Middle Schools: “Cross”ing the bridge to higher level thinking!

CLUES
1. Home of the Jr. Huskie Way!
2. Moving to New Frontiers!
3. Where Character Counts!

Middle School
Program of Studies

2016-2017 SCHOOL YEAR
INTRODUCTION

This booklet provides information about the curriculum for all three middle schools (Grades 6-8) of the Portage Public Schools.

The course descriptions in this booklet represent the courses as planned at the time of publication. The Program of Studies can be subject to change in whole or in part by direction of the Superintendent of Schools or the Portage Public Schools Board of Education.
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<td>English/Language Arts</td>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
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<tr>
<td>Science</td>
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<td>Science including Human Growth &amp; Development</td>
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<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
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<tr>
<td>Physical Education/Music</td>
<td>Physical Education/Elective</td>
<td>Physical Education/Elective</td>
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<tr>
<td>Unified Arts</td>
<td>Elective/Elective</td>
<td>Elective/Elective</td>
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</tbody>
</table>

**Unified Arts include\*:**

- **Art**
  - 3-Dimensional Art (CMS/NMS only)
  - Art Exploration (WMS/NMS only)
  - Drawing & Painting (CMS only)

- **Communications**
  - Communications
  - Drama
  - Forensics

- **Computer Education**
- **Family and Consumer Science (FACS)**
- **Technology/STEM Education**

**Electives (7\textsuperscript{th} and 8\textsuperscript{th} Grades)\*:**

- **Art**
  - 3-Dimensional Art (CMS/NMS only)
  - Art Exploration (WMS/NMS only)
  - Drawing & Painting (CMS only)

- **Communications**
  - Communications
  - Drama
  - Forensics

- **Computer Education**
- **Family and Consumer Science**
- **Career Explorations**
- **Study Skills**
- **Technology Education**
  - Woodworking
  - Creative Inventions
  - STEM
- **Music**
  - Band
  - Choir
  - Jazz Band
  - Orchestra
- **Physical Education**
  - Power Training
  - Water Sports
  - Sports/Fitness

\* Courses and content are subject to change based upon available staffing
GENERAL INFORMATION

Sixth, seventh & eighth grade students participate in a required core curriculum as well as required exploratory experiences. Also, seventh and eighth grade students have elective opportunities. Not all classes are offered at all schools.

SUGGESTIONS FOR PLANNING YOUR COURSE OF STUDY

1. Very carefully read this Program of Studies. It is your copy to mark or underline.
2. Talk with your parents about appropriate classes.
3. Consult with teachers about specific classes and programs.
4. Work with your counselor.
5. Ask students who have completed a course for a firsthand account.

Middle school course descriptions begin on page 8.

SPECIAL EDUCATION

Students are enrolled in specialized programs for various disabilities or impairments when determined eligible according to the Michigan Special Education Rules and Regulations. Parents or teachers may request special education testing if they suspect the student has a disability. The student will then be evaluated by a multi-disciplinary team of Special Education personnel. Services to be provided are specified at an Individualized Educational Planning (IEP) Team meeting. For more information contact the counseling office.

ATYP

The Academically Talented Youth Program (ATYP) is a program available to middle school students seeking a greater challenge in the areas of Mathematics and English Language Arts.

A student taking and mastering ATYP Math or English Language Arts will receive the appropriate Michigan Merit credit for Math or ELA. ATYP’s program is designed to enable the pupil to complete four years of Math or ELA during two years of ATYP delivery. Students may opt to take ATYP for a third year, taking Advanced Placement courses.

ATYP classes taken during middle school years will be transferred to the student’s high school transcript to meet the high school graduation Math/ELA requirements. Students will receive a grade on their high school transcript, however all courses taken during the middle school years do not alter the high school grade point average (GPA).

The teacher of record has the final authority to determine the grade for the course.

Students must still complete 26 credits after entering 9th grade. District financial support of ATYP will be determined annually and announced in school publications. Transportation is not provided.
The documentation that students receive upon completion of their coursework throughout the ATYP program provides a recommendation to the high school about the level of credit students should receive. Although the ATYP English program may suit the needs of middle school students seeking a greater challenge, it is not an adequate replacement for English courses offered in Portage Public Schools.

Feel free to contact a high school building administrator or counselor if you have any questions. ATYP classes are administered at Western Michigan University. Please contact Dr. Kelly Schultz at the Lee Honors College at WMU to learn more.

INTERNATIONAL BACCALAUREATE PROGRAM (IB)

Both Portage high schools offer the full IB Diploma Program and individual courses to 11th and 12th graders. Over 50% of Portage Public School students generally enroll in at least one IB course.

IB is an intellectually rigorous curriculum with a global perspective. IB encourages critical thinking, research skills and service as a part of the learning process. IB students are prepared for success at any university, nationally or internationally, and have historically had higher acceptance rates to prestigious universities.

Middle school is the time to begin planning if a student is thinking about the possibility of pursuing the IB Diploma program versus the standard Michigan Diploma.

ONLINE LEARNING OPTIONS FOR STUDENTS

Students may enroll in two online learning opportunities per semester in both middle school and high school through the school’s counseling office. A student’s participation in online courses may be for a variety of reasons. Online courses allow students to expand or accelerate their academic opportunities while in middle school. This is typically done outside of the regular school day. If taking a course for high school credit, the student may create more flexibility in his/her high school schedule.

Students taking online courses must be enrolled in PPS, and they must complete major tests and the final exam at school with PPS personnel present. All online courses taken for school credit must be approved by a school counselor and registered through PPS.

Many Michigan Virtual High School courses are accepted for middle school and high school credit by PPS. Other providers may be approved if taken outside of the school day and paid for by the student. Laboratory science and physical education courses are not accepted, unless previously approved by another school and on the student’s transcript.

Online courses designed to prepare a student for testing out of a course will not receive credit.
The teacher of record has the final authority to determine the grade for the course. Students will receive a grade on their transcripts and report cards.

If you anticipate your child being the recipient of an athletic scholarship from an NCAA institution, we strongly recommend you contact the NCAA Eligibility Center at 877-262-1492 before enrolling in online high school courses. Also be aware that once enrolled, the NCAA may have additional requirements for completing the course.

A listing of available courses can be found at https://micourses.org/CatalogMainPage.aspx. If your child is interested in taking an online course please contact his or her counselor. Due to enrollment caps, requesting a course does not guarantee placement. All requests must be approved through your student’s counselor prior to registration.
COURSE DESCRIPTIONS

REQUIRED ACADEMIC CLASSES – Course Descriptions

ENGLISH/LANGUAGE ARTS

English/Language Arts Core
The 6th, 7th and 8th grade English/Language Arts Core develops and integrates skills in the communication areas of speaking, listening, reading, writing, viewing and reasoning, and grammar. Literary analysis occurs within grade appropriate, content rich narrative and informational selections found in our Holt McDougal Literature anthology and/or a variety of novels read throughout the year. The John Collins Writing Program, which students began in elementary school, continues to be developed throughout middle school.

English/Language Arts Plus
The 6th, 7th and 8th grade English/Language Arts Plus develops, integrates, and extends skills in the communication areas of speaking, listening, reading, viewing and reasoning writing, and grammar. Process writing will continue through application of the John Collins Program. Elements of differentiated instruction include a faster pace, increased depth and increased complexity. This course requires a motivated and independent learner in the areas of writing and reading. The quality and quantity of work exceeds that required in the core curriculum.

A comparison of English/Language Arts Core and English/Language Arts Plus is shown below:

<table>
<thead>
<tr>
<th></th>
<th>English/Language Arts Core</th>
<th>English/Language Arts Plus</th>
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</thead>
<tbody>
<tr>
<td>READING PACE &amp; QUANTITY</td>
<td>Class novels, short stories and informational texts read with guided reading and analysis.</td>
<td>Class novels, short stories, and informational texts read with guided and independent reading and analysis.</td>
</tr>
<tr>
<td>READING COMPLEXITY</td>
<td>Guided analysis of fiction and nonfiction including the study of plot structure, figurative language, and perspective.</td>
<td>In-depth and independent analysis of fiction and nonfiction including plot analysis, figurative language, and perspective.</td>
</tr>
<tr>
<td>TYPES OF WRITING</td>
<td>Argumentative, narrative, and informational writing with guided practice.</td>
<td>Argumentative, narrative and informational writing with rigor and independence.</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>Vocabulary is grade appropriate in type, pace, usage and quantity.</td>
<td>Vocabulary is above grade level in type, pace, usage and quantity.</td>
</tr>
</tbody>
</table>
MATHEMATICS

The Portage Public Schools mathematics curriculum will address the Common Core State Standards for Mathematics. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students will need for success in college and careers.

In considering the selection of courses, students/parents should consider a student’s mathematical ability, previous course performance, attitude toward mathematics, and advice from his/her current math teacher. The Portage Public Schools mathematics curriculum offers the following courses for each grade:

<table>
<thead>
<tr>
<th>6th grade Courses</th>
<th>7th grade Courses</th>
<th>8th grade Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th grade Math</td>
<td>7th grade Math</td>
<td>8th grade Math</td>
</tr>
<tr>
<td>6th grade Math Plus*</td>
<td>7th grade Math Plus*</td>
<td>8th grade Math Plus**</td>
</tr>
<tr>
<td>This course will be comprised of 6th grade Math standards and numerous 7th grade Math standards.</td>
<td>This course will continue the rest of 7th grade Math standards not covered in 6th grade math plus and 8th grade math standards.</td>
<td>This course is equivalent to High School Algebra I and will address high school content standards.</td>
</tr>
</tbody>
</table>

*6th grade Math Plus and 7th grade Math Plus will cover 3 years of coursework in 2 years (6th, 7th, and 8th grade math). The Plus courses are designed to reflect a faster pace, creating more rigor and challenge in the content. Students enrolled in plus courses should be self-motivated, responsible, independent learners who have mastered material from their current grade level and are capable of handling the challenge of a fast-paced curriculum.

**The 8th grade Math Plus course uses the same curriculum and assessments as the high school Algebra course, including semester and final exams. The teacher of record has the final authority to determine the grade for the course. This grade will not affect high school grade point average.
**SCIENCE**

**Grade 6**

*Inquiry Process* - Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording and developing solutions to problems.

*Life Science* – Focuses on the interactions of living things and their environment. Topics include defining and classifying producers, consumers and decomposers based on their source of food in ecosystems as well as explaining various relationships between organisms in an ecosystem using specific examples. Students will also identify how living and non-living components impact the balance of an ecosystem.

*Earth Science* – Focuses on Earth in space and time. Topics include illustrating, explaining and providing evidence for changes in the solid Earth over time through erosion and deposition, earthquakes, volcanoes and mountain formation.

*Physical Science* – Focuses on describing and illustrating changes in state, in terms of the arrangement and relative motion of the atoms or molecules as well as explaining and illustrating how energy can be transferred and transformed.

**Grade 7**

*Inquiry Process* - Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording and developing solutions to problems.

*Life Science* – Focuses on explaining how characteristics of living things are passed on through generations (from parent to offspring), both asexually and sexually, explaining how all plant and animal systems, organs, and tissues are composed of various kinds of cells, which are specialized to carry out the functions of the systems, organs or tissues. Students will also explain how an organism grows and develops and maintains and repairs its body parts through cell division and specialization as well as explaining the role of photosynthesis in ecosystems.

*Earth Science* – Explains how the sun (like other stars) produces tremendous amounts of light and heat. Describes how the sun warms the earth and its atmosphere and influences weather. Topics also include human activities that contribute to pollution of the atmosphere.
**Physical Science** – Focuses on knowing that all elements and compounds (all substances) are made up of atoms or molecules and describing some physical and chemical properties of common elements and compounds. Topics also include understanding that chemical changes only occur in chemical reactions, where new substances with different properties are produced. Students also will demonstrate how waves transfer energy when they interact with matter.

**Grade 8**
Focuses on the energy transfers and forces that shape our planet. The units help the students develop fundamental concepts in earth science. Topics include meteorology as it applies to severe weather, fresh surface and groundwater systems and the human impact on these systems, geologic time, rock cycle and plate tectonics.

**Grade 8 Plus**
This course is designed to illustrate concepts in resources, conservation and environmental issues, oceanography, global climate change, and astronomy. Students will also investigate essential Earth science concepts including nutrient cycles, energy and natural resources, ocean currents and greenhouse gases. Students will be encouraged to use inquiry based learning and will acquire a better understanding of the role Earth science plays in each person’s life. Laboratory experience will play a role in developing each student’s understanding of the key scientific principles presented and provide exposure to laboratory equipment, technique, and safety. The students and parents should be aware that this course is accelerated both in pace and content.

**Prerequisite knowledge:** Strong background knowledge in basic principles of Life, Physical and Earth Sciences. Advanced math skills strongly recommended.

The teacher of record has the final authority to determine the grade for the course. Each student will receive a grade on their high school transcripts and report cards; however, the courses will not affect the high school grade point average. Classes may be recorded as credit/no credit on the student high school transcript per request of the parent by the third Friday of the first semester.

A Human Growth and Development unit is also included. JUMPSTART, by Prevention Works, is included in 8th grade. JUMPSTART promotes attitudes of self-worth, critical thinking and equips teens with the knowledge and skills necessary to abstain from unhealthy behaviors.
**SOCIAL STUDIES**

**Grade 6**  
*Geography Alive! Regions and People* creatively challenges students to use the tools of geography to view, analyze, and understand the world around them. The seven mapping labs and the program's case-study approach turn students into geographic thinkers, as well as developing an understanding of basic human geography.

**Grade 7**  
*The Ancient World* introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world today, as well as delving into the world’s major religions, and foundations of democracy.

**Grade 8**  
*The United States through Industrialism* immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of reconstruction. Students examine the philosophies, conflicts, and cultures around which the early nation developed and consider how past events have shaped our nation. Throughout the school year students will have the chance to explore the history of the United States from colonization, political development, westward expansion, economic and racial struggles leading into the Civil War, and the rebirth of the United States through Reconstruction.

**WORLD LANGUAGES**

Middle school students begin their study of a world language (Spanish or French) in 7th grade. The programs consist of vocabulary acquisition, cultural awareness, and mastery of grammatical concepts with emphasis on all five language components (reading, writing, listening, speaking and culture). These skills form the foundation for further study in high school. In order to complete level one of a world language program, students must begin in the 7th grade and continue their study in the 8th grade. Two years of middle school instruction is comparable to one year of high school instruction.

Beginning with the graduating class of 2015, students are required to successfully complete two grade-appropriate years of World Language instruction in order to receive a high school diploma. Please note that the middle-school credit is not applied to the high-school transcript. However, successful completion of two years of middle-school study will satisfy the State of Michigan World Language requirement.
REQUIRED EXPLORATORY CLASSES

PHYSICAL (FITNESS) EDUCATION

Grade 6
**REQUIRED:** Alternate every other day for entire year.
Students enrolled in the sixth grade physical education course are provided with a “Focus on Fitness” curriculum. All activities are designed to emphasize fitness for life and the importance of daily exercise. This program includes opportunities to improve skills utilized in team and individual sport/recreational activities.

Grade 7
**REQUIRED:** One semester
Students apply the “Focus on Fitness” concepts learned in 6th grade. This program provides opportunities to improve physical, social, and emotional skills necessary for a healthy lifestyle. Students will take part in a variety of sport/recreational activities, experiential games, Diabetes Education and The Gatekeeper Suicide Prevention Program (presented by Gryphon Place).

Grade 8
**REQUIRED:** One semester
Focus on Fitness continues as students take part in activities that allow them to assess their fitness level. This course will include fitness testing, the study of muscles, the importance of healthy nutritional choices, body composition testing and a variety of sport/recreational activities.

MUSIC

Grade 6 – Alternate every other day for the entire year
**Band** – This course will develop skills in instrumental technique, theory, music reading, styles and periods of music and composers. Music literacy and performance will be emphasized. No previous experience required.

**String Orchestra** – This course will develop skills in string technique, theory, music reading, styles and periods of music and composers. Music literacy and performance will be emphasized. No previous experience required.

**Choir** – This course will develop skills in singing technique, theory, music reading, styles and periods of music and composers. Music literacy and performance will be emphasized. No previous experience required.
UNIFIED ARTS

Below is the PPS Curriculum Instruction Council 6th gr. required rotation schedule:

Art
This class is designed to help the student explore the potential of art as a future elective choice. Students will work with many different media to provide exposure in several areas of the visual arts.

Computer Education
In computer class, students will improve their keyboarding skills and learn internet safety issues and concerns. Students will then demonstrate their knowledge by creating projects that utilize Microsoft Office software.

Family and Consumer Science (FACS)
Sixth grade FACS is an exploratory course that introduces a variety of essential life skills which includes the health foundations triangle, healthy relationships, bullying, substance abuse and other risky behaviors, and human growth and development. Students also learn about nutrition based on the MyPlate guidelines, created by the USDA. In addition students acquire basic measuring, safety, and sanitation skills while participating in food preparation labs.

Technology/STEM Education
This class allows all students to explore a wide range of technologies using “hands-on” techniques. A systematic approach to problem solving is stressed and students are encouraged to use creative thinking skills in arriving at their solutions. Major activities during this program include Bridge Building, Game Board Manufacturing, Cube Toss, Machine Building and creating an Air Powered Dragster that is designed, built and raced by the students.

Students will work in teams and individually to solve problems. They will increase their awareness of what technology is and the role that it plays in our culture today as it affects career opportunities, natural resources and almost every aspect of our daily life.
ELECTIVE CLASSES

Grades 7 & 8

Below is a list of elective courses that have been approved by the PPS Curriculum Instruction Council. Each middle school offers various semester classes as student interest, staff expertise, facilities and overall scheduling issues allow. Not all electives are offered at each building. Some classes may not be offered due to low enrollment.

Scheduling process will clarify specific building options.

ART

3-Dimensional Art
This course is an overview of 3-dimensional artwork, which will vary in artistic styles and media. Some examples of 3-dimensional media that could be used are: wood, wire, metal, clay and papier-mâché. Projects include sculpture, jewelry or other 3-dimensional art forms.

Art Exploration
This course may include but is not limited to the following:

- Drawing – adding value, shading and focal point to precious curricular studies; emphasizing value oriented drawing and adding contour to previous curricular studies
- Color Experience – adding a wide variety of media to study color theory
- 3-Dimensional – adding pewter casting, copper enameling, papier-mâché and paper making to previous curricular studies; adding plaster gauze, jewelry construction and advanced clay experiences to previous curricular studies
- Printing – adding etching, scratchboard, stamping, mono printing, reduction, one color relief or etching to previous curricular studies
- Enrichment – adding mixed media, paper making, art history and cultural studies to previous curricular studies
- Mixed Media – adding mixed media, paper making, art history and cultural studies to previous curricular studies
- Computer Graphics – adding work with digital cameras and the Adobe Photoshop Elements program and video editing using Adobe Premier Elements or movie maker

This is semester-long class designed for students interested in exploring art. Art history and art from different cultures are integrated into the units.

Drawing & Painting
This class focuses on developing basic drawing and painting techniques using a wide variety of media. Artists and cultures from different periods will be introduced.
CAREER EXPLORATIONS

Career Explorations – CE is a service-oriented, prevocational experience that allows students to work alongside a supervising teacher at the middle or elementary school level. CE students will be working with and/or assisting assigned teachers with the daily tasks related to their educational program. Career Explorations emphasizes the opportunity to practice teamwork in the real working world while developing positive etiquette. Reading and math skills are necessary for individual placement.

Students must maintain an overall B average during the semester of CE, have good citizenship and be in attendance regularly. Career Explorations is graded on a Credit/No Credit basis.

COMMUNICATIONS

Communications
How would you like to keep the student body of the middle school informed? Preparing the yearbook and or newspaper will require you to be the reporter, producer and creator. Writing and producing the daily announcements and then presenting them over the television network may also be a part of this class. Many computer programs will be employed such as PowerPoint and Desktop Publishing.

Drama
Do you have a flare for acting? Do you like to perform in plays? If so, you will want to take this class. Taking Drama will help you build your confidence and develop poise for performing on the stage. In this class we will focus on the process of play production and acting rather than producing a play. You will learn to work collaboratively and cooperatively with classmates while performing skits and plays, and writing scripts. Of greatest importance will be the participants and their creativity. We will work on establishing an atmosphere in which each individual is valued and appreciated for his/her ability. This course will include improvisation, pantomime, skit production, oral readings, one-act plays, knowledge of the stage, theatrical terms, videotaping and lighting, costuming and set design. If you want to improve your public speaking abilities and perform plays, sign up for Drama.

Forensics
Students will become familiar with the eleven speaking events in middle school forensics. They will prepare, practice, and perform three of these events for class preparation. They will learn to constructively critique their classmates’ performance. Also, students will be expected to attend and perform in a state tournament competition. There is no prerequisite, other than interest in the performing arts. This is a course for students who like speaking in public and who have an interest in competitive speaking events.
COMPUTER EDUCATION

In this elective, students create multimedia projects using Microsoft and Google applications as well as many web sources. These projects, along with basic coding and application programming concepts, are designed to increase collaboration and critical thinking skills while expanding on concepts that broaden their knowledge of the subjects taught in core classes.

CULTURAL AWARENESS

Cultural Awareness – In this course, students will learn about various American minority groups and their native origins. Such groups will include Native Americans, Asians, Hispanics and African-Americans. Students will come to learn about and understand the contributions of minority groups, major minority figures and their impact on the American culture. Students will read, write and speak extensively about various aspects of American minority groups.

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science (FACS) – 7th Grade
Students will study good nutrition and will prepare and eat a variety of foods. Body image and eating disorders will be covered with a focus on the media’s impact on these issues. Strategies for wellness are developed in the areas of assertiveness, positive decision making and refusal skills. Time management and creativity are explored through completing a variety of personal/group projects.

Family and Consumer Science (FACS) – 8th Grade
This course is designed to equip students with skills for wellness. Nutrition is studied by preparing healthy food choices from the My Plate Plan. Students will analyze their diet and fitness levels using www.choosemyplate.gov. In addition, students will learn how to become wise consumers. Career planning is also introduced. Work place skills and personal creativity are developed as students plan, design and complete a project of their choice.

STUDY SKILLS

Study Skills – While enrolled in study skills, students will learn how to improve study habits and organization skills. A focus is put on self-advocacy while teaching students how to access and monitor grades via Skyward. Students will have the opportunity to prepare for assessments, complete daily work, and revisit concepts taught in their core classes to ensure mastery. This course is highly recommended for students who struggle with academics.
**MUSIC (Full year)**

**Band**
Students will have the opportunity to continue their mastery of a band instrument. They will have the opportunity to demonstrate musical skills during school concerts and various performances.

**Choir**
This course will further develop skills in singing technique, reading music and theory. Performance and music literacy will be emphasized. Students will perform a variety of musical styles and languages. No previous experience required.

**Jazz Band**
Students will perform a variety of musical styles. Improvisation will be emphasized. The jazz band will perform at West as well as at venues throughout Southwest Michigan.

**Orchestra**
Students will have the opportunity to continue their mastery of a string instrument. They will have the opportunity to demonstrate musical skills during school concerts and various performances.

**TECHNOLOGY EDUCATION**

**Creative Inventions/Woodworking** -
This one semester elective class takes Tech Ed to the next level. Students will be participating in a project-based curriculum designed to give experience using the design cycle, influenced by STEM curriculum. Students will have opportunities to learn and use hand and power tools to create woodworking and STEM related projects.

**Woodworking**
This one semester elective class offers 8th grade students an opportunity to plan and create wood projects using a variety of hand and power tools. The first nine weeks students will study safety and develop skills by using most of the hand and power tools in our shop to make practice projects. The second nine weeks students will have opportunities to design and build independent and group projects. Examples of projects are but not limited to: animated toys and machines, baseball bats, bowls, clocks, games, lamps, skateboards and electronics holders.
PHYSICAL (FITNESS) EDUCATION

Power Training
Power Training is a fun and active course that will help students to excel physically, mentally and socially. The program will focus on strength, speed, quickness, movement patterns, power, endurance, flexibility, balance, agility, coordination and overall physical fitness. Mental aspects of training will also be stressed, including sportsmanship, goal setting, positive attitude and determination as well as the importance of proper rest and nutrition. Power Training is a course for all students and the program will strive to promote healthy habits that should last a lifetime.

Water Sports
Splish, splash! Are you a water bug? Then this class might be for you. Water basketball, competitive swimming strokes, water volleyball, aquatic aerobics and more will be offered in this fun-filled elective designed for intermediate and advanced swimmers. With a focus on good sportsmanship and life-long fitness, the possibilities are endless. Hope to see you in the pool!

Sports/Fitness
Do you like to rollerblade, play water games and be active? This class is designed to enable students to adopt a healthy lifestyle through sports activities. The student will take part in activities that enhance positive attitude, good sportsmanship, endurance, strength and motor skills. These activities include individual sports such as rollerblading, archery, and golf, as well as team sports. Swimming is done once a week and we use heart rate monitors for feedback on personal fitness. Students need to have rollerblades and a helmet in good working condition. Students should be able to swim four laps of the pool and be comfortable in deep water.
EXTRA Co-CURRICULAR ACTIVITIES

Both Interscholastic and Intramural Activities will vary by building based on facilities, student interest and availability of sponsors. A participation fee may be required.

INTERSCHOLASTIC ACTIVITIES AVAILABLE

Proofs of insurance and physical exam are required for Interscholastic Activities.

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<th>Activity</th>
<th>Grades</th>
<th>Activity</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball – Boys’</td>
<td>7th, 8th</td>
<td>Track-Girls’</td>
<td>7th, 8th</td>
</tr>
<tr>
<td>Basketball – Girls’</td>
<td>7th, 8th</td>
<td>Volleyball – Girls’</td>
<td>7th, 8th</td>
</tr>
<tr>
<td>Football – Boys’</td>
<td>7th, 8th</td>
<td>Wrestling – Boys’</td>
<td>6th, 7th, 8th</td>
</tr>
<tr>
<td>Track – Boys’</td>
<td>7th, 8th</td>
<td></td>
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</tr>
</tbody>
</table>

INTRAMURAL ACTIVITIES AVAILABLE

All students in grades 6, 7, and 8 may participate.

Activities not requiring a physical exam include:

- Archery- Boys & Girls (CMS)
- Golf
- Tennis
- Volleyball

Activities for grades 6, 7, and 8 requiring a physical exam are:

- Cross Country
- Swimming
NON-DISCRIMINATION

The Portage Public Schools Board of Education has affirmed that “. . . no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity . . .” and therefore, encourages students to take courses based on their interest, potentials and abilities. (See below for Civil Rights Legislation.)

It shall continue to be the practice of the Portage Public School District not to discriminate on the basis of religion, race, color, national origin, sex, handicap, height, weight, marital status, arrest records or other characteristics as designated by Civil Rights Legislation in education programs, activities, or services and to comply with all requirements and regulations of the U.S. Department of Education, the Elliot Larsen Civil Rights Act, and Section 504 of the Rehabilitation Act of 1973.

For the purpose of providing for the prompt and equitable resolution of student or employee complaints alleging any action which would be prohibited by the Rules and Regulations of Title IX of the Education Amendments of 1972 or by the Elliot Larsen Civil Rights Act, a “Complaint Procedure” has been adopted. (Refer to Regulations #4030 #5380.)

The Superintendent of Schools has designated Mr. Brad Galin, Director of Human Resources, as the person to coordinate the district’s efforts and to comply with and carry out the responsibilities under Title IX and the Elliot Larsen Civil Rights Act. This person also is responsible for the investigation of any complaint which alleges non-compliance with or alleging any actions which would be prohibited.

CIVIL RIGHTS LEGISLATION

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving Federal financial assistance” (34 CRF, §103.3).

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

“No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance” (34 CRF, §106).

Title IX of the Education Amendments of 1972, as amended, is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, whether or not such a program or activity is offered or sponsored by an educational institution as defined in part 106.
SECTION 504 OF THE REHABILITATION ACT OF 1973

“No otherwise-qualified individual with a disability in the United States shall, solely by reason of her or his disability, as defined in section 706(8) of this title, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (29 U.S.C, §794 (b)).

Part 104 of 34 CRF effectuates Section 504 of the Rehabilitation Act of 1973 which is designed to eliminate discrimination on the basis of disability. On October 29, 1992, the Rehabilitation Act Amendments of 1992 had three significant consequences relative to Section 504: (1) the term “disability” replaced the term “handicap”, (2) certain conditions were explicitly excluded from the definition of “disability”, and (3) complaints alleging employment discrimination under Section 504 were to be judged by the standards of Title I of the Americans with Disabilities Act (ADA).

AGE DISCRIMINATION ACT OF 1975

“No person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (§110.10 (a)).

TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

“No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity” (§35. 130).
GRIEVANCE PROCEDURE for

- 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
- AGE DISCRIMINATION ACT OF 1975
- TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section I

Any person believing that the Portage Public Schools 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) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, or (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance, to the district’s Civil Rights Coordinator at the following address:

Mr. Brad Galin
Director of Human Resources
Portage Public Schools
8107 Mustang Dr.
Portage, MI 49002
(269) 323-5174

Section II

The person who believes a valid basis for grievance exists 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 complainant within five (5) business days. The complainant 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 informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within 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 two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) business 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) business days of this meeting.

Step 4
If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office of Civil Rights, Department of Education, Washington, D.C. 20202.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, 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.