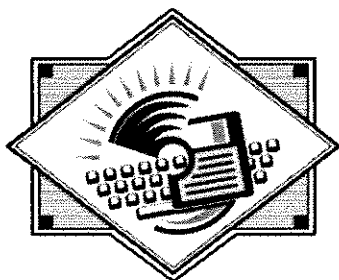
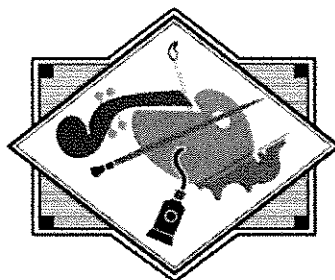


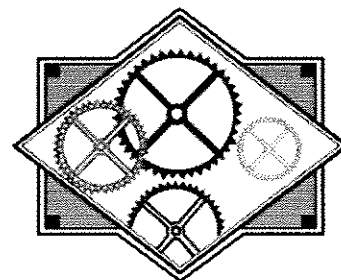
Sand Creek Junior High School 2022-23 Curriculum Guide



Business, Management,
Marketing & Technology



Arts and
Communications



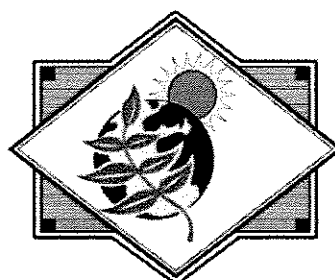
Engineering,
Manufacturing &
Industrial Technology



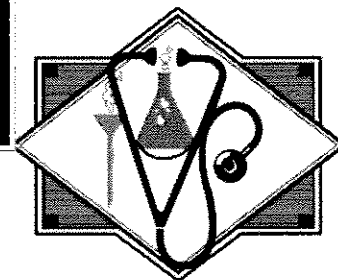
Human Services

Sand Creek Junior/Senior High School **Mission Statement:**

Sand Creek Jr./Sr. High School is committed to delivering an effective 21st century educational program that prepares its students to live happy, healthy, productive and successful lives



Natural Resources
and Agriscience



Health Sciences

English Language Arts

ELA 6

COURSE DESCRIPTION:

In accordance with the National Common Core Curriculum, students will learn important reading strategies, literary devices and vocabulary. Spelling and vocabulary words will be used from novels as well as sixth grade high frequency words. Possible anchor texts: *Jason's Gold*, *The Cay*, and *Ella Enchanted*. Students will apply the literary styles studied in literature and vocabulary to writing skills. Students will utilize mentor texts and craft lessons to develop their writing techniques and styles. In addition, grammar/conventions/spelling will be used as a practical application to their own works. Students' portfolios will demonstrate introduction, application, and assessment of a variety of writing genres.

ELA 7

COURSE DESCRIPTION:

In accordance with the National Common Core Curriculum, students will learn important reading strategies, literary craft and vocabulary. Possible anchor texts: *The Westing Game* and *I Am Malala*. Students will apply the literary styles studied in literature and vocabulary to writing skills. Students will utilize mentor texts and craft lessons to develop their writing techniques and styles. In addition, grammar/conventions/vocabulary/spelling will be used as a practical application to their own works. Students' portfolios will demonstrate introduction, application, and assessment of a variety of writing genres.

ELA 8

COURSE DESCRIPTION:

English Language Arts 8 provides opportunities in reading, writing, speaking, viewing, and listening based on the National Common Core Curriculum. **These opportunities help transition students from the middle school experience to high school.** The literature (stories, drama, and poetry) and informational text (literary nonfiction) experiences will include reading strategies, comprehension skills, literary analysis, compare/contrast, vocabulary development, and genuine enjoyment for reading with multi-media and real-world connections. Students' own portfolios works demonstrate introduction, application, and assessment of writing (persuasive/creative), grammar, and conventions. Possible anchor texts: *The Outsiders*, *The Breadwinner*, *The Devil's Arithmetic*, *The Giver*.

Social Studies

6th Grade Geography

COURSE DESCRIPTION:

Students study the geography of world regions with the goal of understanding the interconnected economic, political, social, and environmental forces that affect our world. They will explore the cultural and natural features that characterize each region; trace the movement of people, ideas, and products within the regions; and the different governments and economies of each region. Special attention will be given to each region's role in the global economy and its relationship to the United States.

7th Grade Ancient World History

COURSE DESCRIPTION:

In this course students will investigate human civilization from its very beginnings to around 1,500 CE. They will learn about the earliest humans and explore migration and settlement patterns, the origins of agriculture and its impact on cultures, and the development of powerful empires and trade networks that led to a diffusion of people, resources, and ideas. The course concludes with a comparative study of the major world religions.

US History & Geography 8

COURSE DESCRIPTION:

This course includes a history of the United States from colonialization to imperialism. Students will discover our rich democratic traditions and cultural heritage through their simulations of historical events. They will learn how the events of our nation's past have come to influence our present as well as our future.

Science

Earth Science 6

COURSE DESCRIPTION:

Sixth grade students will cover Earth Science for the entire year. The following topics will be covered: weather and climate, surface geology, astronomy, and the Earth's materials and systems.

Life Science 7

COURSE DESCRIPTION:

This course covers the life science topics of *cells*, the *organization of living things*, *heredity*, *evolution*, and *ecosystems*. Throughout the year students will be required to complete various research projects and present their findings to the class orally.

Physical Science 8

COURSE DESCRIPTION:

The first semester of this course covers the topics of *motion*, *forces and energy*. The second semester of this course covers the topics of *matter and changes in matter* (chemical interactions). Second semester, students will be required to complete a research project that utilizes the scientific method. **Please note:** Students in FFA are strongly encouraged to consult with the FFA Advisor on choosing appropriate agriculture-related topics for research.

Mathematics - A Teacher Recommendation will be completed.

Requirement for 8th graders to be promoted to Geometry as 9th graders:

It is expected that all Sand Creek students will take a math class in 9th and 10th grades. Eleventh graders are strongly encouraged to take an appropriate math course to ensure that their math skills are honed as they enter the workforce or college. Seniors are required to take a math course, which may be fulfilled with some LISD Tech Center classes.

All students will be required to take Algebra 1 in the 9th grade unless one of the following requirements are met:

1. The student has completed the 8th grade Algebra I course at the 90% - 100% level for both semesters. These students may automatically move to Geometry.
2. The student has completed 8th grade Algebra I tests at an average of 80% (B-) or higher level for both semesters. These students may automatically move to Geometry

If a student takes Geometry as a 9th grader, their 8th grade Algebra I course will count as credit on the transcript and towards high school GPA. If the student/parent chooses, the student may retake the course as a 9th grader. In this situation, regardless of the course grade, it will be the 9th grade course grade that is counted on the transcript and the high school GPA.

Math 6

COURSE DESCRIPTION:

Sixth grade student will prepare for Pre-Algebra using the Big Ideas Math Program. The following topics will be covered: graphing, operations with whole numbers, decimals, and rational numbers, variables, formulas, geometry, algebra concepts, probability, rate, and ratios.

Math 7

COURSE DESCRIPTION:

This course will prepare students for Pre-Algebra and the state mandated mathematics curriculum. The following topics will be covered in this course: algebraic reasoning, integers and rational numbers, proportional relationships, graphing, percents, collecting and analyzing data, geometric figures, geometric measurements, probability, and solving multi-step equations and inequalities.

Pre-Algebra 7/8

COURSE DESCRIPTION:

This course can be taken to prepare students to meet the rigors of the college sequence. Emphasis will be placed on those skills necessary to achieve in Algebra. This course will cover the following topics: variables, expressions, integers, solving equations, solving inequalities, factors, fractions, exponents, rational numbers, ratios, proportions, probability, percents, linear functions, real numbers, right triangles, and data analysis.

Algebra I

COURSE DESCRIPTION:

This course is an extension of Pre-Algebra. The topics covered in this course include expressions, equations, inequalities, functions, graphing, systems of equations, radicals, factoring polynomials, rational equations, and quadratic functions.

Physical Education

Physical Education 6 - 8

COURSE DESCRIPTION:

Our 6th – 8th grade physical education program provides an exciting, eye opening, and thoroughly useful inquiry into what it takes to live an extraordinary life, on your own terms. The instructors address what it takes to succeed, to be proud of your life, and to be happy in it. The focus of the middle school physical education program is to guide the early adolescent into being physically active for a lifetime. As an important part of the middle school program that uniquely contributes to the school's overall goals, physical education focuses on the whole child, including mental and social, as well as physical aspects.

It is critical at the middle school level to continue basic skill development and technique and participate in health enhancing physical activity for a lifetime.

To deliver a quality physical education program, 120-240 minutes of instruction per week is recommended. This instruction will include team and individual sports and large group activities such as dance, fitness training (yoga, Pilates, strength training, and stretching) in addition to being exposed to a multitude of active games and cooperative activities.

Technology

Business Technology 7

COURSE DESCRIPTION:

During this course, students will utilize curriculum from Project Lead the Way, P.L.T. W. Computer Science for Innovators and Makers teaches the students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. While designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. In the Automation and Robotics (AR) unit, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms, and robots.

Music

Band 6

PREREQUISITE: Participation in elementary band or permission of instructor

COURSE DESCRIPTION:

This class is for the purpose of expanding the music fundamentals learned in the elementary band program. Performing in large groups, ensembles and solos will be an important part of this class. **Requirements:** Students will be required to participate in all performances and show steady improvement in individual performances.

Junior High Band 7

PREREQUISITE: Participation in elementary band or permission of instructor

COURSE DESCRIPTION:

This class is for the purpose of expanding the music fundamentals learned in the elementary band program. Performing in large groups, ensembles and solos will be an important part of this class. **Requirements:** Students will be required to participate in all performances and show steady improvement in individual performances.

Junior High Band 8

PREREQUISITE: Participation in 7th grade band or permission of instructor

COURSE DESCRIPTION:

This class is for the purpose of expanding the music fundamentals learned in the elementary band program. Performing in large groups, ensembles and solos will be an important part of this class. **Requirements:** Students will be required to participate in all performances and show steady improvement in individual performances.

Art

Art 6

COURSE DESCRIPTION:

Art 6 is an opportunity for the student to gain knowledge and participate in creative experiences. This class includes instruction in aesthetics, art heritage, art criticism and art production. Students will develop a lifelong understanding and appreciation of the Arts.

Other Electives

Rotation for Non Band Students

Math Workshop 6 – all year

Math Workshop 7 – all year

ELA Workshop 8 and Civics 8 – 1 semester of each

Math Workshop 6/7

COURSE DESCRIPTION:

During this course students will practice math strategies in a variety of ways, while enhancing and practicing what is being taught. Students will also reflect on learning through verbal and written sharing. Math projects, math games and Khan Academy will be utilized to make math fun.

ELA Workshop 8

COURSE DESCRIPTION:

The goal of this course is for students to develop real-world English Language Arts abilities. Eighth graders will practice composing proper emails, drafting letters, phone etiquette, public speaking and every day skills. Minimal homework is required.

Civics 8

Course Description

Civics is the study of the rights and responsibilities of citizens in a democracy. In order to exercise those rights and responsibilities, it is necessary to have an understanding of the structure and functions of our government at the national, state, and local levels. It is also imperative to be informed about what is happening in our local community, our state, our nation, and the greater international community. In a democracy, government derives its power from the people and is accountable to them. The goal of this course is for students to develop the knowledge base and skills necessary to become informed, active citizens in our democracy.

Academic Center

COURSE DESCRIPTIONS:

Students in sixth through twelfth grade will develop an understanding of, and skills for, a successful academic career in school. To that end, course curriculum will focus on the following: reading comprehension, reading fluency, writing fluency, character education, public speaking, math and science skills with a focus on reading and interpreting data, encouraging citizenship, and teaching proper study skills.

Notice of Non-Discrimination Policy

**Title VI (Civil Rights Act of 1964)
Title IX (Educational Amendments of 1972)
Section 504 (Rehabilitation Act of 1973)**

It is the policy of the Sand Creek Community School District that no person shall, on the basis of race, color, national origin, sex or handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Inquired may be directed to:

Sharon Smith, Coordinator
Sand Creek Community Schools
Sand Creek High School
6518 Sand Creek Hwy.
Sand Creek, MI 49279

Or

Director
Office of Civil Rights
Department of Health, Education & Welfare
Washington, D.C. 20202

Complaint/Grievance Procedure

Section I:

If any person believes that the Sand Creek Community School District, school or institution, or any part of the school/institution organization has inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; he/she may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

Steve Laundra, Hearing Officer
Sand Creek Community Schools
Sand Creek High School
6518 Sand Creek Hwy.
Sand Creek, MI 49279

Section II:

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complaint. He/she 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 Civil Rights Coordinator within five (5) business days of receipt of answers to the formal complaint. The Coordinator shall further investigate the matter of grievance and reply to the complainant within five (5) days.

Step 2

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

Step 3

If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of his/her receipt of 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 representative(s) 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 meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Michigan Department of Civil Rights and/or Secretary of Agriculture.