

# Madison Middle School 2020-2021 Course Description Guide

Developing individual excellence through rigor, innovation, and personal attention

## Madison School District

3498 Treat Hwy

Adrian, MI 49221

517-263-0741

[www.madisonk12.us](http://www.madisonk12.us)



# **Madison School District**

## **Board of Education**

Julie Ramos, President  
Ruben Villegas, Vice President  
Mark Swinehart, Secretary  
Eric McDonald, Trustee  
Tina Claiborne, Trustee  
Greg Choinski, Trustee

## **Administration**

Nick Steinmetz, Superintendent  
Brad Anschuetz, Principal  
Mindy Jordan, Assistant Principal  
Karla Fisher, Guidance Counselor

## **District Mission (Purpose) Statement**

Madison School, in cooperation with our community, will empower each student to develop his or her full potential to be successful in an every changing world.

## **District Vision (Direction) Statement**

Developing individual excellence through rigor, innovation and personal attention

## **District Belief Statement**

We Believe:

- Everyone can learn and has the right to learn in a safe, respectful, supportive, and stimulating environment;
- Motivation, a positive attitude, and acceptance of responsibility are imperative to success in learning;
- Students' learning attendance, and behavior improve when they are actively engaged in rigorous, relevant, and meaningful work;
- The foundation of education is partnership that cultivates communication between family, school, and community - The Madison Family

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“For the 2020-21 school year, the board of education will allow instruction of all courses listed in the course catalog as traditional/seated courses to be adapted for delivery in a virtual/digital format.”

# English Language Arts

## **Literature Studies 6th Grade - 3 trimesters**

The literature and information text experiences through this course will cover many areas. The eight parts of speech will be studied over the course of the school year. A composition book is provided to each student and all reference material relevant to concepts taught in class are adhered into a reading/writing section and parts of speech. Contemporary and classic novels will be read in class and supplemented with activities and informational text. Students are asked to read a book of their choosing for twenty minutes every day. They are encouraged to explore different genres and will be expected to journal what they have read. Questions connected to plot development, characterization, conflict/resolution, and point of view will be discussed. Students will write literature responses citing textual evidence with claim, support, explanation, and argumentative paragraphs. Narratives will be written following the plot diagram. Various types of poetry including figurative language will also be incorporated.

## **Academic Writing 6 & 7 – 2 trimesters 6<sup>th</sup> & 1 trimester 7<sup>th</sup>**

The majority of Academic Writing will consist of fact-based argumentative writing. We will explore aspects of creative writing in order to foster a love and appreciation for the written word. Students will grow to understand that their voice gives them power. They will also learn that the voices with the most power use logic and credibility to sway the minds of others. Academic writing is a passionate course for sixth and seventh grade students.

## **Literature Studies 7 - 3 trimesters**

Class novels covering different genres of fiction are analyzed and read in this class. Topics such as figurative language, writing style, point of view, perspective, and themes are covered. Vocabulary words will be chosen from each class novel. Vocabulary development will include the following: decoding the word from sentence examples, creating original sentence and picture examples, along with incorporating the words into our daily conversations and writing. Time will be given for daily journal entries. These entries will help students to increase their creativity, self-reflection, and goal-setting. Throughout this course focus is given to informational, argumentative, persuasive and narrative writing. Development of writing skills are enhanced with topics such as a claim, evidence, elaboration, introduction, conclusion, and the plot diagram. Students will participate in “Starbooks Time”, an opportunity for students to read or write about any topic. In addition, all class novels are supplemented with informational texts with the practice of purposeful annotating.

# Madison School District

## **Communications 7 and 8 – 1 trimester 7<sup>th</sup> and 2 trimesters 8<sup>th</sup>**

Communications is a practical course where students will learn about the role of communication in our lives. We will be working on our writing, listening, and speaking skills. We will then use these skills and apply them to real-world tasks. Students will then be offered a number of opportunities to organize and prepare public speaking assignments.

## **ELA 8 – 3 trimesters**

8th grade ELA will target students' growth in the areas of reading, writing, speaking, listening, and viewing. Reading strategies, critical thinking skills, and vocabulary acquisition comprise the main elements of reading instruction. Through fiction, nonfiction, and poetry reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, argumentative, and research writing. Both reading and writing instruction will be based on the Common Core State Standards.

# Mathematics

## **Math 6 – 3 trimesters**

Math 6 is a course taught to our sixth grade level students that is aligned with the Common Core State Standards and is broken up into the following five units: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. While taking this course, students will learn various concepts relating to ratios, fractions, decimals, percents, the coordinate plane, expressions, equations, area, volume, and statistical measures. These concepts will blend together and are not necessarily taught linearly throughout the year.

## **Math 7 – 3 trimesters**

The Math 7 course extends students' understanding of numbers and computation to include integers and proportional reasoning. All concepts and skills are presented in the context of problem solving that requires the use of reasoning and communication. Areas of focus include: data analysis and probability; algebraic foundations such as equations and inequalities; arithmetic sequence; geometric precision and measurement. Students in Math 7 will be recommended for Pre-Algebra 8th Grade the following year. Students will take the NWEA test for student growth and the M-Step Mathematics test in the spring.

## **Pre-Algebra 7th Grade – 3 trimesters**

The Pre-Algebra 7th grade course is designed to allow students to review foundational skills, and application of Pre-Algebra concepts in preparation for Algebra I in 8th Grade. Key concepts throughout the year focus on communication, analysis, real-life application, critical thinking and problem solving. The areas of focus include: exploration of the real number system (including rational and irrational numbers); foundations of Algebra; statistics and probability; geometry (both 2-D and 3-D); proportional relationships; and linear relationships. Students who are successful in Pre-Algebra 7th Grade will be recommended for Algebra I the following year. Students will take the NWEA test for student growth and the M-Step Mathematics test in the spring.

## **Pre-Algebra 8 – 3 trimesters**

Students in this course will extend their proportional thinking to include all linear equations. This course will cover the following topics: The number system including exponent rules and scientific notation, solving equations in one and two variables, properties of functions including graphing, rates of change, and making predictions, and finally the geometric properties of angles, lines, and figures including the Pythagorean Theorem.

## **Algebra I – 3 trimesters**

In this course, 8th grade students will receive high school credit. It is through this course that a student will build upon their algebraic thinking and apply their knowledge. Topics include: solving one variable equations, properties of functions and writing functions from multiple representations, solving systems of equations in two variables, properties of exponential functions, properties of absolute value functions, and problem solving using multiple methods.

# Science

## 6th grade Science

### **Ecology, Dynamic Earth, and Physical science – 1 trimester each**

The first trimester of sixth grade science begins with Ecology and the Environment. During this unit students will learn the interactions of living things, the Earth's biomes and Ecosystems along with Earth's resources and the human impact on the environment. Students will study Dynamic Earth second trimester. It is through this unit that students will study the Earth's surface, history, minerals, rocks, and the movement of tectonic plates. Lastly, students will study physical science. More specifically, forces and motion, how energy is transferred when a force moves an object, atoms and the periodic table.

### **7th grade Science: Cells and Heredity – 1st trimester**

The first trimester of seventh grade science begins by spiral-reviewing some important science concepts from 6th grade, the scientific method and measurement. We then study cells: How do prokaryotic and eukaryotic cells differ? What components make up cells? How do these components work together to keep a cell functioning properly? How do cells obtain energy? Lastly, we study the basics of genetics: How are traits passed from parent to offspring? What are the different ways genetic traits are inherited? How are inherited traits different from acquired traits?

### **Matter and Energy – 2nd trimester**

The second trimester of seventh grade science begins by studying matter: What is matter? What are the physical and chemical properties of matter? What are the different types of matter? How does matter change state and why? We then study atomic structure and the periodic table: What is the structure of an atom and how do you determine the subatomic particles in an atom? How is the periodic table arranged and how are elements grouped? Why do some elements react with others? We then spend time discussing chemical reactions. Lastly, we study energy- What are the different forms of energy? How do we rely on energy? What are some alternative forms of energy?

### **Water and Weather – 3rd trimester**

The third trimester of seventh grade science begins by studying water. What is the water molecule made up of and how does this affect its behavior? What are the various fresh water sources on Earth? - rivers, lakes, groundwater, etc. What are the components of the water cycle? We then study weather- What causes weather? How do weather patterns develop? What are the different components of weather? What causes severe weather and how can we stay safe? Lastly, we close out the third trimester by completing a project that pulls together much of what we learned in seventh grade science, the Solar Cooker project.

## 8th grade Science

### **Earth & Universe, Energy & Environment, Medical Detectives - 1 trimester each**

8th grade Science follows an Integrated Science Curriculum. This course integrates Earth Science (Space and Earth Systems) and STEM curricula which encompass units from Project Lead the Way (Energy in the Environment and Medical Detectives). S.T.E.M. emphasizes the use of Science, Technology, Engineering and Math in the real world. Students will compare and contrast the Scientific Method, and the Design process. Students will explore how S.T.E.M is related to real world issues and careers throughout the entire year.

# Social Studies

## **World Geography 6 – 3 trimesters**

The sixth grade social studies curriculum is a geography-based course which introduces students to the physical and human geography of the world. Beginning with a spatial perspective, students explore different ways in which the earth has been represented, how geographers use specific tools and technologies in geographic inquiry, and some of the limitations of these tools. They investigate patterns of natural and human characteristics and use case studies to examine how the physical environment has provided both benefits and obstacles to human societies. In doing so, students explore how humans have used, adapted, or modified their environment and the consequences. Through the study of culture, cultural characteristics and cultural diffusion, students learn how culture both influences and affects people throughout the world in similar yet distinct ways. Students also consider globalization and its impact on economic and political institutions and people worldwide.

## **World History 7 – 3 trimesters**

In seventh grade World History, students study human history from the beginning until about 1500. Students learn about the earliest humans and explore early migration and settlement patterns. In studying the origins of farming and its impact upon emerging human cultures, students analyze evidence from the fields of archaeology and anthropology, and employ a wide range of data sources including artifacts, photographs, and geographic information. Students examine how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of people, resources, and ideas. Students study the development of empires in the Americas (Aztecs, Incas, and Mayans). The rise and fall of empires, as well as the nomadic groups in Afro-Eurasia. Students also examine the development of belief systems in their historical context.

## **US History 8 - 3 trimesters**

This class covers the colonization of North America by the Europeans through Reconstruction. This course will include a great deal of analytical thinking - making inferences, coming to conclusions, formulating ideas for cause and effect, etc.. Students are expected to read investigating evidence using primary & secondary sources, using context cues, and cite evidence. This information is then applied in writing through DBQs, summarizations, short & longer answer questions, essays, and projects. The expectations in US History can be rigorous at times, and all students will be required to participate. However, each activity will be differentiated to fit the best needs of the student to prepare them for high school and future assessments. Students will be held accountable for his/her own learning.



# Visual & Performing Arts

## **Visual Arts (Grades 6-8)**

Art classes at the middle school level will expand on the student's prior knowledge from their elementary foundations. Madison Middle School Visual Arts will continue to develop creative strategies, skills, and habits of mind through artistic practices. Students will apply design literacy to a wide variety of traditional and new media as well as acquire increasingly more complex procedural knowledge, skill and craftsmanship in art making while exploring an expanded range of media.

### **Art 6 – 1 trimester for PE rotation**

In sixth grade art, students explore a variety of media as they learn new skills in drawing, painting, glass fusing, hand building ceramics pieces, and creating sculptural pieces. The Elements of Art and Principle of Design are reintroduced in depth to further elaborate upon ideas about line, shape, color, space, value, form, & texture. Discussions regarding artists, specific artwork, and demonstration of techniques are first hand to help develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.

### **Art 7 – 1 trimester for PE rotation**

In seventh grade art, students focus on further developing general art skills, vocabulary, studio habits of mind, creativity, the Elements of Art and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic or mixed media pieces and advanced fused glass. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.

### **Art 8 – 1 trimester for PE and Choir rotations**

In eighth grade art, students express themselves creatively through drawing, graphics, sculpting, painting, glass work, 3D ceramic sculpture, and topic specific studies to develop art skills and concepts. Composition, technique, the elements and principles of design, and attention-to-detail are stressed at a more advanced level. Art history, art appreciation, personal and group critique, problem solving, and critical thinking are integrated into lessons.

## **Performing Arts (Grades 6-8)**

### **Band**

The Band class offers instruction on the primary instruments of band: flute, clarinet, saxophone, trumpet, and trombone. Percussion is offered during the 2nd trimester. Students will learn how to read music; musical pitch and notation and rhythm. There will be a small, but important focus on music theory. This class has mandatory performances after school that the student will need to attend.

# Arts & Physical Education

## **Orchestra (Grades 6-8)**

The String Orchestra class offers instruction on violin, viola, cello, and string bass instruments with a focus on the skills necessary for long-term success. Fundamentals stressed include proper posture and playing position, development of characteristic tone quality and training in music literacy. No experience necessary for the 6th grade beginning class. Permission is required by the director to enter the intermediate or advanced orchestras. Students will be able to rent or buy an instrument for a low cost each month. If renting or purchasing an instrument is not possible there are several school instruments available for student use. This class has mandatory performances after school that the student will need to attend.

## **Choir (Grades 6-8)**

The Choir class offers instruction with a focus on the skills necessary for long-term success. Fundamentals stressed include proper posture, the development of proper tone quality, and training in music literacy. No experience is necessary for the 6th grade beginning choir, but permission is required for the intermediate and advanced classes. This class has mandatory performances after school that the student will need to attend.

## **Physical Education**

**PE 6 – 2 trimesters**

**PE 7 – 2 trimesters**

**PE 8 – 2 trimesters**

Physical Education is an integral part of a student's education as it contributes to a healthy lifestyle. PE students will participate in activities designed to increase cardiovascular endurance, muscular strength and endurance, and flexibility. The class will include fitness exercises, cardiovascular activities, and sport activities, such as basketball, volleyball, soccer, football, floor hockey, softball, track and weight lifting. There will also be a unit on Reproductive Health. Students will be able to measure performance and progress using heart rate monitors and fitness tests. Emphasis is placed on active participation and positive social interactions during fitness and sport activities.

# Technology

## **Computer Science 6 - Web Design 1 trimester**

Students are empowered to create and share the content on their own web pages by learning HTML and CSS. They begin by thinking about the role of the web, and how it can be used as a medium for creative expression. As students develop their pages and begin to see themselves as programmers, they are encouraged to think critically about the impact of sharing information online and how to be more critical content consumers. Problem solving is introduced as it relates to programming, valuable skills such as debugging, commenting, and structure of language. At the conclusion of this class, students will create a personal website they can publish and share.

## **Computer Science 7 - JavaScript and Interactive Gaming 1 Trimester**

Through this course, students will build on their coding experience as they create programmatic images, animations, interactive art, and games. Starting off with simple, primitive shapes and building up to more sophisticated sprite-based games, students will become familiar with the programming concepts and the design process that computer scientists use daily. In the final project, students develop a personalized, interactive program. They practice design, testing, and iteration, as they come to see that failure and debugging are an expected and valuable part of the programming process.

## **Computer Science 8 - Physical Computer 1 Trimester**

This course promotes further development into programming skills, while exploring more deeply the role of hardware platforms in computing. Students program handheld devices to understand modern “smart” devices. The class concludes with a design challenge that asks students to develop their own innovation, create prototypes, and program a handheld device to solve a real world problem.

# Grievance Procedure/Policy

GRIEVANCE PRECEDURE FOR Title VI OF THE CIVIL RIGHTS ACT OF 1964 Title IX OF THE EDUCATION AMENDMENTS ACT OF 1972 TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990 SECTION 504 OF THE REHABILITATION ACT OF 1973 AGE DISCRIMINATION ACT OF 1975

## Section I

Any person believing that the Madison School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Title II of the Americans with Disabilities Act of 1990, (4) Section 504 of the Rehabilitation Act of 1973, and five (5) the Age Discrimination Act of 1975 may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

Nick Steinmetz  
Superintendent  
Madison School District  
3498 Treat Hwy.  
Adrian, MI 49221

## Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Civil Rights coordinator, who shall, in turn, investigate, the complaint and reply with an answer within (5) business days. The complaint may initiate formal procedures according to the following steps:

### Step 1

A written statement of the grievance signed by the complainant shall be submitted to the local Civils Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance, and reply in writing to the complainant with five (5) business days.

### Step 2

A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

### Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meetings.

Any one at any time may contact the Office for Civil Rights for information and/or assistance at 1-800-421-3481. If the grievance has not been satisfactorily settled, further appeal may be made to the office for Civil Rights.

Inquiries concerning the nondiscriminatory policies may be directed to the Director, Office for civil Rights, U.S. Department of Education, Washington, D.C. 20202.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

### Nondiscrimination Policy

It is the policy of the Madison School District not to discriminate on the basis of race, color, national origin, gender, age, disability, height, weight, religion, or marital status in any of its programs activities, or employment. Inquiries regarding this policy should be directed to:

Mr. Nick Steinmetz, Superintendent  
3498 Treat Hwy  
Adrian, MI 49221