

# **ALMONT MIDDLE SCHOOL**

## **COURSE CURRICULUM GUIDE**

2023-24



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## COURSE DESCRIPTIONS

### ART

#### **5<sup>th</sup> Grade Art**

Art in fifth grade is designed to give students a sampling of art materials and methods. These include: drawing, painting, sculpture, ceramics, Art History and Art Production. During the course of the year students will participate in discussion, examination and creation of art. Students will focus on developing creative problem solving skills, visual literacy, and personal expression.

#### **6<sup>th</sup> Grade Art**

Art in sixth grade is designed to introduce students to a variety of art materials and methods. These include: drawing, painting, sculpture and ceramics, Art History, Art Critique, and Art Production. Students will participate in discussion, examination and creation of art. Students will focus on developing creative problem solving skills, visual literacy, and personal expression.

#### **7<sup>th</sup> Grade Art**

Art in seventh grade is designed to solidify students' understanding of art materials and methods. These include: drawing, painting, sculpture and ceramics, Art History, Art Critique, and Art Production. Students will participate in discussion, examination and creation of art. Students will focus on developing creative problem solving skills, visual literacy, and personal expression.

#### **8<sup>th</sup> Grade Art**

Art in eighth grade continues to expand the students' knowledge, art skills, and methods. These include: drawing, painting, sculpture and ceramics, Art History, Art Critique, and Art Production. Students will participate in discussion, examination and creation of art. Students are encouraged to find inspiration within themselves to create images and artwork that represent them.

## **ENGLISH LANGUAGE ARTS**

### **5<sup>th</sup> Grade ELA (Reading & Writing)**

Fifth graders will take part in a workshop style approach to reading and writing utilizing the MAISA UNITS. The workshop will begin with a mini lesson that focuses on a skill or strategy that will be important for reading and writing. After the lesson, students will be involved in several minutes of reading or writing activities that foster the strategies being taught. The reading material will be adjusted to students either individually or in small groups based on their needs to become proficient readers and writers.

### **6<sup>th</sup> Grade ELA**

In this year-long course, students will learn and develop skills as readers and writers through multiple learning experiences, gaining independence and self-awareness in the process. They will build the foundational skills needed to produce quality informational writing pieces, including determining and citing credible sources, producing quality claims, and supporting claims with evidence and reasoning. Students will identify the author's purpose based on bias, tone, point of view, text structure, central ideas and themes - which will enable them to respond more definitively both in verbal and written form. They will focus on strengthening narrative techniques in their own writing, and identifying these techniques while reading. Students will develop an appreciation for reading through independent reading and in-class readings of both short pieces and longer novels.

### **7<sup>th</sup> Grade ELA**

Welcome to 7th grade Language Arts! Our focus this school year will be learning and developing our skills as critical thinkers, readers, writers, speakers, and listeners. The development and mastery of these important literary skills not only is important to achieving success in the Language Arts classroom, it is a critical component of achieving success in other school subjects, building strong relationships with others, and attaining a flourishing career as an adult. Basically, the quality of life you experience now through adulthood will depend a lot on how well you read, write, and communicate with others. Students will publish several writing pieces throughout the year:

- Narrative (personal)
- Argumentative
- Expository
- Poetry
- Literary Analysis
- Independent Book Project

## **8<sup>th</sup> Grade ELA**

Welcome to 8th grade Language Arts! Our focus this school year will be learning and developing our skills as critical thinkers, readers, writers, speakers, and listeners. Reading instructions will expose students to a variety of reading strategies for reading literary and expository texts. Writing instruction will include the development of written communication skills, including narrative, informative/explanatory, and argumentative writing. Standard English conventions are also developed throughout the year. The development and mastery of these important literary skills not only is important to achieving success in the Language Arts classroom, it is a critical component of achieving success in other school subjects, building strong relationships with others, and attaining a flourishing career as an adult.

## **MATHEMATICS**

### **5<sup>th</sup> Grade Math**

Students will continue to learn the Big Ideas math curriculum which is utilized across K-12 grade levels. This program promotes the Common Core State Standards by developing math concepts through interactive and visual learning. Teachers use Math Workshop to promote differentiated instruction for students with different needs. The students will spend a couple days per week on whole group lessons or activities, and the other two to three days will be spent in small groups and centers. This allows teachers to work with students who need more assistance, as well as provide challenges for students who are advanced in their knowledge. The main topics include place value, decimals, fractions, division/multiplication of decimals, reducing fractions, and an exposure to geometry. Students will also be exposed to on-line interactive sites, such as Moby Max and MAP Accelerator. These are all web-based programs that help students work consistently on skills they may need more practice on. All of these programs level and adapt to the needs of the students. Each week your child will need to complete the assigned lessons for credit and part of his or her grade.

## **6<sup>th</sup> Grade Math**

This course covers sixth grade common core math standards in order to prepare learners for Math 7. Through solving problems, discussions, and writing, students will demonstrate proficiency in:

- Numerical Expressions and Factors
- Fractions and Decimals
- Ratios and Rates
- Percents
- Algebraic Expressions and Properties
- Equations
- Area, Surface Area, and Volume
- Integers, Number Lines, and the Coordinate Plane
- Statistical Measures
- Data Displays

## **7<sup>th</sup> Grade Math**

This course covers a review of basic skills and pre-algebra concepts. It will be a combination of lecture, in-class tasks, activities, and practice. This course is designed to explore essential concepts of seventh grade common core standards and adequately demonstrate proficiency in:

- Rational Numbers
- Expressions and Equations
- Inequalities
- Ratios and Proportions
- Percent
- Scale Drawings
- Circles and Area
- Surface Area and Volume
- Probability and Statistics

## **8<sup>th</sup> Grade Math**

The ultimate goal of this course is to give the student a foundation for exploring and understanding algebra and geometry.

The 8<sup>th</sup> grade math standards specifically focus on the following concepts and by the end of their 8<sup>th</sup> grade year, students should be able to adequately demonstrate proficiency in:

- Solving multi-step equations
- Transformations of figures
- Angle relationships

- Scientific notation and exponential form
- Graphing and writing of linear equations in all three forms
- Solving systems of linear equations
- Linear and nonlinear functions
- Representing functions algebraically and graphically
- Square roots, cube roots and Pythagorean Theorem
- Volume of three-dimensional figures
- Data analysis and use lines of best fit
- Use of exponent rules

In addition to the main areas of focus, there are eight Mathematical Practice Standards that will be used to build on the student's ability to make sense of a variety of real world problems:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## **Algebra I**

This course is offered to 8<sup>th</sup> grade students who meet several requirements that include: high level standardized test scores, placement test scores, as well as 7<sup>th</sup> grade math grades. This is a course for high school credit and expects students to perform at a high school level. Algebra I is the study and the breakdown of the real number system. The course begins with a review of basic math concepts such as fractions and operations with negative numbers. Students will be introduced to variables, solving equations and simplifying expressions. The graphing of linear equations in standard, slope-intercept and point-slope form will be emphasized.

## **MUSIC**

### **5<sup>th</sup> Grade Band**

Fifth Grade Band is a course where students can learn the basics of music through performance of a band instrument in a fun group environment. They will study and practice the fundamentals of instrumental music at the beginning level with a special emphasis on learning proper tone on their instrument and the skills necessary to successfully perform at a basic level. They will perform at an “Info Concert” where they will show off all they have learned for the first half of the year and an end of the year band concert.

### **6<sup>th</sup> Grade Band**

Sixth Grade Band is a course in which students will continue to develop upon the skills that were started in fifth grade band. Students will expand their abilities by developing their range on their instrument, increasing their knowledge of more complex rhythms and will learn a variety of styles of music. They will demonstrate their development by performing in two concerts (December and May).

### **7<sup>th</sup> Grade Band**

Seventh Grade Band is a course in which students will develop their musicianship by focusing on the five primary musical skills: tone, intonation, technique, rhythm and interpretation in preparation for performing at MSBOA Festivals. They will perform three times per year, including at the MSBOA District Festival where they will be provided feedback from a panel of judges who are experts in the field. Seventh graders will also have an opportunity, if they choose, to perform at the MSBOA District Solo and Ensemble where they can perform a solo or small group for a judge and receive ratings, possibly a medal, and a small clinic from the judge who is an expert on their instrument.

### **8<sup>th</sup> Grade Band**

Eighth Grade Band is a course in which students will expand their musicianship to the level necessary to become a part of the High School Band. They will continue to develop the five primary musical skills: tone, intonation, technique, rhythm and interpretation in preparation for performing at MSBOA Festivals. They will perform three times per year, including at the MSBOA District Festival where they will be provided feedback from a panel of judges who are experts in the field. Eighth graders will also have an opportunity, if they choose, to perform at MSBOA District Solo and Ensemble where they can perform a solo or with a small group for a judge and receive ratings, possibly a medal, and a small clinic from the judge who is an expert on their instrument.

### **5<sup>th</sup> Grade Choir**

Fifth Grade Choir is an introduction to choir for fifth grade students. Students in this class will explore the world of choir and how it works. They will touch on basic music theory, as well as part reading and performing ensemble skills. The Fifth Grade Choir is an introductory vocal group in Almont Community Schools and will perform in two performances that are a requirement of the class.

### **6<sup>th</sup> Grade Choir**

Sixth Grade Choir is for any sixth grade student wanting to develop vocal music skills. Students in this class will learn basic music theory, as well as music reading and performance skills. The Sixth Grade Choir is an important vocal group in Almont Community Schools and will perform in an end of the semester performance that is a requirement of the class.

### **AMS Raider Choir**

The AMS Raider Choir is for any seventh or eighth grade student. The students will develop their musicianship by focusing on the five primary musical skills: tone, intonation, technique, rhythm and interpretation in preparation for performing at MSBOA Festivals. They will perform three times per year, including at the MSBOA District Festival where they will be provided feedback from a panel of judges who are experts in the field.

## **PHYSICAL EDUCATION**

**P.E. 5:** Physical Education 5 is a 5th grade physical education class. In PE 5, the students are introduced to various physical skills and activities, with an emphasis on both life-long activities and specific sports skills. Each class meets once a week, with one additional class meeting each month.

**P.E. 6:** Physical Education 6 is a 6th grade physical education class. In PE 6, the students build on the skills and activities introduced to them in PE 5. This is the first year students will have PE daily for one semester. Students will be required to exhibit responsibility in changing into activity clothes each day. Skills are both sports specific and with an emphasis on life-long activities, such as bowling and pickle ball. A focus on sportsmanship is introduced with the daily activities and objectives.

**P.E. 7:** Physical Education 7 is a 7th grade physical education class. In PE 7, students continue to build on the skills and activities emphasized in PE 6. Game play strategy is introduced and stressed with sportsmanship being a key part of the daily lessons.

**P.E. 8:** Physical Education 8 is an 8th grade physical education class. In PE 8, the students reinforce and build on the PE 7 focuses of skill development, strategy and sportsmanship. Students will also focus on specific game play rules by working as game officials and referees within the game play offered. PE 8 also prepares students for the transition to the high school physical education offerings by focusing on daily responsibilities and accountability in being prepared to participate daily.

## **SCIENCE**

### **5<sup>th</sup> Grade Science**

Three units are taught at the 5th grade level in science. They are as follows: Chemical Reactions and Properties of Matter, the Water Cycle and Earth's Systems, and Ecosystems and Food Webs. These science units offer a variety of experiences for students to be actively engaged while owning their individual learning. Hands-on experiences offer a chance for students to make real-world connections. Curriculum is aligned with Next Generation Science Standards (NGSS).

### **6<sup>th</sup> Grade Science**

The following units will be taught in 6th grade science: Ecosystems 1 and 2 (Mi-STAR) to include the following: Interactions, Energy and Dynamics, The Water Cycle (Mi-STAR), and Earth's Systems. Students will dissect owl pellets in Ecosystems to follow the flow of energy among organisms. In Earth Systems, students follow the events happening on the surface of the earth and consider theories about the interior of the earth that contribute to earthquakes, mountain formation, and volcanoes. The Rock Cycle follows the studies of the surface of the earth.

### **7<sup>th</sup> Grade Science**

Seventh grade students will explore several content areas within the school year. Units of study include: Energy, Earth's Atmosphere & Human Impact on Earth, Biology & Chemistry. Utilizing the new science standards, this course will empower students to develop and use models, plan and carry out investigations, analyze, and interpret data. The disciplinary core ideas, science and engineering practices and cross-cutting concepts drive the learning process for this course.

## **8<sup>th</sup> Grade Science**

In 8<sup>th</sup> Grade Science the focus is on Earth and Space Science. Students will explore the Earth's interior, its surface, its atmosphere, and its place in space. Throughout this course, a heavy emphasis will be placed on how these things impact the world outside of our classroom. Students will complete problem-based activities that require them to analyze, synthesize, and interpret data that will lead to a better understanding of our planet.

## **SOCIAL SCIENCE**

### **5<sup>th</sup> Grade Social Studies**

The fifth grade utilizes the TCI (Teacher Curriculum Institute) program. Our Social Studies curriculum focuses on U.S. history and geography. The key topics of study include Native American Life, Life in the 13 Colonies, The Revolutionary War, and a more in-depth look at our system of government toward the end of the year. As we work our way through each unit, students will demonstrate their mastery by way of notes, tests, projects, and simulations. Students are also involved in learning about current events as they use Scholastic News (magazines) and Newsela, which is a website with articles leveled at their reading levels.

### **6<sup>th</sup> Grade Social Studies**

Sixth grade students develop an understanding of contemporary world geography through inquiry and discovery, literacy strategies, analysis and spatial thinking. Using TCI (Geography Alive), we will explore the Five Themes of Geography: location, place, region, human and environment interaction, and movement. Contemporary government and basic economics are also integrated - all of which provide students a rich and fascinating learning adventure.

### **7<sup>th</sup> Grade History**

The seventh grade social studies curriculum focuses on early world history and geography with a deliberate focus on the content literacy. Students begin their exploration into world history with a focus on historical thinking. By unpacking historical and geographic thinking, students learn how these disciplines are distinct in how they ask questions and frame problems to organize and drive inquiry. Students learn that historians must have some evidence to support the claims they make in their accounts. They investigate how these social scientists select, analyze, and organize evidence, and then use that evidence to create accounts that answer questions or problems.

In this grade, students investigate human history from the beginning until around 300 C.E. (A.D). They explore major and significant changes in each era through a chronological organization. Students learn about the earliest humans and explore early migration and settlement patterns. In studying the origins of farming and its impact upon

emerging human cultures, students analyze evidence from the fields of archaeology and anthropology, and employ a wide range of data sources including artifacts, photographs, and geographic information. Students examine how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of people, resources, and ideas.

### **8<sup>th</sup> Grade Social Studies**

Students use the framework of the history of the United States to learn and understand economics, historical events, historical documents, geography, and the foundations of America. Students participate in reading, active learning, and analysis of documents to make sense of the world around them.

## SPECIAL EDUCATION

### **(Placement to be determined by an Individual Educational Planning Team– IEPT)**

The following courses have been designed with the special education student in mind to assist with meeting the students' individual needs. Every effort will be made to meet the needs of the students within the general education curriculum. Only students currently with an IEP and teacher recommendation will be considered for these courses.

#### **Specialized Math**

Special education Math is a distinct and specific class that is critically important to learn specific math content standards and skills.

The content standards follow the special education benchmarks and will improve the students' basic math skills and help him/her to become a productive member of the community.

All skills taught are driven by the individualized IEPs present in the classroom.

#### **Specialized Language Arts**

Special education Language Arts is a distinct and specific class that is critically important to learn specific reading, writing, and listening content standards and skills.

The content standards follow the special education benchmarks and will improve the students' basic language skills and help him/her to become a productive member of the community.

All skills taught are driven by the individualized IEPs present in the classroom.

#### **Study Skills**

This course is designed to support students' academic and personal growth. Students will have the opportunity to make progress towards their individual IEP goals through goal-work. Students will receive reteaching of core skills and standards, as well as engage in mini-lessons ranging in topics from content-specific skills to social-emotional skills.

The special education teacher will also provide support for students' general education classes. This includes test support, organizational support, and time management support.

## Exploratory Classes

### **6<sup>th</sup> Grade Art from the HeART**

Students will express their artistic flair through a variety of mediums, as well as an assortment of techniques. They will learn some of the basic elements of art: line, shape, form, color, and composition.

### **Automation and Robotics (PLTW)**

Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics on our society as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects like traffic lights, toll booths, and robotic arms.

### **Basketball Techniques**

Basketball Techniques is offered to a seventh or eighth grade student wishing to pursue a more intensified experience in basketball. Students will experience a higher level of skill development and play in the sport of basketball. These skills will be used in both competitive and non-competitive activities and task-related challenges.

### **Books and Movies**

In this one-quarter course, the students will read and comprehend multiple works of literature, at a range of text complexity. Much of this reading will be a read-aloud format to provide scaffolding for all readers. Each book has a corresponding movie, which students will view after reading the book. Students will compare and contrast these two experiences, which is a key Common Core reading standard. Brief writing assignments and/or projects and reflections will apply. Within these book units, students will discuss concepts such as theme, character change, context clues, plot development, and point of view. Students will have some choice/ownership in which book/movie pairings they choose. Some of these titles may include:

- A Wrinkle in Time
- Holes
- The Lorax
- Bridge to Terabithia
- Harry Potter and the Sorcerer's Stone
- Middle School: The Worst Years of My Life

## **Careers**

The beginning of the class entails students completing testing which gathers information about their strengths, skills, and interests. Using this information, students are pointed toward careers which may interest them. Through the course of class, different “career clusters” are investigated - medical, law enforcement, agricultural, human relations, and others. Hands-on projects are a large part of the class, and students work independently on some, while others are group or partner work. The class focuses on college-graduate careers, trades careers, and careers in the military, giving students the ability to see the wide variety of options open to them. Special guest speakers are invited to give students the chance to see careers from the working stand-point, and they are encouraged to ask questions and interact with speakers.

## **Character Building**

This course is designed to help students understand what they can do to be the best person possible. It will also help them learn how to behave in different social environments, communicate with others, and solve problems that life often throws their way. By developing their character, they will learn how to cope in life and discover what type of person they want to become. The objective of the course is to teach students to value themselves and make good choices in life. They will discover the art of social and emotional growth, while examining ways that they can set positive examples in society. Some of the topics in the course include:

- Goal Setting
- Community Building
- Problem Solving (stress and aggression)
- Reflection (emotional management)
- Leadership (communication skills)
- Healthy Relationships (self-awareness and manners)

In addition to these topics, students will work through the Six Pillars of Character:

- Trust
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

### **Computer Applications (High School Course/.5 credit)**

This course is required for students with a focus on keyboarding and a diverse computer experience. Students will learn and develop the proper touch-typing technique to maximize keyboarding speed and accuracy. Fundamental word processing skills will be taught including formatting and processing of various documents such as reports, letters, and tables. Students will then learn and utilize the basic functions of Google Workspace (Docs, Sheets, Slides, and Draw) and Microsoft Office (Word, Excel, Access, Publisher, and PowerPoint). Successful completion of this course fulfills the required half credit of Computer Science necessary to graduate.

### **Current Events**

Current Events is an elective class offered to eighth graders. This class explores current issues which are discussed in a debate forum. Students develop communication and research skills. \

### **Design and Modeling (PLTW)**

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

### **Digital Projects**

This course is intended to engage student learning in the field of Digital Media with hands-on projects and “real-world” activities. This course is based on developing a specific set of skills that would be required in the field of Digital Media. Three specific competencies or skill areas will be covered: 1) Graphic Design; 2) Animation; and 3) Video Production.

### **Energy and the Environment (PLTW)**

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

## Health



# Michigan Model for Health<sup>®</sup> Grades 7-12 Scope and Sequence Chart (Part 1 of 2)

	HIV & Other STI Prevention	Social & Emotional Health and Safety	Nutrition	Physical Activity	Alcohol & Other Drug Prevention	Tobacco Prevention	
<b>Grades 7-8</b>	<b>Growing Up and Staying Healthy: Understanding HIV and Other STIs</b> <b>Content</b> <ul style="list-style-type: none"> <li>Consequences of infection with STIs*</li> <li>How STIs are and are not transmitted</li> <li>Health risks of various behaviors</li> <li>Situations requiring professional health services</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Apply strategies to abstain from sex and/or reduce risk**</li> <li>Access reliable sources of information and help</li> <li>Avoid and escape risky situations</li> <li>Communicate respectfully and assertively</li> <li>Refuse pressure</li> <li>Identify trouble</li> <li>Set goals to stay free of STIs</li> <li>Advocate for peers to live STI free</li> </ul>	<b>Safe and Sound for Life: Social and Emotional Health and Safety</b> <b>Content</b> <ul style="list-style-type: none"> <li>Feelings and thoughts help determine behavior</li> <li>Characteristics of stress and stress management</li> <li>Internal and external influences</li> <li>Recognizing depression and getting help</li> <li>Staying including cyber and role of bystanders</li> <li>Characteristics and laws related to sexual harassment and abusive relationships</li> <li>Qualities for safe dating</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Listening</li> <li>Expressing emotions and thoughts</li> <li>Empathy</li> <li>Interments</li> <li>Identify and manage strong feelings</li> <li>Decision making</li> <li>Problem solving</li> <li>Asking effective questions</li> <li>Manage conflicts</li> <li>Choosing positive relationships</li> <li>Avoid dangerous situations</li> <li>De-escalate intimidation</li> <li>Maintain personal safety</li> <li>Deal with sexual harassment</li> <li>Deal with abusive relationships</li> <li>Help others</li> <li>Access resources</li> </ul>	<b>A Winning Team: Healthy Eating and Physical Activity</b> <b>Content</b> <ul style="list-style-type: none"> <li>Health benefits of healthy eating, hydration, and being physically active</li> <li>Federal guidelines for diet and physical activity</li> <li>Factors in weight control</li> <li>Identify moderate-intensity physical activities</li> <li>Healthy body image, body type and healthy body weight</li> <li>Nutrition information on food labels, health claims, and advertisements</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Analyze personal food intake</li> <li>Assess personal barriers to healthy eating and getting physical activity and develop solutions</li> <li>Access resources for weight management and unhealthy eating patterns</li> <li>Analyze influences of sedentary activities on physical activity</li> <li>Select foods with most nutritional value</li> <li>Analyze nutrition information to identify healthier food options when eating out</li> <li>Persuade peers to eat healthy and be physically active</li> <li>Set goals to improve healthy eating and increase physical activity</li> </ul>		<b>Stay Drug Free Today for a Successful Tomorrow</b> <b>Content</b> <ul style="list-style-type: none"> <li>Internal and external influences and social norms</li> <li>Influences on decision making</li> <li>Recognizing personal control over what influences one responds to</li> <li>Passive, aggressive, and assertive communication including non-verbal</li> <li>Dependency and addiction</li> <li>Resources for drug-related information and help</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Effective use of I-statements</li> <li>Use refusal skills to avoid drug use</li> <li>Identify trouble</li> <li>Solve problems</li> <li>Ask questions to identify possible trouble</li> <li>Make good decisions</li> <li>Get help</li> <li>Advocate for drug-free social norm</li> <li>Access resources</li> </ul>	<b>The Power Is Yours to Be Tobacco Free</b> <b>Content</b> <ul style="list-style-type: none"> <li>Healthy ways to meet needs without tobacco use</li> <li>Health, legal, social, and financial consequences of use</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Analyze influences to use tobacco</li> <li>Use refusal skills to avoid tobacco use</li> <li>Support those who abstain and those who are trying to quit</li> <li>Identify risky situations that could lead to tobacco use</li> <li>Solve problems</li> <li>Avoid secondhand smoke</li> <li>Access resources</li> <li>Compose persuasive advice for peers on how to stay tobacco free</li> </ul>	<b>Middle School</b>
	<p>* "STI" includes HIV</p> <p>** This module offers two tracks: abstinence-only or abstinence-plus-condoms.</p>		<p>* "Drug" refers to alcohol, and other drugs.</p>				

This course consists of several topics - as cited in the chart above (social & emotional health, nutrition & physical activity, alcohol & drug prevention). The curriculum is based on the Michigan Model for Health. Individual and group research, projects & presentations are part of this course. Workout Wednesdays, Food Fridays, and guest speakers are all key components of this elective.

## History Alive

Using a thematic approach, students will study World History by “traveling in time” by watching the “Time Warp Trio” video series. After each episode, students will engage in hands-on, multi-intelligence activities to learn about some of the most influential people in the ancient, medieval, and modern time periods.

## Medical Detectives (PLTW)

Medical Detectives explores the biomedical sciences through hands on projects and labs that require students to solve a variety of medical mysteries. Students investigate medical careers, vital signs, diagnosis and treatment of diseases, as well as human body systems such as the nervous system. Genetic testing for hereditary diseases and DNA crime scene analysis put the students in the place of real-life medical detectives.

**Michigan: History and Culture**

This history elective will provide students with the opportunity to explore rich and unique history of Michigan. In this course, we will take a closer look at the development of Michigan from its pre-statehood era to modern times. Students will have the opportunity to dig deeper into the role Michigan played in significant American History events and develop an appreciation for its unique culture. Students will participate in a variety hands-on learning activities, build critical historical thinking skills, and develop research techniques. Topics may include Native Cultures of Michigan, Statehood, Michigan as a Battlefield, the Musical History of Motown, and more.

**Success**

Teachers utilize Math and/or ELA data to appropriately place individual students into groups for remediation and/or extensions. Teachers monitor their students' progress and set individual goals based on performance and academic achievement. In addition, the "whole child" will be addressed to ensure academic and personal success.

**STEM**

STEM is a problem-based class where students get a basic introduction to Engineering and to Computer Aided Design (CAD). In this class, there is a heavy emphasis put on problem solving. Through the use of our CAD program, Autodesk Inventor, students will use the Engineering Design process to create real-world products. Students will also get the opportunity to use 3D printers to produce objects they've created.

## ONLINE COURSEWORK

Section 21F of Public Act 196 of 2014 established that Michigan public school pupils in 6<sup>th</sup> through 12<sup>th</sup> grade (with the consent of parent or legal guardian, if the student is under 18) may enroll in up to two online courses during an academic semester. Online courses require hard work and are not “easier” than traditional classes. In fact, they may be more time consuming because students are using a new and unfamiliar method to access the course and materials and will experience different challenges than they have with face-to-face instruction. The profile of a successful online learner would be an individual who has good time management skills, is an effective communicator, has independent study habits, is self-motivated, is academically ready having conquered the basic reading, writing, math and computer literacy skills to succeed in a class and is technologically prepared to open, create, and/or save a document, uses various technology tools and can identify various file formats. Students selecting the online option must do so during the spring scheduling process. See the counselor for the appropriate paperwork.

***You can access online offerings through: <https://michiganvirtual.org/students/>***