Mount Clemens Secondary Complex

Middle School Student Course Guidebook 2022-2023 School Year

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MOUNT CLEMENS SECONDARY COMPLEX

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TINA MCNEELY	ALEXIS TERRY	THOMAS HANNAH
PRINCIPAL	COUNSELOR	DEAN OF STUDENTS

Dear Learners and Families:

Welcome to our 2022-2023 Mount Clemens Secondary Complex Course Guidebook and the array of courses offered to students. We hope that you will choose classes and activities that stretch you physically and intellectually. Please look this resource over carefully together. Middle school comes with a set schedule of core classes. These classes focus on building the required skills and content-specific knowledge, which become the starting point for high school classes. Therefore, middle school learning and growth is vital for every student's overall success in high school and beyond!

While there are set classes each middle school learner progresses through each year, we do offer a variety of electives to select from. We will work hard to provide you with the elective courses you select. Staffing assignments and course sectioning are based on students' selections, so please take the process seriously. It is extremely difficult (and at times impossible) to accommodate every request or students who change their minds about course selection during the summer. So, please, choose wisely now. The class request form is available on the last pages of this document. Students can also use the link on those forms to submit their requests online. Take full advantage of all the opportunities for growth and learning that Mount Clemens Middle School offers.

Sincerely,

Tina McNeely, Principal

SCHOOL COUNSELOR PROVIDE SERVICES TO STUDENTS, PARENTS, SCHOOL STAFF AND THE COMMUNITY IN THE FOLLOWING AREAS:

Direct Student Services: Direct services are in-person interactions between school counselors and students and include the following:

School counseling core curriculum: The school counseling core curriculum is delivered through the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response. Indirect Student Services: Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance consultation and collaboration with parents, teachers, other educators and community organizations.

THE ROLE OF COUNSELOR IN SCHEDULING

Your counselor is the key person who can assist you with scheduling. Specific course information is available from teachers. Other students can offer information especially if they have already taken the course. Parents have suggestions and concerns; however, the person most aware of your total educational background, plans, aptitude and abilities is your counselor. Spending time discussing next year's schedule and long-range goals with your counselor is important.

Counseling and Scheduling Questions?

Please contact our Secondary Complex Counselor, Ms. Alexis Terry. Email:

terrya@mtcps.org

Office: 586-461-3400; ext: 1419

The Importance of Middle School for High School Success

While selecting and thinking about your academic future, we encourage you to look ahead at the expectations and graduation requirements set forth by the Michigan Department of Education and the Mount Clemens Community Schools District. The middle school years are critical for success in high school. Every day is an opportunity to grow academically the necessary skills and content to be ready for 9th Grade! Those who struggle in high school often do not realize their failures began when not working hard in middle school!

Michigan High School Graduation Requirements (18 credits)

- **ENGLISH LANGUAGE ARTS (ELA) – 4 Credits**
  - Proficiency in State Content Standards for ELA (4 credits)
- **MATHEMATICS – 4 Credits**
  - Proficiency in State Content Standards for Mathematics (3 credits); and
  - Proficiency in district approved 4th Mathematics credit options (1 credit) (Students MUST have a Math experience in their final year of high school.)
- **ONLINE LEARNING EXPERIENCE**
  - Course, Learning, or Integrated Learning Experience.
- **PHYSICAL EDUCATION & HEALTH – 1 Credit**
  - Proficiency in State Content Standards for Physical Education and Health (1 credit); or
  - Proficiency with State Content Standards for Health (1/2 credit) and district approved extra- curricular activities involving physical activities (1/2 credit).
- **SCIENCE – 3 Credits**
  - Proficiency in State Content Standards for Science (3 credits); or
  - Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).
- **SOCIAL STUDIES – 3 Credits**
  - Proficiency in State Content Standards for Social Studies (3 credits).
- **VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit**
  - Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).
- **WORLD LANGUAGE – 2 Credits** (Effective with students entering 3rd Grade in 2006)
  - Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
  - Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal CTE program; or an additional visual, performing, and applied arts credit (1 credit).

COURSES VS. CREDITS

- The Michigan Merit Curriculum reimagines what the diploma represents. With credit based on student proficiency instead of seat time, the diploma represents what the students know and can do, not the courses that they took. Credits do not have to equate courses; instead courses, CTE programs, work internships, and other learning opportunities can provide pieces of a variety of credits – filling up the credit pipeline.
- The legislation also allows for specific credit requirements and/or content standards to be modified based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements as well as students who need to individualize learning requirements to meet the MMC requirement.

For specific information regarding the MMC law, please refer to **Michigan Merit Curriculum FAQ** *online at www.michigan.gov/highschool.*

Course Descriptions for MCMS Core Courses 2022-23

English-Language Arts - Grade 6

Reading/Writing Units: Launching the Writer's Notebook, Argument Paragraph, Novel Study: Jason's Gold, Informational Essay, Novel Study: The Cay, Independent Reading, Literary Essay, Writing the Argument, Novel Study

These units provide sixth-grade students with a critical foundation in reading and writing narrative, informational, and argument texts. Through the analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

English-Language Arts - Grade 7

Reading/Writing Units: Launching the Writer's Notebook, Independent Reading, Novel Study: Bad Boy, Literary Essay, Screenplay: Glory Road, Informational Essay, Writing the Argument, Argument Paragraph, Novel Study

These units provide seventh-grade students with a critical foundation in reading and writing narrative, informational, and argument texts. Through the analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

English-Language Arts - Grade 8

Reading/Writing Units: Launching the Writer's Notebook, Independent Reading, Novel Study: The Outsiders, Literary Essay, Informational Essay, Writing the Argument, Argument Paragraph, Novel Study: Touching Spirit Bear

These units provide eighth-grade students with a critical foundation in reading and writing narrative, informational, and argument texts. Through the analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. The use of a reader or writer's notebook for each unit encourages students to be independent, engaged, and empowered learners who value close reading, idea generation, drafting, and revision. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

Mathematics - Grade 6

This course covers all of the common core state standards. Topics include rate and ratio relationships; fraction operations; introduction to rational numbers and integers; writing, interpreting and using expressions, equations, and inequalities. Students will develop a deeper understanding of statistics and continue to learn more about area, surface area, and volume. Students will make sense of problems by modeling with mathematics, use appropriate tools, and develop the appropriate mathematical vocabulary to explain their work.

Accelerated 6th Grade Math:

The course begins with a study of area and surface area concepts. Next, students begin the study of ratios, rates, and percentages with an introduction using representations such as number line diagrams, tape diagrams, and tables. Student understanding of these concepts expands by exploring fraction and decimal representations of rational numbers. Next, students are introduced to equations and expressions including finding solutions for linear equations in one variable and basic equations involving exponents. Student understanding of ratios and rates combined with a basic understanding of equations leads students to study proportional relationships with special emphasis on circumference and area of a circle as an example and nonexample of proportional relationships. This is followed by looking at percentage concepts and applications such as sales tax, tipping, and markup. They learn about rational numbers less than zero expanding their understanding of arithmetic to negative numbers. A brief study of data and statistics concludes the new concepts in the course. The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications.

Lesson and Standards by Lesson: https://im.kendallhunt.com/MS_ACC/teachers/1/lessons_and_standards.html

Mathematics - Grade 7

This course covers all of the common core state standards. Topics include the application of proportional relationships to solve problems; operations with rational numbers included in expressions, equations and inequalities; solving problems involving scale drawings; geometric exploration of 2-D and 3-D shapes including constructing and find areas and volume; and conducting probability experiments and drawing inferences. Students will make sense of problems by modeling with mathematics, use appropriate tools, and develop the appropriate mathematical vocabulary to explain their work.

Accelerated 7th Grade Math:

Students begin the course with transformational geometry. They study rigid transformations and congruence, then scale drawings, dilations, and similarity. Next, they expand their ability to work with linear equations in one and two variables and deepen their understanding of equivalent expressions. They then build on their understanding of proportional relationships from the previous course to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. Students apply their understanding of linear relationships to contexts involving data with variability, and learn that linear relationships are an example of a special kind of relationship called a function. Student then extend the definition of exponents to include all integers, and in the process codify the properties of exponents and learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. Students will encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem. The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications.

Lesson and Standards by Lesson: https://im.kendallhunt.com/MS_ACC/teachers/2/lessons_and_standards.html

Mathematics - Grade 8
This course covers all the 8th-grade common core state standards. Standards include formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Throughout the year students will strategically choose and efficiently implement various mathematical procedures to solve problems.

Algebra 1 A & B- 1 HS credit

This course provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include operations with real numbers; linear equations and inequalities; relations and functions; polynomials; algebraic fractions; and nonlinear equations.

Math Essentials:
Math Essentials is an extension of the general mathematics grade-level course and provides students additional focused instruction and support. This course is designed as a support class to be taken concurrently with a general education grade-level curriculum. This provides additional direct instruction and guided practice with math concepts. Essential skills relevant to math will be reviewed and taught. The goals of this course are to allow all students to increase their self-efficacy in mathematics, master grade-level math standards, re-teach critical concepts in the common core curriculum and to fill prerequisite grade level skill gaps in mathematics.

Science - Grade 6
The sixth-grade science curriculum is based on the frameworks of the Next Generation Science Standards (NGSS). In this class, students will focus on exploring Physical Science concepts, including physical properties of matter, molecules, atoms, waves, and chemical properties and reactions. Student learning and inquiry will occur with hands-on opportunities, technology, differentiated instruction, and a variety of formats to suit all learning styles.

Science - Grade 7
The seventh-grade science curriculum is based on the frameworks of the Next Generation Science Standards (NGSS). In this class, students will focus on exploring Life Science concepts, including the molecular and cellular makeup of organisms and humans, transfer and inheritance of traits, biological diversity and unity, and the dynamics of Ecosystems. Student learning and inquiry will occur with hands-on opportunities, technology, differentiated instruction, and a variety of formats to suit all learning styles.

Science - Grade 8
The eighth-grade science curriculum is based on the frameworks of the Next Generation Science Standards (NGSS). In this class, students will focus on exploring Earth Science with a large variety of topics covering many subjects including biology, earth studies, ecology, and physical science, including the Earth's layers and processes from the core to the exosphere. Student learning and inquiry will occur with an emphasis on the scientific method process, critical thinking, and skills consisting of classifying, graphing, comparing, and analyzing data.

Social Studies - 6th Grade
Using Physical and Human Geography, students will study places, regions, movement, and the interaction between the people and their environments. Students will actively investigate cultural, spatial, civic, and economic elements that are found in each continent of the world. Using the inquiry methods, people, places, and goods will be explored as

phenomena with the Five Themes of Geography as students develop mapping skills, introductory primary and secondary resource skills, and content-specific vocabulary and understandings.

Social Studies - 7th Grade
Students will explore the earliest civilizations of the world and the emergence of pastoral peoples and the development of civilization and cultures. Using inquiry and explorative methods, students will analyze primary and secondary sources; such as historical artifacts and accounts of historical events for example. Students study the emergence of ancient empires' structures, religious and political beliefs, societal hierarchies and social institutions, development of economic systems, cultural diffusion, and power structures.

Social Studies - 8th Grade
Students will examine the early development of the United States as a nation. Investigating key transitions of political and cultural structures during this period, students will explore the weaknesses of the Articles of Confederation and the creation of the Constitution. Students will explore the causes of early expansion for land and the effect, including Manifest Destiny, slavery and abolition, and the Industrial Revolution. The Civil War and Reconstruction Eras are investigated in regards to the role and functions of government, positive and negative values and principles of American Democracy, and the role of the American citizen.

Course Descriptions for MCMS Elective Courses 2021-22

Please review this collection of courses that supplement our core Math, Science, English and Social Studies curricula.

MS Computer Science & Coding
In this awesome class, students will learn how to make, test, and share their own Smartphone Apps using easy-to-learn drag & drop block programing. Students will also learn all of the skills needed to create Apps using text-based programming. Students will study how to create their own Computer Games with animations and characters that run, jump, fly, fight, and more.

MS Physical Education/Health
In this class, students will develop both physical and thinking skills. From basic fitness to healthy habits for a lifetime, students will learn by doing. Units include team sports, individual fitness, body and health awareness, cardiovascular and weight training, and overall physical fitness.

Communications - Keyboarding
In this cool course, students will learn about computers, basic typing skills, and modern forms of communication. This course is designed for students to develop and enhance touch typing skills for entering alphabetic, numeric, and symbolic information on a keyboard. Students will produce personal, educational, and professional communications, both verbal and written.

MS Visual Arts
Painting, creating, sculpting, drawing, and building! This class is all about visual art and then some. Students develop increasingly sophisticated creative strategies and skills through artistic practices. Through a design process, elaborate pieces of art are created while building key thinking and artisanship skills.

MS Study Skills
When students are given the opportunity to sharpen strengths and work on areas of struggle, academic success is sure to follow. Students in this class are given direct support to do just that! Using detailed information from a student's academic history, personalized support to promote academic growth is given.

Dance
So you think you can dance? In this class we will cover technique, history, and terminology in the styles of hip-hop, jazz, African, and modern dance. Additionally, we will learn and apply choreographic and performance skills. Students will participate in various activities involving creative-thinking, teambuilding, literacy skills, improvisation, and health awareness.

MS Culinary Arts

The culinary arts class will go over healthy cooking habits and safe serve. Students will then learn about recipes, ingredients, etc. Studies will also include different styles and cultures of cooking and watching cooking videos from around the world.

MS World Language- Spanish (8th Grade Only)

This introductory course is an opportunity for students to prepare for high school graduation requirements. This fun, interactive course for middle school students is filled with diverse language activities. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing.

Public Speaking (7th & 8th Grade)

Public Speaking is a course designed to teach students how to speak well in a public setting. Students in this class will get daily practice with speaking in front of others. They will also be required to write several speeches and present them in front of their classmates. Like any class, there will be a final exam. For this course, it will be in the form of a speech. Grades are based on effort and completion of all assignments given.

AARI

The AARI (Adolescent Accelerated Reading Initiative) Reading Skills course consists of intensive reading instruction to students in a small group (no more than 10 students) setting. After an initial QRI (Qualitative Reading Inventory), students will be given leveled reading texts according to what grade level they test at*. The main focus is in reading comprehension skills and critical thinking in informational texts. Throughout this course, students will use the following strategies presented by AARI:

1. Critical Thinking
2. Critical Questioning
3. Text Mapping

The purpose of this course is to get students to comprehend and work with text better; using strategies to help them think critically while reading across all content areas.