

HOLT JUNIOR HIGH

A COMMUNITY OF LEARNERS



7TH AND 8TH GRADE
STUDENT SCHEDULING MANUAL

2016-2017

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March 2016

Dear Student(s) and Parent(s),

Welcome students! We are very pleased that you have chosen Holt Junior High School for your educational needs. Our faculty is committed to providing you a world class education that meets your individual academic and emotional needs. As you walk through our school hallways, you will notice brown and gold banners that prominently display the words Responsible, Respectful, Accepting, Motivated, and Safe. These words represent the core behavior values to which we adhere as part of our school-wide Positive Behavior Interventions and Support (PBIS) initiative. During the school year, our teachers will provide you with PBIS lessons during intervention period that will provide intentional instruction of how to demonstrate our core behavior values.

In addition to maintaining a safe and positive school climate, our school provides all students with a rigorous core and elective college preparatory curriculum that is aligned to the Common Core State Standards for the State of Michigan. To meet these expectations, we provide students with a semester schedule consisting of six 55 minute classes a day Monday thru Thursday and six 30-minute classes on late-start Wednesdays. Each semester is 18 weeks long with a final exam counting for 20% of the overall course grade. The six period days allows for 12 promotion points during the school year, 9 of which need to be earned before a student is promoted to the next grade level.

In addition to the six periods per day, all students will have an intervention period, except on late start Wednesdays. During intervention period, students are expected to use the time to get organized, silently read, complete missing assignments, and to seek out teachers for extra academic support. Parents of students needing additional academic support should contact their grade-level counselor.

For accelerated students, we do offer opportunities to enroll in classes above grade level or to apply for admission into the ISHALL/CHAMPS programs at Michigan State University. Students enrolled at MSU will earn two years of high school credit during one school year. Those interested in taking advanced course work should contact their grade-level counselor for more information.

Within the course program manual, we provide you with course offerings along with sample student schedules to help you better understand how a typical student schedule may look. Please take some time to review this manual and direct any questions that you may have to the Holt Junior High School Guidance Department at 517-694-7118.

We look forward to another successful school year and an opportunity to provide all students the very best educational opportunities possible. Please feel free to visit Holt Junior High School in person or on-line at www.hpsk12.net/juniorhigh and check out some of the exciting activities that are happening throughout the school year.

Sincerely,

Marshall Perkins
Principal
Holt Junior High School

Academic Program 2016-2017

Holt Junior High School 7th Grade

7th Grade Overview

Holt Public Schools' seventh grade experience has shifted fundamentally from past years. Many factors have influenced this shift (e.g., the No Child Left Behind and Michigan's Education Yes legislations). In recognition of the importance of such requirements, we have outlined the seventh grade course of studies below. The seventh grade program consists of two major areas of concentration: (1) core requirements and (2) electives.

Required

English Language Arts (year)
Mathematics (year)
Social Studies - Eastern Hemisphere (year)
Science (year)
Keyboarding & Computer Literacy (1 term)
Health (1 term)

Descriptions of these courses are listed on the following pages. In making elective choice(s), it is strongly recommended that present interests, high school goals and parental desires guide student choice(s) to some extent.

Electives

Art 7 (1 semester)
Band 7 (year)
Choir 7 (1 or 2 semesters)
Honors Choir 7 (1 or 2 semesters)
Physical Education (1 or 2 semesters)
21st Century Passport (1 semester)
Dramatic Speech (1 semester)
Intro to Spanish (1 semester)
Intro to German (1 semester)
Intro to French (1 semester)

Please be aware that the elective menu described on this page is subject to change due to potential budget cuts, program improvements or both. If different choices become available, ***we will make choices for students based on students' interests and the availability of slots.***

If a student does not turn a completed schedule request form in we will make choices for students based on the availability of open classes.

7th GRADE REQUIRED COURSES

English Language Arts 7

Seventh grade English Language Arts class is based on the state adopted Common Core Curriculum. Students taking this class will be asked to read a variety of grade-level texts in class and independently, write narrative and expository papers, and practice grammar and language skills. Students will also discuss concepts, think deeply, and present to peers. The class incorporates the use of technology into its curriculum. All seventh graders will share a common experience through tests and projects which will assess a student's progress toward the end-of –the-year goals outlined through the department's clear learning targets, I CAN statements.

Students in English Language Arts 7 will put samples of their writing in the school-wide portfolio. The portfolio will give students an opportunity to correlate their work with Michigan's Language Arts Grade Level Content Expectations, show growth during the course of the year, and showcase their best work.

Course objectives:

All students will

- Read and analyze a variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment and understanding
- Make sense of texts by predicting, making connections, making inferences, reflecting, asking questions, and analyzing
- Read in a variety of genres including mystery, drama, memoir, myths, legends and poetry
- Write frequently in a variety of modes including narrative, reflective journal, expressive, informative, comparative and personal response to literature.
- Use a variety of pre-writing strategies including group discussion, free-writing, and brainstorming.
- Demonstrate revision skills
- Share their writing with an audience
- Demonstrate proper grammar use in writing and speaking
- Organize information in meaningful formats
- Learn spelling strategies and develop vocabulary

Social Studies 7

Students will explore the past and present civilizations as well as pre-historical migrations and settlements of the Eastern Hemisphere. Historical topics include human migration patterns, early civilizations, agricultural developments, classical traditions, the rise and fall of major empires, the emergence of major world religions and the interconnectedness of economic systems across the globe. Students will practice geographic inquiry and analysis while gaining a greater understanding of the use of maps and other types of visual data. Students will understand the purpose of government and the various ways in which government can be structured. Students also analyze major national and international events. Reading, writing, the arts and technology are integrated into the program, as students communicate their understanding of ideas.

Math 7 (Pre-Algebra/Beginning Algebra)

This course is designed to challenge students to begin the transition from arithmetic to higher-level mathematics and to become better problem-solvers. Students must think systematically and critically about mathematics, its rules, and structure. Students should be making connections among mathematical ideas as well as connections to mathematics in the everyday world. Students will be working in groups as well as on their own, analyzing and organizing their thoughts, and making generalizations needed for algebraic thinking. Students are transitioning from whole number to real number, from number to variable, from specific cases to generalizations, from memorized facts to interrelated ideas, and from the knowledge level to higher order thinking skills. The curriculum reflects the Common Core State Standards.

Course Objectives:

The following topics and objectives should be addressed in the units covered:

- Rates, ratios, proportions, and their applications.
- Similar triangle relationships
- Examining relationships between situations, equations, tables, and graph
- Recognizing linear and non-linear functions
- Adding, subtracting, multiplying and dividing with positive and negative rational numbers
- Solving linear equations with variables on one or both sides
- Represent and interpret data in various ways and computing statistics about data sets
- Creating sample spaces to find theoretical probabilities of events

Science 7

Students will discover common themes that run through physical, life and earth science. These will be introduced and developed through activities, discussions, direct instruction, and the use of resources. Topics will include: Chemical properties and changes, cells, photosynthesis, solar energy, water cycles and weather. Students will deepen their understanding of scientific subjects, while sharpening their process skills and learning to think scientifically.

Keyboarding & Computer Literacy (1 term)

This course is 9 weeks in length. Students will learn and apply the “Touch Method” of keyboarding to provide the foundation necessary to become proficient typists at 30 words per minute with 3 or fewer errors. In addition, students will apply the basic fundamentals of word processing, file management and digital citizenship. Upon completion of this course, students will be evaluated by taking the Michigan Educational Technology Assessment Test as part of their final exam.

Health 7 (1 term)

Students will explore various topics of health education following the Michigan Model Health curriculum. Topics include: Reproductive health, alcohol, tobacco and drug resistance, violence prevention and state mandated HIV/AIDS education. Students will engage in a variety of experiences to explore these learning units including group work, presentations and Power Point based lessons. Health 7 is mandatory elective lasting 1 term (9 weeks) and is designed to provide a common experience for all Holt Junior High students. Health Education at Holt Junior High is based on the most current research and information and is reviewed and approved by the District Sex Education Advisory Board which is composed of a community based panel of experts.

Intervention Period

The Intervention Period is designed to provide time for personal contact between teachers and students. The Intervention Period is a twenty five (25) minute “structured time” where students may engage in activities that may include, but not be limited to:

- a) Instruction on how to become self-directed in their learning...e.g., organizational skills, study skills, team specific expectations, etc.
- b) Receive further instruction and/or assistance with a specific subject...e.g., help time, tutoring, etc.
- c) Integration of the Michigan Comprehensive Guidance Program...e.g., a time to engage in guidance learning activities such as decisions making skills, etc.
- d) Assemblies...e.g., a block of time that can be rescheduled without interfering with regular class time.
- e) Participation in clubs and organizations and their functions.

7th GRADE ELECTIVE COURSES

Art 7 (semester)

In 7th grade art, students use a variety of mediums including graphite pencil, charcoal, pastels, paint and clay. Concepts include basic shading, value and texture, basic perspective and color theory. Students will be introduced to various artist and styles from around the world. This is an introductory course. Students will succeed, whatever their talent level, if they follow directions, put forth good effort, participate and complete all projects on time. All students will put together a final portfolio and written reflection of their best work as a component of their final exam.

Concert Band 7 (year)

The Concert Band class is geared toward reinforcing good basic concepts of tone and technique. The students will learn how to blend their sound with other instruments and will work on developing strong instrumental sections. A great deal of emphasis will be placed on individual performance skills, and on learning how to become a responsible member of a performing ensemble. All band students entering the 7th grade, who successfully completed band in the previous year will be placed in the Concert Band, and must elect band for both semesters. In the spring, Concert Band members will have the opportunity to audition for placement in the Symphony Band the following year. Performances for the Concert Band will include regularly scheduled band concerts, and the fall solo and ensemble festival.

Concert Choir (semester or year)

Students will experience vocal music through performing, creating, and listening to a variety of musical styles. Students will explore the music of many cultures in a diverse learning experience. A major emphasis will be placed on large group and small group vocal production through performance. Students can expect to sing music made popular by past and current performing artists, songs from American musical theater, and music composed for the choral ensemble. Each semester will conclude with a required concert for the community.

Honors Choir 7 (year)

Honors Choir is a yearlong course that teaches music performance and literacy at the highest, competitive level. The group will learn how to sing and read music as well as exploring the elements of various musical styles and cultures. Honors Choir students attend MVSMA choral festival in the spring where they perform for a panel of judges and compete with other Junior High choirs from around Michigan.

Physical Education 7 (semester or year)

Physical Education class introduces students to the activities, knowledge and attitudes needed to manage their own fitness and to prepare them for a lifetime of physical activity and health. Students will receive instruction for, and participate in, personal conditioning activities as well as experience team, dual, and individual sports. Activities include muscular strength and endurance training, cardiovascular development, swimming, basketball, volleyball, soccer, tennis, aerobics and others. All enrolled students must dress in athletic attire for class and either provides their own lock for the locker room or rent one from the physical education department for \$5.00. The money will be returned to the student at the end of the class when the lock is returned. Students will be evaluated on their daily participation, effort, attitude and behavior, their skill improvement and knowledge acquired during class.

21st Century Passport 7 (semester)

This discussion and project based social studies elective reinforces 21st century topics and skills such as current events and issues, economics, personal money management, and exploring the world around us. The goal is to help students become more aware, successful, and effective citizens in our global society.

Dramatic Speech 7 (semester)

Dramatic Speech offers students opportunities to experience public speaking and to critically evaluate the soundness of other's performances, as well as analyze information presented in other diverse media formats. Students will study both structure and presentation techniques including, but not limited to, informational, persuasive, and motivational speeches, as well as debate, drama, spoken word, storytelling, and improvisation.

- All students will be assessed upon Common Core English Language Arts Standards and self-reflect throughout the semester on individual learning.

Introduction to Spanish, German and French (1 semester)

This introductory trimester course will provide students an opportunity to explore a foreign language. Students will be working with vocabulary on a variety of topics in order to develop listening and speaking skills. Students will also study geography and culture in order to begin to develop a fuller understanding of the people behind the language being studied. Taking this course will allow students to have more insight into the language and culture before making their full-year language selection. This course is NOT a prerequisite for the 8th grade/full-year language course, but is recommended for those interested in pursuing foreign language instruction.

7TH GRADE SAMPLE SCHEDULES

Sample #1	Semester 1	Semester 2
1 st Hour	*Math	*Math
2 nd Hour	Band (year)	Band (year)
3 rd Hour	Choir	*Keyboarding/*Health
4 th Hour	*Intervention/Lunch	*Intervention/Lunch
5 th Hour	*Social Studies	*Social Studies
6 th Hour	*English	*English
7 th Hour	*Science	*Science

Sample #2	Semester 1	Semester 2
1 st Hour	*English	*English
2 nd Hour	*Math	*Math
3 rd Hour	*Science	*Science
4 th Hour	*Lunch/Intervention	*Lunch/Intervention
5 th Hour	*Social Studies	*Social Studies
6 th Hour	*Health/*Keyboarding	Art 7
7 th Hour	PE 7	Life Skills 7

* Required 7th grade courses

Academic Program 2016-2017

Holt Junior High School 8th Grade

8th Grade Overview

Holt Jr. High School views the eighth grade experience as a precursor to the high school instructional program. We expect students to begin demonstrating responsibility for their learning. The workload demands will increase and time management becomes a key skill as students navigate their course of studies. Below is a list of the of the core areas of concentration at the eighth grade.

Required

- Mathematics (year)
- Science – Physical Science (year)
- English Language Arts (year)
- Social Studies – American Studies (year)

The eighth grade elective program is an “exploratory block” program. Students have the opportunity to explore a number of different interest areas. The purpose of an exploratory program is to expose students to a variety of experiences that allow them to develop new interests and talents. That exposure also assists students to make choices among electives when they reach ninth grade and are presented with a wide range of secondary elective options.

Electives

- Art 8 (1 semester)
- Band (year)
- Symphony Band (year)
- Choir 8 (1 or 2 semesters)
- Honors Choir 8 (1 or 2 semesters)
- Physical Education 8 (1 or 2 semesters)
- Science in Everyday Life (1 semester)
- Computer 8 (1 semester)
- Spanish I (year)
- French I (year)
- German I (year)
- Writer’s Workshop (1 semester)

Again, please be aware that the elective menu described on this page is subject to change due to potential budget cuts, program improvements or both. If different choices become available, ***we will make choices for students based on students’ interests and the availability of slots.***

If a student does not turn a completed schedule request form in we will make choices for students based on the availability of classes.

8th GRADE REQUIRED COURSES

Math 8

This course is designed to challenge students to think, algebraically as they model situations, organize their thoughts, reason abstractly, problem-solve, and use these skills in classroom activities. Students should be making connections among mathematical ideas as well as reviewing and extending ideas from sixth and seventh grade into the real number system. Changes are being made in the course to reflect the Common Core State Standards. However, the standards for geometry dealing with similarity and congruence as well as three-dimensional figures are not emphasized so as to allow more instructional time for the critical areas

Major Course Objectives

- Applying and extending previous work with linear equations and expressions to real numbers
- Using linear models to represent data and relationships between quantities
- Understanding and applying the Pythagorean Theorem
- Extending number concepts into work with irrationals and exponents
- Recognizing linear and non-linear functions in graphs, tables, equations, and situations
- Solving more complex linear equations as well as solving systems of linear equations

Social Studies 8 (American Studies)

The purpose of eighth grade American Studies is to:

1. Increase students' knowledge of historical events and ideas;
2. Develop historical insight;
3. Deepen understanding of our national heritage;
4. Analyze the development of democratic values;
5. Sharpen skills in processing and evaluating information.

Emphasis in instruction will guide students to:

- Improve informational reading skills;
- Use critical thinking skills to identify cause and effect, recognize multiple perspectives and draw conclusions;
- Examine content knowledge, use various methods to organize it, and write about it using supporting details.

Physical Science 8

Students will investigate the essential concepts of the physical universe. Students will learn to use the tools of science as well as the processes that scientists use to uncover the mysteries of the world. They will explore the areas of chemical, physical and nuclear changes, waves, electricity, forces, and motion through hands on laboratory investigations, direct teaching, and content reading.

Course objectives:

- Conduct laboratory experiments using equipment and measuring tools.
- Summarize and analyze data from experiments and other sources.
- Describe the changes in matter during chemical, physical and nuclear changes.
- Describe the changes in the production and use of electricity, sound, light and motion.

English Language Arts 8

English Language Arts 8 offers students opportunities to experience language in all its forms – reading, writing, listening, speaking, and viewing – as a means of communication. Students will actively use the reading process, read critically, and construct meaning from a variety of texts. Students will use writing to accomplish a variety of purposes and demonstrate correct usage of English in writing and speaking.

Students in English Language Arts 8 will put examples of their growth in the school-wide portfolio. The portfolio will give students an opportunity to correlate their work with the Common Core State Standards, show growth during the course of the year, and showcase their best work.

Course objectives:

All students will

- Read and analyze a variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment and understanding
- Make sense of texts by predicting, making connections, making inferences, reflecting, asking questions, and analyzing
- Read in a variety of genres including historical fiction, contemporary realistic fiction, and science fiction.
- Write frequently in a variety of modes, including narrative, informative, and argumentative
- Demonstrate revision skills
- Demonstrate proper grammar use in writing and speaking
- Develop vocabulary with an emphasis on words commonly used on the SAT

Intervention Period

The Intervention Period is designed to provide time for personal contact between teachers and students. The Intervention Period is a twenty five (25) minute “structured time” where students may engage in activities that may include, but not be limited to:

- a) Instruction on how to become self-directed in their learning...e.g., organizational skills, study skills, team specific expectations, etc.
- b) Receive further instruction and/or assistance with a specific subject...e.g., help time, tutoring, etc.
- c) Integration of the Michigan Comprehensive Guidance Program...e.g., a time to engage in guidance learning activities such as decisions making skills, etc.
- d) Assemblies...e.g., a block of time that can be rescheduled without interfering with regular class time.
- e) Participation in clubs and organizations and their functions.

8th GRADE ELECTIVE COURSES

Art 8 (semester)

In 8th grade art, students use a variety of mediums including graphite pencil, charcoal, pastels, paint and clay; combined medium will be a feature of this class. Concepts build from prior knowledge of past instruction and are organized around the form, elements and principles of design. Students will be introduced to various artist and styles from around the world. This is primarily an introductory course, however quality expectations are high. Students will succeed, whatever their talent level, if they follow directions, experiment and find a creative element from with-in. All students must put forth good effort, participate and complete all projects on time. All students are expected to keep a notebook of lessons and sketches and will put together a final portfolio and written reflection of their best work as a component of their final exam.

Concert Band 8 (year)

The Concert Band class is geared toward reinforcing good basic concepts of tone and technique. The students will learn how to blend their sound with other instruments and will work on developing strong instrumental sections. A great deal of emphasis will be placed on individual performance skills, and on learning how to become a responsible member of a performing ensemble. All band students entering the 7th grade, who successfully completed band in the previous year will be placed in the Concert Band, and must elect band for both semesters. In the spring, Concert Band members will have the opportunity to audition for placement in the Symphony Band the following year. Performances for the Concert Band will include regularly scheduled band concerts, and the fall solo and ensemble festival.

Symphony Band 8 (year)

The Symphony Band is open to 8th grade students by audition only. Symphony Band students will learn to perform with a full ensemble sound. An emphasis is placed on the development of group performance skills and on learning how to become a responsible member of a performing ensemble. Students are placed in band based on the previous year's audition, and must elect band for both semesters. Students who do not pass the audition requirements for Symphony Band will be placed in Concert Band for a second year. Performances for the Symphony Band will include regularly scheduled band concerts, fall solo and ensemble festival, and district band festival.

Concert Choir (semester or year)

Students will experience vocal music through performing, creating, and listening to a variety of musical styles. Students will explore the music of many cultures in a diverse learning experience. A major emphasis will be placed on large group and small group vocal production through performance. Students can expect to sing music made popular by past and current performing artists, songs from American musical theater, and music composed for the choral ensemble. Each semester will conclude with a required concert for the community.

Honors Choir 8 (year)

Honors Choir is a yearlong course that teaches music performance and literacy at the highest, competitive level. The group will learn how to sing and read music as well as exploring the elements of various musical styles and cultures. Honors Choir students attend MVSMA choral festival in the spring where they perform for a panel of judges and compete with other Junior High choirs from around Michigan.

Physical Education 8 (semester or year)

This class introduces students to the activities, knowledge and attitudes needed to manage their own fitness and to prepare them for a lifetime of physical activity and health. Students who have completed seventh grade physical education will be introduced to ideas to build upon the information learned the previous year. Other students will receive instruction for and participate in personal conditioning activities and team, dual and individual sports. Activities include muscular strength and endurance training, cardiovascular development, swimming, basketball, volleyball, soccer, tennis, softball, aerobics and others. All enrolled students must dress in athletic attire for class and either provide their own lock for the locker room or rent one from the phys ed department for \$5.00. The money will be returned to the student at the end of the class when the lock is returned. Students will be evaluated on their daily participation, effort, attitude and behavior, their skill improvement and knowledge acquired during class.

Science in Everyday Life (semester)

Students will do hands on lab experiments and use technology to find and present information in order to develop and refine skills used by scientists in the areas of biology, ecology, astronomy, chemistry, physics and electricity. Students will be expected to work in cooperative learning and lab groups, not always of their own making or choice.

Course Objectives:

- Ask a good scientific question.
- Write a good hypothesis
- Write step by step procedure that will make sure that others can reproduce my data and results.
- Explain what the different types of variables are and how they fit into an experimental setup.
- Explain the purpose of a control in a scientific experiment.
- Create appropriate graphs for the data I have generated.
- Analyze data gathered and identify patterns in the data
- State appropriate conclusions so that I can communicate my findings to others in appropriate detail.

Methods of Evaluation: Students will do a variety of different activities which may include but is not limited to lab reports, digital stories, power point presentations, posters, videos and research projects. Students will earn a grade based on how many points they earn divided by the total points possible. The grading scale that is in the student agenda will be used.

Computers 8 (semester)

A one semester application course that builds upon the skills learned in keyboarding. Students will apply advanced word processing, spreadsheets/graphing. Desktop Publishing and advanced PowerPoint. The use of Multimedia in editing pictures, video and music will be explored. Upon completion of this class students will be able to effectively use the computer as a productivity tool and demonstrate organization skills. In addition, keyboarding skills will be reviewed as the foundation of working on a computer.

Pre-requisite – 7th Grade Keyboarding

Modern Language

“Spanish I, German I, and French I are intensive and challenging academic electives that enable students to earn high school credit. It is important to note that the grade earned in 8th grade will count toward the student’s overall high school GPA. A passing grade of 60% must be attained to be able to go onto year two (this implies receiving credit and the GPA for year 1). At the beginning of second semester, students earning a 69% or lower will have the option to choose whether or not to receive high school credit for this course (however, they will finish out the 8th grade class). The decision must be made and turned in to the appropriate language teacher on or before March 1st. If students choose NOT to receive credit then they are ineligible to continue onto second year language; they must either retake level one or switch languages. If students choose to go on then their credit is transferred and the grade is calculated in their high school GPA. Students earning a 70% or higher do not have an option – they receive credit automatically and the grade is calculated into their high school GPA.”

Spanish I (year)

This course introduces the student to the language and culture of the Spanish-speaking world. The students will listen, read, write, and converse in Spanish about self, family, and friends at the foundation level. Students will attain knowledge in the history, culture, and geography of Spanish-speaking countries. Evaluation will be based on oral and written grades from lesson quizzes and tests, reading and listening activities, class projects, homework, individual participation and conduct. Nightly review of the material presented in class is necessary for success. It is highly recommended that interested students have attained a “C” or better in English Language Arts 7. Spanish will prove to be an asset if you are interested in holding careers such as civil service (police/fire), lawyers, healthcare, military, and the courts. Learning Spanish is also extremely beneficial now more than ever due to the increasing amount of Spanish-speakers within the United States. Upon successful completion of this course, students may be eligible to receive high school credit.

French I (year)

This course introduces the students to the language and culture of the French-speaking world. Students will become proficient in listening, speaking, reading and writing French. Students will learn to talk about themselves, their family members and friends, the weather, order food in a restaurant, travel vocabulary and clothing and French cuisine! There will also be an overview of francophone cultures, geography, arts and history. Daily work is required and it is highly recommended that interested students have attained a “C” or better in Language Arts. Students’ evaluation will be based on written and verbal assessments. Considering that French is the official language of the European Union and spoken on 5 continents world-wide, students with an interest in law, politics, business, medicine, agriculture, fashion, fine arts and culinary arts should strongly consider French as a viable complement to their education. Upon successful completion of this course, students may be eligible to receive high school credit.

German I (year)

This course introduces the student to the language and culture of the German-speaking world. The student will obtain an acceptable degree of proficiency in listening, speaking, reading, and writing German. Also, the student will become acquainted with factual information about German culture and history. The student will receive the language instruction within the

context of the contemporary German-speaking world and its culture. Evaluation will be based on homework, quizzes, tests, projects, and participation. Nightly review of the material is required to succeed. It is highly recommended that interested students have attained a “C” or better in English Language Arts 7. German is an excellent language option for those interested in science and engineering. German is the most widely spoken language in Europe and is used extensively throughout the European business community. German would be an excellent choice for those going on to college. Upon successful completion of this course, students may be eligible to receive high school credit.

Writer’s Workshop (1 semester)

This elective course is devoted to developing and enhancing students’ strengths in creative writing through a writer’s workshop process. Students will create and work on on-going and personalized goals to improve their writing. During each semester, students will:

- Develop personal writing goals.
- Assemble a writing portfolio.
- Participate in writer’s workshop.
- Participate in collaborative writing conferences with each other and teacher.
- Explore benchmark multi-genre texts.
- Write develop sense of personal responsibility, direction, and confidence in their writing.

8TH GRADE SAMPLE SCHEDULES

Sample #1	Semester 1	Semester 2
1 st Hour	*English	*English
2 nd Hour	*Math	*Math
3 rd Hour	Band (year)	Band (year)
4 th Hour	*Science	*Science
5 th Hour	*Intervention/Lunch	*Intervention/Lunch
6 th Hour	*Social Studies	*Social Studies
7 th Hour	Spanish I (year)	Spanish I (year)

Sample #2	Semester 1	Semester 2
1 st Hour	*Math	*Math
2 nd Hour	PE	Art
3 rd Hour	*Science	*Science
4 th Hour	*Social Studies	*Social Studies
5 th Hour	*Lunch/Intervention	*Lunch/Intervention
6 th Hour	German I (year)	German I (year)
7 th Hour	*English	*English

* Required 8th grade courses

Career Cruising

Career Cruising is an interactive career resource designed for people of all ages. If you want to find the right career, explore different career options, or plan future education and training, give it a try. Holt Junior High School students will use it to create their electronic educational development plan (EDP). Career Cruising has been designed with one goal in mind: to help your students plan their future. With exceptional assessment tools, detailed occupation profiles and comprehensive post-secondary education information (including financial aid and scholarship information), students move seamlessly through the career exploration and planning process. Visit www.careercruising.com and use the login: Holt, password: Rams to start exploring your future today!

If you are interested in going to college, but aren't sure where to start, check out the website www.knowhow2go.org.

Promotion/Retention of Students:

At the 7th and 8th grade, each semester class is considered a promotion gauge. As such, each semester final grade equates to one "Promotion Point", totaling 12 points for the school year. These points act like credits do for grades (9-12). *In order to be promoted to the next grade, a student is expected to earn **eight promotion points** over the course of the school year. (D- Is a passing grade)*

Final Exams

The year will consist of two semesters approximately 18 weeks long, each culminating with final exams. Final exams count 20% of a student's semester final grade.

Extracurricular Programs

We have listed, on the next page, Holt Junior High School's clubs, organizations, and athletic program information. Sponsor's names for 2016-2017 are indicated. All junior high students are encouraged to select one or more of these activities to broaden their school experience.

7/8 Junior High Sports

A physical examination is required before the student is permitted to practice. Students must have a 1.67 GPA to be eligible for tryouts during each sport season. The first step of the appeals process in unusual circumstances is a letter to the principal.

Junior High Clubs & Organizations

GROUP

Athletic Director
National Junior Honor Society
PAL's
Science Olympiad
Student Leadership
Yearbook

SPONSOR

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Special Education Programs and Services

Special education programs and services are provided in accordance to identified students' Individualized Education Plan's (IEP's). We offer a continuum of programs and services from Teacher Consultant (least restrictive) to the most support that is a basic classroom program. Students are assigned to a case manager who is the contact person to ensure the IEP is being implemented.

Procedure to See the Counselor:

The student should come to the Counseling Office to make an appointment. You will be called down as soon as possible. You should sign up before school, between classes, during lunch period, or after school.

In case of an emergency, let your classroom teacher know where you are going, and report to the Counseling office. A counselor will see you as soon as possible.

Regarding schedule/course changes: Guidance counselors will begin student-initiated requests for schedule changes only after class sizes have been balanced. All schedule changes must be requested within the first week of the beginning of the semester.

Schedules may be adjusted if any of the following conditions exist:

- 1) Incomplete schedules
- 2) Duplication of courses
- 3) Lacking a required prerequisite for a class
- 4) Acceptance into a special program
- 5) If a student has been misplaced in a class

Schedules will **NOT** be adjusted for the following conditions:

- 1) **CHANGE OF MIND ABOUT TAKING A SEMESTER OR YEAR LONG COURSE**
- 2) Preference to be with friends
- 3) Preference for a different lunch period
- 4) Preference for a different teacher

Counseling Staff:

Mrs. Meghan Suty ~ 7th Grade
Mrs. Stephanie Grabiell ~ 8th Grade
Mrs. Tammy Ziegler ~ Secretary

Honor Roll

The honor roll designation denotes the demonstrated attainment of a mastery level of understanding in content standard driven courses. In as much, a student must be in at least half of the regular education classes (core courses) to be eligible for consideration of this designation/honor.

Students who have earned a 3.0 or better grade point average for any given semester, and have no classes with a D, E, or I will be listed on the honor roll. This honor roll list will be published in the community newspaper.

After the second semester, students that have earned a 3.00 cumulative or better grade point average and have no classes with a D, E or I will be awarded Honor Roll Certificates. Only students with a 4.0 will be invited to attend the Annual Honor Awards Reception.

NATIONAL JUNIOR HONOR SOCIETY

Membership Selection Criteria

Requirements:

- Seventh grade students with a qualifying grade point average will receive an application packet. A cumulative grade point average from the first and second semester combined of 3.5 or above is required.
- Community Service Hours (**10 hours minimum**) within the last year. Applicants must provide records of community service with supervisor's name, signature and phone number. Community Service forms will be in the application packet, but extra forms can be picked up in the Counseling Office.
- Letters of recommendation (**3 total**). Two teacher recommendations regarding leadership, character, scholarship, service and citizenship plus one recommendation from a community member (**no family members, please**).
- A signed contract stating that participants will follow through with their membership commitment.
- A completed application package. Applicants must turn in all application material by the deadline. ***Late applications will not be accepted under any circumstances.***
- Records from school administration will include: bus conduct, suspension, discipline/office referral. (*Advisor will check with administration*).
- A \$10 induction fee upon acceptance into the National Junior Honor Society. This fee may be waived for students who participate in the free or reduced lunch program.

Applications will be reviewed by a Selection Committee to include, but not limited to, advisor, teachers and administrators. Selection Committee members' identity will not be revealed to students or parents. Membership in the National Junior Honor Society does not automatically guarantee membership in the National Honor Society in High School.

Holt Junior High Behavior Matrix

	Everywhere at all times	Classroom	Hallway	Cafeteria	Gym	Bathroom	Bus Lane/ Parent pick up
Responsible	<ul style="list-style-type: none"> Use language suitable for school Dress at school/school activities to represent HJH positively Respond immediately to a staff request Respond to reasonable peer requests Enter and exit quietly Consult teacher or adult with concerns 	<ul style="list-style-type: none"> Come prepared and ready to learn with necessary materials Complete assignments thoughtfully and on time Use agenda in every class every day Be an active listener Stay on task 	<ul style="list-style-type: none"> Keep hallways and lockers clean/organized Use time wisely Maintain conversational volume Have pass when needed Walk Keep locker locked 	<ul style="list-style-type: none"> Clean up eating area Stay seated in the cafeteria Help others clean up 	<ul style="list-style-type: none"> Keep gym free of food and gum Use equipment as intended Dress for gym activities 	<ul style="list-style-type: none"> Always carry and fill out agenda pass Use in a timely manner to minimize missed instruction Keep walls and floors clean Use good hygiene Conserve water and paper 	<ul style="list-style-type: none"> Board bus in a timely manner Plan ahead to get to bus on time Watch for bus number Exit building to pick-up area
Respectful	<ul style="list-style-type: none"> Use school property as intended Greet others Be honest Follow staff member request(s) Monitor volume level Maintain personal space boundaries Show kindness in words and body language Be patient 	<ul style="list-style-type: none"> Be an active listener 	<ul style="list-style-type: none"> Display affection appropriately Keep it moving Move to the side for conversation 	<ul style="list-style-type: none"> Use manners Be polite 	<ul style="list-style-type: none"> Show good sportsmanship 	<ul style="list-style-type: none"> Keep walls and stalls clean Flush Keep lights on Give people privacy 	<ul style="list-style-type: none"> Respect the driver and others Follow directions given by staff
Accepting	<ul style="list-style-type: none"> Make positive statements and actions to others Work cooperatively with others Help others in need Be empathetic Value differences in: culture, ability, economic status 	<ul style="list-style-type: none"> Be polite about opinion Be open to alternative viewpoints Accept authority figure(s) 	<ul style="list-style-type: none"> Work cooperatively with others to move through hallways 	<ul style="list-style-type: none"> Accept the food choices of others' Welcome people to sit with me Be respectful of food allergies 	<ul style="list-style-type: none"> Be acceptable of physical condition and skill level Play fair Welcome others to participate 	<ul style="list-style-type: none"> Be courteous Be accepting of others' privacy and needs 	<ul style="list-style-type: none"> Assist others in need
Motivated	<ul style="list-style-type: none"> Strive to succeed with an attitude for learning Set goals Keep emotions in check 	<ul style="list-style-type: none"> Actively engage in classroom activities Attend school every day 	<ul style="list-style-type: none"> Plan ahead for classes Use travel time effectively 	<ul style="list-style-type: none"> Select and eat healthy food 	<ul style="list-style-type: none"> Have fun! Participate 	<ul style="list-style-type: none"> Only go when necessary Return to class promptly 	<ul style="list-style-type: none"> Find ride
Safe	<ul style="list-style-type: none"> Walk in school Sign in and out of office Keep hands and feet to self Follow electronics policy 	<ul style="list-style-type: none"> Keep aisles clear Push in chairs when leaving 	<ul style="list-style-type: none"> Move to the side when talking with others Walk on the right side of the hallway Be aware of surroundings 	<ul style="list-style-type: none"> Remain seated while eating Consume food in the cafeteria only 	<ul style="list-style-type: none"> Visit friends on the outside of the court Stand in safe areas Keep yourself and others safe 	<ul style="list-style-type: none"> Alert problems to staff Maintain proper hygiene 	<ul style="list-style-type: none"> Wait patiently in pick-up area Stand by bus pick up lane Be aware of/keep safe distance/Stay away/avoid from traffic

Holt Junior High School Library Center

The Holt Junior High School library is open for student use during most class periods. Students come to the library with their classroom teachers for various assignments and projects as well as to learn and practice research skills such as collecting information, taking notes, and writing. In addition, Language Arts teachers occasionally bring their classes to the library for book check out. Students may also visit the media center with a pass from a teacher when the library is open for such purposes as returning, renewing, or checking out materials, as well as computer use if stations are available. Students need a pass from a teacher to use the library during their Intervention period. Students are expected to check in with their Intervention teacher then sign in at the library. The library is closed for one lunch/Intervention period each day, when the librarian is teaching class, and before school. The library is generally open after school for quick activities, such as book check out.

Students may check out up to two books as a time for 3 weeks. Books may be renewed unless there is a hold request. Students may not check out if they have an overdue book or a fine for a lost book. Overdue notices will be distributed periodically through Intervention period. Students are expected to notify the media specialist as soon as they realize a book is lost. Students are expected to pay the replacement cost for lost or damaged books.

There are thirty computers in the library with Internet access. The Internet “Acceptable Use Policy” (AUP), found inside the student agenda, must be signed by the student and his/her guardian before the student can use the Internet. Internet usage is limited to school related activities. Students are allowed on the computers to use Microsoft Office products (Word, PowerPoint, etc.) and Destiny (library catalog) without parent signature.

The library collects Box Tops for Education, Campbell’s Labels for Education, Spartan brand barcodes, Sunny Delight barcodes, & Tyson A+ logos. These labels earn money & books for our library. We also collect used ink & toner cartridges for recycling.

Skyward Family Access

Family Access will allow you and your student to keep track of grades, attendance, class schedules and food service accounts for children in grades 7-12. This service is free, but does require Internet access availability to participate. You can sign up by going to the Holt Public Schools’ website @hpsk12.net and completing the online application.

Internet access to your child’s records is an additional tool for you to improve communications with your student and school. It will not change or decrease our normal means of communication with parents such as mail, phone contacts, or parent/teacher conferences. To make the best use of this technology, question your student first regarding any factors online that raise your level of concern. We also invite you to contact the appropriate teacher or administrator if your son or daughter cannot answer your question.

ATTENTION HOLT STUDENTS

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**Before you try a search engine to do your research,
use **Britannica Online** to ensure credible information.**

This information is brought to you by the Library-Teachers of Holt Public Schools
Research @ your school library!

CIVIL RIGHTS STATEMENT OF COMPLIANCE WITH FEDERAL LAW

Education The Holt Public Schools Board of Education complies with all applicable Federal laws and regulations prohibiting discrimination and with all applicable requirements and regulations of the U.S. Department of Education. It is the policy of the Holt Public Schools Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity to which it is responsible or for which it received financial assistance from the U.S. Department of Education.

CIVIL RIGHTS - GRIEVANCE POLICY:

Section 1:

If any person believes that the Holt Public Schools or and part of the school organization has inadequately applied the principles and/or regulations of TITLE VI, TITLE IX or SECTION 504 or is in some way discriminatory on the basis of RACE, COLOR, RELIGION, NATIONAL ORIGIN OR ANCESTRY, AGE, SEX, MARITAL STATUS OR HANDICAP, he/she may bring forward a complaint, which shall be referred to as a grievance, to the local Coordinator at the following address:

TITLE VI, TITLE IX AND SECTION 504
Coordinator: Mr. Scott Szpara
Assistant Superintendent for Personnel
Holt Public Schools
5780 W. Holt Road
Holt, MI 48842
(517) 694-0401

Section 2:

The person who believes he/she has a valid basis for a grievance shall discuss the grievance informally and on a verbal basis with the local Coordinator, who shall in turn, investigate the complaint and reply with an answer to the complainant within five (5) business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the following steps:

Step 1:

A written statement of the grievance, signed by the complainant, shall be submitted to the local TITLE VI, TITLE IX, SECTION 504 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 ten (10) business days.

Step 2:

If the complainant wishes to appeal the decision of the local TITLE VI, TITLE IX, SECTION 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the local 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 the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of receipt of the Superintendent's response in Step 2.

In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) 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
Washington, D.C. 20201