

# NOVI MIDDLE SCHOOL

## 2019-2020 COURSE CATALOG

Novi Community School District  
Novi Middle School • 49000 Eleven Mile Road  
Novi, MI 48374

### Board of Education Members

Bobbie Murphy • Tom Smith • Willy Mena  
Kathy Hood • Danielle Ruskin • Paul Cook •  
Mary Ann Roney

### Novi Middle School Administration

Robert Baker.....Principal  
Andrew Comb.....Assistant Principal  
Angie Southworth.....Dean of Students

### Counselors

Leslie Condon .....Guidance/Counseling  
Amy Kilgore.....Guidance/Counseling

### Telephone Numbers

Middle School Main Office.....248.449.1600  
Middle School Fax Number.....248.449.1619  
Middle School Attendance Office.....248.449.1605  
Middle School Counseling Office.....248.449.1609  
Transportation Department.....248.449.1245  
Educational Services Building.....248.449.1200

### NOVI MIDDLE SCHOOL PHILOSOPHY

We, the administration, faculty and staff, with the support of the community and Board of Education, recognize the uniqueness and demands of the emerging adolescent and seek to provide experiences which enhance individual development and teach societal responsibilities.

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## **PROJECT FIND**

**PROJECT FIND, EVALUATIONS FOR SUSPECTED DISABILITIES, SECTION 504** The Novi Community School District offers evaluations, programs, and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. These services are available to eligible persons, ages birth-26, who reside within or attend a K-12 school program within the Novi Community School District attendance boundaries. Referrals are accepted from parents, staff members, community agencies, and other interested parties. For more information about available services, parent/student rights or referral procedures, contact the Novi Community School District Office of Special Education at 25345 Taft Road, Novi MI 48374, or call (248) 449-1200.

## **MESSAGE TO STUDENTS AND PARENTS/GUARDIANS:**

This catalog is designed to give students and parents detailed information about the selection of classes and curricular aspects of the Novi Middle School program. It is our belief that it is in the students' best interest to explore many different types of courses when planning their future. Students should plan wisely to avoid the need for schedule changes.

Novi Middle School offers a broad selection of classes and activities dedicated to fostering well-rounded students who are prepared for their future. Selecting electives with the intent to explore various career options and opportunities will help students to focus their education and attend to their future plans, their interests, their aptitudes and their talents.

The schedule is based upon student course selections from the previous school year. This limits the opportunity for course changes once the schedule has been set. If changes are necessary, students should contact their counselor. Given that the master schedule is based upon student selections, desired course changes are often difficult to honor and need to be academically justified for change to be considered. If space allows, academic justification may include: enrolling in an advanced course, remediation or medical reasons. Requests for changes based upon lunch preference, teacher, class period or friends cannot be granted.

## **STUDENT SERVICES**

### **COUNSELING DEPARTMENT**

The Novi Middle School Counseling Department will nurture our school community by advocating for and promoting a healthy learning environment. We will do this to ensure that all students develop the knowledge, skills and character necessary to achieve their highest potential. The Novi Middle School Counseling Department assists with: Understanding self and others; Coping Strategies; Peer relationships and effective social skills; Decision making and conflict resolution; Substance abuse education; Multicultural/diversity awareness; Academic planning; Career planning; Goal-setting; Crisis intervention; Peer facilitation; Referrals; Small Groups; Restorative Practices.

### **MEDIA CENTER**

A wide variety of services are available to students and staff through the Media Center. In addition to the 14,000 titles available, the media center also has an extensive eBook and research database collection. Students check out books, conduct research, and produce multimedia projects in the library. There is an instructional area and two computer labs are available for individual classroom use. A media center orientation is conducted in the fall for seventh graders. Book talks are given and research, media and computer skills are taught throughout the year to both seventh and eighth grade classes.

### **SPECIAL EDUCATION PROGRAMS/SERVICES**

Novi Middle School offers a continuum of service designed to meet the individual needs of eligible students with disabilities. Resource programs serve students with a variety of disabilities including emotional, cognitive, speech/language, hearing, vision, physical/health impairments and learning disabilities. The amount and type of support that the student will receive from the resource program is determined by the IEP Team. A range of related services is also available to meet the individual needs of eligible students. These include speech/language therapy, school social work services, occupational and physical therapy, and teacher consultant services. Appropriate related services are identified through the IEP Team process.

### **SUMMER SCHOOL**

A student may take up to one credit in summer school but must have prior permission of the counselor/principal to enroll. Summer school classes are offered through the Novi Community Education Department and neighboring school districts. Courses offered through the Novi Community Education Department are open to students at the completion of 8<sup>th</sup> grade.

### **TESTING OUT OPTION**

If students feel that they have pre-acquired skills for a course, students may request an opportunity to “test out” of a course. Testing is offered during the school year. Students sign up online through the Novi Community Education website. Links are available under *Test Out Information* on either the high school or middle school web page. For more information, the student should consult his or her current counselor.

# EQUAL EMPLOYMENT OPPORTUNITY AND NONDISCRIMINATION

## Grievance Procedure for:

Title VI of the Civil Rights Act of 1964

Title IX of the Education Amendment Act of 1972 Section 504 of the Rehabilitation Act of 1973

Age Discrimination Act of 1975

Title II of the Americans with Disability Act of 1990

## Section I

Any person believing that the Novi Community Schools or any part of the school organization has violated the laws or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975 and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Assistant Superintendent of Human Resources  
Novi Community Schools  
25345 Taft Road  
Novi, Michigan 48374  
248-449-1200

## Section II

The person who believes a valid basis for a grievance exists shall discuss the grievance informally and on a verbal basis with the Assistant Superintendent of Human Resources, who shall in turn investigate the complaint and reply with an answer within ten (10) business days. If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

### ➤ Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Assistant Superintendent of Human Resources within ten (10) business days of receipt of answers to the informal complaint. The Assistant Superintendent shall further investigate the matters of grievance if he/she believes further investigation is warranted and reply in writing to the complainant within ten (10) business days.

### ➤ Step 2

A complainant wishing to appeal the decision of the Assistant Superintendent may submit a signed statement of appeal to the Superintendent of Schools within ten (10) business days after receipt of the Assistant Superintendent'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.

### ➤ Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education with ten (10) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within forty (40) 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) days of this meeting.

The days noted above for purposes of this policy are days when the School District's business office is open for business to the general public. The time limits noted above may be extended by the Assistant Superintendent if warranted.

Anyone at any time may contact the U.S. Department of Education/Office of Civil Rights for information and assistance at 216-522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U. S. Department of Education, Office for Civil Rights, 600 Superior Ave. East, Bank One Center, Suite 750, Cleveland, OH 44114-2611.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, U.S. Department of Education, 400 Maryland Avenue SW, Washington D.C. 20202.

The Compliance Officer, on request, will provide the complainant with a copy of the district's grievance procedure and 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 Assistant Superintendent's office.

## **NOVI MIDDLE SCHOOL BELIEFS**

**Middle School students need a wide range of easily accessible learning opportunities. Therefore, we strive:**

**To provide a climate in which the focus of the program is the student.**

To help each student acquire mastery of the basic skills.

To teach students to evaluate and apply various kinds of information with which they come in daily contact.

To provide experiences for students to see the relationship between academic principles and their application for the future.

To foster a positive attitude toward the learning process.

To encourage the development of individual achievement.

To provide exploratory opportunities for students based on their needs and interest.

To provide experiences for students to practice good health, safety and family living skills.

To provide a variety of both structured and informal physical and co-curricular activities appropriate to the student's age and development.

**This program should assist the adolescent in the transition from childhood dependence to adult independence. Therefore, we strive:**

To help every student develop self-understanding and a feeling of self-worth.

To provide a positive environment emphasizing an understanding and appreciation of others.

To provide constructive outlets to help the adolescent resolve conflict.

To promote an awareness of and continuing participation in constructive leisure activities.

To develop individual awareness of and responsibility for group rights, attitudes and actions.

To use discipline as a learning experience through which the student accepts responsibility for his/ her behavior.

To promote good citizenship through the understanding of and participation in the democratic process.

**Responsibility for the success of this program will be shared by the home, the community and the school. Therefore, we strive:**

To provide planned opportunities for continuous staff improvement in order to achieve the program goals.

To establish a total school environment which promotes the exchange of ideas between administrators, teachers, parents, students and other interested community members

# CAREER PLANNING

## Frequently Asked Career Planning Questions

1. Why do I need to think about planning a career? After all, a career seems so far in the future and all I want to do is get good grades, get into a good college and have some fun along the way.
  - It makes sense to plan your courses according to your chosen career pathway so that your courses will help you in the future.
  - Decisions you make in school affect your future.
  -
2. What if I change my mind?
  - That's okay. Most students do. It's normal.
  - Remember when you do change, base your decisions on your interests, abilities, and talents.
  - It happens all through life. In fact, many adults today have changed jobs six to eight times in their lifetime.
3. How can I figure out which Career Pathway is good for me?
  - Some people are naturally drawn to data (dealing with facts, numbers, places, dates).
  - Others like ideas (insights, theories, new ways of saying or doing things with words or music).
  - Maybe you are a people person (enjoying interaction with others to help them, serve them, care for them or communicate with them).
  - You may be more interested in things (machines, tools, living things, or materials like wood, metal or food).
  - Most people seem to be interested, to some degree, in all four broad areas or a blend of one or two of these areas.
  - Focus on your interests, talents, skills, and the things that matter to you.
4. How do I know if I have good enough goals?
  - Get advice from parents, your counselor, teachers and friends. They can sometimes give great insight.
  - A goal should be challenging.
  - A goal should be realistic.
  - A goal should be measurable.
  - A goal should have some type of timeline.
5. How do I make a plan of action that will help me accomplish my goals?
  - Make an EDP (Educational Development Plan).
  - An EDP includes: A Career Pathway; Goals; Courses you will take; Activities/clubs/sports in which you will be involved; Results of the research you've done.
6. Will this plan last forever, or at least through high school?
  - Probably not, it's a starting point.
  - It's a process, not a one-time decision.
  - It gives purpose to middle school and high school.
  - Picking a pathway is rarely a permanent choice, but working toward goals is always helpful.



## EIGHTH GRADE COURSE REFERENCE LIST

### 8th Grade Required Courses:

	Length of Course
English Language Arts 8	Year Long (36 weeks)
Math 8 (or appropriate level math)	Year Long (36 weeks)
Science 8	Year Long (36 weeks)
United States History 8	Year Long (36 weeks)
Academic 20	Year Long (36 weeks)
Health 8*	One Marking Period (9 weeks)
Foundations of PE 8*	One Marking Period (9 weeks)

*\*This course can be dropped only if a student chooses two year-long electives.*

### 8th Grade Elective Courses:

	Length of Course
Symphonic Band	Year Long (36 weeks)
Symphonic Orchestra	Year Long (36 weeks)
Men's 8 Choir	Year Long (36 weeks)
Women's 8 Choir	Year Long (36 weeks)
English as a Second Language (for students learning English)	Year Long (36 weeks)
Integrated Studies 8 (for students with an IEP)	Year Long (36 weeks)
World Language I (Choose from French, German, Spanish, or Japanese)	Year Long (36 weeks)
STEM / Pre-Engineering 8	One Marking Period (9 weeks)
Art 8	One Marking Period (9 weeks)
Computer Coding and Animation	One Marking Period (9 weeks)
Media Technology	One Semester (18 weeks)
Theater 8	One Marking Period (9 weeks)
Foods 8	One Marking Period (9 weeks)
Team & Individual Sports 8	One Marking Period (9 weeks)
Peer to Peer	One Marking Period (9 weeks)

## SEVENTH GRADE COURSE REFERENCE LIST

### 7th Grade Required Courses

English Language Arts 7  
Math 7 (or appropriate level math)  
Science 7  
World History 7  
Health 7  
Computers 7  
Personal Fitness 7  
Language 7 (Choose from French, German, Spanish or Japanese)  
Academic 20

### Length of Course

Year Long (36 weeks)  
Year Long (36 weeks)  
Year Long (36 weeks)  
Year Long (36 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)  
Year Long (36 weeks)

### 7th Grade Elective Courses

Concert Band  
Concert Orchestra  
Men's 7 Choir  
Women's 7 Choir  
English as a Second Language (for students learning English)  
Integrated Studies 7 (for students with an IEP)  
STEM / Pre-Engineering 7  
Art 7  
Theater 7  
Foods 7  
Team & Individual Sports 7  
Peer to Peer

### Length of Course

Year Long (36 weeks)  
Year Long (36 weeks)  
Year Long (36 weeks)  
Year Long (36 weeks)  
Year Long (36 weeks)  
Year Long (36 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)  
One Marking Period (9 weeks)

## TWO YEAR OVERVIEW

### 7<sup>th</sup> Grade:

All students are required to take the four core classes of: Math, World History & Geography, Science and English Language Arts.  
All students are required to take A20 and the seventh grade rotation of: Computers, World Language, Personal Fitness and Health.  
Students can then fill their sixth class with class(es) of their choosing.

<b>7<sup>th</sup> Grade Music Student Sample Schedule</b>	<b>7<sup>th</sup> Grade Non-Music Student Sample Schedule</b>
Science 7	Science 7
Appropriate Level Math	Appropriate Level Math
World History 7	World History 7
English Language Arts 7	English Language Arts 7
Health 7 / Personal Fitness 7 / World Language 7 / Computers 7	Health 7 / Personal Fitness 7 / World Language 7 / Computers 7
Academic 20	Academic 20
Men's / Women's Choir 7 or Concert Band or Concert Orchestra	Art 7 / STEM 7 / Theater 7 / Foods 7*

*\*This period could include many different combinations of elective course(s). See next page for listing of possibilities.*

### 8<sup>th</sup> Grade:

All students are required to take the four core classes of: Math, United States History, Science and English Language Arts.  
All students are required to take A20.  
Students can then fill their fifth and sixth class with class/classes of their choosing.

<b>8<sup>th</sup> Grade Music Student Sample Schedule 1**</b>	<b>8<sup>th</sup> Grade Music Student Sample Schedule 2</b>
Science 8	Science 8
Appropriate Level Math	Appropriate Level Math
United States History 8	United States History 8
English Language Arts 8	English Language Arts 8
High School Credit Language (Spanish/German/Japanese/French)	Foundations of PE 8/ Health 8/ Art 8 / Computer Coding and Animation 8 *
Academic 20	Academic 20
Men's / Women's Choir 8 or Symphonic Band or Symphonic Orchestra	Men's / Women's Choir 8 or Symphonic Band or Symphonic Orchestra

*\*This period could include many different combinations of elective course(s). See next page for listing of possibilities.*

*\*\*A student with two year-long electives will be pulled from music for two weeks to do the mandatory reproductive health unit.*

<b>8<sup>th</sup> Grade Non-Music Student Sample Schedule 1</b>	<b>8<sup>th</sup> Grade Non-Music Student Sample Schedule 2</b>
Science 8	Science 8
Appropriate Level Math	Appropriate Level Math
United States History 8	United States History
English Language Arts 8	English Language Arts 8
High School Credit Language (Spanish/German/Japanese/French)	Media Technology 8 / Theater 8/ Art 8*
Academic 20	Academic 20
Health 8 / Foundations of PE 8/ Theater 8/ Foods 8*	Health 8 / Foundations of PE 8 / STEM 8 / Team and Individual Sports 8 *

*\*This period could include many different combinations of elective course(s). See next page for listing of possibilities.*

# COURSE DESCRIPTIONS

High school level classes completed at Novi Middle School will appear on the student's Novi High School transcript. High school level classes successfully completed at Novi Middle School (D- and higher) will earn high school credit and be included in the student's Novi High School GPA. Novi Community School District's curriculum reflects Michigan's state content standards.

## REQUIRED COURSES

Students will elect one course in each of the following categories depending on grade and appropriate level of math:

## ACADEMIC 20

**ACADEMIC 20 7** - Seventh Grade

**ACADEMIC 20 8** - Eighth Grade

This class will meet daily and provide students with the opportunity to connect with a caring adult who will assist them with daily organizational skills, guide them in seeking subject area assistance from their teachers, review their academic progress, set goals for increased achievement, and offer additional support for overall success.

## ENGLISH LANGUAGE ARTS

**ENGLISH LANGUAGE ARTS 7** - Seventh Grade

Students will develop in the areas of reading, writing, speaking, and listening. They will read, analyze, and discuss informational and narrative text. Students will also develop and hone a set of recursive writing skills through a variety of exercises that contribute to the execution of cohesive and detailed process pieces. Additionally, students will integrate their reading, writing, and speaking skills in an argumentative research project. Finally, a love and appreciation of reading will be cultivated through daily sustained silent reading and a partnership between classroom teachers and the Media Center Specialist.

**ENGLISH LANGUAGE ARTS 8** - Eighth Grade

This course is designed to expand students' reading, writing, speaking, listening, and language skills so that each skill is able to be performed independently during an authentic performance task. Students read and analyze a variety of fiction (narrative) and non-fiction (informational) texts. Students will write narrative, informative, and argumentative essays and understand when to use informal versus formal academic style. Grammar study and word study will be incorporated throughout the year. Students also have opportunities to improve their speaking, listening, and communication skills through small group and whole-class presentations.

## MATHEMATICS

**MATH 7** - Seventh Grade

In this course, students will calculate and compare angle measures of two-dimensional shapes as well as find and compare the surface area and volume of three-dimensional shapes. They will solve problems involving multiple operations by using mathematical properties. Students will explore how scaling affects a shape as well as various real life situations. Students in Math 7 will draw comparisons through proportional relationships using tables, graphs and equations as well as make predictions involving linear relationships. They will compare and analyze data sets by looking at measures of central tendency as well as variability. This course will meet all seventh-grade learning goals as identified by Novi Community Schools and the Michigan Department of Education.

**HONORS MATH 8** - Seventh Grade

In this course, students will extend the study of linear relationships that has been building through Math 6 and Math 7 as they compare linear functions to inverse, exponential, and quadratic functions. For both linear functions and non-linear functions students will look at graphs, tables, and equations (symbolic form) as well as identifying situations that can be represented by each type of function. Students will study the Pythagorean Theorem and the geometric topics of transformation, congruence, and similarity. Students will develop skills in symbolic representation, as they will continue the study of linear equations and systems of equations. This course will meet all eighth-grade learning goals as identified by Novi Community Schools and the Michigan Department of Education.

### **MATH 8 - Eighth Grade**

In this course, students will extend the study of linear relationships as they compare linear functions to inverse, exponential, and quadratic functions. Students will analyze linear functions and non-linear functions using graphs, tables, and equations and apply their knowledge to solve problems in situations. Students will explore and apply the Pythagorean Theorem and the geometric topics of transformation, congruence, and similarity. Students will develop skills in symbolic representation, writing and solving linear equation and systems of equations and using them in context. This course will meet all eighth-grade learning goals as identified by Novi Community Schools and the Michigan Department of Education.

### **HONORS ALGEBRA I - Seventh Grade**

Honors Algebra I is the study of families of functions, their graphic and symbolic representations, and real world applications. The study of linear relationships includes equations and inequalities, systems, and linear regression. Exponential topics include the rules of rational exponents and exponential growth and decay functions. Students develop a broad base of factoring skills. Quadratic equations are solved with numerous methods and written in standard and vertex forms. Polynomial functions, including cubics and quartics, are introduced as well as polynomial patterns of change. Students will also learn about absolute value, square root, piecewise, and rational functions. The study of real numbers is expanded with a concentration on radical expressions while the complex number system is introduced. The course concludes with a study of data analysis and display. This class meets and exceeds the requirements for Algebra I as identified by the Novi Community Schools and the Michigan Department of Education. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and will be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

### **HONORS ALGEBRA I - Eighth Grade**

Honors Algebra I is the study of families of functions, their graphic and symbolic representations, and real world applications. The study of linear relationships includes equations and inequalities, systems, and linear regression. Exponential topics include the rules of rational exponents and exponential growth and decay functions. Students develop a broad base of factoring skills. Quadratic equations are solved with numerous methods and written in standard and vertex forms. Polynomial functions, including cubics and quartics, are introduced as well as polynomial patterns of change. Students will also learn about absolute value, square root, piecewise, and rational functions. The study of real numbers is expanded with a concentration on radical expressions while the complex number system is introduced. The course concludes with a study of data analysis and display. This class meets and exceeds the requirements for Algebra I as identified by the Novi Community Schools and the Michigan Department of Education. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and will be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

### **HONORS GEOMETRY - Seventh/Eighth Grade**

Honors Geometry is a rigorous course and prepares students for AP Calculus AB or IB Math SL. It includes the study of analytical and spatial reasoning. Students will apply geometry to two and three dimensional figures in real-world contexts developing spatial visualization skills and shape relationships. Formal logic will be studied and the two column proof will be stressed (e.g. Equidistance Theorem, Midline Theorem, Detour Proofs). This helps develop and understanding of the mathematical process of theorems and axioms that underlines mathematics and the concept of deductive reasoning. Right triangle trigonometry and the Law of Sines and Cosines are also studied. Connections between transformations of linear and quadratic functions to geometric transformations are included. Coordinate geometry is developed as a form of algebraic proof. This course will also include the basic properties of cyclic quadrilaterals and the image of a figure under the composition of dilation and an isometry. Honors Geometry meets and exceeds the Geometry requirements as identified by Novi Community Schools and the Michigan Department of Education. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and will be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

### **HONORS ALGEBRA 2 - Seventh/Eighth Grade**

Honors Algebra 2 is a rigorous course and is preparatory for AP Calculus AB, AP Statistics, and IB Math SL. It continues the study of linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic functions and extends the study of the numeric and logarithmic ideas of accuracy, error sequences, and iteration. Cyclic and bivariate modeling is embedded. Proper use of statistical techniques and methods for probability events and computations using independent and bivariate data are included. There is an emphasis on sophisticated algebraic manipulation and problem solving. This course meets and exceeds the Algebra 2 requirements as identified by Novi Community Schools and the Michigan Department of Education. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and will be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

## **SCIENCE**

### **SCIENCE 7 - Seventh Grade**

Students will study the following Physical Science topics: The Chemistry of Materials, Waves, Energy, Force and Motion, Chemical Reactions, and Fields and Interactions. Using an inquiry-based approach set forth by the Michigan Science Standards, students will participate in numerous lab investigations, discussions, group work, and other various types of activities to facilitate the learning and understanding of the content expectations.

### **SCIENCE 8 - Eighth Grade**

Students will study the following Earth Science topics: Weather and Climate, Land, Water and Human Interactions, Earth's Resources, Solar System and Beyond, and Geological Processes. Using an inquiry-based approach set forth by the Michigan Science Standards, students will participate in numerous lab investigations, discussions, group work, and other various types of activities to facilitate the learning and understanding of the content expectations.

## **SOCIAL STUDIES**

### **WORLD HISTORY 7 - Seventh Grade**

Students begin the year with an in-depth look at how to read and write critically like a Historian. Then they apply these skills throughout the year as they learn about ancient world history. Students will analyze the ancient world starting with early man and the emergence of pastoral societies followed by classical empires in Europe, Asia, Africa, and Central and South America. In addition, five major world religions are studied. Throughout the course, students examine the expansion of hemispheric interactions and the influence of past civilizations on world history.

### **US HISTORY 8 - Eighth Grade**

Students will learn about events in American history that took place between the mid-1700's and the late - 1800's. Students will study the American Revolution, the United States Constitution and the Bill of Rights, challenges to the new nation, the Industrial Revolution, westward expansion, the mid-1800's reform era, the Civil War, and Reconstruction. Students will analyze and interpret events in U.S. history by using technology, completing writing assignments, reading expository text, understanding cause and effect, and constructing and/or interpreting timelines, maps, charts, tables, and graphs.

# FULL YEAR ELECTIVES

## BAND

### **CONCERT BAND - Seventh Grade**

This intermediate level band is suggested for students with a year or two of experience playing a band instrument. Students will work on developing characteristic tone quality, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. Numerous opportunities to perform in concerts, solo and ensemble, and festivals will be provided. Students may also elect to switch to an instrument that is needed in our band (bassoon, oboe, bass clarinet, tenor saxophone, baritone saxophone, French horn, trombone, baritone or tuba). Students will learn valuable team building skills, setting and meeting short and long term goals, individual responsibility, and many other lifelong lessons.

### **SYMPHONIC BAND - Eighth Grade**

Students will perform music of increasing complexity. Students will continue to work on developing more mature tone quality, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. There will be numerous opportunities to perform in concerts, solo and ensemble, festivals and assemblies. The Symphonic Band allows the student to perform with the High School band on multiple occasions, which provides a window into high school band. Students will learn valuable team building skills, setting and meeting short- and long-term goals, individual responsibility, and many other lifelong lessons.

## ORCHESTRA

### **CONCERT ORCHESTRA - Seventh Grade**

This intermediate level orchestra is suggested for students with one or two years of experience playing a stringed instrument. Students will work on developing good tone quality, bowing techniques, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. Numerous opportunities to perform in concerts, solo and ensemble festivals and community events will be provided. Students may also elect to switch instruments based on orchestral needs (viola, cello, and double bass). Students will learn valuable team building skills, setting and meeting short- and long-term goals and many other lifelong lessons.

### **SYMPHONIC ORCHESTRA - Eighth Grade**

Students will learn and perform music at a higher level of musicality and technical difficulty. Students will continue to build upon their intermediate skills in tone quality, bow techniques, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. The symphonic orchestra will have numerous opportunities to perform in concerts, festivals, solo and ensemble, assemblies, and community events. Students will learn valuable team building skills, setting and meeting short- and long-term goals and lifelong lessons.

## CHOIR

### **MEN'S 7 CHOIR - Seventh Grade men**

Students will learn to develop vocal skills appropriate to their developmental level, practice teamwork, read basic music notation, recognize and improve pitch placement, and participate in a performing group. A varied repertoire of music will be introduced to help the boys succeed in singing two- and perhaps three-part harmonies. This choir will have numerous opportunities to perform in school concerts, community concerts, and the Music in the Parks Competition /Cedar Point in Sandusky, Ohio. Students in the choir may be asked to perform and/or participate in activities that cost money. Choir events, performances, and activities that cost money are completely optional. The Music department also participates in a fall fundraiser that is also optional. Students will be given a grade for attendance at mandatory rehearsals and performances. These rehearsals and performances are after school hours. Parents and students are responsible for the transportation to and from some of the events. Please take this into consideration when electing this class.

**WOMEN'S 7 CHOIR - Seventh Grade women**

Students will learn to develop vocal skills appropriate to their developmental level, practice teamwork, read basic music notation, recognize and improve pitch placement, and participate in a performing group. They will focus on proper singing and breathing technique. A varied repertoire of music will be introduced to help the girls succeed in singing two- and three-part harmonies. This choir will have numerous opportunities to perform in school concerts, community concerts, and the Music in the Parks Competition /Cedar Point in Sandusky, Ohio. Students in the choir may be asked to perform and/or participate in activities that cost money. Choir events, performances, and activities that cost money are completely optional. The Music department also participates in a fall fundraiser that is also optional. Students will be given a grade for attendance at mandatory rehearsals and performances. These rehearsals and performances are after school hours. Parents and students are responsible for the transportation to and from some of the events. Please take this into consideration when electing this class.

**MEN'S 8 CHOIR - Eighth Grade men**

Students will continue to develop vocal skills appropriate to their developmental level, practice teamwork, read more advanced music notation, improve pitch placement while many of their voices are changing, and participate in a more advanced performing group. Students will perform more challenging TTB music within the framework of a variety of music styles. This choir will have numerous opportunities to perform throughout the year including school concerts, community concerts, District and State MSVMA Festival, MSVMA Solo and Ensemble Festival, and the Music in the Parks Competition /Cedar Point in Sandusky, Ohio. The 8<sup>th</sup> grade boys are also eligible to audition for the MSVMA State Honors Choir on an individual basis. Students in the choir may be asked to perform and/or participate in activities that cost money. Choir events, performances, and activities that cost money are completely optional. The Music department also participates in a fall fundraiser that is also optional. Students will be given a grade for attendance at mandatory rehearsals and performances. These rehearsals and performances are after school hours. Parents and students are responsible for the transportation to and from some of the events. Please take this into consideration when electing this class.

**WOMEN'S 8 CHOIR - Eighth Grade women**

Students will continue to develop vocal skills appropriate to their developmental level, practice teamwork, read more advanced music notation, improve pitch placement, and participate in a more advanced performing group. This choir will perform more challenging SSA music within the framework of a variety of music styles. They will have numerous opportunities to perform throughout the year including school concerts, community concerts, District and State MSVMA Festival, MSVMA Solo and Ensemble Festival, and the Music in the Parks Competition /Cedar Point in Sandusky, Ohio. The 8<sup>th</sup> grade girls are also eligible to audition for the MSVMA State Honors Choir on an individual basis. Students in the choir may be asked to perform and/or participate in activities that cost money. Choir events, performances, and activities that cost money are completely optional. The Music department also participates in a fall fundraiser that is also optional. Students will be given a grade for attendance at mandatory rehearsals and performances. These rehearsals and performances are after school hours. Parents and students are responsible for the transportation to and from some of the events. Please take this into consideration when electing this class.

## **ENGLISH as a SECOND LANGUAGE**

**ESL CLASSES - Seventh/Eighth Grade**

**ESL 1:** This course is designed for students whose native or home language is not English and have an English proficiency level of 1.0-2.0 on the WIDA ACCESS or W-APT. Students will receive instruction to improve their listening, speaking, reading and writing skills in English. Students in this class will learn basic vocabulary, reading, writing, and grammar skills necessary to be successful in their content area classes and increase English language proficiency.

**ESL 2:** This course is designed for students whose native or home language is not English and have an English proficiency level of 2.1-3.5 on the WIDA ACCESS or W-APT. Students will receive instruction to improve their listening, speaking, reading and writing skills in English, with a primary focus on reading and writing. They will also receive support with content area vocabulary to improve English language proficiency.

**ESL 3:** This course is designed for students whose native or home language is not English and have an English proficiency level of 3.5 or higher on the WIDA ACCESS or W-APT. Students will receive instruction to improve their listening, speaking, reading and writing skills in English, as well as support within their content areas of study. The focus of the course is strengthening academic writing and reading.



## SPECIAL EDUCATION

### **INTEGRATED STUDIES 7 - Seventh Grade**

This course will lay the groundwork for success for the student's middle school educational experience. It will assist the student in satisfying the Michigan Merit Curriculum and provide specially designed instruction on the Individualized Education Plan goals and objectives.

### **INTEGRATED STUDIES 8 - Eighth Grade**

This course will lay the groundwork for success for the student's middle school educational experience. It will assist the student in satisfying the Michigan Merit Curriculum and provide specially designed instruction on the Individualized Education Plan goals and objectives.

### **CORE READING - Seventh/Eighth Grade**

This course will provide specially designed instruction in decoding, encoding, and oral reading fluency. Through the incorporation of multi-sensory instruction and evidence based practices, students will focus on improving their independent reading abilities.

## WORLD LANGUAGES

### **FRENCH I (Full year) - Eighth Grade**

The students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in French. Units of study in the present tense will include food, school, sports, family, weather, calendar, descriptions and cultural topics from around the French-speaking world. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

### **GERMAN I (Full Year) - Eighth Grade**

Students will achieve beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in German. Units covered in the present and simple future tenses include German-speaking countries, alphabet and pronunciation, numbers, greetings, family, appearances, free-time activities, food/restaurants, house vocabulary, clothing, day/months, time, and school vocabulary. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

### **SPANISH I (Full Year) - Eighth Grade**

Students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Spanish. Units of study in the present tense will include food, school, sports, family, weather, calendar, descriptions and cultural topics from around the Spanish-speaking world. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

### **JAPANESE I (Full Year) - Eighth Grade**

Students will develop beginner level proficiency in expression and inquiry, constructing meaning, linking language and culture, acquiring knowledge and using strategies to communicate in Japanese. Units covered in the present and past tenses include an introduction of the first alphabet Hiragana, greetings, numbers, color, animals, giving and responding to simple instructions, describing things, telling the time, food, sports, family, expressing likes and dislikes asking questions such as, birthday and phone numbers, and cultural topics such as martial arts, tea ceremony, flower arrangement, and calligraphy. **Final course grades, whether passing or failing, will go on the student's Novi High School transcript and be included in the student's Novi High School GPA. Students earning a D- or higher will earn high school credit.**

## 9 OR 18 WEEK ELECTIVES

### APPLIED TECHNOLOGY

#### **STEM/PRE-ENGINEERING 7 (9-weeks) - Seventh Grade**

Students learn in a state of the art computerized modular lab as well as a Machining and Materials Center in this 9-week course. While in the modular lab, students study various topics such as 3D Printing, engineering and the CO2 dragster module. Besides working in the computer lab, students also work in a Machine and Materials Center where they use tools to make projects in wood, plastic and metal. 7<sup>th</sup> graders love to race their CO2 dragsters during the final portion of the class.

#### **STEM/PRE-ENGINEERING 8 (9-weeks) - Eighth Grade**

Students enrolled in the STEM curriculum class will be challenged daily with various engineering projects and activities. Students will have access to multiple state of the art 3D printers, which will have those designing products on AutoCAD and producing them with the printers. They will spend time designing a 500 square foot tiny house using floor planner software and then building a scaled-model of their home while studying the environmental benefits of the tiny house. Students will also have access to a machining and materials center where they will learn proper tool safety while building a working catapult. This, along with other activities, will have our students engaged in STEM.

### ART

#### **ART 7 (9-weeks) - Seventh Grade**

The seventh grade art curriculum is designed as an exploration of various art disciplines and media. Units in two- and three-dimensional art are the main focus with design and/or multi-media art are examples of what students could experience in this course. Special consideration is given when planning lessons for seventh graders that will be engaging yet challenging for artists of various levels of skill and practice. Learning goals and targets to develop necessary skills will be introduced throughout the course. Each seventh grade project presents a set of objectives by which student will develop their own creative solution to a creative problem. Personal expression is encouraged.

#### **ART 8 (9-weeks) - Eighth Grade**

The eighth grade art curriculum explores several areas of art production. Students will develop skills related to a variety of media through a carefully planned sequence that challenges their creativity. The areas of concentration for eighth grade are two- and three-dimensional art. Projects such as ceramics, sculpture, painting, drawing, and/or multi-media may be used in this course. A series of preliminary lessons and demonstrations will assist students in meeting their learning goal and related learning targets. Students will form their own plans and ideas while challenging their creative spirit. With practice, students will develop their ability to utilize various design principles such as contrast, balance, movement, unity, rhythm, and repetition. Students will be strongly encouraged to develop high quality craft or artisanship in their art-making.

### COMPUTERS

#### **COMPUTER 7 (9-weeks) - Seventh Grade \***

Students in the 7<sup>th</sup> Grade Computers class will be able to increase their typing speed and accuracy by using the touch-typing technique (home row position). Students are introduced to computer systems, word processing, graphics design, desktop publishing, spreadsheets, presentation tools and “cloud” management. Digital citizenship will also be emphasized.

#### **COMPUTER CODING AND ANIMATION (9-weeks) - Eighth Grade**

Computer Science is a way of creating projects called programs. Through the use of coding techniques, students use computer science to tell fun and interactive stories in the Storytelling unit. Storytelling emphasizes creativity by encouraging students to tell a unique story in each animation. In the Game Design unit, students learn basic video game coding concepts by making different types of games, including racing, platform, launching, and more! Finally, students will plan, storyboard, troubleshoot, and create their own video game for others to play.

*\*Required for seventh grade*

*\*\*One World Language 7 course is required for seventh grade students*

### **MEDIA TECHNOLOGY (18-weeks) - Eighth Grade**

Media Technology students produce a daily digital news broadcast (WNMS) that connects and informs the entire school population with school announcements and current events. Students learn how to responsibly use hardware such as video camcorders, microphones (wired/wireless), Teleprompters, and digital still cameras. Students also develop skills such as scriptwriting, proper lighting techniques, storyboarding, graphic design, proper interviewing techniques, and reporting the news objectively and ethically. Students exercise proper public speaking techniques unique to an on-camera personality. Emphasis will be placed on digital video editing utilizing a variety of software. **APPLICATION REQUIRED**

## **DRAMA**

### **THEATER 7 (9-weeks) - Seventh Grade**

Students will explore the basics of theatre arts, including such elements as physical and vocal expression, improvisation, characterization and scene study. They will learn the importance of movement, attitude, characterization, and motivation as they develop their skills and acting techniques. Students will also get a brief exposure to various workings of theater production.

### **THEATER 8 (9-weeks) - Eighth Grade**

Students will delve further into character development, script writing and performing. They will continue to build upon their acting skills and while analyzing and comparing various performance genres. Students will also examine the role of mood, lighting, props and costumes in productions to understand the opportunities available in theater beyond the stage. Students will also get a brief exposure to various workings of theater production.

## **HEALTH**

### **HEALTH 7 (9-weeks) - Seventh Grade \***

Students learn life skills to ensure they can work effectively in a fast-paced, highly interconnected and diverse world. Various topics of study include: Character Education, Stephen Covey's *The 7 Habits of Highly Effective Teens* (Leader in Me) Nutrition & Physical Activity, Tobacco Refusal, and Reproductive Health. Health 7 includes activities to educate and empower students on many different levels. ***This course is a required class for all 7<sup>th</sup> grade students.***

### **HEALTH 8 (9-weeks) - Eighth Grade \*\***

Students gain knowledge and skills necessary to make healthy decisions in a wide range of physical, emotional, and social issues. Utilizing the Michigan Model for Health Curriculum, students will learn accurate and current information that will help them make positive choices when faced with difficult situations. Units of study include: **Healthy & Harmful Relationships, Alcohol, Tobacco & Other Drugs, and Reproductive Health.** ***This course is required for all 8<sup>th</sup> grade students.***

## **LIFE MANAGEMENT**

### **FOODS 7 (9-weeks) - Seventh Grade**

Students will learn and practice basic cooking methods in kitchen labs. Instruction include: kitchen safety and sanitation, measuring ingredients, reading and modifying recipes, proper knife skills, food science, menu planning, costs of food and food preparation. Students are able to eat the food they prepare!

### **FOODS 8 (9-weeks) - Eighth Grade**

Students will learn and demonstrate proper cooking skills. This hands-on experience invites students into the kitchen labs to practice career-ready life skills. The emphasis of instruction is connected to preparing and serving food. Information includes: food borne illness, safe home/work environments, cooking techniques, global food systems, budgeting, grocery shopping and personal food choices. Students always have the opportunity to taste their culinary creations!

*\*Required for seventh grade*

*\*\*Required for eighth grade students who are NOT in 2 full year elective courses. Students will participate in mandated reproductive health curriculum as assigned in full year music class*

## **PHYSICAL EDUCATION**

**PERSONAL FITNESS 7 (9-weeks) - Seventh Grade \***

The primary goal of a Personal Fitness class is to provide instruction, model behaviors, and teach activities that will equip students with the knowledge and skills to maintain a healthy lifestyle. This course will introduce students to physical fitness, focusing on the benefits of overall strength and cardiovascular health. Using the basics of strength training and conditioning programs to fit individual needs, students will participate in many activities that will improve their overall fitness and strength.

**FOUNDATIONS of PHYSICAL EDUCATION 8 (9-weeks) - Eighth Grade \*\*\***

Students will be given a basic foundation of physical education to help promote overall wellness. This class is designed to introduce the student to many aspects of physical education including the learning and practicing of different sports skills and the continuation from 7<sup>th</sup> grade Personal Fitness of strength training and conditioning programs to fit their individual need. Students will participate in activities that will improve overall fitness, such as agility, coordination, speed, strength, and cardiovascular fitness. Each student will be able to demonstrate proper fundamental skills, cooperation with instructor and classmates all in a fun atmosphere. All students will be expected to actively try to reach their highest attainable level of fitness and skill level with maximum effort.

**TEAM & INDIVIDUAL SPORTS 7 (9-weeks) - Seventh Grade**

Students will develop fundamental skills and refine sport-specific skills involved in team sports such as flag football, volleyball, soccer, floor hockey, badminton, lacrosse, tennis and basketball. Students will also compete in the form of games, matches, and tournaments. Students will develop a growing understanding of the rules and sportsmanship that governs these activities and will use practice and written tools to self-assess their understanding and improvement throughout the course.

**TEAM & INDIVIDUAL SPORTS 8 (9-weeks) - Eighth Grade**

Students will develop fundamental skills and refine sport-specific skills involved in team sports such as flag football, volleyball, soccer, floor hockey, badminton, lacrosse, tennis, and basketball. Students will also compete in the form of games, matches, and tournaments. Students will develop a growing understanding of the rules and sportsmanship that governs these activities and will use practice and written tools to self-assess their understanding and improvement throughout the course.

## WORLD LANGUAGES

**FRENCH 7 (9-weeks) - Seventh Grade \*\***

Students will begin to learn all aspects of the French language: speaking, listening, reading, writing, and comprehension. The students will learn vocabulary and some grammatical concepts that form the foundation for further study of the language. Cultural topics will also be discussed.

**GERMAN 7 (9-weeks) - Seventh Grade \*\***

Students will begin to learn all aspects of the German language: speaking, listening, reading, writing, and comprehension. The students will learn vocabulary and some grammatical concepts that form the foundation for further study of the language. Cultural topics will also be discussed.

**SPANISH 7 (9-weeks) - Seventh Grade \*\***

Students will begin to learn all aspects of the Spanish language: speaking, listening, reading, writing, and comprehension. The students will learn vocabulary and some grammatical concepts that form the foundation for further study of the language. Cultural topics are also discussed.

**JAPANESE 7 (9-weeks) - Seventh Grade \*\***

Students will begin to learn all aspects of the Japanese language: speaking, listening, reading, writing, and comprehension. The students will learn vocabulary and some grammatical concepts that form the foundation for further study of the language. Cultural topics are also discussed.

*\*Required for seventh grade*

*\*\*One World Language 7 course is required for seventh grade students*

*\*\*\*Required for eighth grade students who are NOT in 2 full year elective courses. Students will participate in mandated Reproductive Health curriculum as assigned in full year music class*

## ADDITIONAL COURSES

**PEER to PEER (9-weeks) - Seventh / Eighth Grade**

This course is designed as an elective for students who have a desire to mentor and work with a student or students with an Individual Education Plan (IEP). The course will focus on leadership skills, communication skills, knowledge of autism and other disabilities, problem solving, goal setting, tolerance, patience, reflective listening, journaling, group processing and advocacy. The student enrolled in a Peer-to-peer course will be a mentor, role model, and friend to a student with an IEP. In this role, the peer student will be with their assigned student for a minimum of one class period all year.