (CH7)

Scholars will learn about world history and its geography using the tools and mental constructs of modern historians. This includes conducting investigations of primary and secondary sources, developing inquiries, analyzing historical viewpoints and data, and creating culminating projects using research-based evidence. This course will cover the first four eras of history: The Beginnings of Human Society, Early Civilizations and the Emergence of Pastoral Peoples, Classical Traditions, World Religions, and Major Empires, and Continental Interactions.

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

Scholars 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. Scholars 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.

SPECIAL EDUCATION DEPARTMENT

RESOURCE PROGRAM

The resource program supports scholars with disabilities working through the Michigan Merit Curriculum towards a high school diploma. Consistent with each scholar's individual education program (IEP), teachers provide specially designed instruction in reading, writing, math and/or behavior so that scholars 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 scholars instruction in daily living skills, interpersonal and social skills, and occupational skills. LCCE courses support scholars with disabilities working on alternate standards towards a certification of completion. The coursework is intended to increase scholar independence in home, school, community, and/or employment environments. In order to achieve completion of courses, scholars 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 scholars, families and the school with particular consideration given to each scholar's post-secondary goals.

Course Offerings

LCCE courses focus on preparing scholars 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 scholar. 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.

REGIONAL EMOTIONAL IMPAIRMENT (REI) PROGRAM

The Regional Emotional Impairment (REI) program provides scholars with specially designed instruction in social emotional learning and development, including building skills in emotional regulation, self-management, self-awareness, social skills, relationship building, and responsible decision-making. The individual education program (IEP) defines growth areas, goals and supplementary aids for each scholar. The REI program provides instruction and learning opportunities in order for scholars to practice and demonstrate skills in both academic and community environments. Academic instruction and coursework is in line with grade level standards for scholars who will be working towards a high school diploma.

Course Offerings

The REI program includes core subjects of reading, math, science and social studies. These courses align with WJH departmental descriptions and objectives, with flexibility offered to meet a range of learner skills. Social emotional learning is embedded in all courses and most scholars receive at least one hour per school day of targeted social-emotional learning. In addition to REI courses, scholars in the REI program are provided meaningful opportunities to participate in the general education environment and classes. The course schedule for each scholar will be influenced by their IEP.

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; 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