

FJHS



Curriculum Guide

2023-2024

Notice of Nondiscrimination

It is the policy of Fowlerville Community Schools that the District will not discriminate in its programs, services, or activities against any person based on race, color, national origin, gender, disability, or age. Inquiries or complaints related to discrimination should be directed to:

The Assistant Superintendent of Schools
Fowlerville Community Schools,
P.O. Box 769
7677 Sharpe Rd, Suite A
Fowlerville, Michigan 48836
(517) 223-6027

Non-Discrimination Policy and Complaint Procedure

It is the policy of the Board of Education that the District will not discriminate against any person based on sex, race, color, national origin, religion, height, weight, marital status, handicap, age, or disability. The District reaffirms its long-standing policy of compliance with all applicable federal and state laws and regulations prohibiting discrimination.

The Assistant Superintendent is appointed the Civil Rights Coordinator regarding complaints of discrimination involving employment, educational services, programs and activities. Inquiries or complaints by employees, students and/or their parent(s)/guardian(s) related to discrimination based on disability/handicap, sex, race, color, national origin, religion, height, weight, age, or marital status should be directed to:

The Assistant Superintendent of Schools
Fowlerville Community Schools
P.O. Box 769
7677 Sharpe Rd., Suite A
Fowlerville, Michigan 48836
(517) 223-6027

In the event a complaint is against the Assistant Superintendent of Schools, the complaint should be directed to The Superintendent of Schools at the above address. In the event a complaint is against the Superintendent of Schools, the complaint should be directed to The Vice-President of the Board of Education at the above address.

The Civil Rights Coordinators, as specified herein, are designated to receive and resolve complaints from any person who believes that he/she may have been discriminated against in violation of this policy. Any person who believes he/she has been discriminated against in violation of this policy should file a written complaint with the Civil Rights Coordinator within ten (10) calendar days of the alleged violation. The Civil Rights Coordinator will take, then, the following action: **First**, cause an investigation of the complaint to be commenced. **Second**, arrange for a meeting to occur with the complainant, which may include School District staff who are knowledgeable of the facts and circumstances of the particular complaint or who have particular expertise that will assist in resolving the complaint. **Third**, complete the investigation of the complaint and provide, in writing, a reply to the complainant. If the Civil Rights Coordinator determines that a violation has occurred, he/she shall propose a fair resolution of the complaint and deliver the determination to the complainant and the Superintendent. In the event the complaint is against the Superintendent, a copy of the determination shall be delivered to the President of the Board of Education.

The complainant may **appeal** the determination of the Civil Rights Coordinator or Board Vice-President to the Superintendent, or, in the case of a complaint against the Superintendent, to the President of the Board, by so notifying the Superintendent or Board President in writing within the (10) calendar days of the Civil Rights Coordinator's determination. The Superintendent or Board President may conduct additional investigation of the facts and circumstances surrounding the complaint.

The Superintendent, or Board President in the case of a complaint against the Superintendent, shall affirm or reverse the Civil Rights Coordinator's decision and, if warranted, implement the Civil Rights Coordinator's proposed resolution or a modification thereof. The Superintendent or Board President's decision shall be final.

The Board Vice-President or President may elect to secure the services of an outside party to investigate the facts and circumstances surrounding any complaint against the Superintendent.

Upon completion of, or at any point in, the grievance process, complainants have the right to file a complaint with the Office for Civil Rights, US Department of Education, Washington, D.C. 20201. The complainant should first be directed to the following address:

Office for Civil Rights
600 Superior Avenue, Suite 750
Cleveland, OH 44114
(216) 522-4970 phone

FOWLerville JUNIOR HIGH SCHOOL CURRICULUM GUIDE

Principal: Mrs. Myriah Lillie (517) 223-6202

Assistant Principal: Mr. Jeff Finney (517) 223-6206

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REQUIRED COURSES: GRADES 6-8 OVERVIEW

Total FJHS Requirements	6 th Grade	7 th Grade	8 th Grade
English Language Arts (ELA) 3 years	✓ ELA 6	✓ ELA 7	✓ ELA 8
Mathematics 3 years	✓ Math 6 Adv. Options: Math 7, Math 8	✓ Math 7 Adv. Options: Math 8 Algebra I	✓ Math 8 Adv. Options: Algebra I, Geometry (HS)
Science 3 years	✓ Science 6	✓ Science 7 Adv. Option: Science 8	✓ Science 8 Adv. Option: Earth/Phys. Science (HS)
Social Studies 3 years	✓ Social Studies 6	✓ Social Studies 7 Adv. Option: Social Studies 8	✓ Social Studies 8 Adv. Option: American History (HS)
World Languages 1 year			✓ World Language I ✓ Full Year
Technology Education 1 Quarter	✓ Introduction to Computers ✓ 1 Quarter		
Health Education 1 quarter	✓ Healthy Living 1 Quarter		
Physical Education 1 quarter	✓ Physical Education 6 ✓ 1 Quarter		
Art Education 1 quarter	✓ Introduction to Art 6 ✓ 1 Quarter		

SECTION 21F LEGISLATION

Section 21f of the June 2013, School Aid Act, allows any pupil in grades 5-12 to enroll in up to two online courses during an academic term, semester, or trimester. It also requires that a student taking an online course chose courses from their local school district catalog or the statewide catalog of online course syllabi which can be found at <http://micourses.org>. A student can only be denied enrollment if the student has:

- Already earned credit for that course
- The course does not generate academic credit
- The course is inconsistent with graduation requirements or the career interest of the student
- The student doesn't possess prerequisite knowledge and skills for the course, or the student has demonstrated failure in a previous online course in the same subject area
- The course is of insufficient quality or rigor

District prerequisites for online courses:

- Have not failed an online course.
- Student must have scored proficient or college ready in all areas on the last standardized assessment.
- Scored a 77% or higher in the previously sequenced course in the subject area.
- Course must satisfy the Michigan Merit Curriculum course sequence and/or be in the area of student interest on their latest Educational Development Plan or career field.

If your student would like to enroll in online courses, please contact our school guidance counselor at (517) 223-6210 for more information. Students must indicate their desire for online courses when they hand in their course selection sheets by the due date for the upcoming year's scheduling.

EDUCATIONAL DEVELOPMENT PLAN (EDP)

All students attending Fowlerville Junior High School will develop an Educational Development Plan. Educational Development Plans encompass not only career goals, but also academic achievement, awards, honors, interests, work experience, demographic data, and other items of personal importance to the student. In this EDP, there are six elements that will be covered and students will have the opportunity to update their plans each year through Junior High and High School. An EDP serves as a big picture plan for students to link current schooling to achieving future career goals.

Personal Information – Students will be asked to provide information concerning school participation, extra-curricular activities, special recognition, and personal interests.

Career Pathway Goal – Students will choose two or three careers to explore through job shadowing, mentoring, and internships.

Educational/Training Goals -- Students will have the opportunity to explore post-secondary options such as apprenticeships, technical schools, military service, and 2-year or 4-year college experiences.

Career Assessment Results – Results of interest surveys, aptitude testing, and standardized assessments will be used to determine the career pathway for which a student is best suited.

Plan of Action – Students will start to gain the knowledge needed to plan a four-year schedule for High School based on the education required to enter their chosen career field. They will select academic courses related to the pathway and will have opportunities to revise or update their plan annually.

Parent Consultation/Endorsement – The parent will endorse all EDP’s and we encourage you to engage in a conversation with your child about what they’ve learned!

SCHEDULE CHANGE PROCESS

FJHS personnel do not have the ability to accommodate individual teacher requests. However, when schedules are posted and distributed, there will be a process for parents and students to follow to rectify errors in a schedule. Students and parents are asked to follow the process below for requesting a change in a schedule.

1. In August, schedules are distributed near the end of the month.
2. Beginning with the first day of schedule pick-up, students and parents will have a 7-day window for filing a FJHS Schedule Change Request Form.
3. Once the FJHS Schedule Change Request Form is filed, the staff at FJHS will try to accommodate all requests that have been made.
4. Students and parents will be notified if/when the change has been made.

**Please note – while FJHS staff will work hard to fulfill all requests, filing a request form does NOT guarantee that the schedule will be changed as there are many factors that affect scheduling...*

It is our primary mission to meet the educational needs of our students. We encourage and provide parents the opportunity to be part of the educational process in a variety of ways. Sometimes students or parents feel that they do not want a class because of a specific teacher. As a policy, FJHS does not make schedule changes on teacher preference for several reasons. However, sometimes there are legitimate reasons for changing a student schedule. All schedule change requests will be taken in our main office the first week after schedule pick-up day in August of each upcoming school year.

6TH GRADE CORE COURSE DESCRIPTIONS

Our 6th grade program is operated utilizing a team setting where teachers work together with the same groups of children. There are many opportunities that will expand the knowledge base of our students in the 6th grade. The program sequence is laid out and set forth so that all students will follow the same prescribed curriculum. Below you will find the core course descriptions followed by the special courses that will be available to students as well.

English Language Arts (ELA) 6

Course Length: Year

The sixth grade ELA curriculum develops strength in reading, writing, speaking, listening and viewing skills. Sixth grade students will increase their ability to analyze and synthesize information, increase reading ability and become more proficient writers.

Social Studies 6**Course Length: Year**

Sixth grade students will explore the tools and thinking used by historians and geographers. They will develop an understanding of Ancient World history, Eras 1 – 3, of the Western Hemisphere and will study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year.

Mathematics 6**Course Length: Year**

In the sixth grade, students focus on connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems. An understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, is completed. This sets the foundation for algebra, where students will be writing, interpreting, and using expressions and equations. Finally, students will develop an understanding of statistical thinking.

Science 6**Course Length: Year**

The theme of energy and change is central to the sixth grade science curriculum, focusing on life, physical and earth sciences. Studies include relationships and energy interactions in ecosystems, matter and energy, and earth materials, processes, and changes. Students will also use the scientific method to think critically about these areas of study.

Exploratory 6**Course Length: Year**

Students will have the opportunity to extend the curriculum in unique and varied ways through activities that allow students to further explore the core curriculum. Exploratory period may include projects or activities to “explore” new ideas such as wildlife, poetry, energy conservation, and many more. Exploratory will also focus on common academic skills such as test taking strategies, study skills, and other skills that support the general curriculum. *PLEASE NOTE – Band students will have limited access to exploratory period.

6TH GRADE EXPLORATORY COURSES**6th Grade Band****Course Length: Year**

Sixth grade Band is the beginning band course for students within the Fowlerville Community School district. The music background from elementary school will be built upon as students learn to play wind, brass, or percussion instruments in a group and individual setting. Many of the basic skills needed to perform music will be taught and an emphasis on individual practice outside of school will be stressed.

Introduction to Art 6**Course Length: 9 Weeks**

This course is designed to enable students to learn the fundamentals of art. Students will learn basic drawing techniques, and sculpture. They will study color and apply this knowledge to their painting and collage projects. Students will also be working with clay and exploring many other materials.

Introduction to Computers 6**Course Length: 9 Weeks**

This course is the introductory computer course for all 6th grade students. Keyboarding techniques will be reviewed and practiced with an emphasis on improvement of skills. Students will learn techniques to master digital organization and effective digital communication. Additionally, the class will introduce students to a variety of web apps intended to increase productivity and aid students in their core classes. Students will also be given an introduction to basic computer programming concepts including sequencing, loops, and conditionals.

Physical Education 6**Course Length: 9 Weeks**

This course offers a variety of activities to develop basic skills in different games and team sports. The components of fitness will be developed and tested through daily exercise and game play.

Healthy Living 6**Course Length: 9 Weeks**

This 9-week course offers students a quick glimpse into the many personal responsibilities related to living a healthy lifestyle. Through interactive lessons, students are encouraged to respect their body and mind, while developing a deeper appreciation for the power of positive choices. We only have one body, and in this class, students discover how to honor it. The course also covers the state/district required sexual education curriculum for all 8th grade students. Parents wishing to have students opt out of this segment of the Healthy Living course will be given the opportunity to do so.

7TH GRADE CORE AND ESSENTIAL COURSE DESCRIPTIONS

Our 7th grade program is operated utilizing a team setting where teachers work together with the same groups of children in the core academic areas. Unlike the 6th grade, students in the 7th grade begin to have various choices of classes from which to pick from (listed in the elective section). There is a prescribed curriculum, but students will have some flexibility in selecting several courses that match their interests or educational goals. All of the courses listed below are required courses for all students enrolled as 7th grade students at FJHS. If you would like to have more in-depth information about the content of each course, please contact the FJHS office.

English Language Arts (ELA) 7**Course Length: Year**

This class is based on the Common Core State Academic Standards that focus on the pillars of effective communication: reading, writing, speaking and listening. Genres of study will include fiction and non-fiction narrative writing, literary, argumentative and persuasive essay writing, and research. Reading and thinking skills will be reinforced through proven Reading Apprenticeship strategies.

Mathematics 7**Course Length: Year**

The mathematics course for 7th grade students is based on the Common Core State Academic Standards. Topics include number and operations; pre-Algebra; geometry and measurement; and data and probability.

Social Studies 7**Course Length: Year**

In this standards-based course students will explore and study the various regions of the Eastern Hemisphere beginning with a review and emphasis of basic geographic concepts, moving on to examining the history, culture and achievements of each of the ancient civilizations of the region (Mesopotamia, Egypt, India, China, Greece and Rome). Each look at the ancient world will culminate with examining each region within the Eastern Hemisphere today, focusing on the cultures, global impacts, and issues present in each region of the Eastern Hemisphere currently.

Science 7**Course Length: Year**

The seventh grade science course is based on the Michigan science standards which include the processes and applications of science. The year starts with chemistry having units in properties of matter. In Earth Science there are units on the atmosphere and hydrosphere, including weather. The students will then study the energy of waves. The year ends with life science including cells, beginning heredity, and photosynthesis. The course contains a mix of reading, writing and hands-on activities.

8TH GRADE CORE AND ESSENTIAL COURSE DESCRIPTIONS

Our 8th grade program is operated utilizing a team setting where teachers work together with the same groups of children in the core academic areas. In the 8th grade, students will have their options and choices expanded as they prepare themselves for high school (listed in the elective section). Furthermore, there are advanced courses that are offered in the 8th grade which meet the MMC high school graduation requirements. All of the courses listed below are required courses for all students enrolled as 8th grade students at FJHS. If you would like to have more in-depth information about the content of each course, please contact the FJHS office.

English Language Arts (ELA) 8

Course Length: Year

This class builds on the same skills and requirements as 7th grade ELA and is based on the Common Core State Academic Standards, just at a higher and deeper level that serves as a strong preparatory experience in getting students ready for the demands of high school.

Mathematics 8

Course Length: Year

The mathematics course for 8th grade students is based on the Common Core State Academic Standards. Topics include number and operations; pre-Algebra; geometry and measurement; and data and probability.

Social Studies 8

Course Length: Year

Social Studies 8 is a year-long class for eighth graders. Starting at the colonization of early America, we learn about the hardships our people faced and the challenges faced while trying to gain independence from Britain. We will study the heroes of America from early colonization to the Reconstruction period after the Civil War. We will focus on the Constitution and the Bill of Rights and relate them to current day struggles American's face. We will learn how America evolves from a farming community to a manufacturing and trade powerhouse. We will study how many small farms turn into large plantations with numerous slaves. We learn how inventions such as the cotton gin help to increase the slave population. Lastly, we will learn how tensions between the North and the South turn into a Civil War.

Science 8

Course Length: Year

The eighth grade science course, based on the Michigan science standards, develops the foundations of chemistry throughout the first semester. In the second semester we continue to learn about energy in forces and motion. We end the year with a unit exploring the basics of genetics and heredity.

World Language I

Course Length: Year

The State of Michigan and the Michigan Merit Curriculum require that all students graduate from high school with two years of a world language experience in grades K-12. At FJHS, we have created a sequence of instruction that will allow for students to gain one of those years before leaving 8th grade. In 8th grade, students will take a full year of Spanish I, French I, or German I. This course will explore basic language skills of reading, writing, listening, and speaking in the present tense. An emphasis will also be placed on the culture and history of the language being studied.

Students will be able to choose from the following languages in 8th grade:

- Spanish I
- French I

- German I

It is also important to note:

- Students must pass the end-of-course examination (taken in HS) in order to receive credit towards graduation. Please see guidelines in the World Language Policy.

HIGH SCHOOL 8TH GRADE COURSES

In 8th grade, students who are strong academically and are looking to pursue high school credit early have several opportunities. The courses listed below meet the requirements of the MMC for high school graduation, and are essentially high school courses. Each course has its own pre-requisites and requirements for admission into the course.

Algebra I

Course Length: Year

This year-long course explores number sense, expressions, equations, inequalities, and functions. Students will identify and adapt models of real-world situations using families of functions.

Prerequisites:

- Must maintain a Math 7 grade of B+ or better for the year
- NWEA score for math needs to be in the top 15% of their class
- Requires the signature of the student's Math 7 teacher

Geometry

Course Length: Year

This course explores the development of skills in the use of logic as applied to inductive reasoning in mathematical situations. Various topics include postulates and theorems, line relationships, proofs, polygons (their properties and angle relationships), circles transformations, and congruent and similar figures. Students in this accelerated course will engage in an in-depth study of geometry including exploring proofs of theorems and the completion of proofs.

Prerequisites:

- Must maintain an Algebra I grade of B+ or better for the year
- Requires the signature of the student's Algebra I teacher

Physical and Earth Science

Course Length: Year

This course is split into two separate semesters which must be taken together. In the semester of Earth Science, students will be introduced to the four major branches of earth science: geosphere, hydrosphere, atmosphere, and astronomy. Specific topics include: plate tectonics, earthquakes, volcanoes, weather patterns, weather maps, climate changes, glaciers, natural resources, conservation, recycling, stars, and the Milky Way. The Physical Science semester will explore the fundamental aspects of physics. Specific topics include forces and motion, waves, electricity, magnetism, and nuclear science. The course strongly emphasizes experiments, demonstrations, and hands-on activities.

Prerequisites:

- Must score a minimum of 77% on science entrance examination
- Requires the signature of the student's 7th grade science teacher

7TH & 8TH GRADE ELECTIVE COURSES DESCRIPTIONS

This course is an introduction to computer science and coding in Python, a programming language widely used in the software industry. Students will learn fundamental computer science concepts including variables, operators, loops, and functions. After gaining confidence in their programming skills, students will work with programmable robots to achieve set objectives and solve problems.

Yearbook

Grade Level: 8

Course Length: Year

Yearbook is a one-year elective that produces the school yearbook. Members of the yearbook staff are expected to have a high level of maturity and the ability to work independently. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, marketing, budget management, copy writing, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product the students can be proud of. Students will be expected to develop skills necessary to effectively produce the yearbook. A strong commitment to meeting deadlines is required, including any necessary weekend or after-school work. The yearbook is a team effort, and good people skills are required.

Reading Rocks- The Power of Stories

Grade Level: 7 or 8

Course Length: Semester

Explore the diversity of genres: myths and legends, fables, mystery, sci-fi, poetry, dramas, plays and entertainment through the power of books, short stories, movies, scripts, etc. This elective will dive deeper into a variety of literary genres and creatively explore expression, communication and the art of literacy. Students will have the opportunity to select books to read independently as well as explore books with small groups, partners and the class as a whole.

Creative Writing

Grade Level: 7 or 8

Course Length: Semester

Discover the voice within you as this creative writing course will invite students to explore and create their own unique voice as a writer. Students will be encouraged to pursue writing topics of their own interest and at the same time support their fellow writing peers through revision, editing and feedback. Students will use their writing to strengthen their voice as an author, publisher, editor, artist, etc.

LINKS

Grade Level: 7 or 8

Course Length: Semester

In the LINKS program, a student with a disability is paired with one or two peer mentors, referred to as LINKS. The LINKS accompany a student with a disability throughout various school experiences, such as classes, lunch, etc. Being a LINK goes beyond helping a student in class. LINKS find creative ways to address the needs of the student they are paired with, making astute observations on how they prefer to communicate along the way. Ideally, they also become friends and behavior role models. Being a LINK requires patience and understanding, as well as a willingness to learn and help others. In order to be placed into the LINKS program, administration will use grades, citizenship, responsibility, and teacher recommendation to determine placement as a LINK.

7th Grade Band

Grade Level: 7

Course Length: Year

7th Grade Band is an ensemble that provides students with learning and performance opportunities on wind, brass, and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. Students in the Seventh Grade Band perform in at least two concerts a year. Enrollment in 7th grade band requires the successful completion of 6th grade band OR prior approval from the band director.

8th Grade Band

Grade Level: 8

Course Length: Year

Eighth Grade Band is the Middle School's most advanced performing ensemble for wind, brass, and percussion instrumentalists. This year long course introduces "comprehensive musicianship" through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Students in Eighth Grade Band will perform at least two concerts a year. Enrollment in 8th grade band requires the successful completion of 7th grade band OR prior approval from the band director. All 8th grade band students will be meeting their Advanced Computer Application requirement by visiting the MAC Computer Lab once per week.

Physical Education I Grade Level: 7 or 8 Course Length: Semester

This course offers students the opportunity to learn and develop basic skills in a variety of group games and team sports and an introduction to individual and lifelong activities and games. Daily activities involving the development of the basic components of physical fitness will be taught, emphasized and tested. Soccer, basketball, volleyball, and ultimate frisbee are examples of some of the activities offered.

Physical Education II Grade Level: 7 or 8 Course Length: Semester

This course offers more emphasis on individual life-long sports and games. Sports activities such as pickleball, badminton, and archery are offered. This course also includes an introduction to machine weight training in the Jr. High School weight room. Daily activities involving the development of basic components of physical fitness will be taught, emphasized, and tested.

Science Investigations Grade Level: 7 or 8 Course Length: Semester

Pull out your spy glasses and get ready to discover! During this class, you will spend several weeks on the following topics:

- Introduction to basic crime scene investigating
- Investigations of wildlife, watersheds, and the nature around us
- Blast off with a study in rocketry and investigate how to make the perfect rocket

Science Explorers Grade Level: 7 or 8 Course Length: Semester

Get ready to explore the unknown and expand your horizons! During this class, you will spend several weeks digging deep into the following topics:

- Astronomy: Planets, Stars, and NASA missions
- STEM: A glimpse into the design process

Cultural Travel Grade Level: 7 or 8 Course Length: Semester

Explore different cultures of the world. In this social studies elective, you and your classmates will dive head first into the various customs, achievements, currency, landmarks, arts, foods, entertainment, etc. of the world! Come travel the world with us for a semester!

Sports History Grade Level: 7 or 8 Course Length: Semester

Sports history is an active investigation of the history of numerous world sports. Sports that could be addressed in this elective are football, baseball, basketball, hockey, soccer, golf, and much more. Students will look at how these sports began, look into their most influential athletes, and research their memorable moments. Additionally, students will explore how these sports contributed socially, culturally, and financially to local communities and nations as a whole.

Game of Life Grade Level: 7 or 8 Course Length: Semester

In just a few short years beyond concerns about graduation or what direction you will take afterwards, you will be entering a new stage in your life. One in which you will be tested in ways that you have never been before... Wouldn't it be good to have an advantage on your competition? In this course you will gain that advantage. You will be exposed to the skills necessary to manage your own finances, to the dangers of credit and how to use it appropriately, as well as other realms of the world of money (the stock market, investment, interest, and other concepts of economics). Part of this new stage includes the ability to make a positive first impression when searching for that first job, you will learn to prepare a resume, and the skills necessary to knock the interview out of the park. These are just a few of the tools you will gain as part of this course.

Successful Thinking

Grade Level: 7 or 8

Course Length: Semester

Some of the most important skills that students can learn in school are how to solve complex problems and think "successfully" when approaching life. This course will focus on the 16 Habits of Mind and how successful thinking habits can make all of the difference in school but also the real world. Students will be exposed to several project-based learning opportunities for them to apply and practice their successful thinking and problem solving skills. Building student's capacity to think bigger, deeper, and with skill is something that this course will accomplish. These skills will assist students and in life as they transition into high school.

World Languages

Grade Level: 7 or 8

Course Length: Semester

World Languages is a semester long beginning language survey course designed to encourage students to explore languages other than English. The course will introduce students to the basic culture, history, and language of the of the most spoken languages in the world next to English; Spanish, French, and German.

APPENDIX A: FJHS GRADING AND REPORTING POLICY

FJHS Grading Philosophy & Purposes

Primary Purpose

- Communicate learning and achievement status to students, parents, and others.

Secondary Purposes

- Provide information that students can use for self-evaluation and growth
- Encourage student growth and progress in learning
- Identify students for available educational opportunities and programming.
- Evaluate the effectiveness of curricular, instructional, and assessment practices and programs.

FJHS Grading Principles (The Big 5)

In an effort to meet our purposes for grading outlined above, we have identified five key principles to effective grading in our school. These are referred to as “The Big 5”, and represent the five key principles for grading at FJHS.

Principle 1 – *Grades will be accurate*

Principle 2 – *Grades will be given consistently among teachers*

Principle 3 – *Grading will support learning by involving students in the process*

Principle 4 – *Grades will relate to clearly defined standards*

Principle 5 – *Grades will be determined by appropriate calculation methods and scales.*

FJHS Specified Grading Policies

The following policies represent the specific details for how grades are calculated and how a variety of topics are handled as a part of this policy. The following reflects the specifics of “The Big 5” above.

1. Character Grades

At FJHS we feel that it is critically important to represent student learning and academic achievement and behavior or character as equally important but separate reporting measures. While students will be given an academic grade, students will also be given Character Grades from each teacher. These grades will be given on a regular basis for the following areas in the MiStar grade book:

- Teamwork
- Work Habits
- Initiative
- Respect

Students will be given a score in each of these four areas using one of the following indicators:

M = Meets Standard

P = Progressing Towards Standard

N = Not Meeting Standard

Students who have been given an “N” mark for 25% or more of their classes in the combined total of grades given in the Character Grades area will be considered ineligible to participate in extracurricular activities including dances, activity nights, band or drama performances, or sporting events. Character Grades eligibility will function in the same way as academic eligibility and will be run on a weekly basis.

2. **Zeros and Incomplete Work**

The goal of school is to provide a comprehensive education and help students learn successfully. It has been proven many times over that completion of assigned work is a critical skill to learn for being successful in school as well as the real world. However, when a student receives a zero for work that was not completed, it adversely affects their academic achievement based on the “behavior” of not completing work. This takes away from one of our fundamental purposes of grading causing our grades to become inaccurate.

For these reasons, students who fail to turn in work that has been assigned will be given an “N” or “No Attempt” for that assignment until it is completed. The following guidelines and policies are in place for students who receive an “N”:

- For practice (formative) work, students who have been given an “N” will be assigned to the GLAD Room until the work is fully completed.
- For performance (summative) assessments, students who have been given an “N” will be assigned to the GLAD room and will also be pulled from their “elective” or “special” classes until the performance assessment is completed.
- Students who have any “N” scores for any performance assessments at the end of the card marking or semester will be given a grade of “I” or “Incomplete” for the course because our staff will not have the appropriate achievement evidence to make a determination on their academic grade.
- If a student receives “I” for their final mark, they will be given one week to rectify their mark with their teacher or the mark becomes a “NC” or “No Credit” on their transcript.
- Students who receive a final mark of “NC” or “No Credit” will be recommended for credit recovery or mandatory summer school at the completion of the school year.

**Individual circumstances may exist and decisions will be handled by the FJHS building administration as necessary.*

3. **Late Work**

Timely work completion is a critical component of a student’s Character Grade, and it is the expectation of all students to complete their work by the due date. Students who fail to meet deadlines will be required to complete their work in the GLAD room and will a reduced “Work Habits” score which could lead to a variety of ramifications by having lowered Character Grades. It is the best practice to learn the effective skills of completing work in a timely manner. Again, this consequence is behavioral and not academic as providing an academic penalty for a student not meeting deadlines would cause the grade to become inaccurate.

4. **Homework**

A comprehensive policy for homework can be found in this section of the FJHS Student Handbook. For the purposes of this grading policy a few basic principles are in place.

- Homework given for “new content” or material that has yet to be taught will not be factored into the academic grade. Instead a separate category for homework will be established in each teacher grade book for this type of homework so that teachers can show parents if a student has completed the work.
- Homework assigned for the completion of an assessment that was started in class that does not cover “new” content could be considered in the “practice” category of a student’s grade.

- Performance assessments will not be assigned as homework outside of the teacher’s supervision and instruction.

5. Re-Testing

Students will be given multiple learning opportunities to show that they have mastered the content for their classes. Students who feel they have not shown their true knowledge on a test or other assessment may request an opportunity to re-do the assessment with their teacher. Each teacher will develop a method and procedure for a student re-taking an assessment. Each procedure will include the following components.

- Students are not automatically given a re-take as there are stipulations and a procedure which must be followed for each teacher.
- Students must “prove” that they deserve a re-take by showing teachers that they will do something different the second time that they take it. This could include a variety of teacher-created forms or test correction sheets that teachers can use as a part of their regular classroom procedures.
- Students must take the assessment on the teacher’s time frame. A teacher could decide to have the re-take completed during class, after-school, during lunch, or with the after-school support paraprofessional.

6. Grading Weights

Each classroom will have the same grading weights and categories assigned based on consistency for students. Each grade book will have two categories assigned that factor into the academic grade. The two categories are described on the next page:

<p>PERFORMANCE ASSESSMENTS (Summative)</p> <p>Unit and Course/Grade Level Understanding and Performance <i>“the bigger stuff”</i></p> <p>Major Assessments OF Learning</p> <p>85% OF FINAL GRADE</p> <ul style="list-style-type: none"> ● Unit (chapter) assessments ● Unit or major performance tasks – mainly products, performances, and projects (e.g., essays; artwork; visual representations; models; multimedia; oral presentations; lab experiences; live or recorded performances) ● District (Course/Grade Level) Assessments 	<p>PRACTICE ASSESSMENTS (Formative)</p> <p>Lesson Practice and Activities <i>“the smaller stuff”</i></p> <p>Assessment FOR Learning</p> <p>15% OF FINAL GRADE</p> <ul style="list-style-type: none"> ● Independent practice on daily work (daily assignments and classroom work) ● Brief progress checks (e.g., small quizzes over one or more lessons; reviews or warm-ups)
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7. Diverse Performance Assessments

Students will be given multiple ways to show their competence including methods other than paper-pencil tests. Teachers work very hard to give students the opportunity to show their mastery

in a variety of ways including projects, essays, performances, portfolios, laboratory experiments, and a variety of other ways. The assessments that students are given in a class for the “performance assessment” category will represent a variety of different assessments including but not exclusively paper-pencil tests.

8. Cheating/Plagiarism

As student’s progress through junior high school, we will continue to teach them about the importance of academic integrity. However, sometimes students make a poor decision to cheat or plagiarize another person’s work. Like most things, it is most effective to prevent this type of behavior by educating students effectively about what plagiarism and cheating are. The staff at FJHS will ensure that students clearly understand what they are, how they are different, and why it is so dangerous. However, if a student chooses this path, every teacher at FJHS will process a student discipline referral for students who are cheating or plagiarizing in school. Consequences will be given via the principal, and the student must then redo the assessment/alternate assessment for a grade. Students will also experience a lowered character grade for engaging in this behavior. This will provide a clear behavioral consequence for all students who engage in these dishonest practices yet still maintains a process that is conducive to providing an accurate academic grade for the student.

9. Extra Credit

Extra credit takes away from the core academic concepts that are taught as a part of the regular curriculum. Extra credit is especially harmful when it is awarded for things not tied to the curriculum such as bringing in Kleenex or apples, answering odd trivia questions, or anything not tied to a specific content standard. Extra credit will be used minimally if at all at FJHS, but if a teacher decides to offer extra credit, it will be meaningful and tied directly to a standard or learning goal in their classroom. Also, if a teacher decides to offer extra credit, it will be offered to all students not just certain individuals.

10. Exploratory Course Grading vs. Required Course Grading

Our exploratory courses are taught with the goal of helping students truly “explore” a diverse array of curriculum and to expose them to new ideas and experiences. Due to this goal, these courses will not be graded and reported in the same way that our required courses are. Exploratory courses will be graded using our standards performance levels indicators:

M = Meets Standard

P = Progressing Towards Standard

N = Not Meeting Standard

If students are participating fully in the course and engaged in the learning, they will receive an “M” for the course, followed by a “P” or “N” in decreasing levels of participation and engagement in the course content. Students will still receive Character Grades for their Exploratory Courses.

****Band is considered an Exploratory Course because students must choose to take it, but it will be graded in the same way that our Essential Courses and Required Courses are.***

APPENDIX B: ADVANCED COURSE OPTIONS

Below represents the courses available to students who follow an advanced or accelerated learning sequence. The earliest grade level in the far right of each table represents the sequence for a student who begins to accelerate at that time. Additional resources for advancement opportunities may be available at the approval of the building principal. Students must complete the backside of their course selection sheets to begin the acceleration and/or testing out process.

Math- All math advancement will be determined based on NWEA math test scores, teacher Recommendation, and Average Summative Assessment scores for the year.

Science

Grade	Advanced Course	Requirements to Enroll
7	Science 8	Pass the Science 7 Test-out Exam (77%) and Teacher Recommendation
8	*Physical/Earth Science	Pass Science 8 and Teacher Recommendation

Grade	Advanced Course	Requirements to Enroll
8	*Physical/Earth Science	Pass Science 8 Test-out Exam (77%) and Teacher Recommendation

Social Studies

Grade	Advanced Course	Requirements to Enroll
7	Social Studies 8	Pass the Social Studies 7 Test-out Exam (77%) and Teacher Recommendation
8	*American History	Pass Social Studies 8 and Teacher Recommendation

Grade	Advanced Course	Requirements to Enroll
8	*American History	Pass Social Studies 8 Test-out Exam (77%) and Teacher Recommendation

World Language

Grade	Advanced Course	Requirements to Enroll
8	*C.P. World Language II	Pass World Language I Test-out Exam (77%) and Teacher Recommendation

* = High School course that will award High School credit and be recorded on the High School transcript

TESTING OUT REQUEST FORM
-For Science, Social Studies, World Language Only

Fowlerville Junior High School
Grades 6-8

NAME _____

CLASS _____

(A separate form must be filled out for EACH class you wish to test out.)

Parent Signature _____

PLEASE DETACH FOR FUTURE REFERENCE

There will be a **\$50 textbook/flash drive and materials deposit** required at sign-up. The deposit will be returned upon completion of the testing out packet and final exam or assessment. **No refund will be given to students who sign up, but do not complete the testing out process.**

DATES TO REMEMBER

* This form **MUST** be completed and returned with payment by **May 2, 2023** to the **FJHS office.**

*Testing Out packets and materials will be available from **May 25, 2023 through June 6, 2023.**

Testing Out Date:

***August 9, 2023 at 9:00 a.m. in the FJHS media center.**

Questions? Please call our Guidance Counselor, Barb Dunn, at 517-223-6210

In order to test out, a student will need to exhibit mastery of the subject matter by attaining a grade of not less than a C+ (77%) on a final examination.