

North Muskegon Middle School Course Description Booklet



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MISSION

The staff of the North Muskegon Public Schools, in partnership with parents and the community, will educate each student. Our mission is student mastery of skills to promote life-long learning and the development of positive self-esteem leading students to become productive, responsible citizens.

DEMOGRAPHICS

North Muskegon is a suburban community in Muskegon County with a population of 3786 according to the 2010 census. North Muskegon Public Schools has a total enrollment of 1007 students as of the February 2015 head count. North Muskegon Elementary School has 477 students, the middle school has 236 students, and the high school has 294.

North Muskegon residents have the highest median family income in the county as well as the highest educational attainment. The district has maintained over a 90% college matriculation rate since the 90's.

Enrollment: February 2015

Middle School: 236

MASTER SCHEDULE

Our modified semester schedule has Fall and Winter terms running 15 weeks, and a final six-week Spring term.

FALL	WINTER	SPRING
Core 1	Core 1	Core 1
Core 2	Core 2	Core 2
Core 3	Core 3	Core 3
Core 4	Core 4	Core 4
Elective	Elective	Elective
Elective	Elective	Elective

Core courses run year-long, through all three terms. Music courses are offset by elective options, which differ at each grade level. In the last term (spring) there is a six-week option for students to take enrichment courses and/or continue their music courses.

DROP/ADD COURSE REQUESTS

Each spring NM creates a new master schedule to accommodate student requests for courses. Students should take time to make appropriate and challenging selections for the following year. Parents should contact counselors with course or planning questions prior to the signed Educational Development Plan deadline.

During a designated time period before school starts, students may substitute a course that has seats available in it for a course in their schedule. After the substitution period (first five days of school), no schedule changes will be made. It is not standard practice to change a schedule for teacher preference.

EDUCATIONAL DEVELOPMENT PLAN (EDP)

The State of Michigan requires that each student identifies both career goals and a plan of action to achieve them. EDP's are begun in 7th grade and periodically revised throughout their secondary educational experience, to reflect the student's career interests and options. Currently *our district utilizes the Career Cruising program. This is available at www.careercruising.com.*

EXTRA CURRICULAR ACTIVITIES & OPPORTUNITIES

Alpine Ski Club	MS Choir Council
Destination: Imagination	MS Leadership
Math Counts	Spelling Bee
MS Mix it Up	MS Student Council

Middle School Sports

GIRLS

Fall Basketball 7, Basketball 8

Winter Volleyball 7, Volleyball 8, Swimming Co-Op

Spring Track 7-8 (co-ed)

BOYS

Fall Football 7-8 (club)

Winter Basketball 7, Basketball 8, Swimming Co-Op

Spring Track 7-8 (co-ed)

All students who plan to participate in a sport must have a physical on file in the Athletic Office BEFORE practice starts.

GRADING SCALE

North Muskegon Middle School does not weight accelerated or advanced courses. The following are grade point equivalencies:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.67
B	3.00	C-	1.67	F	0

SUMMER SCHOOL

North Muskegon Public Schools is a member of the White Lake Area Community Education family. WLACE sponsors summer school for grades 6-12 in CORE classes every summer, some online and hybrid options are available. Students retaking failed CORE courses must have counselor signed permission sheets in order to register. Students considering summer school for NON-failed courses must consult with counselors prior to registration for permission. 2012 costs were \$150 per subject per session. Usually a maximum of 1 credit can be obtained by summer school, unless courses are taken on line. Go to www.wlace.org or call 766-3001 for current dates and pricing.

MICHIGAN'S CAREER PATHS

What are career pathways?

These are broad groupings of careers that share similar characteristics and whose employment requirements call for similar competencies.

How do I use them?

Career pathways can help you develop a plan on how to prepare for your chosen career interest. Courses are listed according to the six Michigan Career Pathways. When you are selecting courses, keep in mind those courses that match your pathway.

SIX PATHWAYS

Area 1: Arts & Communication

Careers related to humanities and the performing, visual, literary and media arts. Sample careers include artists, journalists and graphic designers. These careers are interesting to people who value creativity and seek opportunities to express themselves.

Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!

Area 2: Business, Management, Marketing & Technology

Careers related to all aspects of business including accounting, business administration, finance, information processing and marketing. Sample careers include accountants, business managers and auto salespersons. These careers are interesting to people who are good in math, feel comfortable using

computer programs, and enjoy being the leader of the group.

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet? This may be your career path!

Area 3: Engineering/Manufacturing & Industrial Technology

Careers related to technologies necessary to design, develop, install or maintain physical systems. Sample careers include mechanics, airplane pilots and engineers. These careers are interesting to people who enjoy working with tools, equipment and other kinds of machinery.

Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? This may be the career path for you!

Area 4: Health Sciences

Careers related to the promotion of health as well as the treatment of injuries and disease. Sample careers include physicians, nurses and veterinarians. These careers are interesting to people who like to know how the body works and care about the well-being of people and animals.

Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid or volunteer at a hospital or veterinary clinic? This may be your career path!

Area 5: Human Services

Careers related to child care, civil service, education, hospitality and the social services. Sample careers include counselors, teachers, law enforcement officers, and religious leaders. These careers are interesting to people who enjoy interacting with people and helping them solve their problems.

Are you friendly, open, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling, or tutoring young children? This could be your career path!

Area 6: Natural Resources and Agriscience

Careers related to natural resources, agriculture, and the environment. Sample careers include fish and game wardens, marine biologists and farmers. These careers are interesting to people who enjoy working outdoors and are interested in nature and animals.

Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment?

PERFORMING ARTS

Glenn Burek, Music Education, Western Michigan University

Beth Slimko, Music Education, Butler University

MS Band all year Grades: 6, 7, 8

Career Pathway: 1 Prerequisite: The ability to play a standard concert instrument at an age-appropriate level. A membership audition may be required.

This course primarily involves the preparation and performance of concert band literature. The basics of: marching band, ear training, music history, music theory, music composition, instrument technique, music acoustics, the business of music, and music aesthetics will also be covered. Daily individual home practice is required. Attendance at all official band functions is required (any exceptions must be pre-approved by the director). Public performances include: pep assemblies, concerts (fall, holiday, winter, and spring), festivals, and others. Students must provide their own standard band instruments.

MS String Orchestra

all year Grades: 6, 7, 8

Career Pathway: 1 Prerequisite: The ability to play a standard concert instrument at an age-appropriate level. A membership audition may be required.

This course primarily involves the preparation and performance of string orchestra literature. The basics of: ear training, music history, music theory, music composition, instrument technique, music acoustics, the business of music, and music aesthetics will also be covered. Daily individual home practice is required. Attendance at all official string orchestra functions is encouraged (any exceptions must be pre-approved by the director). Public performances include: concerts (fall, holiday, winter, and spring), festivals, and others. Students must provide their own standard orchestra instruments.

Choir 6

all year Grade: 6

Career Pathway: 1 Prerequisite: none

The content of this course aligns with Michigan's standards for vocal music. Students will sing, alone and with others, a varied repertoire of music. Students will begin to read music, including an understanding of rhythmic notation and meter. Students will listen to and be able to analyze and describe various forms of music. Several musical performances will be presented (fall concert, holiday concert, pops concert, festival, spring concert, and community events). A choir workbook and shirt are required. Students must purchase these items. Fundraising opportunities will be available, as well as financial support from the Music Boosters for students in need.

Middle School Choir

all year Grades: 7, 8

Career Pathway: 1 Prerequisite: none

The content of this course aligns with Michigan's standards for vocal music. Students will sing, alone and with others, a varied repertoire of music. Students will learn to read music, including an understanding of rhythmic notation and meter. Students will listen to and be able to analyze and describe various forms of music. Several musical performances will be encouraged (fall concert, holiday concert, pops concert, festival, spring concert, and community events). A choir workbook and shirt are required. Students must purchase these items. Fundraising opportunities will be available, as well as financial support from the Music Boosters for students in need. Sixth graders may opt to take spring term (Choir C) if schedule permits.

VISUAL ARTS

Trisha Benaway, Art, Western Michigan University

Christine Livingston, Art/El Ed, Western Michigan University

Art 6

one term Grade: 6

Career Pathway: 1 Prerequisite: none

Students will explore the history of art through viewing, discussing, & producing works of art. The following periods, media and projects may be covered. *Periods/Styles:* Prehistoric, Egyptian, Greek, Middle Ages, Renaissance, Impressionism, Expressionism,

Cubism

Lessons: Art Talk Book chapter on Art History, Animal drawing, ceramic pottery, figure drawing, perspective drawing, portraits, printing, landscape, still-life.

Media: Scratchboard, clay, pencil, colored pencil, tempera paint, pastel, oil pastel, relief print

7/8 Art

one term Grade: 7, 8

Career Pathway: 1

Prerequisite: none

Students will continue to explore the history of art through viewing, discussing, & producing works of art. The following periods, media and projects may be covered.

Periods/Styles: Prehistoric, Egyptian, Greek, Middle Ages, Renaissance, Impressionism, Expressionism, Cubism

Media: Scratchboard, clay, pencil, colored pencil, tempera paint, pastel, oil pastel, relief print

Projects: Art Talk Book chapter on Art History, Animal drawing, ceramic pottery, figure drawing, perspective drawing, portraits, printing, landscape, still-life.

PHYSICAL EDUCATION

Danielle Risley, PE/Health, Central Michigan University

Doug Clark, PE/Political Science, Hope College

General PE 6

all year

Grade: 6

Career Pathways: 1, 2, 3, 4, 5, 6 Prerequisite: none

This course is an introduction for basic motor skills. Beside the physical skills that are taught, emotional, mental and social skills are stressed throughout the year. Traditional team sports, individual sports and personal fitness will be part of the class activities. We are learning to work as a team and follow rules.

Middle School PE

2 terms

Grades: 7, 8

Career Pathways: 1, 2, 3, 4, 5, 6 Prerequisite: none

This course is designed to reinforce the basic motor skills taught during the sixth grade. Again, we emphasize physical, emotional, mental and social skills. Besides demonstrating good teamwork, it is important to show good leadership and compassion for our fellow classmates. Traditional team sports, individual sports and personal fitness will all be part of our class activities. Students may elect to take PE each trimester if there schedule permits.

Health 7 (required)

1 term

Grade: 7

Career Pathways: 1, 2, 3, 4, 5, 6 Prerequisite: none

This course fulfills the Michigan State Board of Education requirement of comprehensive school health education in seventh grade. Content includes: nutrition and physical activity; alcohol, tobacco, and other drugs; safety; social and emotional health; personal health and wellness; HIV and STI's (sexually transmitted infections) prevention; and sexuality education*. Content expectations represent a vision for relevancy that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during childhood and beyond. * Parents may request their student be excluded from the unit covering sexuality education. The request shall be made in writing and be given to the building principal within 15 days after the start of the course.

WORLD LANGUAGES

Bernadette Billock, French, French Institute and GVSU
Tracy Schofield, Spanish/Social St, Hope College & Michigan State University

French 1 or Spanish 1

1 credit

2 terms

Grade: 8

Career Pathways: 1, 2, 3, 4, 5, 6

Prerequisite: 2 Recommendations

(7th grade LA teacher and another content teacher)

This is a unique opportunity for motivated and academically sound students at the middle school grade level to be able to participate in a first year high school level language course for high school credit. Upon passing this class with a 70% grade, freshmen students have the opportunity for placement in the second level of high school language. This class is guaranteed to be a great learning experience. It is intended for students eager to learn and speak another language while exploring countries and cultures. We strongly encourage students to pursue the languages with minimal gapping at the high school level in order to achieve the best level of proficiency. **For additional information regarding this class, please see h.s. course descriptions.*

ENGLISH

Zach Fricke, Journalism/English, Michigan State University
Patricia Howard, El Ed/English/Science, Western Michigan University
Sarah Knuth, English/Journalism, Central Michigan University

Language Arts 6 (required)

all year

Grade: 6

Career Pathways: 2, 3, 4, 5, 6 Prerequisite: none

Reading, writing, listening, and speaking are essential life skills. The middle school English language arts curriculum focuses on developing these skills to build a foundation for student success in high school and the activities of everyday life. During the process of improving these essential skills, students will study various literary genres, practice grammar, usage, and mechanics, learn new vocabulary, and engage in writing workshop. Students are expected to learn to view the English language as a tool for communication and reflection.

Units of Study:

- Literary Genres: McDougal Littell's *The Language of Literature* will guide this unit of study. Primary units will include nonfiction, drama, and fiction. *The Cay* by Theodore Taylor is the literature connection to the Latin America Unit in social studies.
- Writing Workshop: Students will receive writer's notebooks that they will use to develop writing skills in this continuous unit of study.
- Grammar, Usage, and Mechanics: Using McDougal Littell's support materials, students will practice skills through various activities and exercises. Student writing will influence the focus of grammar, usage, and mechanics study.
- Reading for Enjoyment: This ongoing independent reading unit encourages students to read for fun at least twenty minutes each day.
- Vocabulary: Students are tested on the vocabulary words every Friday. At the beginning of each week, students receive a list of five words. The following week, those five words will be on the test again as a review. The number continues to increase weekly until there are twenty-five. At the end of the trimester, the exam will include all words from that trimester.

Language Arts 7 (required)

all year

Grade: 7

Career Pathways: 2, 3, 4, 5, 6 Prerequisite: LA 6

Language arts include the areas of reading, writing, speaking, listening, and viewing. 7th grade language arts is a year long class (three terms) with a strong emphasis in reading and writing.

Units of Study:

- Literary Genres: Units of study will include nonfiction, fiction, drama, science fiction, and poetry. McDougal Littell *The Language of Literature* will be the primary resource. We will also read two fiction novels.
- Writing Workshop: The focus of Writing Workshop will be on personal narratives. The culmination of this unit will be a final exam project due at the end of the third term.
- Grammar, Usage, and Mechanics: Units of study will include the sentence and its parts, nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. D. O. L (Daily Oral Language) will be used to practice correct grammar usage.
- Reading Workshop: Students will be required to read independently both during and outside of class as they develop comprehension skills by using reading strategies on a regular basis.
- Vocabulary: Weekly lessons will help students develop a stronger vocabulary. Lessons will be at the beginning of each week and a quiz at the end.

Language Arts 8 (required)

all year

Grade: 8

Career Pathways: 1, 2, 3, 4, 5, 6

Prerequisite: LA 7

Reading, writing, listening, and speaking are essential life skills. The middle school English language arts curriculum focuses on developing these skills to build a foundation for student success in high school and the activities of everyday life. During the process of improving these essential skills, students will study various literary genres, practice grammar, usage, and mechanics, learn new vocabulary, and engage in writing workshop. Students are expected to learn to view the English language as a tool for communication and reflection.

Units of Study:

- Literary Genres: McDougal Littell's *The Language of Literature* will guide this unit of study. Primary units will include nonfiction, drama, and fiction. "The Diary of Anne Frank," a drama based on the book *Anne Frank: The Diary of a Young Girl*, is the principal work studied.
- Writing Workshop: Students will receive writer's notebooks that they will use to develop writing skills in this continuous unit of study.
- Grammar, Usage, and Mechanics: Using McDougal Littell's support materials, students will practice skills through various activities and exercises. Student writing will influence the focus of grammar, usage, and mechanics study.
- Reading for Enjoyment: This ongoing independent reading unit encourages students to read for fun at least twenty minutes each day.
- Vocabulary: At the beginning of each week, students will receive a list of ten words along with exercises for using them. Students will be quizzed on the words every Friday. Unit tests will be given periodically.

MATH

Joanna Berry, El Ed/Science/Math, Grand Valley State University

Jon Allen, Math/Biology/Chemistry, Grand Valley State University

Al Karaba, Physics/Math, Michigan State University

Math 6 (required)

all year

Grade: 6

Career Pathways: 2, 3, 4, 5, 6 Prerequisite: none

There are twelve main units covered throughout the year in sixth grade math: whole numbers and decimals, data and graphs, patterns and variables, number theory and fractions, adding and subtracting fractions, multiplying and dividing fractions, ratio and the relation to proportions and percents, geometry, measurement, probability, integers, and equations and inequalities.

Math 7 (required)

all year

Grade: 7

Career Pathways: 2, 3, 4, 5, 6 Prerequisite: Math 6

Mathematics weaves three themes-applied arithmetic, pre-algebra and pre-geometry-by focusing on arithmetic operations in mathematics and the real world. Variables are used as pattern describers, abbreviations in formulas, and as unknowns in problems, and are represented on the number line and

graphed in the coordinate plane. Basic arithmetic and algebra skills are connected to corresponding geometry topics.

Pre-Algebra (required) *all year* *Grade: 8 only*
Career Pathways: 2, 3, 4, 5, 6 Prerequisite: Math 7

This class explores the traditional concepts of Algebra I including equation solving, graphing lines and curves, using quadratic equations, factoring and linear systems. Also use of the graphing calculator is introduced as well as applications of computer spreadsheets.

Algebra 1 (HS requirement) *1 credit 2 terms* *Grade: 8*
Career Pathways: 2, 3, 4, 5, 6 Prerequisite: Appropriate criterion for advancement

This course progresses from the use of variables in mathematical expressions to linear sentences, and concludes with the study of quadratic equations. Highlights include slope and intercepts, translations and size changes, graphing, compound interest, exponential growth and decay, and factoring. Algebra I provides the foundation for solving problems mathematically, and integrate preliminary study in geometry, probability, and statistics. *Note: a graphing calculator is not required; a scientific calculator (TI-30xa or similar is sufficient). Algebra 1 is for high school credit.*

SCIENCE

Christine Livingston, Art/El Ed, Western Michigan University
Chuck Rypstra, Chemistry/History, Michigan State University

Science 6 (required) *all year* *Grade: 6*
Career Pathways: 2, 3, 4, 5, 6 Prerequisite: none

The sixth grade science curriculum at North Muskegon covers the following topics: viewing the earth and sky, light and vision, sound and hearing, composition of matter, physical and chemical changes, matter in solutions, acids/bases and salts, describing the living world, viruses and simple organisms, animal life, plant life, ecology, and the solar system.

Science 7 (required) *all year* *Grade: 7*
Career Pathways: 2, 3, 4, 5, 6 Prerequisite: Science 6

The seventh grade science curriculum at North Muskegon covers the following topics: forces and pressure, forces in earth, circulation, work and energy, machines, thermal energy, movement in the body, elements, minerals, rocks, and cellular life. The course mode consists of readings, notes, projects, labs, and assessments. Students are required to take semester exams.

Science 8 (required) *all year* *Grade: 8*
Career Pathways: 2, 3, 4, 5, 6 Prerequisite: Science 7

The curriculum is designed to cover and expand the students' knowledge of many aspects of science. Topics covered include; electricity, magnetism, atomic structure, atomic bonding, geologic time, solar system, galaxies, universe, digestive system, weather phenomena, and continental movement.

SOCIAL STUDIES

Tracy Schofield, Spanish/Social St, Hope College & Michigan State University
Phil Friesner, Social Studies/Geography/History/Political Science, BGSU

Overview – The aim of the following comprehensive social studies curricula is to focus on different perspectives of thoughtful judgment based on the study of history, current events and geography, and to use critical thinking skills and active learning to ensure that the following goals will be achieved: (1) Students will recognize the complex and independent nature of the world’s political, economic and social systems, (2) Students will gain an understanding and appreciation of basic human commonalities and differences, (3) Students will gain an awareness of how perceptions, values and priorities differ among various individuals, groups and cultures, (4) Students will commit to the development of skills that will enable them to respond creatively to local, national and international events and participate effectively at those levels.

Social Studies 6 (required) *all year* *Grade: 6*

Career Pathways: 1, 2, 3, 4, 5, 6* *Prerequisite: none

Units from *GEOGRAPHY The World and Its People Volume 1*

First Term

Globes, Maps, Graphs & Charts

World Religions – not in text

MEAP Preparation

Units one-five

U.S., Canada, Europe & Russia

Second Term

Units two - ten

Africa, Asia & Antarctica

Lit Connect– *The Sky Is Falling* by Kit Pearson

Unit Three – Latin America

Lit Connect – *The Cay* by Theodore Taylor

Third Term

Unit Four – Europe

Literature Connection – *Girl of Kosovo* by Alice Mead

Family Economics - A Simulation

Social Studies 7 (required) *all year* *Grade: 7*

Career Pathways: 1, 2, 3, 4, 5, 6* *Prerequisite: SS6

Units from *GEOGRAPHY The World and Its People Volume 2*

First Term

Review of the following:

Globes, Maps, Graphs & Charts

Regional Review of U.S., Canada & Europe

World Religions – not in text

International Law and the Geneva Conventions – not in text

Second Term

Unit Five – Russia and the Independent Republics

Lit Connect– *Angel on the Square* by Gloria Whelan

Unit Six – Southwest Asia and North Africa

Lit Connect – *Soldier Mom* by Alice Mead

Third Term

Unit Seven – Africa South of the Sahara

Literature Connection – *Year of No Rain* by Alice Mead

Unit Eight – Asia

Unit Nine – Australia, Oceania and Antarctica

United States History 8 (required) *all year* *Grade: 8*

Career Pathways: 1, 2, 3, 4, 5, 6* *Prerequisite: SS7

This class covers America from early civilizations through the Reconstruction Period after the Civil War. The course focuses on the United States internal developments and challenges and the emerging role as a leader in the Americas. Relevant current events are studied in order to make the connection of the past to the present.

MS Interact

Grades: 6, 7, 8

Career Pathways: 1, 2, 3, 4, 5, 6

Prerequisite: none

Students will engage local and state community leaders and learn about local community needs. Students will interact with these leaders, and with students from other schools, to research, plan, and implement service-oriented projects. Students will participate in a variety of activities that provide opportunities to learn leadership and to actively participate in hands-on projects. Students will gain experience in project management, goal setting, communication, civic engagement, and community service.

SPECIAL EDUCATION

Mary Derks, Emotionally Impaired/Cognitively Impaired K-12, Grand Valley State University
Karen Wahlberg, Learning Disabilities K-12, Hope College

Math Lab

all year Grades: 6, 7, 8

Career Pathways: 1, 2, 3, 4, 5, 6

Prerequisite: IEP

The goal of the math lab is to extend and enrich the student's math experience. The lab will help the student to master the Common Core State Standards for Mathematics. The Math Lab is a different view or more hands on approach to the lessons and standards covered in the math classroom. The IXL computer math program enables students to reinforce what they are learning in the math classroom. Curriculum instruction is based on a student's individual needs and IEP goals.

Reading/Writing Lab

all year Grades: 6, 7, 8

Career Pathways: 1, 2, 3, 4, 5, 6

Prerequisite: IEP

Middle School Reading/Writing Lab middle school reading/writing lab is a yearlong class that focuses on improving students' basic reading and writing skills. In reading, the focus will be on decoding, fluency, and comprehension. In writing, the focus will be on developing the ability to write cohesive paragraphs and essays with proper structure and punctuation. Some areas of the reading/writing lab might be tailored to meet the needs of individual students according to their IEP (Individualized Education Plan).

Academic Support

credit varies terms vary

Grades: 6, 7, 8

Career Pathway: 1

Prerequisite: IEP

Academic support is full year course taught by a special education teacher in a small group setting. It is a class designed to help support students in their core classes as well as develop specific areas of need for each student. This class is highly individualized according to students' needs and IEP goals and objectives.

Skills Practiced:

- Organizational skills
- Study skills
- Reading skills/strategies
- Written expression skills
- Math skills
- Pre-teaching/re-teaching various grade level skills
- Social skills
- Time management skills