Course Selections
Grades 6-8
2020-2021
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Dear Students,

Welcome to Jefferson! You will encounter new students and teachers, new experiences, and new responsibilities. We want your years at Jefferson to be as positive and as beneficial as possible; your time here will be as good as you make it. Keep in mind that increased freedom brings increased responsibility. Your work while you are in middle school is designed to prepare you for high school and college. Start planning for higher education now. The work and behaviors demonstrated in middle school can lead to more options for higher education. Many of the questions you have will be answered in this book, so be sure to look it over carefully, and keep it handy. We know that all three years at Jefferson will be happy and that you will enjoy the abundant opportunities offered to you.

Jefferson Administration

JEFFERSON MIDDLE SCHOOL
COMMUNITY
MISSION STATEMENT

Jefferson Middle School uses effective instructional strategies and an interactive, integrated curriculum so that all students meet or exceed course content expectations. We build partnerships with families and the community, and provide a network of support services that promote a safe, responsible, and respectful environment.

The Jefferson Administration encourages all parents and students to review the information contained in this booklet together. By doing so, the best decisions will be made to select courses based on your child’s interest in preparation for career and academic planning.
FEATURES OF JEFFERSON MIDDLE SCHOOL CURRICULUM

The general and specific characteristics of students at Jefferson were the basis for planning and developing the curriculum.

Jefferson demonstrates . . .

1. A program for pre- and early adolescents that is relevant to individual needs and social demands in a world with constant change and a rapidly expanding body of knowledge. Such a program consciously aims toward the continuing development of self-directed individuals capable of solving problems through both rational and creative endeavors.

2. An educational environment where the needs of each student is most important. Such an environment facilitates communication and interaction and affords opportunities for meeting interpersonal needs.

3. An orientation to and exploration of the broad spectrum of educational experiences in the world of work, living, and leisure.

4. A transitional period of continuous educational adjustments between the elementary school and the senior high school. This includes continued growth concepts and skills pertinent to the general education of the pupil.

The Jefferson Middle School staff and administration are constantly evaluating and reorganizing the curriculum and the method in which it is being taught. Just as the adolescent is in a state of constant change, so must be the environment in which the adolescent learns.

Jefferson Middle School is committed to continuous improvement. Student achievement is at the forefront of our priorities. Jefferson Middle School and Lakeview Public Schools received District Accreditation from North Central Association in 2019. The JMS school improvement goals target all students achieving adequate yearly progress in the areas of English Language Arts, specifically in reading and writing, and Mathematics. Jefferson Middle School also focuses on reducing students at risk of dropping out. Students can be identified as “At-Risk” as early as third grade based on absences, tardies, grades, discipline, and standardized test scores. Our School Improvement Plan requires all teachers to implement Reading Apprenticeship strategies, M-STEP or SAT writing activities, interpretation of graphs and charts, and relationship-building activities.

Our core curriculum is driven by the Common Core State Standards, at www.corestandards.org, State of Michigan Grade Level Content Expectations (GLCE’s) and High School Course Expectations (HSCE’s), at www.michigan.gov/mde, and local standards and benchmarks. Students are held to high academic expectations and rigor. Together and with the help of our students, we can guide all students to succeed.

WHAT’S DIFFERENT ABOUT MIDDLE SCHOOL?

Many things at Jefferson are done differently than elementary school. The daily schedule, T2R, ZAP, lunch, and many other new experiences that may occur are discussed in this booklet. Students also have the opportunity for a variety of extended learning experiences, such as: Advanced courses, and online learning both within and outside of the traditional school day.
WHY IS MIDDLE SCHOOL IMPORTANT?
During their three-year stay at Jefferson, students will change intellectually, physically, emotionally and socially. While they are here, they will be preparing for high school and for their teenage years. Middle School will help you:

- Develop better skills in areas such as: reading/language arts, math, science/health and social studies
- Discover interests in areas such as performing arts, visual arts, industrial arts, technology physical education and health
- Develop goals for high school
- Discover possible career goals
- Develop leadership skills
- Improve creativity and problem solving skills
- Develop better skills for dealing with/working with other people

WHAT CAN BE DONE TO MAKE YOUR MIDDLE SCHOOL YEARS SUCCESSFUL?
Students, parents/guardians, and teachers all have a part to play in making these years beneficial and enjoyable.

WHAT SUCCESSFUL STUDENTS DO:
- Be in school every day
- Be on time
- Be prepared; have books and supplies ready
- Be ready to learn, participate, follow directions and enjoy
- Complete all assignments on time
- Know and follow all school rules
- Get to know the people who work in the school
- Take advantage of special activities
- Seek help from staff members when needed
WHAT PARENTS/GUARDIANS CAN DO FOR STUDENT SUCCESS:

- Make sure your child is in school every day on time.
- Show an interest in your child’s schoolwork and activities.
- Keep in touch with school personnel.
- Attend meetings and conferences.
- Get to know teachers.

**Access the Parent Portal and teachers’ websites regularly.**
- Help your child develop work, personal and social attitudes that will ensure his/her growth as an individual and his/her success as a human being.
- Join the Parent-Teacher Organization or the Building School Improvement Committee. Be a part of what’s going on at Jefferson!
- Volunteer to help with such activities as Curriculum Night, fundraisers, or lock-ins, Veterans’ Breakfast.
- Be open; inform the school about a family transition that may affect your child at school. The loss of a parent (due to death, divorce or separation) and the ensuing home-life change are difficult for children of all ages. Keep the school aware of a close relative or caregiver who may be responsible for your child in your absence. School can be a stable or comforting environment for your child during the family restructuring period and thereafter.
- Establish priorities, be sure to let your child know that education is a family priority, learning should be foremost and extra-curricular activities secondary. Talk often about school and your child’s work there. Provide quiet time for homework. Take care, though, not to overload your child or yourself to the point of burnout. If parents show a genuine interest and concern for education, children will also.

**T2R (Time to Read)**
Time to Read (T2R) consists of a 29-minute sustained silent reading period followed by JMS TV, a school news production brought to you by the students from our Studio Skills and Video Production classes. Students will earn credit for this course by demonstrating expected behaviors. Students must be prepared to read and participate each day. Teachers will work with students during this time to help them to have a successful school year. Teachers will act as mentors to their students and attempt to develop an ongoing relationship with each individual. Student Services will use this time throughout the year conducting presentations on Yellow Ribbon, Study Skills, Red Ribbon, etc. T2R also gives the counselors an opportunity to visit with students for the purpose of support and to assist with the development of self-concept. Students who miss completing an assignment will be ZAPPED (Zero’s Aren’t Permitted at JMS). If students miss assignments, they will complete those assignments during T2R.

**ZAP (Zeroes Aren’t Permitted)**
ZAP has been designed to improve student achievement by holding students accountable to a higher standard. The implementation of ZAP will ensure that students will complete classroom assignments, therefore staying current with classroom instruction.
How-ZAP Works
When a child is given a homework assignment and fails to complete the assignment by the given due date the student will be “ZAPPED.” The student will be given a ZAP form to take home along with the incomplete assignment. This gives students one last chance to complete the assignment. The student is to:

- Complete the assignment
- Have their parent/guardian sign the ZAP form
- Return both the assignment and ZAP form to the ZAP basket in the main office BEFORE 8:00 a.m. the next day.

If an assignment is not turned in, the students will receive a pass in their T2R class and will report to the cafeteria where they will complete the assignments and then read their T2R book silently. If the assignments are not completed at the end of the hour, they will take it home and turn it in to the ZAP basket the next morning, or they will be ZAPPED once again. Students will have a limit of 3 days in the ZAP room for that particular assignment before they will be referred to ISS (in-school suspension). If a child continues to be ZAPPED the following may occur:

- Parent/Guardian will be contacted
- Detentions and/or ISS will be assigned

It is important to the staff of JMS that we have a positive partnership between students, parents/guardians, and teachers. It is important that students are taking their ZAP forms home so parents/guardians are aware if their children are falling into a habit of turning in assignments late. If we work together, the ZAP program may help catch this behavior early on before it impacts classroom grades.

DAILY SCHEDULE
During the day, students may meet with different teachers, in different rooms, for different classes. This means meeting many new students and staff members as well as having many exciting, new experiences.

CLASSES
The school day is divided into six class periods. Academic subjects (Reading/Language Arts, Mathematics, Science/Health, and Social Studies) will be taught by a team of teachers. For these classes, which meet every day, students change rooms one or more times a day. The elective classes students may have (such as, Applied Technology, Skills for Adolescence, Music Explorations, Spanish, Physical Education, Band, Art, Technology Lab, Performing Arts, Study Skills, or Orchestra) are taught by other teachers.

Students will be asked to come to JMS on a day in August to pick up class schedules and other important information. Students will be able to locate lockers and classes that day.

ONLINE LEARNING
Opportunities are available for students who wish to “pull ahead” or take an online course outside of the school day in order to create space in their schedule to take other courses within the traditional school day. (For example: an 8th grade student could take his/her World Language course online
after school in order to take other elective courses during the school day.) Parents/Guardians who are interested in these options should contact their child’s counselor to obtain additional information.

**LUNCH**

All students stay for lunch. This is called “closed campus.” Students may bring a lunch or buy one. The cafeteria offers hot lunches, soups, salads or pizza, chips or other snacks. Juice, milk and snack machines are located in the lunchroom. Open drink containers are not allowed to be brought into JMS, such as Slurpees & beverages from fast food restaurants. All drinks must be in factory sealed containers. Lunches for small or large groups are not allowed. Lunches may only be brought in for your child.

**STUDENT GOVERNMENT**

Middle school students have a student government, which is made up of representatives elected from each grade level. Student government gives you the opportunity to participate and have a voice in matters of concern to you. It also gives you a chance to plan activities for the benefit and enjoyment of the entire student body.

**NATIONAL JUNIOR HONOR SOCIETY**

The National Junior Honor Society (NJHS) is an organization of student scholars who:

- Create enthusiasm for scholarship
- Stimulate a desire to render service
- Promote leadership
- Develop character
- Encourage citizenship

Eligible students will receive an invitation to apply in April (after quarter 3 grades have been finalized) if they met all of the following requirements: earned all A’s and B’s, all O and S citizenship grades, and a credit in T2R during the first three marking periods. These students will be invited to complete the application process which includes an analysis of the student’s involvement in school and community activities, and a written essay, and submit these applications by the deadline. Late applications will not be accepted for any reason. Student applications will be scored based upon a rubric by the NJHS faculty council, and ranked according to the score. The top 20-25 students will be accepted and formally inducted into the National Junior Honor Society in late May.

**POSITIVE BEHAVIOR Interventions and Supports**

Positive Behavior Supports (PBIS) seeks to strengthen relationships between staff and students by reinforcing positive behaviors and using instructional interventions along with providing consistent consequences to teach students how to make better decisions. This will be accompanied by various enhancements to the culture of JMS, which reinforce our five pillars: Safety, Tolerance, Achievement, Respect, and Responsibility. These include the various signs and steps toward environmental awareness in the halls and cafeteria. All students who have received ISS or OSS will not be able to attend after-school events, which are considered privileges, for a minimum of two weeks.
IDENTIFICATION CARDS
Picture identification cards will be issued to each student on picture day, date TBD. These cards are to be kept in the students’ possession at all times. Student ID’s are required to check out media center materials, and to purchase breakfast and/or lunch. A replacement ID card may be purchased for $3.00.

ACTIVITIES
Students can choose to participate in a variety of activities that will help make their middle school years more enjoyable. Choices include various interesting clubs, organizations, and student government activities.

All 6th graders may participate in a trip to Camp; students will find it a fun-filled, activity-packed time. A voluntary fundraiser is sponsored early in the school year to help families defray the expense. Students/parent/guardians will receive more information about this at orientation.

MEDIA CENTER
Students will visit and learn to use the media center as part of Language Arts classes or other classes. Students may go to the media center at other times, during lunch or before or after school when a pass is signed by a teacher assigning library work. As in all schools, students must be quiet and considerate in the media center. Careful use of materials and prompt return of books is expected. If a book checked out in the student’s name is damaged or lost, the student is responsible for repairing or replacing it. Computers are available for student use. All materials must be checked out using your JMS identification card.

COUNSELOR and SOCIAL WORKER
The Counselor and Social Worker are staff members who help students:
- Transition to middle school
- Learn how to get along better with classmates, teachers and parents/guardians
- Work out any emotional, social or behavioral issues
- Select classes
- Become academically successful
- Explore career possibilities

The school Social Worker assists students with significant academic, emotional or behavioral issues by meeting with students individually, in small groups and in educational support groups.

RECOGNITION PROGRAMS (Awards Ceremony)
Jefferson students are recognized throughout the year for such things as positive behaviors, birthdays, school service, academic achievements and sports participation. Some students are honored as “Student of the Month”. Get on the right track, and Jefferson staff and students will notice!
READING YOUR SCHEDULE
Classes meet every day. On the printed schedule you will receive in the fall, the following codes appear:

- Q1 = First 10 weeks
- Q2 = Second 10 weeks
- Q3 = Third 10 weeks
- Q4 = Fourth 10 weeks
- S1 = Fall Semester
- S2 = Spring Semester

Should you have any general questions regarding the scheduling process, please contact the main office, at (586) 445-4130. For specific scheduling concerns, call the Student Services department, at (586) 445-4057.

PROGRESS REPORTS

- Parents can access their child’s grades anytime, anywhere via the Internet through the PowerSchool Parent Portal. Access to the parent portal requires a user name and password, which can be obtained by contacting the main office. Daily or weekly progress e-mails are available through the Parent Portal.
- Daily and weekly progress reports can be obtained through the Student Services offices. Please contact your child’s counselor or social worker to set up this opportunity.
- Please access teacher’s Web pages by logging on the JMS Website (www.lakeviewpublicschools.org/Jefferson) and the staff directory page.

If communication regarding your student’s progress needs to be more frequent please contact your child’s counselor or social worker to request daily or weekly progress reports.

REPORT CARDS
A Report Card will be distributed to parent/guardians every ten weeks. Report cards will help you to have a clear understanding of your student’s strengths and of areas that need improvement.

Classes will be graded as follows:
- A ~ Outstanding
- B ~ Above Average
- C ~ Average
- D ~ Below Average
- F ~ Failure

GRADING SCALE

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<tr>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
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<tr>
<td>73% - 76%</td>
<td>C</td>
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<tr>
<td>70% - 72%</td>
<td>C-</td>
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<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60% - 62%</td>
<td>D-</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
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Citizenship / Behavior grades are:

O ~ Outstanding
- Does not need to be reminded about behavior and can be depended upon to obey the classroom rules no matter what others do.
- Is regularly ready to begin work with supplies and homework in class.
- Uses class time to complete assigned work or do extra-credit work.
- Meets all deadlines for homework, class work, from homework assignments to major projects.
- Contributes in class frequently by reading, answering questions and participating in class discussions.
- Works independently, but knows when and how to seek guidance and help from the teacher.
- Communicates with the teacher and peers in a positive, cooperative manner.

S ~ Satisfactory
- Sometimes needs to be reminded about behavior such as talking, note-writing, getting to work on assignments, paying attention or bringing supplies.
- Usually is prepared for class with supplies and homework.
- Completes required class work and homework in a timely, thorough manner.
- May be a quiet student, who could volunteer more often.
- Is usually courteous and cooperative, but may occasionally get carried away.
- May experience a number of very good days where he/she is organized, responsive, interested and involved, then, may come days of an almost opposite nature where assignments are forgotten or not finished, little attention is paid in class and other concerns take priority. You may recognize this behavior from home: it is adolescence and is perfectly normal.

N ~ Needs Improvement
- May need frequent reminders about proper classroom behavior including excessive talking, note-writing, failure to stay in the correct seat during class or misuse of school property.
- Sometimes arrives to class without books or supplies.
- Is inconsistent about completing class work, homework or projects.
- May distract other students or have numerous episodes in class where he/she is entirely off task.
- May sometimes be impolite or uncooperative with the teacher or peer group.
- Often displays a defiant or negative attitude toward class work, homework or teacher.

U ~ Unsatisfactory
- Is often uncooperative and mischievous with behavior and needs constant supervision.
- Is discourteous or rude when corrected by the teacher.
- Shows little respect for classmates’ rights by creating disruptions such as taunting, teasing or annoying others.
- Purposely draws attention away from learning activities by causing deliberate, planned distractions.
- May have been issued an infraction for behavior, served a room detention or received other disciplinary actions.

Remarks are used to help parents/guardians understand the reasons for level of success.

Students who earn a B (3.0) grade point average or better are recognized as members of the Academic Recognition Roll. See the student handbook for more details. Students who receive three O’s and three S’s, or better, will be placed on the Citizenship Recognition Roll.
ADVANCED PROGRAM

Please see Appendix “A" located at the end of the course selection book for the complete Advanced Program Handbook. Please note: parent and student signatures on the Advanced Handbook Acknowledgement Form are required for students enrolled into Advanced courses. The Advanced Handbook Acknowledgment Form can be found on the last page of the handbook.

SPECIAL EDUCATION

“Special education students are general education students first, and by law, must be given access to, and support for success in, the general curriculum. Studies show all students learn and achieve more when they take a challenging curriculum rather than low-level courses. All students receiving special education services in Michigan must have an Individualized Education Program (IEP) that details the appropriate education plan outlining modifications, accommodations, and support for student success.” From Michigan Department of Education (www.mi.gov/highschool).

For students with an Individualized Education Program (IEP), course work outside of the general education setting is determined by the IEP team (IEPT). The IEPT must consider among other things the student’s strengths, the Education Development Plan (EDP), goals, accommodations, modifications, supports, and an appropriate course of study when developing an IEP. Students earning a high school diploma will be required to complete the requirements outlined in the Michigan Merit Curriculum. Students who may experience difficulty with the Michigan Merit Curriculum requirements may be identified by parents and/or staff to be considered for a Personal Curriculum (PC). A Personal Curriculum (PC) team will determine the need to modify the Michigan Merit Curriculum. Students who may require additional modifications beyond a Personal Curriculum (PC) may have a planned course of study that leads to a certificate of completion.

Each student on an Individualized Education Plan (IEP) is provided a special education teacher case coordinator assigned by the building principal. The case coordinator is responsible for coordinating Individualized Educational Plans (IEP). The case coordinator will share necessary information with teachers who directly work with the student. In some cases the case coordinator will be directly responsible for instruction while in other cases students with an IEP may receive instruction, support, accommodations and modifications from other classroom teachers which may include additional special education teachers, general education teachers, counselors, social workers and/or paraprofessionals. Special education teachers are primarily in co-taught classrooms to assist students in their progress toward the general education curriculum. There are various types of co-teaching models that are used depending on the subject area and teacher methodology. Special education teachers and general education teachers are required to collaborate and develop an arrangement based on the needs of the students in the classroom. Special education teachers may deliver instruction in a different way, may re-teach/reassess or may work in small groups depending on student need and subject area. Some special education teachers and/or support staff may consult with the general education teacher on what individual students may need in the classroom based on the student’s IEP accommodations and goals. Some self-contained programs are available through our partnership with Macomb County Intermediate School District. Upon an IEP team decision, students determined in need of a more restrictive environment may be placed in a program outside of the District. These programs are located in various school districts in Macomb County. Lakeview operates a Hearing Impaired Center-based program for students with hearing impairments under the direction of the Macomb Intermediate School District and operated by Lakeview Public Schools.

504 POLICY STATEMENT
The American with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. The district shall not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. The District shall also, as required by law, attempt to locate and identify each student within the District’s jurisdiction who may be eligible student under Section 504. A child’s parent or guardian may also request a 504 Evaluation by contacting the. The District shall evaluate each student identified under Section 504 and provide each eligible student with a free appropriate education as defined by law.

INNOVATIVE PROGRAM (Middle School)
Lakeview Public Schools has implemented an alternative educational program for middle and high school students who have been identified as needing educational programming separate from the District’s traditional programs. The program is designed to assist students with successfully obtaining course credits and continuing on a path to graduation.

The Lakeview Public Schools District Handbook is applicable to all Innovative Program students and parents; however, there some procedures and expectations that need to be considered and followed when being a stakeholder in this program.

Students being placed in the Innovative Program will be placed at the discretion of administration based on various criteria.

Parents and students will be informed of this placement decision and be provided all necessary requirements for successfully completing the Innovative Program before being placed in the program. Parents are encouraged to stay in contact with their children’s high counselor during the duration of their Innovative Program Education.

Teachers will enforce all Lakeview Public Schools District Handbook policies or, if the student refuses to comply, call home for that student to be removed from the classroom for the remainder of the day. That removal may result in further Code of Conduct consequences. Any removal may result in a mandated parent/student/administrator conference before the student will be allowed back to class. The parent should contact the administrator to set up a meeting time.

Cell phones and other outside electronic devices are not allowed in the Innovative Program. The teacher has the authority to confiscate any electronic device.

Students in the Innovative Program are allowed to participate in extra-curricular activities if they are eligible according to their attendance, grades, behavior, etc. Participation in extra-curricular activities is at the discretion of the administration.
THE SIXTH GRADE PROGRAM

Sixth grade students are assigned a schedule of classes taught by highly qualified teachers. These instructors, along with a counselor or social worker, plan together in order to provide the best possible learning environment for the middle school child.

Included in this booklet are descriptions of the 6th grade curriculum. Each 6th grade student is required to take the core-content classes of Mathematics, Reading/Language Arts, Science/Health and Social Studies. These required courses are 40 weeks in length. In addition to the core-content classes, 6th grade students take elective classes, which are described in this booklet. All students are scheduled for Physical Education and Power Writing. Please note that Lakeview Public Schools may determine that any course could be offered through an online/virtual format based upon enrollment and staffing.

Non-band students have a choice of six (6) elective classes from the elective pathways. Band/Orchestra students have a full year of this elective. Band/Orchestra students have Physical Education and will have the choice of two other electives.

Sixth graders take the Michigan Student Test of Educational Progress (M-STEP) test during the spring. The M-STEP is a very important test and is used to help in planning a future educational program.

NWEA TESTING

Three times a year, all students will take tests called Measures of Academic Progress™ (MAP). We give students MAP tests to determine each student’s instructional level and to measure academic growth throughout the school year and from year to year in the areas of Math and Language Arts.

Each student will take the tests on a computer. MAP tests are unique in that they adapt to be appropriate for your child’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child’s growth. These results, along with other student achievement data, are used by staff members to make instructional, programming, and scheduling decisions.

Each school year, students in grades 6, 7 and 8 take the tests in Fall, Winter, and Spring. Following each testing period, you will receive a report showing your child’s growth.

For more information on resources for parents, download the Parent Toolkit at www.nwea.org.

COURSE SELECTIONS

This booklet contains brief course descriptions for Jefferson’s elective program. Carefully review all electives BEFORE making choices. However, due to limitations in class size, not all students will receive every requested elective. Every effort will be made to honor choices. Remember that Band and Orchestra are full-year classes.

Special announcements about upcoming school events or altered school schedules will be posted on the school signboard, Parent Portal bulletin, the school Website, the JMS Patriots Facebook page and/or delivered via our “school messenger.” Information can also be found on the Lakeview Public Schools Website, at www.lakeview.misd.net. Click on “Schools” and then “Jefferson Middle School.” A parent/guardian Curriculum night will be scheduled during the first weeks of school. Building tours are
available throughout the spring and summer. Please check the Lakeview Public Schools or Jefferson Middle School websites for tour dates.

**PRE-ALGEBRA**  
**Full Year**

This course covers Common Core State Standards from both 7th and 8th grade to prepare students for Algebra I. Topics include operations with integers, rational numbers and equations, proportions and variation, percent, similarity and transformations, surface area and volume of solids, data analysis and samples, probability, linear equations and functions, angles and similarity, radicals and the Pythagorean theorem, and exponents and scientific notation. The 7th grade math teachers use a flipped model of instructions in which all lessons are available to watch online. We begin with the use of a basic scientific calculator and eventually transition to the TI-84 Silver Plus Edition graphing calculator.

**ADVANCED MATH**  
**Full Year**

Students that meet specific criteria will be placed into an Advanced Math class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Advanced Math class will move at a quicker pace along with providing deeper coverage of course content expectations. Students successfully completing this course and/or meeting placement criteria will move on in the following sequence: 7th grade Advanced Pre-Algebra and 8th grade Advanced Algebra. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

**MATHEMATICS**  
**Full Year**

Students are actively involved in building concepts, multiplying whole numbers and decimals, dividing whole numbers and decimals, using geometry, relating number theory and fraction concepts, multiplying and dividing fractions, understanding ratios, proportions, and percent's, applying statistics, understanding integers, and an introduction to basic concepts in algebra. Students utilize the following learning processes and techniques: estimation and mental math; data collection and analysis; problem solving and reasoning; independent study and cooperative learning. Calculator use on specific activities is encouraged. Contrary to popular belief, research shows that calculator use in the classroom does not destroy the computation skills that students have developed. Instead, skills are retained and problem-solving abilities are actually improved, because more emphasis can be placed on them.

**MATH LAB 6**  
**Full Year**

Students enrolled in Math Lab will focus on various critical areas from their correlated grade level mathematics class. Math Lab utilizes specially designed instruction to instruct, remediate, and provide rich, grade-level problem-solving experiences by targeting instruction with fewer topics. Topics include (1) formulating and reasoning about expressions and equations, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing relationships with variables and determining values of solutions. Students receive additional practice in areas of mathematics such as fractions/decimals, variables, inequalities, patterns, expressions, algebraic rules, algebraic equations functions, and square
roots/irrational numbers. The class is designed for students who are performing below grade level in Mathematics, specifically reserved for those who students who have an Individualized Education Plan.

READING/LANGUAGE ARTS
Full Year
The Language Arts program emphasizes reading, writing, analyzing, listening, and speaking skills and concepts. The goal is that all 6th grade students improve within these areas by engaging in learning with a variety of materials including Collections, an anthology, a variety of text provided by educational magazines such as SCOPE, and exploring the adventure/historical fiction genres through the novel, The Cay. Through the varied fiction and nonfiction text selections, students learn effective strategies that focus on vocabulary development, recognizing elements of a story (such as theme and character development), reading comprehension, recognizing and creating literary devices, analytical skills, and inferencing. Students cover grammar and academic/content vocabulary through daily warm-ups/starters and through bi-weekly skills assessments which focus on the foundations of language. Together these materials provide students an education that meets the Common Core Standards.

LANGUAGE!
Full Year
Language! is a prescribed literacy curriculum designed to differentiate instruction based on individual student needs. This class focuses on five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The class is designed for students who are reading below grade level and cannot read and understand grade-level texts.
Other: Students are assigned based on reading scores. Two-hour classes replace grade level ELA course; one-hour class replaces an elective hour (4 elective classes throughout the year)

MSA (Multi-Sensory Approach) Reading
Full Year
This course is a 6th grade elective class designed for students who have an Individualized Education Plan, and require explicit reading instruction to help strengthen and attain their individual reading goals. This is a full year program that focuses on explicit reading strategies to improve fluency and comprehension. The class size is small in order to address each student’s specific reading goals. Students read a variety of text including shorter versions of American Classics such as Robinson Crusoe, Moby Dick, The Man in the Iron Mask, The Call of the Wild, The Jungle Book and Captains Courageous.

ADVANCED LANGUAGE ARTS
Full Year
Students that meet specific criteria will be placed into an Advanced Language Arts class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary.

The Advanced Language Arts class will move at a quicker pace along with providing deeper coverage of course content expectations. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

SCIENCE/HEALTH
Full Year
The science classes at Jefferson Middle School are based in a storyline/anchoring phenomenon instructional model. This integrated science curriculum emphasizes three dimensional learning that
combines science and engineering practices, cross cutting concepts, as well as specific disciplinary core ideas outlined in the Michigan Science Standards. Students explore the rich content through investigations, scientific discussions, use and development of models, and formulating scientific explanations. In all grades, students will engage in 6 units of study over the course of the school year.

**Units of Study 6th grade**
- Light and Matter
- Thermal Energy
- Weather and Water Cycling
- Rock Cycling and Plate Tectonics
- Natural Hazards
- Cells and Systems

**ADVANCED SCIENCE**
**Full Year**
Students that meet specific criteria will be placed into an Advanced Science class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Advanced Science class will move at a quicker pace along with providing deeper coverage of course content expectations. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

**SOCIAL STUDIES**
**Full Year**
In this course, students focus on world geography and culture. Students will learn about the foundations of geography, explore mapping techniques, and examine the culture, religion, population, economy, climate, and resources of many regions. Finally, students will discuss interaction among nations/regions and recent trends in globalization. Students will work both individually and cooperatively to complete a variety of hands-on activities.

**ADVANCED SOCIAL STUDIES**
**Full Year**
Students that meet specific criteria will be placed into an Advanced Social Studies class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Advanced Social Studies class will move at a quicker pace along with providing deeper coverage of course content expectations. An emphasis will be placed on higher-order thinking skills, writing, analysis of current events, and community leadership. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

**PHYSICAL EDUCATION**
**10 Weeks**
Physical Education at JMS focuses on using a variety of team, individual, and sports skills to increase student’s physical fitness. The class will not only focus on improving ability and overall health, but also, understanding teamwork and sportsmanship. Depending on the quarter taken, some of the sports
covered could be basketball, volleyball, softball, flag football, badminton, tennis, soccer, and floor hockey. Every quarter will cover a physical fitness unit and a variety of “one day” games as well.

POWER WRITING
10 Weeks
Power Writing will cover the fundamentals of writing while building stamina in the writing process. Topics include, but are not limited to, the writing process, traits of effective writing, argumentative writing, informational writing, and narrative writing. Students will learn to respond to writing prompts and use mentor texts to strengthen writing skills. Placement in this class will be determined by data and teacher referral.

SKILLS FOR ADOLESCENCE
10 weeks
This course is designed to improve the necessary skills students will need to effectively deal with the changes and challenges during adolescence through adulthood. The areas of self-esteem, organization and study skills, decision-making, and conflict resolution skills will be the primary focus of the course. Students can expect to use a variety of reading and writing strategies, large and small group learning, role playing, peer tutoring, and project-based assignments to help achieve the course goals. Student placement for this course will be determined by grades and behaviors.

THE SEVENTH GRADE PROGRAM

All 7th grade students are required to take General Science, Mathematics, Reading/Language Arts and Social Studies. These required core-content courses are full-year classes. Seventh grade Health and Physical Education are required elective courses. Please note that Lakeview Public Schools may determine that any course could be offered through an online/virtual format based upon enrollment and staffing.

Seventh grade students may also take a maximum of eight elective classes, including Health and Physical Education. Band and Orchestra are considered elective courses. Band and Orchestra are full-year electives. Students identified as needing help in developing writing, math or organizational skills may be placed into for a “Study Skills” course.

Seventh graders take the Michigan Student Test of Educational Progress (M-STEP) test during the spring. The M-STEP is a very important test and is used to help in planning a future educational program.
NWEA TESTING
Three times a year all students will take tests called Measures of Academic Progress™ (MAP). We give students MAP tests to determine each student’s instructional level and to measure academic growth throughout the school year, and from year to year in the areas of Math and Language Arts.
Each student will take the tests on a computer. MAP tests are unique in that they adapt to be appropriate for your child’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child’s growth. These results, along with other student achievement data, are used by staff members to make instructional, programming, and scheduling decisions.
Each school year, students in grades 6, 7 and 8 take the tests in Fall, Winter, and Spring. Following each testing period, you will receive a report showing your child’s growth.
For more information on resources for parents, download the Parent Toolkit at www.nwea.org

COURSE SELECTIONS

This booklet contains brief course descriptions for Jefferson’s elective program. Carefully review all electives BEFORE making choices. However, due to limitations in class size, not all students will receive every requested elective. Every effort will be made to honor choices. Remember that Band and Orchestra are full-year classes.

7th GRADE CORE CONTENT

GENERAL SCIENCE
Full Year
The science classes at Jefferson Middle School are based in a storyline/anchoring phenomenon instructional model. This integrated science curriculum emphasizes three dimensional learning that combines science and engineering practices, cross cutting concepts, as well as specific disciplinary core ideas outlined in the Michigan Science Standards. Students explore the rich content through investigations, scientific discussions, use and development of models, and formulating scientific explanations. In all grades, students will engage in 6 units of study over the course of the school year.

Units of Study 7th grade
- Chemical Reactions 1
- Chemical Reactions 2
- Metabolic Reactions
- Photosynthesis and Matter Cycling
- Ecosystem Dynamics
- Natural Resources and Human Impact

ADVANCED GENERAL SCIENCE
Full Year
Students that meet specific criteria will be placed into an Advanced General Science class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Advanced Science class will move at a quicker pace along with providing deeper coverage of course content expectations. Please refer to the
Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an advanced course.

**ALGEBRA 1**  
**Full Year – 1 Credit**  
Our Algebra I course content is a part of the Michigan Merit Curriculum consisting of the national Common Core Mathematics Standards. Topics include solving, graphing, and writing linear equations; solving linear inequalities; solving systems of linear equations; linear functions; exponential equations and functions; polynomial equations and factoring; graphing and solving quadratic functions; square root functions and geometry; rational equations and functions; and data analysis and displays. Technology is a very important component of the teaching strategies we use to instruct our students. JMS Algebra 1 students use the TI-84 Silver Plus Edition graphing calculator. All students will have access to a calculator daily for classroom use. However, students will not have the ability to take a calculator home. It is strongly encouraged that each student purchases this graphing calculator for use in this class, as well as all future high school mathematics courses.

**PRE-ALGEBRA**  
**Full Year**  
This course covers Common Core State Standards from both 7th and 8th grade to prepare students for Algebra I in 8th grade. Topics include operations with integers, rational numbers and equations, proportions and variation, percent, similarity and transformations, surface area and volume of solids, data analysis and samples, probability, linear equations and functions, angles and similarity, radicals and the Pythagorean theorem, and exponents and scientific notation. The 7th grade math teachers use a flipped model of instructions in which all lessons are available to watch online. We begin with the use of a basic scientific calculator and eventually transition to the TI-84+™ graphing calculator.

**ADVANCED PRE-ALGEBRA**  
**Full Year**  
Students that meet specific criteria will be placed into an Advanced Pre-Algebra class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. This course covers Common Core State Standards from both 7th and 8th grade to prepare students for Algebra I. Topics include operations with integers, rational numbers and equations, proportions and variation, percent, similarity and transformations, surface area and volume of solids, data analysis and samples, probability, linear equations and functions, angles and similarity, radicals and the Pythagorean theorem, and exponents and scientific notation. We begin with the use of a basic scientific calculator and eventually transition to the TI-84 Silver Plus Edition graphing calculator. The Advanced Pre-Algebra class will move at a quicker pace along with providing deeper coverage of course content expectations. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.
MATHEMATICS
Full Year

The 7th grade mathematics curriculum focuses on four areas: (1) developing understanding of and applying rules of number sense; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) drawing inferences about populations based on samples; (4) developing understanding of and applying proportional relationships. We begin with the use of basic understanding of computation and eventually transition to the TI-83+ graphing calculator.

MATH LAB 7
Full Year

Students enrolled in Math Lab will focus on various critical areas from their correlated grade level mathematics class. Math Lab utilizes specially designed instruction to instruct, remediate, and provide rich, grade-level problem-solving experiences by targeting instruction with fewer topics. Topics include but are not limited to (1) understanding and solving equations with positive and negative integers; (2) understanding and solving equations involving fractions; (3) writing and solving one and two-step equations. Students receive additional practice in areas of mathematics such as fractions/decimals, variables, inequalities, patterns, percents, expressions, algebraic rules, and algebraic equations. The class is designed for students who are performing below grade level in Mathematics, specifically reserved for those students who have an Individualized Education Plan.

READING/LANGUAGE ARTS
Full Year

The textbooks for the Reading/Language Arts Program is Collections 7. The Reading/Language Arts program is a multi-level, developmental reading program that emphasizes reading, writing, listening and speaking. The curriculum is based on the Common Core State Standards. The goals of the program are to ensure that all students achieve maturity and independence as readers and that they become highly effective and creative communications through their writing, speaking and discussion, problem-solving, critical thinking, and debate type experiences. Our program emphasizes writing, listening and speaking as highly effective strategies for improving reading performance and for ensuring that adolescents are interested and successful in reading. Writing is stressed so as to develop fluency and creativity. Students use the rules of good spelling and grammar as they develop editing skills to produce an accurate final copy. The writing for the year will focus first on review for the M-STEP test and then begin to follow the SAT Writing Prep.

The Reading/Language Arts Program provides a developmental reading curriculum for teaching, practicing and applying comprehension, spelling, literary and critical reading skills, in which follows the Common Core State Standards.

LANGUAGE!
Full Year

Language! is a prescribed literacy curriculum designed to differentiate instruction based on individual student needs. This class focuses on five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The class is designed for students who are reading below grade level and cannot read and understand grade-level texts.

Other: Students are assigned based on reading scores. Two-hour classes replace grade level ELA course; one-hour class replaces an elective hour (4 elective classes throughout the year).
ADVANCED LANGUAGE ARTS  
Full Year  
Students that meet specific criteria will be placed into an Advanced Language Arts class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Advanced Language Arts class will move at a quicker pace along with providing deeper coverage of course content expectations. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

SOCIAL STUDIES  
Full Year  
Seventh grade Social Studies is a full year of world history and geography, covering historical thinking as well as World History Eras 1-3 (prehistory to the end of the Roman Empire). Strong ties to the Common Core Standards for Literacy in History/Social, the curriculum builds upon much of the research on historical thinking and uses practical classroom applications.

ADVANCED SOCIAL STUDIES  
Full Year  
Students that meet specific criteria will be placed into an Advanced Social Studies class. A student’s grades, along with the teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Advanced Social Studies class reaches deeper into the curriculum so that students receive a wider depth of knowledge about the events taking place between Prehistory and the end of the Roman Empire. Students in this class are required to complete projects, study primary sources, as well as additional information texts to provide background and expand their knowledge of the different periods studied. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

HEALTH  
10 weeks  
The 7th grade Health course focuses on a diverse group of topics relevant to preteen aged students. Areas discussed are alcohol, tobacco, and drugs with a pressures unit tied in that focuses on refusal skills, bullying, and self-esteem. The class will emphasize about the importance of physical activity and nutrition, as well as, learning about diseases and overall wellness. Building positive and healthy relationships with family and friends is also discussed.

A variety of classroom strategies will be used throughout the quarter. For example, partner and group work, videos, articles and project based assessments.

PHYSICAL EDUCATION  
10 weeks  
Physical Education at JMS focuses on using a variety of team, individual, and sports skills to increase student’s physical fitness. The class will not only focus on improving ability and overall health, but also, understanding teamwork and sportsmanship. Depending on the quarter taken, some of the sports covered could be basketball, volleyball, softball, flag football, badminton, tennis, soccer, and floor hockey. Every quarter will cover a physical fitness unit and a variety of “one day” games as well.
SKILLS FOR ADOLESCENCE

10 weeks
This course is designed to improve the necessary skills students will need to effectively deal with the changes and challenges during adolescence through adulthood. The areas of self-esteem, organization and study skills, decision-making, and conflict resolution skills will be the primary focus of the course. Students can expect to use a variety of reading and writing strategies, large and small group learning, role playing, peer tutoring, and project-based assignments to help achieve the course goals. Student placement for this course will be determined by grades and behaviors.

THE EIGHTH GRADE PROGRAM

All 8th grade students are required to take Algebra, General Science, Reading/Language Arts, Social Studies (American History) and World Language. These required courses are full-year and are taught by highly qualified teachers. **Please note that Lakeview Public Schools may determine that any course could be offered through an online/virtual format based upon enrollment and staffing.** Opportunities are available for students who wish to “pull ahead” or take an online course outside of the school day in order to create space in their schedule to take other courses within the traditional school day. (For example: an 8th grade student could take his/her World Language course online after school in order to take other elective courses during the school day.) Parents/Guardians who are interested in these options should contact their child’s counselor to obtain additional information.

Human Sexual Development and Physical Education are required ten-week classes. **HUMAN SEXUAL DEVELOPMENT IS SUBJECT TO PARENT/GUARDIAN APPROVAL. A PARENT/GUARDIAN MAY OPT THEIR CHILD OUT OF THE WHOLE COURSE OR PARTICULAR LESSONS.** The Lakeview Board of Education approved course content features information on reproductive health and State of Michigan mandated AIDS education. Through parent/guardian sessions, adults will be encouraged to review the materials to be used in this class. The parent sessions are designed to be informational and to facilitate communication between parents and their children.

Eighth grade students may also take a maximum of six elective classes. Band and Orchestra are considered elective courses; consequently, students involved in these programs are eligible to choose a maximum of two additional classes. Most electives change every ten weeks; however, some are one semester in length. Band and Orchestra are full-year electives. Students identified as needing help in developing reading or math skills may be recommended for a “Study Skills” course.

Eighth grade students, in the spring, take the Michigan Student Test of Educational Progress (M-STEP) test, a very important examination that helps in planning future educational programs. 8th graders also take the PSAT 8/9 in the spring. **PSAT 8/9 is part of the State of Michigan 8th grade state assessment.** This assessment will be used by the LHS administration and staff to appropriately schedule students. It is also used as a college readiness predictor. The information collected and analyzed is valuable for future programming and instructional decisions.
NWEA TESTING
Three times a year all students will take tests called Measures of Academic Progress™ (MAP). We give students MAP tests to determine each student’s instructional level and to measure academic growth throughout the school year, and from year to year in the areas of Math and Language Arts. Each student will take the tests on a computer. MAP tests are unique in that they adapt to be appropriate for your child’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child’s growth. These results, along with other student achievement data, are used by staff members to make instructional, programming, and scheduling decisions.
Each school year, students in grades 6, 7, and 8 take the tests in Fall, Winter and Spring. Following each testing period, you will receive a report showing your child’s growth.
For more information on resources for parents, download the Parent Toolkit at www.nwea.org.

COURSE SELECTIONS
This booklet contains brief course descriptions for Jefferson’s elective program. Not all electives will be taught each marking period; some may not be taught at all during any given school year. Student interest is among the determining criteria in making a particular class available.

Carefully review all electives BEFORE making choices. Be aware of the following: (1) Band and Orchestra are full-year courses; and (2) some electives are a semester. Elective classes with low preference requests will not be retained in the schedule; therefore, not all choices may be honored.

8TH GRADE CORE CONTENT

AMERICAN HISTORY
Full Year
This is a year-long course in which students learn about American History, from the writing of the Constitution through the Reconstruction Era. Geographic, civics/government, and economics content are integrated within the historical context. Studies are enhanced by the use of role playing and historical plays, writing assignments, projects, and group work to better understand our country’s history and the democratic principles that it was founded upon.

ADVANCED AMERICAN HISTORY
Full Year
Students that meet specific criteria will be placed into an Advanced American History class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Advanced American History class reaches deeper into the curriculum so that students receive a wider depth of knowledge about the events taking place between the writing of the Constitution and the Civil War era. Students in this class are required to complete projects, study primary sources, read novels and informational books, as well as additional informational texts to provide background and expand their knowledge of the different periods studied. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an advanced course.
SCIENCE
Full Year
The science classes at Jefferson Middle School are based in a storyline/anchoring phenomenon instructional model. This integrated science curriculum emphasizes three dimensional learning that combines science and engineering practices, cross cutting concepts, as well as specific disciplinary core ideas outlined in the Michigan Science Standards. Students explore the rich content through investigations, scientific discussions, use and development of models, and formulating scientific explanations. In all grades, students will engage in six units of study over the course of the school year.

Units of Study for 8th grade
- Contact Forces
- Sound
- Forces at a Distance
- Earth in Space
- Genetics
- Natural Selection and Ancestry

ADVANCED SCIENCE
Full Year
Students that meet specific criteria will be placed into an Advanced Science class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary.

The advanced science class will move at a quicker pace along with providing deeper coverage of course content expectations. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

GEOMETRY
Full Year - 1 credit
The Geometry course is offered as an advanced Math opportunity to students who have successfully completed Algebra 1. This course integrates coordinate and transformational geometry with strong attention to measurement formulas and three-dimensional figures and will meet the Michigan High School Content Expectations and Common Core State Standards. Logical reasoning and concept of proofs are also developed. The course is divided into the following units: Points, Lines, Planes, and Angles, Inductive Reasoning and Proof, Parallel and Perpendicular Lines, Identifying and Applying Congruent Triangles, Exploring Quadrilaterals, Connecting Proportion and Similarity, Circles, Applying Right Triangles and Trigonometry, Exploring Polygons, Area, and Volume, and Coordinate Transformations. It is strongly recommended that parents purchase a graphing calculator for use in this course.—Successful completion of this course will satisfy the Geometry requirement for a State of Michigan High school diploma. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

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ADVANCED ALGEBRA  
Full Year – 1 credit  
Students that meet specific criteria will be placed into an Advanced Algebra class. A student’s grades, along with their teacher recommendation rubric score will be used to determine the appropriate placement of students into this class. Additionally, standardized assessments scores and/or placement test scores will be used when necessary. The Honor’s Algebra 1 class will move at a quicker pace along with providing deeper coverage of course content expectations, with a strong focus on real world application and an integration of geometric concepts with the Algebra 1 content. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.

ALGEBRA 1  
Full Year – 1 credit  
Our Algebra 1 course content is a part of the Michigan Merit Curriculum consisting of the national Common Core Mathematics Standards. This course is comprised of six units: Linear Equations, Systems of Equations and Functions, Exponential Functions, Quadratic Functions, Polynomials Functions, and Bivariate Data and Mathematical Modeling.

Technology is also a very important component of the teaching strategies we use to instruct our students. JMS Algebra 1 students use a graphing calculator. All students will have access to a calculator daily for classroom use; however, students will not have the ability to take a calculator home. It is, therefore, strongly encouraged that each student purchase this graphing calculator for use in this class, as well as all future high school Mathematics courses.

8th GRADE MATH  
Full Year  
8th grade Math is primarily meant for students that are new to Lakeview Public Schools and those that were enrolled in 7th grade math.

Students taking 8th grade Math will focus on the three critical areas from 8th grade as defined in the national Common Core Mathematics Standards: (1) formulating and reasoning about expressions and equations, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Furthermore, students will begin working with the concepts found in Algebra 1.

The course content of 8th grade Math is a part of the Michigan Merit Curriculum consisting of the national Common Core Mathematics Standards. Course topics include: Operations with Integers and Rational Numbers, Proportions and Variation, Percents, Linear Equations, Inequalities, Systems of Equations and Inequalities, Functions, and Radical and Exponents.

Technology is also a very important component of the teaching strategies we use to instruct our students. JMS 8th grade Math students use a graphing calculator. All students will have access to a calculator daily for classroom use; however, students will not have the ability to take a calculator home. It is, therefore, strongly encouraged that each student purchase this graphing calculator for use in this class, as well as all future high school mathematics courses.

Students successfully completing 8th grade Math at JMS will take Algebra 1 their freshman year of high school.
MATH LAB 8
Full Year
Students enrolled in Math Lab will focus on various critical areas from their correlated grade level mathematics class. Math Lab utilizes specially designed instruction to instruct, remediate, and provide rich, grade-level problem-solving experiences by targeting instruction with fewer topics. Topics include (1) formulating and reasoning about expressions and equations, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing relationships with variables and determining values of solutions. Students receive additional practice in areas of mathematics such as fractions/decimals, variables, inequalities, patterns, expressions, algebraic rules, algebraic equations functions, and square roots/irrational numbers. The class is designed for students who are performing below grade level in Mathematics. The class is designed for students who are performing below grade level in Mathematics, specifically reserved for those who students who have an Individualized Education Plan.

READING/LANGUAGE ARTS
Full Year
The textbooks for the Reading/Language Arts program are Collections 8. The Reading/Language Arts program is a multi-level, developmental reading program that emphasizes reading, grammar, writing, listening and speaking. The goals of the program are to ensure that all students achieve maturity and independence as readers and that they become highly effective and creative communicators through their writing, speaking and discussion, problem-solving and critical thinking experiences. This program emphasizes writing, listening and speaking as highly effective strategies for improving reading performance and for ensuring that adolescents are interested and successful in reading. Writing is stressed so as to develop fluency and creativity. Students use the rules of good spelling and grammar as they develop editing skills to produce an accurate final copy. The Reading/Language Arts program provides a developmental reading curriculum for teaching, practicing and applying comprehension, spelling, literary, and critical reading skills.

LANGUAGE!
Full Year
Language! is a prescribed literacy curriculum designed to differentiate instruction based on individual student needs. This class focuses on five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The class is designed for students who are reading below grade level and cannot read and understand grade-level texts. Other: Students are assigned based on reading scores. Two-hour classes replace grade level ELA course; one-hour class replaces an elective hour (4 elective classes throughout the year)

ADVANCED LANGUAGE ARTS
Full Year
Students that meet specific criteria will be placed into an Advanced Language Arts class. Student grades along with standardized assessment scores, placement exam scores and a student’s rubric score will be used to determine the appropriate placement of students into this class. The Advanced Language Arts class will move at a quicker pace along with providing deeper coverage of course content expectations. Please refer to the Advanced Program Handbook, located in Appendix A of the Course Description Book, for more information about the expectations and requirements of an Advanced course.
HUMAN SEXUAL DEVELOPMENT
10 weeks
Human Sexual Development is a program in reproductive health and sexual responsibility that is designed for 8th grade students and their parents/guardians. The course features several interrelated lessons founded on the seven basic human values of equality, honesty, respect, responsibility, promise-keeping, self-control and social justice.

Award-winning video segments are an integral part of most lessons. The interviews were taped in various parts of the United States and reflect a variety of ethnic and economic backgrounds. Some segments assist in presenting subject matter and some furnish dramatizations for classroom discussion. Evening meetings are held in the spring of the year to familiarize parents/guardians of 7th graders with course content and to answer questions.

Band/Orchestra students will take HSD during one quarter of Time to Read. Students taking HSD will not have to meet the expectations of T2R while taking HSD. If these students miss assignments they will have to attend a ZAP (Zero’s Aren’t Permitted) session the next day after school!

Although Human Sexual Development is a required course, a parent/guardian signature indicating permission for enrollment MUST be included on the course selection sheet. A PARENT/GUARDIAN MAY OPT HIS/HER CHILD OUT OF THE WHOLE COURSE OR PARTICULAR LESSONS.

SKILLS FOR ADOLESCENCE
10 weeks
This course is designed to improve the necessary skills students will need to effectively deal with the changes and challenges during adolescence through adulthood. The areas of self-esteem, organization and study skills, decision-making, and conflict resolution skills will be the primary focus of the course. Students can expect to use a variety of reading and writing strategies, large and small group learning, role playing, peer tutoring, and project-based assignments to help achieve the course goals. Student placement for this course will be determined by grades and behaviors.

WORLD LANGUAGE

SPANISH 1 Full Year
This course introduces the student to the basic concepts of the Spanish language, including the development of skills in reading, writing, listening, and conversation. Correct pronunciation, grammar fundamentals, masculine and feminine nouns, noun-adjective agreement, present tense conjugations, possessive adjectives, direct object pronouns, ordinal numbers, and affirmative commands. The students will acquire the following vocabulary: greetings, activities, time, food, adjectives, family, clothing, school places and classes, interrogatives, and places in the city. They will also learn about the culture of the Spanish-speaking world.

FRENCH 1 Full Year
This course introduces students to the French language through listening, speaking, reading and writing. Basic vocabulary such as family members, food, classroom objects, sports and buildings are learned through various activities and projects. Emphasis is also placed on an appreciation and understanding of the French-speaking people and their culture through stories, pictures and videos.
MANDARIN, GERMAN, JAPANESE, LATIN (On-Line Class)
Full Year
These classes are on-line, and will meet daily in a JMS computer lab. MVS classes will be held if a minimum number of students elect to take, and are scheduled into these classes. Michigan Virtual School will be the vehicle in which these courses are taught. The instructor assigned to your student by MVS can be contacted via phone or online. There is no face to face instruction/help provided for these courses. Students must be motivated, as they will be working independently without the presence of a teacher who can offer direct instruction of these foreign languages. Aside from the daily class time students have to work on the online course, it is also expected that students spend an additional 30-60 minutes at home each night working on the course in order to stay on pace for completion. Because of this, having internet access at home is strongly recommended if a student chooses to enroll in an MVS class. Enrollment into this class requires both parent and student signatures on the Student On-Line Foreign Language Enrollment form. This form can be found attached to the 8th grade course selection sheet. Failure to complete this form will result in a student being dropped from the course.

Please note: Students who fail their MVS course will be required to repay the school for the cost of the course. ($325.00 per semester, $650 for the year, subject to change)

ELECTIVE PATHWAYS

PERFORMING ARTS

BAND – (6)
Full Year
This class is an introduction to band; no previous experience in band is necessary. It is offered to every 6th grade student, and a “Beginning Band Night” is offered to 5th grade students in the spring, so they can try out all the instruments. The class meets for a full period every day, and daily practice is required. Individual and group instruction on woodwind, brass, and percussion instruments is offered. In most cases, students must provide their own instruments**; however, information on rental instruments is available at the Beginning Band Night. Students who select Band are expected to remain in the class for the entire year, but must remain in the class for at least an entire semester (20 weeks). Several performance opportunities are provided and required, including the Fall Concert, Holiday Concert, Mid-Winter Concert, Spring Concert, and the Memorial Day Parade.

**The district has a limited number of instruments available for families who have financial hardship, determined on a case-by-case basis.

BAND (7, 8 – AUDITION FOR PLACEMENT)
Full Year
Emphasis is placed on preparation of concert music while continuing to develop and refine playing skills. Daily practice on the student’s instrument is required. Intonation, tone production and proper balance and blend are stressed. Band performances may include, but are not limited to, the Fall Concert, Holiday Concert, Pre-Festival Concert, Band Festival and the Memorial Day Parade. These performances are mandatory. Students are encouraged to participate in district band/solo/small ensemble contests. The Band performs at Holiday Concerts, in Band Festival and in the Memorial Day Parade. Students who select band must remain in the class for an entire semester.
ORCHESTRA (6)
Full Year
This course is a continuation of the string program that started in the Elementary schools. The course helps to perfect the skill needed to perform in the concerts, Solo & Ensemble and Orchestra Festivals. The curriculum introduces students to sight reading, music theory, music history, solo literature and fundamentals of string instruments. Several performance opportunities are provided and required, including the Fall Concert, Winter Concert and Spring Concert. The class meets for a full period every day; daily practice is required. Students who select Orchestra must remain in the class for the entire year. In most cases, students must provide their own instruments.

**The district has a limited number of instruments available for families who have financial hardship, determined on a case-by-case basis**

ORCHESTRA (7, 8)
Full Year
This course places an emphasis on preparation of concert music while continuing to refine skills needed to perform. Daily practice is required along with participation that may include, but not limited to, the following performances: Fall Concert, Winter Concert, Pre-Festival Concerts and Orchestra Festivals. Solo & Ensemble is highly recommended as it develops individual skills and achievement. Festivals and concerts help develop group identity and teamwork which are vehicles for expression of emotions through music. Students who select Orchestra must remain in the class for the entire year. In most cases, students must provide their own instruments.

**The district has a limited number of instruments available for families who have financial hardship, determined on a case-by-case basis**

DRAMA (6,7,8)
20 weeks
Do you have star potential? Are you a risk taker? Then, this is the course for you! This course is a performance-based acting class for students that will peak their creativity and allow themselves to feel like celebrities. In this course, students will learn the fundamentals of acting including improvisation, monologue, dialogue, presentations and small/large-group productions. Students will be involved in reading, viewing, producing, and evaluating plays. The topics of costume and set design will also be addressed. A requirement of this course is the willingness to perform in front of live audiences.

MUSIC EXPLORATIONS (6,7,8)
10 Weeks
The Music Explorations class is an opportunity for students to explore music through bucket drumming experiences. Students will have an opportunity to perform in a concert and work in groups to make up their own songs. A variety of musical experiences will be offered such as bucket drumming, playing a drum set, playing the electric guitar and playing various percussion instruments. Students will experience African music and complete various rhythm projects. There are no prerequisites for this class.
WORLD MUSIC (6,7,8)
10 weeks
Prepare to take a trip around the world! World Music will explore music from multiple regions. Students will have the opportunity to learn about different cultures, communication patterns, rhythms, and instruments. Through this journey, learners will use their new musical knowledge to create sounds, patterns, and instruments that encourage communication in a new way.

CHOIR-RED (6)
20 Weeks
This class is a beginning choir class. Students learn the basic elements of music including rhythm, melody, harmony, notation and reading music. The class performs various genres of music through the semester to facilitate those basic elements. The students will learn vocal techniques that are essential to proper vocal production. The class will focus on music in the American tradition to facilitate all these elements. The choir performs at two concerts which are mandatory.

CHOIR-BLUE (7,8)
20 Weeks
This class is a continuation of 6th grade choir. Students learn the basic elements of music including, rhythm, melody, harmony, notation and reading music. The class performs various genres of music through the year to facilitate those basic elements. The students will learn vocal techniques that are essential to proper vocal production. The class will focus on music in the American tradition to facilitate all these elements. Students are encouraged to participate in district vocal/solo/small ensemble contests. The choir performs at four concerts and choir festival. These performances are mandatory. Students who select 7,8 choir must remain in the class for an entire semester. Only students who take this class 2nd semester can participate in choir festival. Students can elect to take this course more than once during each school year.

CORE EXTENSIONS

POWER READING (6)
10 weeks
This course will cover the fundamentals of reading while building stamina and fluency as a reader. Topics include, but are not limited to, fluency, analyzing literature and informational text, using strategies to increase understanding, and choosing enjoyable texts. Placement in this class will be determined by data and teacher referral.

PATRIOT PUBLICATIONS (6,7,8)
20 weeks
Students participate in all steps involved in publishing the school newspaper and yearbook. Students learn the basic elements of newspaper writing, caption writing, news and photo layout, design, copy writing, editing and photojournalism. First semester students will focus on yearbook design and will produce the yearbook. Second semester students focus on news writing and will produce issues of the school newspaper which is sold during lunches and T2R.
MULTI MEDIA PUBLISHING (6,7,8)
10 weeks
Do you want to learn how to take photographs like a pro? Students will learn how to produce quality photos on a cell phone and digital camera. Yearbook Skills will teach the skills needed to design a layout, write photo captions and a host of photography techniques. Students will showcase their work by creating their own portfolio.

PROJECT SCIENCE (7,8)
20 Weeks
Project Science is a semester long elective science class where students participate in project-based and hands-on activities. This class focuses primarily on local and global environmental issues and the impacts of humans’ actions on our ecosystem. A strong focus is placed on STEM (Science, Technology, Engineering, and Mathematics) activities. Students will work in cooperative groups throughout the semester to better prepare students for real-world experiences.

INVENTION/MARKETING (6,7,8)
10 weeks
This course encourages creative thinking skills through problem solving and STEM Challenges. Students learn about historical and modern-day inventions and inventors. Students will also learn about advertising and marketing techniques. Students will be given a variety of challenges and will need to come up with solutions. Challenges will be completed using a variety of tools including a variety of hands-on materials, and using tech based programs. The end-of-the-quarter project will use the students’ own creativity to make an invention and present in a Shark Tank style activity.

PHYSICAL EDUCATION (REQUIRED 6 and 7) (ELECTIVE 8)
10 weeks
Physical Education at JMS focuses on using a variety of team, individual, and sports skills to increase student’s physical fitness. The class will not only focus on improving ability and overall health, but also, understanding teamwork and sportsmanship. Depending on the quarter taken, some of the sports covered could be basketball, volleyball, softball, flag football, badminton, tennis, soccer, and floor hockey. Every quarter will cover a physical fitness unit and a variety of “one day” games as well.

VISUAL ARTS

INTRODUCTION TO ART (6)
10 Weeks
In this introduction to art class, students will be creating many different projects. Drawing skills will be developed and students will have the chance to create many different and exciting projects using a variety of materials.

CREATIVE ARTS (6)
10 weeks
Want to do hands on projects? Creative Arts is a fun class where students create projects using plaster, clay paint and drawings, as well as other materials. Additionally, students will learn about artists and their lives.
ARTS AND CRAFTS (6,7,8)
10 weeks
Like to make things? In Arts and Crafts, students will create projects from various cultures using a variety of materials: yarn, fabric, metal, wood, paint, and clay.

DRAWING/PAINTING/PRINTMAKING - 2-D Art (7, 8)
10 weeks
In this class, students will create paintings, printings, drawings, and mosaics. Students will design many exciting projects using several materials, while learning about artists and their history.

CLAY/CERAMICS – (7,8)
10 weeks
Love clay? In this class, students will enjoy building and working with clay. Learners will make cups, bowls, and other fun projects from clay.

SCULPTURE – 3D PAPER MACHE’, WIRE, PLASTER – ART (7,8)
Students will build sculptures using a variety of materials, including wire, paper mache, wood, cardboard, and paper. Students will also learn about the artists who use these materials.

COMPUTER TECHNOLOGY/ COMMUNICATION

21 THINGS 4 STUDENTS (6,7,8)
10 weeks
This course teaches students how to use a variety of free web tools like Popplet, Prezi, and Google Sites to name just a few. Students will also learn about digital image and use and editing. In addition, students will learn the importance of digital citizenship and internet safety. Students will use the https://www.remc.org/21Things4Students/ website.

PHOTOSHOP (7,8)
10 weeks
Have you ever wanted to learn how to take things out of images or insert something funny? This class introduces students to Adobe Photoshop CS5. Students will learn about filters, enhancing images, selecting objects and creating text effects to name a few. After taking this course, students will look at images in a totally different way.

ILLUSTRATOR (8)
10 weeks
Students will explore Adobe Illustrator. Students will discover principles of vector graphics and how they apply in graphic design.
COMPUTERS – Computer Literacy (6,7)
10 Weeks
This course introduces students to computers. Students will learn the basics of Google Drive including Google Docs, Sheets, Forms and slides. Projects will be completed for each content area.

WEB DESIGN (6,7,8)
10 weeks
Have you ever wondered how to create a website? This class introduces students to web development projects in a fun and exciting way. Learn basic HTML and create a website for a pretend potential client.

CODING AND SCRATCH (6,7)
10 weeks
Have you ever wanted to learn how to create games? This class will introduce students to basic coding and programming with a program called Scratch. Students will learn how to create animations and interactive activities.

TECHNOLOGY/INDUSTRIAL ARTS

CAREER CHOICES FOR MIDDLE SCHOOL STUDENTS (6,7,8)
10 Weeks
Three questions can unlock an individual’s potential: Who am I? Where am I going? And, how did I get here? Career Choices will aid students in answering these questions and help students choose the best possible career and education pathways. Students will leave this class understanding the steps to ensuring their futures.

INDEPENDENT LIVING (6,7,8)
10 weeks
“Adulting” is hard! This class gives students a jump-start on learning how to “adult”. Experiences include the importance of kitchen safety, basic cooking skills, simple sewing projects, budgeting and finance, and making wise life choices.

STUDIO SKILLS (6,7,8) (Can be only taken once)
10 weeks
This class explores the “behind the scenes” of television production. Students will learn the technical, operational and creative uses of studio equipment in the production of television programs. The studio skills will include camera operation, sound mixing, lighting, teleprompter use, directing, editing and script writing. These skills will be used to operate the Jefferson TV studio. Emphasis will be placed on creativity, responsibility, accuracy and cooperation.
VIDEO PRODUCTION (6,7,8)
10 Weeks
Students will explore the process of video production. Students will create original video works from conception to completion. Students will storyboard ideas and learn voice overs. Students will also learn how to edit their videos, analyze, evaluate their work as well as the work of their peers. This is a total hands-on class that will introduce this ever growing field of communication to students. Students may work on location throughout the school as well as in Jefferson’s own TV studio.

PRESENTATION SKILLS (7,8)
20 weeks
It’s showtime! This course focuses on using prior knowledge from video production or studio skills to produce the JMS TV show. Students will work as on-air personalities, operate the broadcasting equipment, and produce videos. This class is a great opportunity to build teamwork skills, learn to face challenges, work with time constraints, and improve writing, filming, and editing skills. Permission box: Teacher acceptance/initials are necessary to be placed for this class.

HISTORY AT THE MOVIES (6,7,8)
10 weeks
Lincoln, Hidden Figures, Pearl Harbor, Remember the Titans: all entertaining movies, but how accurate are they? In this elective, you will watch some American classics in addition to some blockbusters with the goal of using the films to enrich the themes studied in social studies class, as well as separating fact from fiction and history from Hollywood. All movies selected will serve to deepen your understanding of American history and enhance your ability to think more critically about Hollywood’s treatment of history. Movies being shown can be G-PG13 rating. Permission box on the course selection sheet must be initialed by a parent.

PODCASTING (6,7,8)
10 weeks
Podcasting will give students experience working on presentation skills in a fun way. This course is for the YouTuber. Students will learn how to edit and produce original podcasts.

APPLIED TECHNOLOGY (6)
10 weeks
This is an introduction to the industrial arts class. The class is separated into three units. The first unit explains the principals of flight and students create an airplane project from wood, paper, and other materials. The other two units are woodworking based. Students will be making wood signs and a wood crate. Each project will be constructed using mostly hand tools and a select number of power tools. Emphasis will be placed on proper safety precautions as well as appropriate tool usage. Most of the learning is done through projects.
WOODWORKING (7,8)
10 weeks
This is a basic woodworking class. Students will learn how to use a variety of hand and power tools and how to measure. Safety and proper techniques are a main focus of the class. Students make at least two projects that they get to take home after they have been completed. Projects vary by year under instructor discretion.

INDUSTRIAL TECHNOLOGY (7,8)
10 weeks
The intention of this class is to expand the students' knowledge in woodworking after taking the woodworking course. Students will utilize technology and woodworking skills to create quality projects. The full range of technology in the woodshop will be used. Students will be asked to follow a plan of procedure and create projects of quality and accuracy. Measurement, safety, machine use, and production will be emphasized during the full duration of the class. Students will also be learning career and employability ethics such as: Safety, Responsibility, Being an Independent Worker, Punctuality, Problem Solving, and Producing Best-Quality Products.

EXPLORING TECHNOLOGY (7,8)
10 Weeks
This class will examine two areas of Industrial Education: Drafting, and Metalworking. Students will learn principals of drafting, the use of basic drafting tools, how to read technical drawings, and measurement. Once mastered, these skills will then be used to create a basic sheet metal project (toolbox). Students will also be learning career and employability ethics, such as: Safety, Responsibility, Being an Independent Worker, Punctuality, Problem Solving, and Producing Best-Quality Products.
Jefferson Middle School
Advanced Program

Mission Statement
Jefferson Middle School Advanced courses are designed for the talented and serious academic student who is willing and able to rise to the challenge of intense, independent, and in-depth work.

Vision Statements

Advanced Student Profile
A Jefferson Middle School Advanced student demonstrates exceptional levels of achievement in the following areas: academic performance, work ethic, communication skills, and social behavior.

Instruction/Curriculum
The Jefferson Advanced program is a well-rounded, empowering program with a rigorous curriculum centered on creating life-long learners. This program strives to cultivate a meaningful student-centered learning environment. This includes research based instruction, as well as varied and engaging approaches, and provides challenges to develop critical thinking and problem solving skills.

Culture
Our learning community includes students, parents and educators. Our community places a special emphasis on academic rigor, life skills, social development, creativity and continuous personal growth.

Policies and Procedures

Annual Placement into Advanced Classes
The placement process for Advanced classes occurs annually, each spring. Students placed into Advanced classes for the current school year will be evaluated the prior spring, and appropriate recommendations will be made. Recommendations for students not currently enrolled in an Advanced class can also be made at this time. A teacher can choose to recommend that a student be considered for Advanced placement based off of the student’s performance during the current school year. Decisions regarding placement are made departmentally by the staff involved in that particular subject area. Placement into Advanced classes during one school year is not a guarantee of placement into Advanced classes for the following school year.

2019-2020 Advanced placement criteria includes: grades from the previous school year, the Advanced rubric, NWEA scores, subject area entrance exams, and additional considerations such as school attendance and missing assignments.

Students placed into a course that is above their current grade level will be considered to be in an advanced placement course and will be held to all Advanced placement policies and procedures.

Students will be notified of their placement into Advanced classes through their class schedule received on schedule pick up day held in August of each school year. Advanced classes will be marked as “Advanced” on the student’s schedule.
Each of the items listed below are only considered as one component of the placement process. Jefferson Middle School staff will evaluate each component and will collaborate to decide on appropriate student placements. The components considered are listed below in order of importance.

**Grades**
In order for current 6th and 7th grade students to be considered as a candidate that can be recommended for placement into Advanced classes they need to have maintained an average of a B- (80%) or above in the subject area that they are being considered for. Student grades from the most recent grade level completed will be ranked in each subject area from top to bottom. A student’s grades alone do not guarantee placement from one year to the next.

Jefferson Middle School students that are taking courses for high school credit (other than Algebra I and their first year of foreign language) will only receive a letter grade and a GPA calculation for their high school classes at the end of each semester. Students’ report cards will reflect a credit "CR" at the end of Q1 and Q3 to indicate that the course is in progress. Students' end of year report card will reflect a semester one, semester two, and a year-end grade and GPA calculation.

**Advanced Rubric**
A rubric is completed for each student being recommended for placement by the subject area teacher for the current school year. Rubrics are reviewed by Jefferson Middle School staff to determine placements. Students will be ranked in each subject area from top to bottom based on the total rubric score. Please see the rubric located at the back of the Advanced Handbook for additional information. The rubric will be the primary factor considered for students that have been recommended and that meet the grade requirement of a B- or above as their final grade in a course.

**Assessments**
Once grades and rubric scores are analyzed for current 6th and 7th grade students, NWEA scores will be considered as a piece of the information used to place students into Advanced classes. Students will be ranked from top to bottom based on assessment scores in each subject area.

**Additional Considerations**
Student conduct is an additional consideration including, whether or not and how frequently a student has been zapped, their school attendance, and any misconduct that may have occurred.

**Academic Requirement**
Students are expected to monitor their progress in their Advanced class(es) throughout each quarter of the school year. Any student whose grade falls below an 80% on their quarter report card will be considered to have not met the grade requirement to remain in that Advanced course. Students that do not receive an 80% or above on any report card will be placed into a general course for that subject area for the remainder of the school year.

**If at any point a student appears to be struggling in an Advanced course, JMS staff and the parent will work together to find the best solution and/or placement for that student.**

**Subject Area Entrance Exams**
Interested 5th grade students that meet the NWEA threshold requirement, as well as students new to the district that meet the threshold requirement, can register to take subject area entrance exams for Advanced classes that he/she would like to be considered for. Subject area entrance exams are required for incoming 6th grade students and students new to the district in order to be considered for placement into Advanced classes. These entrance exams will provide baseline academic data that will be used by JMS staff in the placement process. Dates for the entrance exams will be determined each year and will be communicated out to students and parents.
In order to be eligible to participate in the Subject Area Entrance Exams, interested 5th grade students must score at the 50th percentile or higher on their Winter NWEA assessments in the categories listed below. Students new to the district must earn a score within the average range or higher in the categories listed below when they are assessed at registration. These thresholds must be met in order to qualify to take the Advanced Entrance Exams.

For a 5th grade student to be eligible for the subject area exams mentioned below, a student’s score must fall at the 50th percentile or higher on the NWEA test listed across from it.

<table>
<thead>
<tr>
<th>Subject Area Entrance Exam</th>
<th>Qualifying NWEA Score needed on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>NWEA Reading</td>
</tr>
<tr>
<td>Math</td>
<td>NWEA Mathematics</td>
</tr>
<tr>
<td>Language Arts</td>
<td>NWEA Reading</td>
</tr>
<tr>
<td>Science</td>
<td>NWEA Mathematics or Reading</td>
</tr>
</tbody>
</table>

For students new to the district to be eligible for the subject area exams mentioned below, a student’s score must fall within the Average range or higher on their assessment taken during registration.

<table>
<thead>
<tr>
<th>Subject Area Entrance Exam</th>
<th>Score in the Average Range or higher needed on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>NWEA Reading</td>
</tr>
<tr>
<td>Math</td>
<td>NWEA Mathematics</td>
</tr>
<tr>
<td>Language Arts</td>
<td>NWEA Reading</td>
</tr>
<tr>
<td>Science</td>
<td>NWEA Mathematics or Reading</td>
</tr>
</tbody>
</table>

Taking a subject area entrance exam is not a guarantee of placement. Achievement on the subject area entrance exam is only one factor considered in the selection process. The other factors include: the Advanced rubric, grades, assessment scores, and the additional considerations mentioned above.

**Academic Pathways**
At any point in the school year, professional discretion can be used to appropriately place students into and out of Advanced classes. In addition, each spring, students that are not currently placed in Advanced classes can be considered for placement for the following school year, based on their current performance.

Recommendations from staff outside of Jefferson Middle School will be considered, however, Jefferson Middle School staff will determine final class placements.

Placement into Advanced classes at Jefferson Middle School does not guarantee nor does it exclude placement into Advanced, AP, and/or dual enrollment classes at Lakeview High School.

**New Students to the District**
Students new to Lakeview Public schools that are interested in being considered for placement into Advanced classes must do the following:

1- Provide a copy of the most recent report card issued from their former school. Students need to have received a B- or better on their report card in the subject area that they are being considered for.

2- Complete and earn a qualifying score on the subject area entrance exams for the Advanced classes that the student would like to be considered for. Entrance exams can be taken during the spring date in April, or for students registering later, can be completed by appointment up until the end of the 2nd week in August. For scheduling purposes this August deadline will be strictly observed.
The following is a sample rubric that is filled out in the spring for each student being considered for an Advanced class*

Jefferson Middle School Advanced Program Rubric

Mission Statement: Jefferson Middle School Advanced courses are designed for the talented and serious academic student who is willing to rise to the challenge of intense, independent, and in-depth work.

Student Name: ________________________________

Teacher Name: ________________________________

School Attended (2019-2020) ______________________

Grade (2019-2020) ______________________________

Subject area being recommended for:

Math

ELA

Social Studies

Science

Final Grade B- (80%) or better in subject area being recommended for:
Yes

No

Attended school at least 90% of the time in: 2019-2020
Yes

No

Has student ever received a ZAP (7th and 8th grade placement only)?
Yes

No
If student has ever received a ZAP, how many? ___________

Student Characteristics:

A Jefferson Middle School Advanced student demonstrates exceptional levels of achievement in the following areas: (please check all that apply)

Work Ethic
Commitment and dedication to learning _______

Takes initiative in all areas of learning _______

Reflects on learning and uses feedback to make improvements _______

Turns work in on time _______

Consistently strives to meet challenges and exceed expectations when completing classwork _______

Total: ___________

Academic Behavior
Implements problem solving skills without adult supervision _______

Demonstrates the ability to think critically _______

Displays perseverance _______

Capable of handling academic pressure _______

Ability to complete tasks independently _______

Total: ___________

Communication Skills

Listens attentively _______

Participates consistently _______

Contributes insightful and constructive comments _______

Inquisitive and asks relevant questions _______

-44-
Contributes in a meaningful way, building off others' comments _______

**Total:**

<table>
<thead>
<tr>
<th>Social Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets STARR expectations _______</td>
</tr>
<tr>
<td>Displays high level of maturity _______</td>
</tr>
<tr>
<td>Positively interacts with staff and students _______</td>
</tr>
<tr>
<td>Works collaboratively _______</td>
</tr>
<tr>
<td>Demonstrates leadership skills _______</td>
</tr>
</tbody>
</table>

**Total:**

**TOTAL RUBRIC SCORE:** _______
Advanced Program Handbook
Acknowledgment Form

I have received and read the Jefferson Middle School Advanced Program Handbook and understand the mission, vision, policies and procedures of the Advanced program. In addition, I understand what is expected of my child if they are placed into an Advanced class. I sought clarification regarding all items that I did not fully understand, and am clear about the content of the Advanced Program Handbook.

________________________________________  __________________________  ______
Print Parent/Guardian Name                  Parent/Guardian Signature       Date

________________________________________  __________________________  ______
Print Student Name                          Student Signature                Date

**If your child receives an advanced course on their schedule at schedule pick-up in August please return this completed form to their advanced teacher after the start of the school year.