

Centennial Middle School

Curriculum Guide

2025-2026



62500 Nine Mile Road
South Lyon, MI 48178
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CENTENNIAL MIDDLE SCHOOL

62500 W. Nine Mile Road • South Lyon, MI 48178
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Jaclyn Bury, Principal
Darrell Plummer, Assistant Principal
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Dear Centennial Middle School Students and Parents:

Welcome to CMS! We are excited to have you walk through our doors for the 25-26 school year. We know you will find appropriate challenges and amazing opportunities during your middle school experience. Our curriculum is aligned with State Standards and our teaching practices are research based, to ensure that each child is supported in meeting their goals. We believe in teaching the "whole child" and offer electives and other programs to develop each student's potential.

Our staff is a healthy mix of veteran and newer to the profession educators. Our staff members are collaborative and committed to providing the best educational experience we can offer. We have two full time academic guidance counselors, a social worker, special education staff and other support staff to assist in your success.

We look forward to working together with you.

Sincerely,

Jaclyn Bury

Skyward Family & Student Access

Parents and students have access to a wide variety of information via the Skyward system. There is a Quick Link to Skyward available on the SLCS homepage (www.slcs.us).

Each student and parent/guardian is provided with a unique Login ID. First-time parent/guardian users are assigned a random password which then may be changed to whatever the user prefers. (Please note: Student passwords may NOT be changed.)

In you forget your Login ID or password:

- Click the link under the Sign In button. (Shown below.)
- Enter your email address or user name and then click Submit.
- You will then receive an email containing a link to the reset page. If the email does not arrive after a short period of time, please check your Spam folder.
- Follow the link in the email to create a new password that meets the criteria listed.



Quick Links

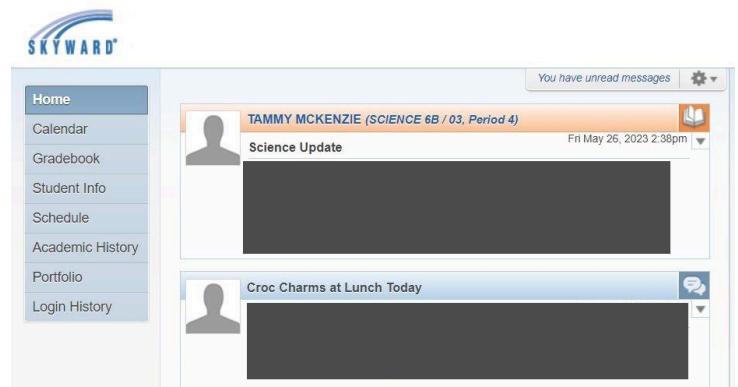


Family Access Homepage

Once logged into Skyward, the **Message Center** will appear in the center of the screen. The Message Center contains announcements from classroom teachers as well as school announcements.

Along the left side of the screen, there is a menu of options that includes:

- **Calendar:** Shows assignments and grades for assignments in one easy view. Missing Assignments are marked in red.
- **Gradebook:** Shows the overall grade for each class. Each letter grade is a hyperlink that you can click for more details.



Note: You can log into Skyward from the SLCS website or via the free Skyward Mobile Access app. Please make sure you have the latest version of the mobile app so you have access to all of the features.

Grading

The student school year is divided into 2 semesters of 18 weeks each, with report cards issued at the end of each one. A COMPUTER-PRINTED REPORT CARD IS UPLOADED IN SKYWARD AT THE END OF EACH SEMESTER. The Middle Schools use the 4-point system for all reporting purposes. Percentages are provided below for individual applicable assignments.

A	=	100-93
A-	=	92-90
B+	=	89-87
B	=	86-83
B-	=	82-80
C+	=	79-77
C	=	76-73
C-	=	72-70
D+	=	69-67
D	=	66-63
D-	=	62-60
E	=	59-below

In extenuating circumstances, with administrator approval, a grade of S (satisfactory), U (unsatisfactory), or I (Incomplete) may be given. Students who receive an "I" (incomplete) are expected to make up missing work no later than the midpoint of the next marking period report card, at which time the grade will be recalculated.

Course Guide



If a student is uncertain of elective choices, they should discuss their options with their guidance counselors.

Schedule Change Policy: Staffing is predicted and schedules are created based upon student class requests. It is important that all students and parents understand that course selection is important and the necessary time should be given to this process. Schedule changes at the beginning of the school year or throughout the school year will be considered for the following reasons:

- Obvious errors or omissions of required courses
- A course is no longer needed due to credit earned in testing out or prior years
- Duplicate classes were mistakenly scheduled
- Not having six classes each semester

Changing of schedules will not be permitted because the student has changed their mind. Requests for teacher changes will not be honored.

8th Grade

Required Classes	Electives
Language Arts (Reading/English)/ELA Honors Math/ Math PLUS Science Social Studies ELA or Math Lab (if necessary)/Charger Hour 8	Band (Full Year) Choir (Full Year) Spanish (Full Year) Yearbook (Full Year) <u>*Elective Rotation</u> Innovation STEM lab 8 (18 weeks) Art 8 (18 weeks) Digital Literacy 8 (18 weeks) Leadership (18 weeks) Physical Education (18 weeks) Media and Communications (18 weeks or year long) PEERS (18 weeks or year long) *Select two full-year courses or four semester-long courses.

21f Courses

Students may choose to take 21f (virtual) courses as part of their schedule, in accordance with state legislation. The 21f courses offered by the district will be selected from the Michigan Virtual Course catalog and will vary from year to year depending on student requirements, interest and course availability.

Novi Virtual Program

Our district entered into an agreement with the Novi Community School District. Their district is continuing their fully virtual learning program and sought partner districts. Under this agreement, our students remain South Lyon students but are able to attend a fully virtual program with synchronous instruction. Additionally, students from our district who enroll in this neighboring district's virtual program are able to continue to participate in extracurricular activities and athletics with our district. If your family is seeking out a fully virtual learning experience but wishes to remain connected to our district, please contact your child's principal as soon as possible to learn more.

Here is additional information about the courses offered through the Novi Virtual Program: [NVP sample schedule](#) and [course offerings](#).

English Language Arts

6th Grade

Sixth grade ELA begins with basic reading and writing skills to use throughout the year. Students create a Reading/Writing Notebook to help track increased skills and understanding. Throughout the year, students will explore higher level reading and writing units. They will focus on finding and using evidence from text to write a credible argument, a cause and effect essay, and a literary essay. To increase reading skills, students will learn to summarize informational text with a focus on analyzing how text structure and text features help organize and communicate information. In narrative text, there will be an increased focus on analyzing the elements of plot and characterization using model text in conjunction with students' independent reading.

7th Grade

Seventh grade English language arts will cover all aspects: reading, writing, grammar, and listening. The seventh grade language arts program is designed to familiarize students with various forms of writing: argument, informational, literary, and proposal. Students will become more proficient writers, as we help them become more comfortable with the different processes for each type of writing. Interspersed within the framework for the different forms of writing, are embedded the language standards set forth in the Common Core for 7th grade. The program also places emphasis on helping students learn to read critically and to find deeper meanings. Students will be guided through the subtleties of reading and writing, such as inferences, themes, imagery, figurative language, as well as sentence variety and word choice. We intend to foster a love of reading, thereby creating lifelong readers and learners.

8th Grade

Eighth grade ELA begins with reviewing basic reading and writing skills that carry on throughout the year. Students move into informational reading, learning about text structures and strategies to break down informational texts. Students also will gain a foundation in argumentative writing structure, focusing on writing claim statements, basing arguments on researched evidence, and building thorough commentary to explain their evidence and support their claims. Though they explore different forms of argumentative writing, students will build off these core concepts at the heart of argumentative writing. Throughout the year, students will also explore higher level reading and writing units. They will focus on citing evidence and evaluating credible informational texts. In narrative reading, students will learn various reading strategies, explore author's decisions, develop a sound understanding of how to identify themes and how to write about them, and they will review a variety of story elements and narrative perspectives. In narrative writing, students will explore different writing techniques and strategies, as well as experiment with different points of view and different genres.

ELA Honors (6,7,8)

ELA has a higher emphasis on skills rather than content, the Honors course does not operate at the next grade level. ELA Honors consists of the same standards and teaching points as the grade level course but with a more rigorous pace, instruction style, discussion, and use of higher level texts. Due to this

pace and depth of lessons, there will be more opportunities for self-directed learning, therefore, students in ELA Honors are expected to have strong time management and organizational skills for optimal success.

ELA Labs

ELA labs are offered in conjunction with ELA 6, ELA 7, and English 8. This course follows the ELA curriculum to provide additional support for students in both reading and writing. Students further explore how to find evidence in text as well as receive frequent one-on-one conferencing to help students master writing skills.

Innovations for Reading

Innovations for Reaching is a reading lab offered in conjunction with ELA 6, ELA 7, and English 8. The course utilizes a short-term, intensive intervention format called Accelerated Adolescent Reading Initiative (AARI). AARI accelerates reading comprehension and critical thinking in informational text. The instructional framework is built on research-based strategies. AARI focuses on critical thinking with informational text to help students access content from texts.

AARI emphasizes small group instruction that meets students where they are and accelerates their reading through instruction built around:

- Community
- Text-Based Inferencing and Critical Thinking
- Question Answer Relationship (QAR) and Questioning the Author (Q+A)
- Text Structure

AARI seeks to support students in building more positive reader identities that empower them in all aspects of their lives.

Science

6th grade Science

In 6th grade Science, students will develop an understanding of ideas including:

- how cells contribute to the function of living organisms
- how an ecosystem's organisms' needs are met
- how living organisms pass traits from one generation to the next
- how populations change over time in response to changes in the environment

Throughout the year, there will be a focus on students' understanding of scientific practices such as constructing explanations, developing models, analyzing and interpreting data, and applying new knowledge to real-world situations to demonstrate understanding of the core ideas.

7th grade Science

Physical Science

In 7th grade Science, students will develop an understanding of ideas including:

- how atomic and molecular interactions explain the properties of matter that we see and feel.
- how we describe physical interactions between objects and within systems of objects
- how energy can be transferred from one object or system to another
- what the characteristic properties of waves are and how they can be used

Throughout the year, there will be a focus on students' understanding of scientific practices such as developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking and constructing explanations to demonstrate understanding of the core ideas.

8th grade Science

Earth Science

In 8th grade Science, students will develop an understanding of ideas including:

- Earth's place in the universe
- how Earth's geosystems operate
- how natural hazards can be predicted
- how human activities affect Earth systems

Throughout the year, there will be a focus on students' understanding of scientific practices such as asking questions, developing and using models, planning and carrying out investigations, analyzing data, constructing explanations and designing solutions and engaging in argument to demonstrate understanding of the core ideas.

Social Studies

6th Grade

Early World History

The sixth grade social studies curriculum covers the Ancient World and will include units on the ancient civilizations of Mesopotamia, Egypt, Greece, Rome, China, India, and the Americas. The students will also learn about the beginnings of the major religions of the world. Throughout the course students will compare and contrast the different civilizations, explore the cause and effect relationship of major events, and learn about the foundations of early civilizations, governments, and daily life.

7th Grade

World Geography

The seventh 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.

8th Grade

19th Century American History

Students will examine the history of the United States from its emergence to the late 1800s. Major eras studied will include: Revolution, Formation of the Constitution, American foundations, Jacksonian Era, Manifest Destiny, Civil War and Reconstruction. Students will analyze causes and effects of American history. Students will use a variety of methods for historical evaluation and will begin to develop the critical thinking skills necessary to interpret present day events.

Math

Math 6

Math 6 explores concepts including factors and multiples, computations with decimals and percents, fraction operations, rational numbers, two-and three-dimensional measurement, rate and ratio reasoning, and statistics. In addition, the students will learn to communicate mathematically, develop critical thinking skills, become careful problem solvers, work cooperatively, and gain confidence in their math abilities.

Math 7

The seventh grade mathematics in-depth program integrates pre-algebraic concepts, the number system, expressions, equations, ratios and proportional relationships, geometry, probability, and statistics. Students will learn to think critically and apply their math knowledge as they communicate mathematically, and utilize the mathematical practices. Our program combines technology with mathematics content, activities, and a variety of instructional videos to engage students.

Math 8

This class encompasses all of the common core math standards for eighth grade. Students learn algebraic concepts including how to solve equations, how to write linear equations from tables, graphs, data, and story problems, how to solve linear equations, how to solve systems of equations, and about the Pythagorean Theorem. Geometric concepts students learn about in this course are transformations, similarity, angles formed by parallel lines and transversals, properties of triangles, and volume.

Math Lab

Math labs are offered for Math 6, Math 7, and Math 8 (it is not offered for Algebra 1 and Geometry). This class is in addition to their regular math class, and it focuses on pre-teaching concepts that are covered in their regular math class. Students get extra time with alternate approaches to master their math standards that, in turn, raise confidence.

Algebra 1

Algebra is a dynamic and intensive course tailored for mathematically proficient students seeking to challenge themselves by learning both High School Algebra 1 Standards and 8th-grade mathematics concurrently. Throughout this course, students will explore the fundamental concepts of algebra, including the intricacies of linear, exponential, and quadratic functions. With a focus on problem-solving, students will tackle multi-step equations, systems of equations, and one and two-variable statistics. Through rigorous engagement, comprehensive instruction, and hard work, students will develop a solid foundation in algebraic principles essential for future courses. Successful completion of this course counts as the student's High School Algebra 1 Credit.

Geometry

In this class students discover and apply geometric properties and theorems related to parallel and perpendicular lines, polygons, and circles, with an emphasis on triangles and quadrilaterals. Students also apply the Pythagorean Theorem and derive and apply area and volume formulas. Students also learn about transformations and are introduced to the basics of trigonometry. Proofs of theorems are a major part of this course.

**It should be noted that students in PLUS Math are one year ahead in curriculum. For example a student enrolled in 6th grade Math PLUS is learning the 7th Grade Math curriculum with their 6th grade peers. Plus students enrolled in Algebra will take the course with other Algebra students.*

Special Education

Literacy Support (Grades 6-8)

Literacy Support is designed to help students who are struggling with all aspects of literacy (Reading, Writing, Speaking and Listening). Each class period will address all of these important life skills. We utilize the "Making Meaning" curriculum that promotes the Reader's Workshop model. Students will also be working on test-taking skills and vocabulary development that will aid them in content area classes. We also work on assignments that support students' Co-ELA class. Students learn and utilize various technologies that will help develop and strengthen their literacy skills. Chromebooks, "Google Read and Write," as well as access to Bookshare.org will be implemented throughout the course.

Social Communications (Grades 6-8)

Social Communications is a course designed for students who struggle with social communication skills, both verbal and nonverbal, as well as inferring and interpreting basic social situations that the student will encounter in their daily lives. In this class, students will work daily to identify and interpret others perspectives, as well as identify the hidden social rules/norms to being a middle schooler.

The Social Communications course provides research-based instruction geared towards the student's individualized social challenges within a small group setting. Students will be taught the rules to specific social situations, which are broken down into individual, manageable steps and practiced repeatedly throughout the year. Student's instruction will include, but are not limited to role-playing, video modeling, scripting, games and direct instruction and real-world opportunities for practice.

To assist students in learning social communication skills, the class will also include several "Peer Mentors", who will act as both positive role models, and friends helping to bring age appropriate insight into their middle school experiences.

PEERS

The PEERS program is an elective course that offers general education students the opportunity to help other students with disabilities find academic and social success. Each PEERS student is paired with students who need a social role model and extra support in a variety of school settings. Responsibilities include helping the student to organize work, keeping track of assignments, and problem solving academic and social situations that can cause frustration.

Students who apply to the PEERS program should have excellent attendance, strong communication skills, no discipline record, and a strong desire to work with students with disabilities. Some suggested ideas PEERS can assist students with are:

- Organization
- Help with lockers
- Reading
- Note taking
- Checking for understanding
- Clarifying directions
- Helping with labs/small group activities
- Helping students stay on task

Essential Skills (6-8)

Essential Skills classes are offered to students with special needs within the cognitively impaired programs. These courses follow an alternative curriculum that provides students the opportunity to learn basic skills in math, reading, science, social studies, modified physical education, and enrichment. English language arts (ELA) and math courses follow the Essential Elements curriculum for students working towards a certificate of completion. Essential Skills courses are designed only for students with the most significant cognitive disabilities.

Essential Elements English Language Arts Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant cognitive disabilities.

Utilizing the Michigan Range of Complexity, this English Language Arts course offers an alternative curriculum tailored to individual learning needs. Utilizing varied instructional strategies, the course explores narrative and informational texts, fostering comprehension and critical thinking skills.

Students will expand their vocabulary acquisition and usage, develop writing skills for diverse purposes, improve use of language conventions, and enhance speaking and listening abilities. The course also emphasizes effective language use and cultivates research and inquiry skills.

Essential Elements Mathematics Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant cognitive disabilities.

This middle school math course offers an alternative curriculum aligned with general standards, designed for students with significant cognitive disabilities. Through accessible methods, the course covers ratios/proportional relationships, the number system, geometry, statistics and probability, functions, and solving expressions and equations. Instruction emphasizes hands-on activities, real-world examples, and visual representations to build understanding and confidence.

Essential Elements Science Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant cognitive disabilities.

This science course offers an alternative curriculum aligned with the general K-12 Michigan science performance standards, specifically designed for students with the most significant cognitive

disabilities. These alternative content expectations serve as the foundation for instruction and assessment, covering key scientific concepts within physical science, life science, earth and space science, and engineering design through adapted and accessible methods. Using the Michigan Range of Complexity, the curriculum is adjusted to focus on essential science skills and knowledge within these disciplines, ensuring meaningful engagement and progress while maintaining alignment with the broader science learning goals.

Essential Elements Social Studies Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant cognitive disabilities.

This social studies course offers an alternative curriculum aligned with but extended from the Michigan Department of Education's Social Studies Alternative Content Expectations. The instruction is specifically designed for students with the most significant cognitive disabilities and allows adaptations to meet the unique needs of students. These alternate content expectations cover key concepts within early world history, world geography, and 19th century American history through adapted and accessible methods. The curriculum focuses on essential social studies skills and knowledge within these disciplines, ensuring meaningful engagement and progress while maintaining alignment with broader social studies learning goals.

Fundamentals of PE

2 Semesters

This course provides physical education with a focus on the specialized needs of diverse learners. The program modifies, differentiates, and adapts physical instruction to increase motor skills and participation. This course also includes the Adapted Health curriculum which is taught on a three year rotation. The learner will need to attend all three years to receive all of the units in health. This part of the course is done with guardian approval with permission slips sent out annually.

Academic Support Class (Grades 6-8)

2 Semesters

ASR is designed for students grades six through eight that may require additional support to address academic and/or social-emotional struggles. Students are given the opportunity to work on organizational/study/test-taking skills, sensory activities and various classroom assignments. ASR takes the place of an elective. Students in ASR are recommended by administration and/or case manager.

Essential Elements English Language Arts

Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant emotional disabilities.

Utilizing the Michigan Range of Complexity, this English Language Arts course offers an alternative curriculum tailored to individual learning needs. Utilizing varied instructional strategies, the course explores narrative and informational texts, fostering comprehension and critical thinking skills. Students will expand their vocabulary acquisition and usage, develop writing skills for diverse purposes, improve use of language conventions, and enhance speaking and listening abilities. The course also emphasizes effective language use and cultivates research and inquiry skills.

Essential Elements Mathematics

Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant emotional disabilities.

This middle school math course offers an alternative curriculum aligned with general standards, designed for students with significant emotional disabilities. Through accessible methods, the course covers ratios/proportional relationships, the number system, geometry, statistics and probability, functions, and solving expressions and equations. Instruction emphasizes hands-on activities, real-world examples, and visual representations to build understanding and confidence.

Essential Elements Science

Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant emotional disabilities.

This science course offers an alternative curriculum aligned with the general K-12 Michigan science performance standards, specifically designed for students with the most significant emotional disabilities. These alternative content expectations serve as the foundation for instruction and assessment, covering key scientific concepts within physical science, life science, earth and space science, and engineering design through adapted and accessible methods. Using the Michigan Range of

Complexity, the curriculum is adjusted to focus on essential science skills and knowledge within these disciplines, ensuring meaningful engagement and progress while maintaining alignment with the broader science learning goals.

Essential Elements Social Studies

Grades 6-8

2 Semesters

Alternative curriculum - may hinder student's ability to earn a high school diploma

Michigan's Alternate Content Expectations/Essential Elements are designed only for students with the most significant emotional disabilities.

This social studies course offers an alternative curriculum aligned with but extended from the Michigan Department of Education's Social Studies Alternative Content Expectations. The instruction is specifically designed for students with the most significant emotional disabilities and allows adaptations to meet the unique needs of students. These alternate content expectations cover key concepts within early world history, world geography, and 19th century American history through adapted and accessible methods. The curriculum focuses on essential social studies skills and knowledge within these disciplines, ensuring meaningful engagement and progress while maintaining alignment with broader social studies learning goals.

Health and Physical Education

6th Grade Health

18 Week Rotation

(Paired with PE)

This class consists of the following units: Personal Health and Wellness, Nutrition and Physical Activity, Personal Safety and The Healthy Sexuality Unit. This class also includes the following topics in Middle School Fundamentals: Keyboarding/typing skills, basic coding skills, organization, technology use and management, time management, study habits, working with others, self-advocacy, empathy, and self-improvement goal setting. Grades are generated through completed class assignments, projects, and assessments.

7th grade Health

18 Week Rotation

(Paired with PE)

This class consists of the following units: Personal Health and Wellness, Nutrition and Physical Activity, Safety and The Healthy Sexuality Unit. Grades are generated through completed class assignments, projects, and assessments.

6th Grade Physical Education

18 Week Rotation

(Paired with Health)

This class consists of individual sports, team sports, and personal fitness. The purpose of this course is to introduce students to a variety of ways to be physically active which can then contribute to creating a lifelong healthy habit, and for students to show growth and development of those skills. Grades are generated by sportsmanship, participation, class assignments, and assessments.

7th Grade Physical Education

18 Week Rotation

(Paired with Health)

This class is an extension from 6th grade where students continue learning and participating in individual sports, team sports, and personal fitness. The purpose of this course is to continue practicing a variety of ways to be physically active which can then contribute to creating a lifelong healthy habit, and for students to show growth and development of those skills. Grades are generated by sportsmanship, participation, class assignments, and assessments.

8th Grade Physical Education

Semester Class (18 weeks)

This class is an extension from 6th and 7th grade Physical Education, with a more in-depth learning and participation of individual sports, team sports, and personal fitness. The purpose of this class is to continue the practice of lifelong healthy habits and for students to show growth and development of those skills. Grades are generated by sportsmanship, participation, class assignments, and assessments.

World Language

Spanish 1

This course is an introduction to the Spanish language through the development of the four basic language skills: reading, writing, listening, and speaking. Hispanic culture, history and contemporary life are also examined. Students completing this course will earn a high school credit.

Expectation: If a world language class is selected, it is expected that the student will remain in this class for the whole year.

World Cultures and Languages

Semester Class (18 weeks)

An introductory course that allows students to explore culture and language from around the world, with a special focus on cultures that speak the languages offered at South Lyon Community Schools: German, Japanese, and Spanish. Students will utilize videos, pictures, webquests, virtual tours, and global maps to gain insights into these cultures and the ideas, beliefs, traditions and perspectives that make people unique. Students will utilize projects and other classroom assignments to conduct research to learn about food, festivals, languages, important places, and traditions found in the cultures studied.

Band/Choir

Beginning Band (6th Grade)

In beginning band, students learn to produce sounds, learn rhythms and notes, and complete exercises from a note speller. Other goals include the refinement of tone, embouchure, and better understanding of rhythms and techniques. Attendance at the Winter and Spring concerts is mandatory. Home practice of instruments is expected. The beginning band is divided according to the instrument the student intends to play. This is a full year course.

- Brass Band (Trumpet, Trombone, French Horn, Baritone, Tuba)
- Woodwinds (Flute, Oboe, Clarinet, Saxophone)
- Percussion (Drums, bells, etc.)

Concert Band (7th Grade)

Band placement is at the discretion of the instrumental teachers. The band will continue to build on concepts introduced in previous band classes. Students will continue progressing in a band method book, as well as explore various levels of program music. Home practice of instruments is expected and logged. There is also mandatory attendance at several concerts throughout the year. Concert Band is divided according to the instrument the student intends to play. This is a full year course.

- Brass / Percussion (Trumpet, Trombone, French Horn, Baritone, Tuba) /
(Drums, bells, etc.)
- Woodwinds (Flute, Oboe, Clarinet, Saxophone)

Symphonic Band (8th Grade)

Band placement is at the discretion of the instrumental teachers. The band will continue to build on concepts introduced in previous band classes. Students will continue progressing in a band method book, as well as explore various levels of program music. Home practice of instruments is expected and logged. There is also mandatory attendance at several concerts throughout the year.

Cadet Choir (6th Grade)

This is an introduction to vocal music. The basic elements of singing, such as matching pitch, counting note values and rhythm will be covered. Students will learn how to sing in 2-part (and sometimes 3-part) harmonies. Attendance at the Winter and Spring concerts is mandatory. Attendance is also mandatory at choral festival in the spring. Students will explore the world of sound through creative compositions and group projects. An appreciation of all types of music will be fostered.

Choir (7th Grade)

Students will sing for health and pleasure while preparing for high school choirs by working on vocal and musical reading skills. All kinds of wonderful musical styles in two and three part pieces will be performed. Learn about stage presence, try a solo or a small ensemble, do a speaking part, travel, and enjoy performing. Attendance at evening concerts and assemblies is mandatory.

Choir (8th Grade)

Students will sing for health and pleasure while preparing for high school choirs by working on vocal and musical reading skills. All kinds of wonderful musical styles in two and three part pieces will be performed. Learn about stage presence, try a solo or a small ensemble, do a speaking part, travel, and enjoy performing. Attendance at evening concerts and assemblies is mandatory.

Art/Innovation STEM lab

Art 6 (6th Grade)

Semester Class (18 Weeks)

(Paired with Innovation STEM lab 6)

This course provides the students the opportunity to explore a variety of materials using the elements of Art. Course is composed of projects that allow students to infuse their own inspirations and creativity in art production. All levels of artists are welcome from beginning to advanced.

Art 7 (7th Grade)

Semester Class (18 Weeks)

(Paired with Digital Lit 7, Art Expression 7 or Innovation STEM lab 7)

This course builds upon the elements of art with the introduction of the Principles of Design. Students will explore the elements and principles in art production. Various materials and techniques will be incorporated into projects. All levels of artists are welcome from beginning to advanced.

Art Expression 7 (7th Grade)

Semester Class (18 Weeks)

(Paired with Art 7, Digital Lit 7 or Innovation STEM lab 7)

This course will expose students to the many roles that art has in their daily lives and throughout their community. Students will be provided opportunities to create artwork individually and in small groups, with a diverse collection of materials. The overall goal of the course is to develop artists that use creative expression to enhance problem solving skills, personal meaning making, and creatively communicate big ideas.

Art 8 (8th Grade)

Semester Class (18 Weeks)

This course provides the students the opportunity to build upon the elements of art and principles of design. Various materials and techniques will be incorporated into the production of art. All levels of artists are welcome from beginning to advanced.

Yearbook (8th Grade)

This course will incorporate components of photography and design with the goal of yearbook development. The Photojournalism unit will introduce students to how to tell a story through photos while applying principles of photography. The Yearbook Design unit will be used to start and continue the development of the annual school yearbook. The unit will begin with a focus on understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Along with the course teacher/middle school yearbook advisor, students will apply this artistic process to create designs for the school's yearbook publication.

Innovation STEM Lab 6/7 (6th and 7th Grade)

Semester Class (18 weeks)

This class has students working with hands-on projects, the students will be introduced to the design process that incorporates STEM ideas with brainstorming, building, testing and problem-solving strategies to construct various projects. Areas of study may include: general lab safety, science concepts, principles of flight, coding, vehicle safety, collaboration, and teamwork.

Projects may include: A rube Goldberg machine, Mousetrap cars, Bird Feeder, the Study of energy sources, famous structures information with a diorama and Catapults.

Innovation STEM Lab 8 (8th Grade)

Semester Class (18 weeks)

In this course, students will utilize STEM concepts, the design process, engineering concepts, and problem-solving strategies to research, apply, and construct various interest-based exploratory topics. Areas of study may include: future technology and its impact on society, employability, and creative critical thinking.

Digital Literacy 7 (7th Grade)

Semester Class (18 weeks)

Students will gain basic computer knowledge using google products and apps, while learning to use digital technology, communication tools or networks to locate, evaluate, create and present information.

Students will learn to use basic information in multiple formats and programs from a wide range of digital sources including online resources. Upon completion students should have gained the ability to perform tasks effectively in a digital environment including the ability to read and interpret media, to evaluate, apply and present new knowledge gained from digital environments

Digital Literacy 8 (8th Grade)

Semester Class (18 weeks)

Students will gain a more advanced understanding of computers while using Google and other online products and apps. Upon completion students should have gained the understanding of what their digital footprint is and how it affects their future, as well as issues in fair-use and legalities and how these issues affect others on the internet. Students will also gain the ability to perform more advanced and detailed tasks effectively using a wide variety of online or digitally based programs and apps.

Leadership (8th Grade)

Semester Class (18 weeks)

Through the use of guided interaction, the course will focus on personal/school leadership, organizational leadership, and community leadership which will have a lasting impact in their lives and their communities.

This will encompass organization of school improvement events, inclusion of all students, charitable/volunteer events, and social/public speaking skills.

Media and Communications (8th Grade)

Semester Class (18 weeks)

Students will learn about and demonstrate appropriate physical motions and voice characteristics for a variety of different performance types. Students will be involved with creating a school video yearbook and/or other school publications. Students will be required to perform in front of peers to gain confidence and help with presenting skills for the future. Class performances could include pantomime, voice skills, short skits or plays, school announcements and other "school" material presentations. Students will also explore the history of performing arts. Students in this class will have to work both in front of the camera AND behind the scenes. Students will have to be on camera in this class.

Charger Hour (6th/7th/8th Grade)

Semester Class (18 weeks)

This course is designed to improve study, advocacy and organizational skills while supplementing academic instruction. Students will also attain information related to the policies and procedures of being a successful Centennial Middle School student. Social emotional growth and support will be a component of the class.

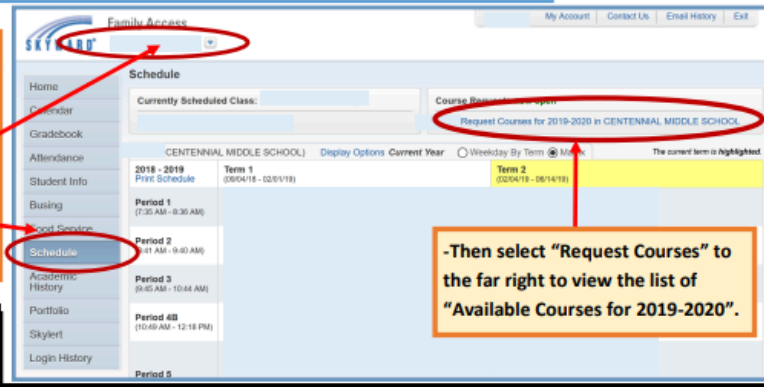
Skyward Online Requests for Electives Courses

STEP 1

This MUST be done on a regular desktop or laptop computer. This process is not available in the mobile app.

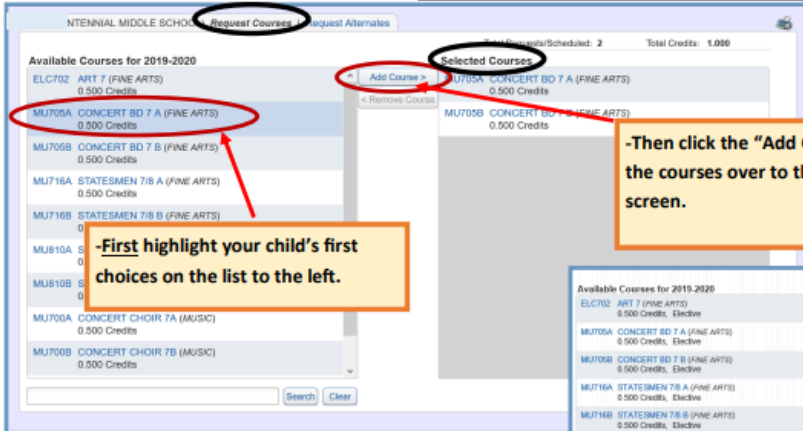
-First select your 7th or 8th grade student.

-Second click on Schedule



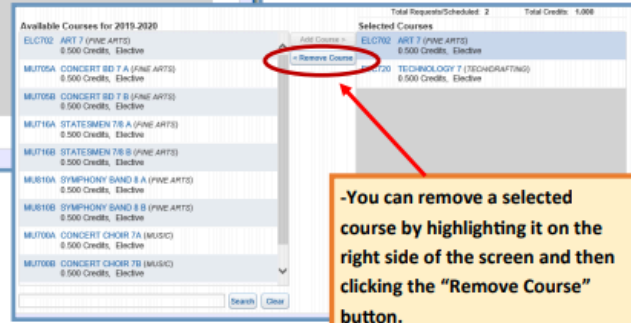
-Then select "Request Courses" to the far right to view the list of "Available Courses for 2019-2020".

STEP 2



-First highlight your child's first choices on the list to the left.

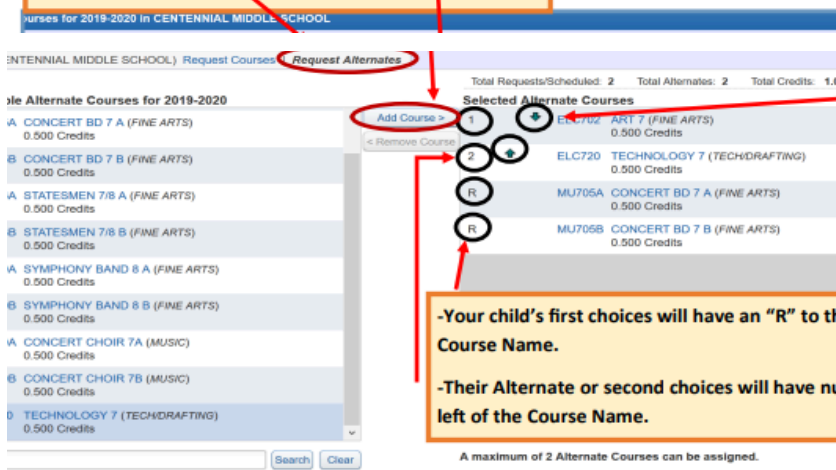
-Then click the "Add Course" button to move the courses over to the right side of the screen.



-You can remove a selected course by highlighting it on the right side of the screen and then clicking the "Remove Course" button.

STEP 3

-Then select "Request Alternates" to select your child's Alternate or second choice for their electives by following the same process. On the list to the left, highlight your child's second choices and click the "Add Course" button to move the courses over to the right side of the screen.



-You can change the order of the Alternate choices by clicking on the blue arrows next to the Course Name.

-Your child's first choices will have an "R" to the left of the Course Name.

-Their Alternate or second choices will have numbers to the left of the Course Name.

Testing Out

Public Act 335, Section 21B, of the state code, requires that any high school student be offered the opportunity to “test out” of any course offered by his/her high school. In SLCS, we offer high school courses in the middle school and extend this opportunity to middle school students who will be taking high school courses. This opportunity is also extended to students who wish to advance in math. The testing out process is extended to Math 6 and Math 7. If students attain a grade of 78% or better, they may be placed in a Math PLUS course. In order to test out, students must exhibit mastery of the course content by attaining a passing grade of 78% or better on a comprehensive final assessment. In addition, along with the exam, students may also be required to demonstrate mastery through basic assessments used in the class, which may include but not be limited to, a portfolio, research papers, projects and/or oral presentations. If the student attains at least a 78% on the testing out assessment, she/he will receive credit in the course toward graduation, as well as allow the student to satisfy core content requirements. For example, testing out of Algebra 1 would allow a student to move on to Geometry. Once the testing out exam is passed, a student may not receive credit for a lower course in that course sequence. While the student will receive credit for testing out of a course with a 78% or higher, a G (credit) will be entered on the student’s transcript, but a grade will not be included in the computation of the grade point average. Testing out is offered in June of each year. Students should discuss the possibilities with their counselor. Forms are available on the website or in the counseling and main offices.

Awards

Each year, we honor students who are excelling in the classroom. The following awards are distributed:

Honor Roll

All students who earn a 9.0 (B) grade point average at the end of each semester, with no grades lower than a 5.0 (C-), are named to the Honor Roll. In June, students will be recognized for honor roll during the Honors Assembly if they have earned Honor Roll Status for both semesters.

Principal's List

All students who earn all A's and A-'s at the end of each semester are named to the Principal's List at the end of the year.

Excellence Award (8th Grade Award)

Students who have achieved honor roll status in the South Lyon school system each semester for three years are given this award.

Student Opportunities

Students are encouraged to be involved in extracurricular activities and clubs. CMS offers a variety of opportunities for students to participate in.

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Boys'/Girls' Cross Country Boys'/Girls' Track Counseling Groups Field Trip opportunities Play Student Council Journalism Club Robotics Science Olympiad WEB Art Club Chess Club Running Club Dungeons and Dragons Club Baking Club (virtual with MMS)	Boys'/Girls' Basketball Boys'/Girls' Cross Country Boys'/Girls' Swimming Boys'/Girls' Track Counseling Groups Field Trip Opportunities Girls' Volleyball NJHS Play Robotics Science Olympiad Student Council Drawing Club (pending Student interest) Book Club (pending Student interest) Journalism Club Art Club Chess Club Running Club Dungeons and Dragons Club Baking Club (virtual with MMS)	Boys'/Girls' Basketball Boys'/Girls' Cross Country Boys'/Girls' Swimming Boys'/Girls' Track Counseling Groups Field Trip Opportunities Girls' Volleyball NJHS Play Robotics Science Olympiad Student Council WEB Yearbook Drawing Club (pending Student interest) Book Club (pending Student interest) Journalism Club Art Club Chess Club Running Club Dungeons and Dragons Club Baking Club (virtual with MMS)