



**Grosse Ile Middle School
Course Guide
2024 - 2025**

Colored Pencil Artwork by Nixen Tressler

GROSSE ILE MIDDLE SCHOOL

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GROSSE ILE MIDDLE SCHOOL MISSION STATEMENT

“Devoted to students, committed to learning.”

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COUNSELING OFFICE

Counseling is an integral part of the curriculum at Grosse Ile Middle School, and all students in grades 6-8 have access to the school counselor. In accordance with the American School Counselor Association National Model (2012), Grosse Ile Middle School provides a comprehensive counseling program that is developmental in scope, supporting students as they navigate the academic and social emotional challenges accompanying their transitions from elementary school to middle school to high school. The school counselor implements activities and interventions in individual, small group, and classroom formats to assist students in three domains: **academics, personal/social issues, and career exploration**. Students are encouraged to sign up to see their counselor and seek out these resources!

You might see your school counselor to talk about some of the following:

ACADEMICS	PERSONAL/SOCIAL CONCERNS	CAREER EXPLORATION
<ul style="list-style-type: none"> ● Choosing Classes ● Creating a 4 Year Plan for High School ● Developing Sound Academic Habits ● Goal Setting ● Managing Transitions (from elementary school) ● Managing Transitions (to high school) ● Organizational Skills ● Planning Future Courses ● Study Skills ● Test Anxiety ● Time Management 	<ul style="list-style-type: none"> ● Abuse ● Anger Management ● Anxiety ● Communication Skills ● Conflict Resolution ● Crisis Situations ● Death ● Decision-Making Skills ● Divorce ● Drug/Alcohol Abuse ● Family Changes ● Friendship ● Grief/Loss ● Managing Stress 	<ul style="list-style-type: none"> ● 4 Year Planning for High School ● Career/Technical Education Opportunities ● Decision-Making Skills ● Exploring Careers ● Job Skills ● Interests and Skills ● Postsecondary Planning ● Researching Careers ● Selecting Classes ● Setting Career Goals ● STEM Careers ● Taking Interest Inventories ● Thinking About College

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CAREER EXPLORATION AND PLANNING

Career exploration and planning is one area of focus in a comprehensive school counseling program. It is never too early to start considering which career pathways best fit a student's interests, skills, and personality! At the middle school level, students complete career exploration activities each year in accordance with the Michigan Career Development Model. These activities include completing interest inventories, setting career goals, examining the Michigan Merit Curriculum, and starting to develop four-year plans for high school. These activities allow students to be more intentional in planning for their futures and choosing coursework that aligns with their postsecondary aspirations.

The following is a list of excellent websites you can access with your student as you embark upon this process.

Xello

This online platform contains interest inventories, career matchmaker activities, and college and career readiness lessons. Students will create an educational development plan in Xello that they will access and update throughout middle school and high school. They can access their Xello profile using their Grosse Ile Schools email account.

Pathfinder

Students can use this Michigan-specific career planning site as a supplement to the career exploration activities they complete on Xello.

<https://pathfinder.mitalent.org/#/home>

Wayne RESA Workforce Inventory

<http://workforce.resa.net/>

Big Future

Students can explore careers, postsecondary options, college planning, potential majors, and financial aid opportunities when they access this site from the College Board.

<https://bigfuture.collegeboard.org/>

O*NET ONLINE

The official US Department of Labor Website with information on hundreds of careers, including work tasks, requisite skills, required training, salary, and work environment.

<https://www.onetonline.org/>

The List of Colleges and Universities in Michigan (2023)

<https://www.collegesimply.com/colleges/michigan/>

Michigan Career Pathways

https://drive.google.com/file/d/1QbcE4zTJbs_NSol0ysAW3qocVCJLaLvH/view?usp=sharing

EDUCATIONAL DEVELOPMENT PLANS (EDPs)

EDP stands for Educational Development Plan. The State of Michigan requires every student to have an EDP on file starting in 7th grade. It is a living document that we update each year as we explore postsecondary pathways, career interests, and academic planning for high school.

EDP ACTIVITIES BY GRADE LEVEL:

6th Grade
<ul style="list-style-type: none">● Create student profile in Xello. Complete learning styles inventory.
<ul style="list-style-type: none">● Discuss factors that determine the types of careers people choose including skills, interests, personality type, and social values.
<ul style="list-style-type: none">● Introduction to the six Michigan Career Zones. Save 3 careers of interest in Xello.
<ul style="list-style-type: none">● Xello lessons: 1. Decision Making 2. Interests 3. School Subjects at Work 4. Time Management.
7th Grade
<ul style="list-style-type: none">● Take the Career Matchmaker and Personality Style quizzes in Xello. A list of careers will be generated based on interests, values, and personality type. Explore job requirements, level of postsecondary education, and average earnings. Update saved careers of interest.
<ul style="list-style-type: none">● Xello lessons: 1. Learning Styles 2. Jobs and Employers 3. Biases and Career Choices 4. Discover Learning Pathways.
<ul style="list-style-type: none">● Develop short-term and long-term career goals.
8th Grade
<ul style="list-style-type: none">● Overview of the Michigan Merit Curriculum and high school graduation requirements. This includes earning credit for classes, AP courses, Career and Technical Education offerings, and making connections between course selections and postsecondary plans. Attend high school orientation night in February.
<ul style="list-style-type: none">● Create a 4 Year Plan using the high school course guide.
<ul style="list-style-type: none">● Xello lessons: 1. Self-Advocacy 2. Transition to High School 3. Skills 4. Exploring Career Matches
<ul style="list-style-type: none">● Attend the 8th Grade Career Expo hosted by the Downriver Career Technical Consortium

ACADEMICS: GENERAL INFORMATION AND PROCEDURES

School counselors assist and support students with their academic development. Middle school is a critical time to develop sound study habits, explore learning styles, and establish short-term and long-term academic goals. This entails not only scheduling courses but also creating opportunities for individual student planning through one-on-one, small group, and classroom meetings. When considering classes and charting future coursework, students are encouraged to meet with their counselor!

Important Information Regarding Course Selections and Schedule Adjustments

Once a student's schedule is created, the student will only be allowed to make changes if one of the following four criteria exist:

1. The student has an incomplete schedule because of an unavoidable conflict due to classes being offered during the same period.
2. The student has a failure from the previous semester in a prerequisite, sequential, or required course.
3. A student is academically misplaced as verified by the teacher, counselor, and/or parent.
4. The student has special permission by the principal due to documented extenuating circumstances (Teacher preferences is not a valid reason for a schedule change except that the student may submit to the principal a written teacher change request in cases where the student has already had that teacher for at least one semester). Note: permission by the principal does not mean that the change will be able to occur. After approval, the student will meet with the counselor to review options and determine whether the schedule change is possible.

Students who qualify for a schedule adjustment should sign up as soon as possible to meet with their counselor to try to change their schedule. **Schedule adjustments will only be made during the first 5 days of the semester.** No schedule changes will be made after the end of the first 5 days except as approved by the principal.

GRADING SCALE

Letter Grade	Percentage		Letter Grade	Percentage
A	93-100		C	73-76
A-	90-92		C-	70-72
B+	87-89		D+	67-69
B	83-86		D	63-66
B-	80-82		D-	60-62
C+	77-79		E	< 60

PROFICIENCY SCORES

Proficiency Score	Description
4	Advanced
3	Proficient
2	Partially Proficient
1	Not Proficient

Along with a percentage and letter grade, students will receive information about their proficiency level on each of the standards that they are assessed on. These proficiency scores communicate proficiency, but do not figure directly into the actual letter grade that students earn.

LOOKING AHEAD TO HIGH SCHOOL

The following chart explains the credits required to graduate from Grosse Ile High School for each subject area. Students will reference this information as part of their career and academic planning at the middle school level.

Department	Required Credits	Notes
English	4	
Math	4	Requirements include Algebra 1, Geometry, Algebra 2, and a math-related course during senior year.
Social Studies	3	Requirements include U.S. History, Government, Economics, and World History
Science	3	Requirements include Biology, Chemistry and one additional credit.
World Language	1 or 2	Students can meet this requirement with age-appropriate classes in grades K-8. 1 credit may be substituted with a department approved formal CTE program/curriculum or 1 credit may be substituted with additional Visual, Performing, and Applied Arts.
Health and Physical Education	1	Fitness/First Aid/CPR (½ credit) Students who are participating in any school sponsored athletic team throughout the academic year or marching band for the fall semester may substitute this experience for a .5 physical education credit. Health (½ credit)
VPAA Visual, Performing, and Applied Arts	1 or 2	
Total Required Credits	18	
Total Elective Credits	10	
Possible credits in 4 years	28	
Total credits required for graduation	26	*Please note that this chart represents the minimal standards for a high school diploma from Grosse Ile High School. Some colleges and universities have higher standards and recommendations for acceptance.

SUMMER SCHOOL

Grosse Ile Middle School offers an online summer school program for students who seek remediation to fortify essential skills in the core areas of Math and English Language Arts. In this program, students work online, at their own pace, with instructional support from qualified teachers to complete challenging coursework aligned with the Grosse Ile Middle School curriculum.

Tuition for these courses is paid by the student's family.
Applications for summer school are available in the main office.

COURSES FOR HIGH SCHOOL CREDIT

Certain courses offered at the middle school are high-school level classes in which a student can earn credit toward high school. These classes currently include Algebra I, Geometry, Spanish A-B, Spanish II, French A-B, and French II. Upon successful completion of such courses, credit earned will be recorded on a student's transcript toward high school graduation requirements, but will not be calculated into the high school GPA.

Students who take high-school level courses at the middle school and struggle with the material (earned a C or D) are strongly encouraged to take the course again in Grade 9. This decision is not reflected in a student's transcript and should not be viewed in a negative light. If a student needs to improve skills, it is far better to develop these skills as early as possible. Far worse than retaking a class, is to push into higher-level courses without the proper fundamental skills.

TESTING OUT

Some students may have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specified courses. Sections 1279b and e of the Michigan School Code have been amended to allow students to request an opportunity to demonstrate such mastery, either through a written examination, written papers, projects or portfolios, or other comparable assessments. A student will have the opportunity to demonstrate such mastery in the range of courses offered at Grosse Ile Middle School.

TESTING OUT PROCEDURES

A. The intent of testing out is to provide advanced students with options beyond what they might have if required to take courses in which they can demonstrate mastery of the material. Before a student requests to test out, a meeting must be held with the counselor to discuss the ramifications of this policy. The student needs to obtain and fill out a testing out request form from the counseling office.

A. RECEIVING CREDIT

- Credit is earned by passing the testing out requirements with a grade of C+ (77%) or better.
- Credits earned in this manner will not impact GPA and will be recorded on the transcript as “T.O. Course” for tested-out and a “G” grade will be recorded (**No Exceptions**).
- Students meeting the minimal testing out requirements are not required to advance if they and their parents decide that it is not in their best interest to do so.

D. Teachers may provide instruction to prepare students for these tests. Each department will provide a syllabus so students know what the test will cover and what other additional items (demonstrations, research papers, portfolios, etc.) will be required as part of the comprehensive evaluation. A textbook will be made available if necessary.

E. Grosse Ile Middle School will administer testing out assessments once a year.

Fall Testing Out:

- *Students must apply to test out of a course by May 31st.* Applications for testing out are available in the counseling office.
- The test out date will be during the week before school starts. Testing out in August may include both semesters of a two-semester class.
- Eighth grade students applying to test out of courses for their ninth grade year will need to pick up materials from the high school main office. Middle school students can obtain materials at the middle school main office. This should be taken care of before the end of the school year.

ONLINE COURSES

The Grosse Ile Township Schools believe that online learning promotes flexibility while offering an abundance of course options to meet students' interests and goals. In accordance with state law, students in grades 5-12 may take one or two online courses per semester either during the school day, or on their own as a course above and beyond those taken at a district school.

Edgenuity will serve as the primary platform for online learning assignments. However, if a course cannot be accessed through Edgenuity due to unavailability or full capacity during registration, Michigan Virtual will be the next choice. Edmentum/Plato will be designated as a final option in cases where neither of the first two platforms is accessible, or when needed for credit recovery or special circumstances determined by the principal.

ONLINE/VIRTUAL COURSES TAKEN DURING THE SCHOOL DAY

COST: The school district will pay for expenses associated with the online course or courses (as authorized and limited by the formula determined by the law) for approved courses taken by eligible students if all the following conditions are met, and only for online classes taken as part of the school day.

ELIGIBILITY: To be eligible, **ALL of the following conditions must be true:**

1. The student is enrolled in Grosse Ile Township Schools in grade 5-12.
2. The student has NOT previously earned equivalent credit for the requested course.
3. The online course generates academic credit that transfers to our district as determined by the principal.
4. The cost of the online course does NOT exceed the amount authorized by the law.
5. The online course is of sufficient quality or rigor, as determined by the principal
6. The course is consistent with the career interests of the student and/or is a graduation requirement.
7. The student possesses the prerequisite knowledge and skills to be successful in the online course.
8. The student requesting to take an online course adheres to the established school-district procedures and timelines for requesting the online course.

APPLICATION and TIMELINES: A student may request to take an online course by completing the online section on the Course Selection Sheet given out in February when courses are selected for the entire next year. This applies to both first and second semester. If you want to take an online course, the only time to sign up is during the February course selection. Along with the course selection sheet, an application must be completed and submitted to the counseling office by the deadline date on the application.

PROCEDURES for applying for online courses:

1. A student considering taking an online course must gain approval by their counselor **PRIOR** to registering for the course. Not all online courses are approved.

2. Students must meet all of the eligibility conditions listed above. The school district will not cover any costs for an online class for which any of the eligibility conditions listed above are not met. Not all students are eligible.
3. Completed applications with all appropriate signatures must be submitted to the counselor within the appropriate timelines. Note: After these deadlines, the principal may at his/her discretion approve requests for online courses to be taken outside the regular school day and paid for by the student. Applications are available through the counseling office.
4. The counselor will review the application for approval. Once approved, the course will be placed on the student's schedule.
5. For courses taken as part of the student's school day, the student has committed to taking the online course upon enrollment. Students will be enrolled in online classes during the first week of a semester. If the student does not complete the course for any reason, the course will remain part of the permanent academic record and show on the transcript as a "W" or an "E" if the teacher of record reports a failing final grade. Completion is required.
6. The teacher of record for online courses is the teacher of the online course. The district will provide a mentor to assist as needed for access, but the student and online teacher are responsible for academic progress.
7. Students and parents must understand that for an online teacher who is not a district employee, our district has no authority. Communication with the online teacher and/or provider is the sole responsibility of the student and/or parent. Complaints or concerns need to be directed to Wayne County RESA or the Michigan Department of Education.
8. For courses that earn high school credit for graduation, the final exam must be taken under supervision by a district employee unless the student gains prior approval from the principal.
9. After our school receives documentation of completion of the course from the online provider, the grade will be entered into the student's transcript. If the grade reported is a letter grade, that grade will be used. If the grade reported is a percentage, a letter grade will be assigned and recorded based on the Grosse Ile High School grading scale.
10. Grades will be used when calculating grade point average for the semester during which the course was taken.
11. The course will be designated as an online course on the transcript. It takes time for grades to be determined, processed, reported and recorded. Without prior approval from the principal, seniors need to finish courses prior to May 1st in order that the paperwork and processing can be completed by May 15th; failure to do so may result in the student not being eligible to participate in the commencement ceremony since the school must receive an official record of the final grade before credit toward graduation will be granted.
12. Students may take a maximum of 2 online classes per semester. In the event of exceptional and/or extenuating circumstances (e.g., critical illness, loss of immediate family member, pandemic, etc.) a student may seek an exception to the credit limits policy by working through their counselor to obtain written permission from the principal.

ONLINE/VIRTUAL COURSES TAKEN OUTSIDE OF THE REGULAR SCHOOL DAY

COST: All students may take an online course in addition to a full school day if they desire to do so and accept full responsibility for all costs. Students must follow the above procedures, including the application process.

If the course to be taken is a Michigan Merit Curriculum (MMC) course, students **MUST** take an MMC aligned and equivalent course through Edgenuity or as otherwise pre-approved by the Principal. GIHS may require students to take the final exam under supervision of GIHS staff in order for the credit to count toward the MMC requirements.

If the course to be taken is NOT a Michigan Merit Curriculum course, students **DO NOT** need to take an MMC aligned and equivalent course, so students may take any **ELECTIVE** course from any established online program as pre-approved by the principal. Credit will count toward graduation as long as the above procedures are followed.

STEM COURSES

DIGITAL MEDIA	Grades 6-8	1 semester
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Throughout this course, students will explore a diverse range of graphic design and multimedia techniques. The course covers the concepts of image editing, animation, and logo creation. Based on their interests, each student will have choice in more complex projects and will choose their path, be it crafting advanced animations, designing intricate graphics, or creating compelling advertisements for fictional businesses. Alongside these personalized projects, students will also engage in dynamic innovative projects, utilizing multimedia applications such as 3D Architecture, video creation/editing (e.g., News Broadcasts), music creation, and photo editing. This course is a creative journey where students not only enhance their digital media skills but also showcase their talents across various aspects of multimedia production. Whether taking for the first time or multiple times, the flexibility allows for students to continue to learn from their previous experiences.

INTRO TO PROGRAMMING	Grades 7-8	1 semester
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Programming isn't just for computers! From autonomous vehicles to smart appliances, our world is becoming more and more automated and programmed. In this class, students will learn the basics of programming and develop computational thinking skills as they design and create their own apps and program drones and robotics to work on their own. No previous programming experience is necessary.

INTRO TO ENGINEERING	Grades 7-8	1 semester
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Engineers are people who solve problems. This class will introduce students to basic skills used in engineering including measurement, 3D modeling (for 3D printers) and the design process. Students will apply these skills to design and build their own solutions in various areas as they design and build things like battle bots, air gliders, bridges, wind turbines and prosthetics.

Innovation and Entrepreneurship seeks to bring access to the teaching of invention skills. By identifying problems and building solutions, young inventors learn to challenge what is and see what could be.

Unstructured creative problem-solving will develop skills like collaboration and perseverance while establishing the innovative mindset necessary for future progress.

ENGLISH LANGUAGE ARTS

Punctuation, literary terms, grammar, sentence structure, paragraph construction, essay prompts and free writes, and poetry are taught throughout the middle school years. Students are instructed to develop writing skills in all subject areas, guided through a step-by-step instruction process that includes prewriting, drafting, revising, and presenting. The students learn how to apply the writing process to different written models such as descriptions, narratives, explanations, persuasive pieces, and reports. These writing skills are stressed in an effort to prepare students for the quality of writing that will be expected of them at the high school level, as well as writing skills that are expected in everyday life. In addition, students will be exposed to various forms of literature and informational text, as well as tools to strengthen their speaking and listening skills.

ENGLISH 6 , 7, and 8	Grades 6-8	2 semesters
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Sixth grade ELA students will be building a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a writer's notebook encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. Seventh grade ELA students will continue to build and strengthen this foundation, and eighth grade ELA students use this foundation to demonstrate proficiency in preparation for high school.

MATHEMATICS

Middle School Mathematics Concepts: Middle School Mathematics is designed to prepare students to enter high school with the skills needed to be successful in Algebra I. Students who enter high school without the necessary prerequisite skills for Algebra I tend to struggle with higher-level math courses throughout high school and beyond.

High School Mathematics Requirements: All students are mandated by state law to take four credits (eight semesters) of mathematics. Students must take Algebra I, Geometry, and Algebra 2 and must take a math-related course in their senior year.

Advanced Program Requirements: Students who enter one of our advanced mathematics paths are required to meet the following criteria in order to remain in the advanced program:

- **Mid-Term and Final Exams:** Maintain an 80% or higher on each assessment.
- **NWEA:** Show growth in their NWEA scores each testing period and continue to score in the 80th percentile or above.
- **M-STEP:** Score Level 3 (Proficient) or Level 4 (Advanced) in each section of the state standardized assessment.
- **Meet Course Requirements:** Maintain a grade of B or above and continue to meet all course requirements including completing all homework assignments, completing in-class assignments, and passing assessments (with little or no retakes).

*Students who do not meet one or more of the above criteria may be removed from the program.

Middle School Math Sequences: There is currently a 2-year advanced option, a 1-year advanced option and a traditional grade level path. The paths are outlined on the following pages.

MATH LAB	Grade 6/7	2 semesters
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This class will support and enhance the students' current Math class. The standards that are taught in the students' regular class will be extended into the Math Lab classroom. The focus of this class will be the following:

- Provide hands-on, concrete learning opportunities (Counters, base 10 blocks, hands-on equations, number lines, graphic organizers, etc.).
- Provide an opportunity for students to continue to work on pre-requisite skills that they have yet to master (MTSS – Tier 3).
- Provide organizational support for students so that they can grow into an independent learner (Similar to a study skills class).
- Build a rapport with students and build confidence in their abilities as a learner.

Grading: The grading scale for this class will be an "S/U" scale.

Prerequisites: 5th Grade – NWEA percentile 20th to 50th percentile, M-Step performance, and teacher recommendation.

MATH 6 (Grade-level course)	Grade 6	2 semesters
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The concepts focus on 6th grade standards with an introduction to some 7th grade standards. Concepts covered: the number system, numbers and operations with fractions, expressions and equations, geometry, ratios and proportions, and functions.

MATH 6: 1 YEAR ADVANCED	Grade 6	2 semesters
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This class covers the same 6th grade standards as the Math 6th course, but goes more in-depth with 7th grade standards and moves at a much faster pace than the Math 6th course. Students in this course will be prepared for the Discovery course that covers 7th and 8th grade standards.

DISCOVERY MATH	Grades 6-7	2 semesters
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This class covers both 7th and 8th grade standards at a much faster pace than other courses. Students who master this course are prepared to take Algebra I the following year. Concepts covered: Operations with integers, operations with rational numbers, powers and roots, ratios, proportions, and similar figures, percent, algebraic expressions, equations and inequalities, linear functions, congruence, similarity and transformations, and volume and surface area.

MATH 7 (Grade-level course)	Grade 7	2 semesters
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This course covers 7th grade standards. Concepts covered: integers, rational fractions, expressions, equations (one-step with rational coefficients, two-step with distributive property), rotations, reflections, area, proportions, percent, graphing points/lines, and functions.

PRE-ALGEBRA (MATH 8--Grade-level course)	Grade 8	2 semesters
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This course covers 8th grade standards. Concepts covered: equations in one variable and two variables, functions, triangles and Pythagorean theorem, translations, rotations, volume, surface area, congruence, real numbers (exponents, scientific notation, square roots, cube roots, and rational/irrational numbers), and scatterplots/two-way tables.

ALGEBRA 1	Grades 7-8	2 semesters
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This course serves as a foundation for further studies in mathematics at the high school level and beyond. Students will develop crucial algebra skills and fundamental knowledge such as linear functions, domain and range, solving two-variable equations, quadratic equations, factoring, and arithmetic with polynomials.

Prerequisite: Pre-Algebra (Math 8) or Discovery

GEOMETRY	Grade 8	2 semesters
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Students will learn essentials of Euclidean plane and coordinate geometry, building upon previous experiences with basic shapes. Students will explore more deeply the concepts of parallel lines, angles, area calculations, parallelograms, and triangle properties. Students will also work with formal proofs, right triangle trigonometry, properties of circles, and polygon properties.

Prerequisite: Algebra 1

Math Course Sequences:

Discovery Students (2 Years Advanced):

These students were chosen by the criteria set forth by the elementary teachers and administrators. Students are placed into the program at the beginning of 6th grade.

Grade	6th Grade	7th Grade	8th Grade	9th Grade
Class	Discovery	Algebra I	Geometry	Algebra II

Advanced Program (1 Year Advanced):

Grade	6th Grade	7th Grade	8th Grade	9th Grade
Class	Math 6: 1 Year Advanced	Discovery	Algebra I	Geometry

General Education Students (At Grade Level):

This is the sequence that most students will follow as they go from one grade to the next.

Grade	6th Grade	7th Grade	8th Grade	9th Grade
Class	Math 6	Math 7	Pre-Algebra (Math 8)	Algebra I

PHYSICAL EDUCATION

Lifetime Fitness/Physical Education 6, 7 and 8	Grades 6-8	1 or 2 semesters
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Welcome to GIMS Fitness class where classic meets contemporary. In this class, students will focus on improving personal fitness levels through skill and sport-related fitness. Students will have rubrics for the skills required for each sport. They will track and graph their fitness scores throughout the semester utilizing various technologies. Unlike a traditional physical education class, our program helps students to be intrinsically motivated through a choice system where the students get to make personal choices on what they would like to improve on each day. The goal is for students to self-improve (body, mind, spirit) while helping to lay a foundation for the love of lifelong fitness.

Healthy Living/Fitness	Grade 7	1 semester
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Sexual Education

The Grosse Ile Board of Education has established a program of instruction, which includes HIV/AIDS and sex education. The curriculum runs approximately six weeks and covers Abstinence, Sexual Transmitted Infections, HIV/AIDS and Human Growth and Reproduction. The course also covers nutrition and the negative effects of tobacco, drug and alcohol use. Parents wishing to review the curriculum material may choose to do so and/or have their student(s) opt out by signing a specific form.

SCIENCE

SCIENCE 6	Grade 6	2 semesters
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Grosse Ile Middle School uses an online instructional program called Amplify Science. This program covers all of the middle school level Next Generation Science Standards (NGSS) using a phenomena-based approach. Along with digital resources such as simulations, many topic-related articles, high-level online class and homework, it includes many hands-on activities, teamwork and substantial student discussions that get kids engaged and thinking deeply like scientists. Units include: Metabolism, Microorganisms, Traits and Reproduction, Thermal Energy, Ocean Atmosphere and Climate, Weather Patterns, and Earth's Changing Climate.

SCIENCE 7	Grade 7	2 semesters
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Grosse Ile Middle School uses an online instructional program called Amplify Science. This program covers all of the middle school level Next Generation Science Standards (NGSS) using a phenomena-based approach. Along with digital resources such as simulations, many topic-related articles, high-level online class and homework, it includes many hands-on activities, teamwork and substantial student discussions that get kids engaged and thinking deeply like scientists. Units include: Geology on Mars, Plate Motion, Rock Transformations, Phase Changes, Chemical Reactions, Populations and Resources and Matter and Energy in Ecosystems.

SCIENCE 8	Grade 8	2 semesters
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Grosse Ile Middle School uses an online instructional program called Amplify Science. This program covers all of the middle school level Next Generation Science Standards (NGSS) using a phenomena-based approach. Along with digital resources such as simulations, many topic-related articles, high-level online class and homework, it includes many hands-on activities, teamwork and substantial student discussions that get kids engaged and thinking deeply like scientists. Units include: Harnessing Human Energy, Force and Motion, Magnetic Fields, Light Waves, The Earth Moon and Sun System, Natural Selection and Evolutionary History.

SOCIAL STUDIES

GEOGRAPHY	Grade 6	2 semesters
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Sixth grade students will explore modern day geography while integrating civics, government, and economics throughout the year. This class will include discussion, analysis, and geographic inquiry as they understand the world in spatial terms.

ANCIENT WORLD HISTORY	Grade 7	2 semesters
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This is a theme-based course that covers ancient world history with a focus on history, geography, politics, economic systems, and culture. This course contains content from the time period 8,000 B.C.E. to 1650 C.E.

US HISTORY	Grade 8	2 semesters
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Eighth grade students continue their study of United States History from the Revolutionary War through Civil War Reconstruction. Economic, civic, government, and geographic content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze and discuss issues from the past. Where appropriate, students will make comparisons to relevant modern-day issues.

PEER TO PEER	Grades 6-8	1 or 2 semesters
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Peer to Peer is an elective course that provides students with an opportunity to support and model academic and social skills from one non-disabled peer to a peer with a disability. There is a focus on leadership skills, understanding and adapting to individual differences in the school setting, written and verbal communication skills, modeling social experiences, and advocating for others. The curriculum includes and evaluations are based on: journaling and or blogging, participation through internet disability modules, pre/post assessments, attendance, classroom participation with peer, and a final project. Time outside of the classroom may be required.

Prerequisite: Completed application including staff recommendation and parent permission

VISUAL, PERFORMING and APPLIED ARTS: FINE ARTS

The Grosse Ile Middle School Fine Art program strives to provide students with:

- Opportunities for expressive and creative experiences with art tools and materials in a sequential process.
- Opportunities to improve art skills and to grow confidence.
- Opportunities to practice critical thinking by engaging in description, analysis, interpretation and judgment about the form and content of art.

ART 6	Grade 6	1 semester
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In the 6th grade, students will problem solve and focus on artistic skills, creativity and confidence by exploring a variety of mediums such as pencil, colored pencil, marker, tempera paint, India ink, collage and 3D sculpture.

In the process of creating their projects, students will also work in groups, focus on vocabulary and analyze artworks. Each student will also research and present an art historical figure.

ART 7	Grade 7	1 semester
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In the 7th grade, students will problem solve and focus on artistic skills, creativity and confidence. They will explore challenging materials such as pencil, colored pencil, marker, tempera paint, acrylic paint, and paper mache.

In the process of creating their projects, students will also focus on themes in their work, expand their art vocabulary, make personal connections and form opinions. Each student will have the opportunity to work in a group to research art history and make a presentation.

ART 8	Grade 8	1 semester
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In the 8th grade, students will problem solve and focus on artistic skills, creativity and confidence. They will explore challenging materials such as pencil, colored pencil, marker, acrylic paint, tempera paint, 3D sculpture, enamel jewelry, and ceiling tiles.

In the process of creating their projects, students will also work on a larger scale with a focus on drawing, painting and sculpture. They will continue to practice art vocabulary while learning to identify symbolism, make interpretations and work in groups. Each student will also research and present a work from history with which they have found a personal connection.

This course is designed to introduce students to the theater arts. Introduction to Theater Arts students will be exposed to the history of theater, character and script studies, voice articulation and projection, improvisation, reader's theater, script adaptation, and writing. Theater students will also participate in small scale productions, which will be performed during class time only.

VISUAL, PERFORMING and APPLIED ARTS: MUSIC

BEGINNING CHORUS	Grade 6	1 or 2 semesters
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Beginning Chorus will be open for any 6th grader who is interested in singing in a chorus. This chorus will be a mixture of chorus and general music class, with a mixture of singing, learning music theory, and music technology projects. Students will have opportunities to perform at outside events. After participating in this group for at least one semester, the students will either be able to sign up for Mixed 7/8 Grade chorus or audition for the “Mini Madrigals”

CHORUS 7/8	Grades 7-8	1 or 2 semesters
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Students will learn proper singing and breathing techniques in a class setting. Music selections may range from two to three voice parts. Students will have opportunities to perform at outside events. After participating in one semester in this group, the students will have the opportunity to audition for Mini Madrigals or Madrigal choir in the HS (if in 8th grade)

MINI MADRIGALS	Grades 6th (*with invitation), 7-8	2 semesters
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Students will learn proper singing and breathing techniques in a class setting. Music selections will be at a higher level than the other chorus classes offered. Students will have opportunities to perform at outside events. After auditioning for this group, the students will be placed directly into the Madrigal Choir at the High School without audition.

INTRO TO BAND	Grades 6-8	2 semesters
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The Intro to Band course is an opportunity for students to start developing skills in instrumental music. Membership in Intro to Band is available to all students not currently enrolled in a band class. Students will study the fundamentals of learning a band instrument. Students will work with the teacher in the spring to determine the instrument they will play in the fall.

Concert Attire is required of all members. Details will be sent home during the first week of classes.

CADET BAND: BRASS, WOODWIND/PERCUSSION

Grade 6

2 semesters

The 6th Grade Cadet Band is an opportunity for students to continue to develop their skills in instrumental music. Membership in the 6th Grade Cadet Band is available to students who successfully completed participation in the Fifth Grade Band (or any student who can demonstrate an equivalent proficiency).

Students will study challenging music geared to the performance level of the group. The Cadet Band will perform a variety of music while studying the art of musical balance, intonation, blend and style. Students will have opportunities to perform at outside events.

Concert Attire is required of all members. Details will be sent home during the first week of classes.

CONCERT BAND

Grade 7

2 semesters

The 7th Grade Concert Band is an opportunity for students to continue to develop their skills in instrumental music. Membership in the 7th Grade Concert Band is available to students who successfully completed participation in the 6th Grade Cadet Band (or any student who can demonstrate an equivalent proficiency).

Students will study challenging music geared to the performance level of the group. The Concert Band will perform a variety of music while studying the art of musical balance, intonation, blend and style. Students will have opportunities to perform at outside events.

Concert Attire is required of all members. Details will be sent home during the first week of classes.

SYMPHONY BAND

Grade 8

2 semesters

The 8th Grade Symphony Band is an opportunity for students to continue to develop their skills in instrumental music. Membership in the 8th Grade Symphony Band is available to students who successfully completed participation in the 7th Grade Concert Band (or any student who can demonstrate an equivalent proficiency).

Students will study challenging music geared to the performance level of the group. The Symphony Band will perform a variety of music while studying the art of musical balance, intonation, blend and style. Students will have opportunities to perform at outside events.

Concert Attire is required of all members. Details will be sent home during the first week of classes.

JAZZ BAND	Grade 8	2nd semester only
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The 8th Grade Jazz Band is an opportunity for students to begin to learn how to perform jazz music and other genres. Membership in the 8th Grade Jazz Band is available to students who are concurrently enrolled in the 8th Grade Symphony Band.

Students will perform different genres of music, including rock, blues, and jazz. Students will also learn introductory improvisational techniques. Students will have opportunities to perform at outside events.

The Concert Attire requirement will be the same as the 8th Grade Symphony Band.

WORLD LANGUAGES: FRENCH

The study of French at all levels enables students to become world-class citizens, prepared to meet the cultural, political, social, and economic diversities of the 21st century. French language instruction is presented through the various francophone cultures of the North American continent, Martinique, Guadeloupe, Europe, Asia and Africa. From our local French heritage on Grosse Ile to the renowned city of Paris, the French language and the accomplishments of the French people have influenced the development of western civilization throughout history.

FRENCH A	Grades 6-8	2 semesters
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French A introduces students to basic vocabulary, communicative and structural functions. The four basic skills of listening, speaking, reading and writing are presented for elementary proficiency. Instruction combines tradition and technology. Students gain foundational communicative skills (authentic essential questions) to discuss topics including greetings, days of the week, using numbers, describing weather patterns, leisure activities, school vocabulary (including schedules), describing personalities and personal characteristics, and the cultures of the various Francophone regions.

Course activities and assignments incorporate the four language skills of listening, speaking, reading, and writing. In addition to the text, students will use video and audio tools to improve listening comprehension skills.

Textbooks: *Bon voyage* GLENCOE/McGraw-Hill, 2008

FRENCH B	Grades 6-8	2 semesters
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French B continues the students' learning of the language, history, and culture of the Francophone world. The students will master the sound system, basic language patterns, and a communicative vocabulary. Students continue to focus on foundational communicative skills (authentic essential questions) to discuss topics including family, shopping, the city, household chores, and sports. French B includes a variety of verb phrase constructions focusing on the present tense conjugations, and parts of speech.

Course activities and assignments incorporate the four language skills of listening, speaking, reading, and writing. In addition to the text, students will use video and audio tools to improve listening comprehension skills.

Textbooks: *Bon voyage* GLENCOE/McGraw-Hill, 2008.

Prerequisite: French A

Students will continue to increase the French skills introduced in French B. They will be able to listen and speak, read and write in French patterns suited to daily routines, and travel. Students will continue to use video, texts and workbooks to increase their French skills. At the completion of French II, students will have a basic ability in the language.

Prerequisite: French A and B

Recommendation: If you earned an “A” or “B” in French A- B, it is recommended that you take French II. If you earned a “C” or below, it is highly recommended that you repeat French I at the high school.

Textbook: *Bon voyage*. GLENCOE/McGraw-Hill, 2008.

WORLD LANGUAGES: SPANISH

The Spanish series introduces the student to a language spoken by more than 300 million people worldwide and by more than 20 million people in the United States. The program focuses on the development of communicative skills and on cultural awareness to prepare the student for the 21st century.

SPANISH A	Grades 6-8	2 semesters
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Spanish A introduces the student to the language, history, and culture of the Hispanic world. The student learns the sound system, basic language patterns, and a communicative vocabulary. Students gain foundational communicative skills (authentic essential questions) to discuss topics including greetings, days of the week, using numbers, describing weather patterns, leisure activities, school vocabulary (including schedules), describing personalities and personal characteristics.

Course activities and assignments incorporate the four language skills of listening, speaking, reading, and writing. In addition to the text, students will use video and audio tools to improve listening comprehension skills.

Textbook: *Avancemos, Level One*; Holt McDougal, 2007

SPANISH B	Grades 6-8	2 semesters
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Spanish B continues the students' learning of the language, history, and culture of the Hispanic world. The students will master the sound system, basic language patterns, and a communicative vocabulary. Students continue to focus on foundational communicative skills (authentic essential questions) to discuss topics including family, shopping, the city, household chores, and sports. Spanish B includes a variety verb phrase constructions focusing on the present tense conjugations and parts of speech.

Course activities and assignments incorporate the four language skills of listening, speaking, reading, and writing. In addition to the text, students will use video and audio tools to improve listening comprehension skills.

Textbook: *Avancemos, Level One*; Holt McDougal, 2007

Prerequisite: Spanish A

This course reinforces the skills acquired in Spanish I and enables students to further develop their knowledge and understanding of the Spanish language, its people and their respective cultures. Although active communicative skills will continue to be refined, an increased emphasis is placed on writing and reading in the target language at this level. Students will be able to discuss travel arrangements, vacation plans, health, daily routine, making purchases, and legends as well as use reflexive verbs. Narrative expression in the present, present progressive, and the past tense will be developed. Students will be required to participate in both rehearsed and impromptu dialogues in class.

Prerequisite: Spanish A and B

Textbook: *Avancemos, Level Two*; Holt McDougal, 2007

Recommendation: If you earned an “A” or “B” in Spanish A-B, it is recommended that you take Spanish II. If you earned a “C” or below, it is highly recommended that you repeat Spanish I at the high school.

CLUBS and ACTIVITIES

Athletics

Boys Football	Grades 7-8
Sideline Cheer	Grades 7-8
Boys/Girls Cross Country	Grades 7-8
Girls Volleyball	Grades 7-8
Boys Basketball	Grades 7-8
Girls Basketball	Grades 7-8
Competitive Cheer	Grades 7-8
Wrestling	Grades 7-8
Boys/Girls Track and Field	Grades 7-8
Boys Baseball	Grades 7-8
Girls Softball	Grades 7-8

Clubs and Activities

Builders Club	Grades 6-8
Chess Club	Grades 6-8
Distinguished Scholars	Grades 6-8
Math Club	Grades 6-8
Robotics Team	Grades 6-8
Science Olympiad	Grades 6-8
Student Council	Grades 6-8
Tech Crew	Grade 8
WEB Leaders	Grade 8

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