

DETROIT COUNTRY DAY SCHOOL

Middle School



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www.dcds.edu

MISSION

Detroit Country Day School provides a superior college preparatory, liberal arts educational opportunity to young people of cultural and intellectual diversity. Within a dignified and supportive setting, the school facilitates a spirit of achievement and promotes the academic, artistic, ethical, character, physical and leadership development of all students so that they can pursue excellence in their lives and careers, and play effective roles in their families and communities.

GUIDING PRINCIPLES

Detroit Country Day's high standards are the foundation for educational excellence.

We promote the appreciation of lifelong learning within an environment of excellence.

We recognize and value the uniqueness of every student, challenging each to fulfill his or her potential.

We stimulate creativity and develop the problem-solving capabilities of each student.

We educate the whole child, helping him or her to develop practices oriented toward lifelong physical, mental and emotional health.

As a family-oriented school, we believe the partnership between family and school is the foundation for student fulfillment and success.

We appreciate and learn from our cultural diversity and gender differences.

We seek and support outstanding faculty who love young people, life and teaching.

Our curriculum and instructional methods keep pace with the changing demands of our society.

Every member of the administration, faculty and staff accepts personal responsibility for the school's financial health, so that we can continue to provide a superior educational experience.

We are role models for our students.

A MEMBER OF

The National Association of Independent Schools

Independent Schools Association of the Central States

Council for the Advancement and Support of Education

Association of Independent Michigan Schools

Parents League of Association of Michigan Independent Schools

National Association of Principals of Schools for Girls

Council on Religion in Independent Schools

MIDDLE SCHOOL PHILOSOPHY

The Detroit Country Day School motto, “Mens Sana In Corpore Sano” (A Sound Mind in a Sound Body) reflects the philosophy of the Middle School. We believe the adolescent child has special needs that must be addressed in a positive, exciting, and challenging educational environment. Our departmentalized curriculum, which is presented through diverse teaching styles and enhanced through interdisciplinary units, stresses active student involvement in academics, interscholastic athletics, physical education, and the arts. We offer students the opportunity to explore a wide variety of personal interests in an extensive activity program. As an extension of the family, we aspire to maintain close parent-faculty-student relationships; we have designed advisor-advisee and adolescent programs to provide guidance and support for the developing child. Our caring faculty is dedicated to meeting the needs of the whole child. In addition, our faculty helps develop character through a disciplined, structured, and dignified setting with an exposure to traditional values.

MIDDLE SCHOOL GOALS

The goals of the Middle School are to develop and promote:

a positive self-image in order to cope with the many emotional, social, and physical changes inherent to this age group;

greater individual responsibility, leadership skills, and social and moral awareness;

creative, responsible, and independent thinkers;

organizational, problem-solving, and study skills to facilitate the acquisition of knowledge in the content areas;

a positive well-being through such programs as physical education, health awareness, and competitive athletics;

proper student deportment and respect for others;

an enthusiasm for learning and intellectual curiosity;

an academic foundation in preparation for the Upper School curriculum;

well-rounded individuals through a variety of experiences beyond the academic classroom;

a sensitivity to the effect of human activities on the environment;

an enhanced competency and appreciation for the fine and performing arts;

proficiency in the utilization of computer technology.

SCHOOL MOTTO, MASCOT, COLORS

The school motto is derived from the writings of the renowned Latin poet, Juvenal, who coined the phrase: Mens Sana In Corpore Sano (A Sound Mind in a Sound Body).

The School mascot is the Yellow-jacket.

The school colors are blue and gold.

ALMA MATER

Hail to thee, out Alma Mater,
Gathered here we sing thy praise!
Scholars, athletes, sons of glory,
Pledge our honor and love always.
On the field and in the classroom
We shall always bring thee fame.
Through the years we will remember:
Detroit Country Day School!
Hail thy name!

MIDDLE SCHOOL AND THE DEVELOPMENT OF THE YOUNG ADOLESCENT

The age group that is housed in the Middle School, primarily 11-14, experiences a time of rapid growth and development, rivaled only by the period between birth and 2 years of age. These young people are also characterized by the need to belong, tremendous insecurities, the need for family but the desire to be independent from it, a search for personal identity, and the discovery of academic strengths and challenges. In addition, it is a time when physical and intellectual growth may be in conflict with each other. Sometimes physical development dominates cognitive growth. Young people push at the boundaries set out for them, but they need them and feel more comfortable knowing where they are. Detroit Country Day Middle School is an environment that is aware of the special needs of this age group and is designed accordingly. The Middle School creates a unique combination of a child-centered environment that seeks to present a challenging curriculum and will prepare students for an exceptional college preparatory Upper School.

The Faculty of the Middle School utilizes a variety of methods and evaluative instruments to allow for different learning styles and developmental ranges. Teachers design class activities and evaluations recognizing the many levels of cognitive ability that exist in the Middle School. Students are routinely as-

signed homework which is evaluated and graded. Long-term projects are guided carefully to encourage good planning and to learn time management skills. The development of academic skills and organizational habits are essential parts of the program. Beyond the solid academic curriculum, students may select from a variety of electives to expand learning beyond the academic realm. Technology, the fine and performing arts, physical education, and special health and social programs provide ample opportunity explore potential and develop talents.

The Advisory Program, The C.A.R.E. Program, and various planned activities such as school parties and field trips encourage healthy social and emotional growth. Learning how to think clearly, make good choices, and consider healthy options and outcomes are central to the guidance of the students. The development of the whole child influences the planning of curricular and co-curricular programs.

The Middle School encourages full participation in the club and athletic programs. A variety of assemblies present topics of interest, feature student accomplishment and talent, and allow exposure to guest speakers or artists from a wide variety of areas. Students have opportunities to participate in a number of different community service experiences both within the school and in the greater community.

INTRODUCTION

The Middle School academic program recognizes the unique needs of the age group while preparing students for the Upper School curriculum. The first academic priority is the development of thinking and writing skills. Study skills such as organization, methods of study, cooperative review, note taking, time management and techniques of memorization are emphasized. These skills are applied to the basics of computer science, English, languages, history, mathematics, performing arts, visual arts and science.

Advanced level courses are designed to meet the needs of talented students so that they are appropriately challenged in courses in art, chemistry, English, languages and mathematics. These courses represent the foundation of the International Baccalaureate diploma program and the Advanced Placement program of the Upper School. Sophomore standing in college may be available to students who successfully pass the required number of IB and AP examinations as high school juniors and seniors.

The Middle School offers a number of coordinated and interdisciplinary activities that contribute importantly to a liberal arts education, such as extended field trips to our nation's capital and Gettysburg or Williamsburg, a science trip to Florida, and inter-departmental units featuring such things as a day in the life of a Civil War soldier. Faculty also conduct local field trips to community resources that relate to the curriculum, such as those to drama productions at the Meadow Brook and Hilberry Theatres. Students are pre-

pared for and encouraged to participate in area- and state-wide mathematics and computer contests; science fairs in the metropolitan area; area- and state-wide language festivals; regional and state instrumental and vocal festivals; area-wide fine arts juried exhibitions; area-wide writing contests, the State Forensics Tournaments; and spelling bees at the local, state, and national levels. By participating in academic experiences beyond the classroom, students learn to think in several spheres of knowledge and to apply a discriminating intellect to the world beyond the classroom.

The educational process demands meaningful homework assignments that are corrected, graded, reviewed and returned to students. Each teacher must submit lesson plans or assignment sheets to students as part of a planned approach toward teaching and learning. Teachers must display sound pedagogical practices and must evidence thorough, daily classroom preparation. Professional development is a priority at Country Day; teachers are encouraged to attend conferences, to visit other classrooms and schools, and take advanced course work in their field.

For students, it is axiomatic that evaluation is an integral part of the instructional process. Examinations require the student to develop a course perspective and to reflect on acquired knowledge. Middle School students are frequently evaluated through a variety of methods to honor different learning styles and review specific course skills. Students also undertake comprehensive midyear and final examinations that promote good study skills, content

analysis, retention and the psychological development required for the comprehensive examination.

EXPLANATION OF COURSE NUMBERS

All Middle School (M/S) course numbers begin with M (representing middle school). The next two letters in a course number are abbreviations of the general area of instruction (EN=English, DR=Drama, H=History, etc.) The first digit (6, 7, or 8) indicates the grade level. A zero (0) indicates a multi-grade level course.

For academic classes, including band and orchestra, the first letter following the grade number, indicates the level of instruction (B=beginning, I=intermediate, R=regular, A=advanced). For example: MBD0BT=BD: band, 0: multi-grade levels, B: beginning, T: meets all year. For elective courses, the letter D indicates a double-component class and the letter Z indicates a triple-component class. A double-component class meets all year, rotating every half goal. A triple-component class is made up of 3 different classes that each meet for one goal. At the end of each goal, the student moves on to the next class in the rotation.

The letter T means that the class meets all three goals of the school year. A number indicates that the class only meets during one goal and which goal that it will meet.

A = Advanced level course
B = Beginning level course
I = Intermediate level course

R = Regular level course
D = Double component course
(changes back & forth half-way
through each goal)
Z = Triple component course (3
different classes that change with
the goal)
T = Meets all year

AT = Advanced level class that
meets all year, grade is full weight

RT = Regular level class that meets
all year, grade is full weight

DT = Two classes that meet all year,
for 1/2 of each Goal, graded in each
course each Goal, grade is weighted
@ 1/2

Z = One class that meets for one
Goal, grade is weighted @ 1/3

Z1, Z2, Z3 = Three courses, same
block, students takes a different
class each Goal, grade is weighted
@ 1/3

EXAMPLES:

MEN7AT = ENGLISH /
GRADE 7 / ADVANCED LEV-
EL / MEETS ALL YEAR

MEN7RT = ENGLISH /
GRADE 7 / REGULAR LEVEL /
MEETS ALL YEAR

MMU6DT = MUSIC CLASS /
GRADE 6 / 1/2 OF DOUBLE
COMPONENT CLASS / MEETS
ALL YEAR / GRADE IS
WEIGHTED @ 1/2

MAR6DT = ART CLASS /
GRADE 6 / 1/2 OF DOUBLE
COMPONENT CLASS / MEETS
ALL YEAR / GRADE IS
WEIGHTED @ 1/2

M8DRZ = DRAMA/ GRADE 8/
TRIPLE COMPONENT CLASS /
MEETS FOR 1 GOAL / GRADE
IS WEIGHTED @ 1/3

MAR8Z = ART / GRADE 8 /
TRIPLE COMPONENT CLASS /

MEETS FOR 1 GOAL / GRADE
IS WEIGHTED @ 1/3

MMU8Z = MUSIC / GRADE 8/
TRIPLE COMPONENT CLASS /
MEETS FOR 1 GOAL / GRADE
IS WEIGHTED @ 1/3

N.B. Texts listed in the course de-
scriptions in this catalogue are sub-
ject to change.

COMPUTER SCIENCE

The Middle School curriculum for computer science is built around the integration of computer use with classroom content. Our present facilities include networked classrooms. Each teacher and student has a laptop computer. Students expand their use of technology through time spent in the lab with content-area teachers. They develop skills in problem solving, information management, data analysis, art design, desktop publishing and communication. These skills will better prepare students to be more productive members of our information society.

Grade 7 & 8 Computer Science / Laptop Explorations class

MCS07Z1 & MCS08Z1

This one-semester course focuses on technology instruction for students who enter Detroit Country Day Middle School in the 7th or 8th grade. It is designed to teach the students all the aspects of technology that they need to know in order to work at par with students and teachers who have already established this base. It teaches the information needed to access our network resources – mainly logging on to the network, using the printers, running the operating system and operating the Microsoft™ Office XP suite (including Word, Excel, Outlook and PowerPoint). Students also use the graphic organizer, Inspiration, and improve keyboarding skills using Type to Learn.

Middle School Integration of Computer Technology

All academic subjects integrate the use of computer applications and/or programming into class content:

English – Students use word processing (for poetry, essays, brochures, postcards, newsletters), create PowerPoint presentations, and access Inspiration software (to generate a graphic story line or a flow chart).

History – Students use word processing (for brochures, essays, postcards), create Front Page web projects and PowerPoint presentations, utilize web quests, Brainpop (an online web subscription), Quia (an online quiz site) and Inspiration software (to create a flow chart).

Mathematics – Students use Excel (for graphing, charting, and creating databases like the grade 6 “Get a Life” ledger), and other software such as Sketchpad and Understanding Math.

Science - 6th grade science students use "Brainpop" for various topics, the "Science Court" CD to investigate inferences and evidence, the Virtual Field Trip to the Wetlands CD and the Internet to submit Cornell Feederwatch results. Inspiration software is used for lab procedures. Faculty web pages are used for students to access assignment sheets, web links and documents needed for class.

- 7th grade science students use the Excel spreadsheet and graphing for monthly OFS (Outdoor Field Study) Bird Counts, Internet research, online data bases, Noodlebib and the Excel and Word programs during

science fair preparation. Students utilize the online portion of their textbook, perform Internet research, and use the "Brainpop" site for content. They also use the "Motion & Forces" interactive site for content, various web site simulations, Earth Explorer CD ROM for Wetlands, Seasons Program, and Inspiration software for lab procedures. Students receive assignment sheets via email and access web links and documents needed for class using their computer.

- 8th grade science students use Internet research, online data bases, Noodlebib, Excel and Word programs for the science fair preparation, and the "Brainpop" interactive web site for content. They also use the "Winds" interactive program, "Save Project Polluto" CD, Internet web quests for various units, creation of an informational flyer using Microsoft Publisher and teacher-created online practice tests and quizzes. Inspiration software is used for lab procedures. Faculty web pages are created for students to access assignment sheets, web links, and documents needed for class.

- Chemistry students use the laptop to share class data for analysis after labs, taking notes from several excellent chemistry web sites, textbook web resources, researching and creating a PowerPoint presentation on a family of elements in the periodic table. Internet research, online data bases, Noodlebib, and the Excel and Word programs are used during science fair preparation. Teacher web pages are used for students to access assignment sheets, web links, and documents.

Art – Students access art graphics design, color mixing, word processing, Internet research, Word Art program and Microsoft Paint.

Foreign Language – Students in all grades access their teachers’ assignment sheets for web links and practice tests and quizzes.

French – Students use Microsoft Word for brochures and essays and Inspiration software. They access Quia (an online quiz site), create PowerPoint presentations and Front Page web projects. They perform Internet research for projects.

Spanish – Students use Microsoft Word for brochures and essays and Inspiration software. They access Quia (an online quiz site), create PowerPoint presentations and Front Page web projects. They perform Internet research for projects.

Latin – Students use Microsoft Word for brochures and essays and Inspiration software. They access Quia (an online quiz site), create PowerPoint presentations and Front Page web projects. They perform Internet research for projects.

Study Skills/Laptop Explorations

For a student to thrive in middle school, one must acquire many skills that transcend any one content area. Organization, time management, taking tests, listening and reading for meaning all gain importance as a student’s school world becomes more complex. Further, technology plays an ever-increasing role in the classroom and beyond, and the well-prepared student must master many computer skills to achieve success.

The Detroit Country Day Middle School Study Skills/Laptop Explorations course brings these two ideas together in 6th grade. It aims to help the student gain an appreciation of how one’s approach to studying can have a dramatic impact on all content areas. It also aims to give pointed, just-in-time technology instruction so the student will be able to integrate computers directly into content-area projects.

Grade 6 Study Skills / Laptop Explorations MSL6RT

In this course, students focus on organization, reading skills, computer skills and general study skills. The lessons and resources are designed to give the students learning strategies that can directly relate to many of the textbooks in other classes. Study skills include organization and time management, reading and listening skills, context clues, as well as strategies geared toward specific learning styles. The computer lessons teach the information needed to run the operating system and operate the Office XP suite, including Word, Excel, Outlook and PowerPoint. Students also use the graphic organizer Inspiration as well as improve keyboarding skills using Type to Learn. Internet and email etiquette as well as online research skills are stressed. This course teaches the students to access our network resources, including software that is run on the network, and the printers. All of the laptop skills are integrated into the students’ content areas. A daily planner is required.

Text: *You Can Take Charge*, Level A, Zaner-Bloser, 1998

Study Skills/Laptop Explorations Project Highlights

Study Skills Video -- Students create a video based on how they would teach a particular aspect of the study skills of the course.

Tech Manual -- The entire grade collaborates on creating a technology manual for themselves, focusing on what a middle school student needs to master technology for school projects and lessons. A CD is burned for each student.

ENGLISH

The command of language is basic to thinking and learning in all disciplines. Language enables us to form concepts, to organize thoughts, to communicate ideas, impressions, feelings, values and desires. Through language we share our experiences and share in the experiences of other people, past and present. Indeed, skillful use of language may be the single most important means of realizing the ultimate goal of education: the development of informed, thinking citizens able to communicate effectively.

The Detroit Country Day Middle School English program focuses primarily on the development of the language skills of reading, writing, speaking and listening. The program also seeks to foster the enjoyment of language, the appreciation of literature, the expression of creativity and the development of logical, critical thinking.

Grade 6 English MEN6RT

Grade 6 English seeks to build upon the foundation in the basics of English established in the Junior School. The main focus of the course is the development of more thoughtful, in-depth reading, writing and thinking skills through the study of short stories, poetry, and novels. Teachers employ a wide variety of techniques to accomplish these objectives. Directed reading activities help with prediction skills, drawing conclusions and reading for meaning. Directed Independent Reading (DIR) encourages students to read literature they truly enjoy, fostering a lifetime reading habit. Dramatizations encourage students to visualize and, therefore, gain more meaning. Students also create multi-media presentation in response to their reading.

Vocabulary study stresses proper usage of words in their variant forms and the effective utilization of context clues both to convey and to interpret meaning.

Students write poetry, narratives, and essays, utilizing the writing process: prewriting, drafting, revising, editing, and publishing. Students are encouraged to select specific action verbs, include descriptive language and add supportive details.

Grammar study emphasizes parts of speech, the complete sentence, capitalization and punctuation — elements necessary for the development of proofreading skills.

Texts: *The Watsons Go to Birmingham*, Curtis, 1995; *Authors in Depth*, Copper Level, Prentice Hall, 2000; *The*

Clay Marble, Ho, 1997; *Words to Go! Book F*, Gleiter, 2002.

Grade 7 English MEN7RT, MEN7AT (regular and advanced)

In Grade 7 English, students explore a wide range of literary genres, concentrating on the short story and the novel. At the beginning of the year, students focus on the basic elements of the short story: setting, character, plot, foreshadowing and conflict. Students learn to recognize the structure of the story, to make inferences and to formulate simple statements of theme, based on the resolution of conflict. In addition, students develop their independent reading skills, creating a PowerPoint presentation on one of their novels for Directed Independent Reading.

Vocabulary study stresses proper usage of words in all their variant forms and the effective utilization of context clues both to convey and to interpret meaning.

Analytic and expository writing assignments provide the main vehicle for the development of composition skills, although expressive writing is also explored. Writing instruction targets the development of tighter focus, more specific language and more sophisticated sentence structure.

Grammar instruction focuses on three areas: identification of parts of speech and parts of the sentence; usage of verbs, pronouns and modifiers; and review of mechanics, specifically capitalization and punctuation.

More extensive reading and more in-depth writing are required of students in the advanced class.

Texts: (Regular) *Wringer*, Spinelli, 1998; *Authors in Depth*, Bronze Level, Prentice Hall, 2000; *Roll of Thunder, Hear My Cry*, Taylor, 1997; *The Witch of Blackbird Pond*, Spear, 1997; *Words to Go! Book G*, Gleiter, 2002; *English Workshop* (First Course), Holt, Rinehart and Winston, 1995.

(Advanced) *Wringer*, Spinelli, 1998; *Roll of Thunder, Hear My Cry*, Taylor, 1997; *A Midsummer Night's Dream*, Shakespeare, 1997; *To Kill a Mockingbird*, Lee, 1998; *Words to Go! Book G*, Gleiter, 2002; *English Workshop* (First Course), Holt, Rinehart and Winston, 1995.

Grade 7 Writing Development (rotates with World Religions) MWH7DT and MHW7DT (6 weeks each goal)

In the Writing Development class seventh-grade students begin to acquire the skills necessary to write thoughtfully developed, organized essays. At the beginning of the year, students concentrate on the development of their writing skills through personal expressive writing, focusing on the selection of concrete “showing” details and the use of specific language. The students then learn to apply these writing skills to expository paragraphs, developing clear topic sentences and strong supporting details. Once they have acquired a measure of skill with well-focused paragraphs, students learn to adjust the content of individual paragraphs to achieve specific writing purposes: an introductory paragraph with a hook and a thesis statement, body paragraphs with clear topic sentences and relevant supporting details, and a conclusion with a strong clincher.

As the year progresses, students learn to structure more complex assignments: a “Memorable Teacher” example essay, a film review of *October Sky*, and a culminating multi-genre research project.

This course rotates with Religious & Cultural Diversity. See the History section for a complete description (p. 17).

Grade 8 English MEN8RT, MEN8AT (regular and advanced)

The primary objective of the Grade 8 English program is to develop those reading, writing, speaking and thinking skills students need to succeed in the Upper School English program. Literature study emphasizes more in-depth interpretive and analytic reading. Students learn to analyze language, literary structure and point-of-view; make inferences and interpret meaning; formulate statements of a work’s theme; evaluate a work’s merit. The literature selections tend to reflect more mature language, style and concept. In their reading, students focus on the development of plot and conflict, techniques of characterization, and the use of literary devices such as foreshadowing, irony, imagery, and symbolism. Twice during the year, students practice their independent reading skills as they develop their Favorite Author reading project.

Vocabulary study continues to stress the proper usage of words in their variant forms, not simply definitions and synonyms.

Students continue to develop their writing skills through expressive writing such as a story told from two points of view. The primary

focus, though, is on the further development of skills in analytic and persuasive writing. In particular, students learn to select specific details and examples as evidence to support their thesis.

Grammar study emphasizes an understanding of sentence structure and the development of editing skills that students can utilize in their writing. Using modeling and sentence combining techniques, students learn to use subordination to develop more sophisticated writing style.

Students in the advanced course undertake more challenging reading and do more extensive, more in-depth analytical writing.

Texts:

(Regular) *The Giver*, Lowry, 1994; *Science Fiction*, *Science Fact*, and *You*, Lowenherz, 1997; *A Raisin in the Sun*, Hansberry, 1997; *Of Mice and Men*, Steinbeck, 1982; *Words to Go!* Book G, Gleiter, 2002.

(Advanced) *The Giver*, Lowry, 1994; *Science Fiction*, *Science Fact*, and *You*, Lowenherz, 1997; *Macbeth*, Shakespeare, 1997; *Lord of the Flies*, Golding, 1982; *Wordbook 6*, Bowker, 1987.

Speech and Dramatics MDR8RT

The Speech and Drama elective course is designed to offer interested Grade 8 students the opportunity to explore their creative side while developing interpretive and communicative skills. In class, students are part of a cohesive group that fosters creative risk taking, ensemble spirit, enlightened and imaginative exploration of literary texts, clear and well-structured communication,

and enhanced self-confidence. Particular attention is paid to the “freeing” of the physical, vocal, and creative powers of the performer. Students have the opportunity to apply these skills to the development of oratory, the practice of impromptu speaking, and the interpretation of quality poetry, prose, and dramatic literature. In addition to in-school projects and performances, all students have the opportunity to participate in the Michigan Interscholastic Forensics Association Middle Level Tournaments in January and April.

Grade 8 Speech Rotator MDR8Z

This mini course is designed to help students feel more comfortable with public speaking as well as “thinking on their feet”. Throughout the course, students will learn and practice a fundamental Impromptu Speech format using current events topics and areas of interest to young people. In addition, they will develop and deliver entertaining, informative and persuasive short speeches. Some basic research done during the class will provide the basis of most of the speeches. The course runs for 11 weeks.

Contests and Competitions

DCDS Writing Contest – selected pieces published in the school anthology, *Kaleidoscope*

Oral Language Festival – outstanding performers at each grade level perform dramatic pieces at an assembly in front of the entire school

Michigan Interscholastic Forensics Competition at U of M in Ann Arbor, MI (Grades 6 – 8)

Detroit Free Press Writing Awards (Grades 7 & 8)

Oakland Press Memorable Teacher Contest (Grade 7)

Oakland Press / Scripps-Howard Spelling Bee (Grades 6 – 8)

Readers Digest Word Power Challenge (Grades 6 – 8)

The National Council of Teachers of English Promising Young Writers Awards (Grade 8)

Grade-level Projects

Favorite Author Project (Advanced Grade 8) Students read two additional novels by a favorite author and develop a web site with book reviews and biographical information about the writer.

Challenged Book Project (Regular Grade 8) Groups of students read selected novels that have been challenged in different school libraries. Together they develop a presentation in which they debate the objections to and merits of the novel.

Mystery Book Project (Grade 7) Students create a web site containing pages with clues to resolve the mystery of their novel.

Directed Independent Reading (Grade 6) Throughout the year students read novels and conference with their teacher. At the end of the year students choose one novel for a multi-media project – a memory box and a PowerPoint presentation.

Field Trips

Meadow Brook Theatre Trips. All M/S students experience a live theater performance each year. For many years, sixth-graders have enjoyed the production of *A Christmas Carol*. Seventh and eighth-graders have seen other memorable productions including *Romeo and Juliet*, *The Diary of Ann Frank*, *To Kill a Mockingbird*, and *Of Mice and Men*.

Related Clubs

Story Hour

Creative Writing

Drama (Grade 6)

Forensics (Grades 7 & 8)

FINE ARTS

The Middle School visual arts department offers visual arts instruction for all students in grades six, seven and eight. Block scheduling allows for all classes to meet two or three times a week for 70 minute classes. On “Every Block” days, the classes meet for 35 minutes. The 6th and 7th grade art classes rotate all year long for 5 weeks in art and 5 weeks in either music history or P.E. This allows for a total of 15 weeks of study in art. In 8th grade there is the option of applying for year long art or taking a one semester, 11 week rotator class in art. A sequential program with a gradually expanding knowledge base and skill development is presented. Classes are enriched with the textbook, *Exploring Art*, art reproductions, overhead transparencies, *Scholastic Art* magazine, slides, and various visiting artist, both locally and nationally known. Classes address the National Standards for the Visual Arts as established by the National Art Education Association and the Michigan Art Education Association. Each year of study includes four major components:

Aesthetic perception;

Creative expression and production;

Art history;

Critical analysis;

While skill achievement and historic appreciation are stressed, emphasis on the fun and enjoyment of learn-

ing is an important element of Middle School art education.

The art classroom fosters an instructional climate where students can express artistic talent, develop creative thinking, and find multiple solutions to art problems. Students are encouraged to ask questions and form connections about art and how it relates to cultures, research, communication, and the development of ideas. We believe that a quality visual arts program allows for discovery and creative problem solving and cultivates learners who are able to make positive contributions to society.

Through varied studio experiences and the assimilation of information, the students learn to recognize and understand the artistic achievements and expectations of various societies. The students gain the ability to produce, read, and interpret visual symbols, and learn to evaluate their own productions as well. By developing a rich background in the visual arts, the students gain an awareness and sensitivity to the human and natural environment and develop the skills to become visually literate.

Grade 6 Art

MAR6DT (rotates with MMU6DT – music or with MPE6DT - gym)

Meets: 3 days a week for five weeks of each trimester (two 70 minute classes, one 35 minute class)

The sixth grade course has numerous short activities that build on the techniques and materials presented in the Junior School. Students utilize the information covered in the first five chapters of the

classroom textbook, *Exploring Art*. Projects present the study of the elements of art through painting, drawing, color mixing, clay, plaster sculpture, computers, and collage. Materials and techniques in a wide variety are used. Students are introduced to pre-planning their work. Craftsmanship and creativity are stressed. Through participation in oral critiques of historical and contemporary artworks, students learn to apply the evaluation process to their own productions. A sketchbook is maintained.

Texts: *Exploring Art*, Gene Mittler, Rosalind Ragans, Glencoe Publishing.

Supplementary Resource Materials: *Scholastic Art*, published in cooperation with the National Gallery of Art; fine art prints, color slides, videos, and overhead color transparencies.

Grade 7 Art MAR7Z (rotates with Project Adventure MPE7Z & Heroes and Villains MHS7Z)

(Meets: 3 days a week for five weeks of each trimester (two 70 minute classes, one 35 minute class))

This course stresses the fundamentals of drawing, painting, printmaking, computer art, and design principles. Students utilize the information covered in chapters six through ten of the classroom textbook, *Exploring Art*. The idea that art skills can be learned is presented. Art history and appreciation augment the studio work with audio-visual programs, textbooks and magazines. Inventiveness, creativity, risk-taking ability and follow-

through are assessed. Oral and written critiques are experienced to help the students review and evaluate their own work. A sketchbook is maintained.

Texts: *Exploring Art*, Gene Mittler, Rosalind Ragans, Glencoe Publishing.

Supplementary Resource Materials: *Scholastic Art*, published in cooperation with the National Gallery of Art; color slides, videos, and overhead color transparencies)

Grade 8 Year-Long Art MAR8AT

Prerequisite: Students interested in Year-Long Art must meet these requirements: Submit three pieces of their art by the end of Goal 2. Design a portfolio cover using their name. Paper will be provided. Write a short paragraph stating why they should be recommended for advanced art. Earn a 92 average, or higher in the art rotator. Instructor approval is also needed. More specific details can be obtained from the art department teachers. Meets: 3 days a week days all year (two 70 minute classes, one 35 minute class)

This year-long studio course meets the needs of individuals who exhibit special talent and the desire to explore the disciplines of art through in-depth two- and three-dimensional design assignments that go beyond the survey course offered in the 11-week rotation. The students use the text, *The Visual Experience*. Personal commitment to excellence and focus are required. A sketchbook is maintained.

Grade 8 Art Rotator Art History Through Creative Bookmaking MAR8Z (rotates with MMU8Z – Jazz/Blues/Rock History & MDR8Z – Introduction to Speech & Drama)

This is an eleven week art class. Students will have a handmade book when they complete the class. Students will study the meaning and symbols they see in a work of art as well as the artistic styles used to create the work. Interpreting a works subject matter and style will help them when they create their own works for the book. Collage, graphic design, architecture and printmaking will be incorporated into the bookmaking process. This is a fun and non-threatening way to study art! No experience necessary.

MODERN LANGUAGE

The vast majority of middle school students study at least one foreign language. This experience allows students the opportunity to broaden their horizons. A deeper appreciation for other cultures, increased career opportunities, more satisfying travel, and developing a better understanding of one's own language are few of the many benefits.

All skills of language acquisition are targeted: reading, listening, speaking, and writing in conjunction with culture by native or near-native speakers. In French and Spanish, grammar and vocabulary are introduced in practical, comprehensible everyday situations. In Latin, the focus is directed towards morphology, syntax, semantics and culture via age-appropriate readings, allowing

students to make strong and meaningful connections with English.

The learning experience goes beyond the classroom, as we go on a variety of local excursions including the DIA and the Kelsey Museum of Archaeology. Students may elect to travel to Québec and there is also the opportunity to join in the festivities as we celebrate National Foreign Language Week in the early spring. Throughout the year, the Latin and French Club provide interested students opportunities to explore culture on a deeper level.

In addition, we participate in competitive National Exams sponsored by the American Classical League, the American Association of Teachers of Spanish and Portuguese, and the American Association of Teachers of French.

The foreign language program is integrated into the curriculum as it is considered a full academic class. Successful completion of the Middle School Language Program fulfills the first year requirement in the Upper School.

Grade 6 Beginning French MFR6BT

This course is an introduction to simple grammatical concepts such as the conjugation of two auxiliary verbs *être* and *avoir*; regular *-er* verbs; *voici* and *voilà*; definite and indefinite articles; formation of negative sentences; formation of the feminine and plural of adjectives. Vocabulary: greetings, numbers, dates, time, weather, common school and house objects, colors, personality and descriptive adjectives. Emphasis is placed on oral fluency, aural comprehension, correct pronunciation

and correct spelling, and fluent use of simple phrases.

Texts: *Discovering French (Bleu)* student text and activity book, Valette & Valette, D.C. Heath & Co., 2004; *En France* student text and activity book, Bromhead and MacLagan, EMC Publishing, 1991.

Grade 6 Intermediate French MFR6IT

Prerequisite: One year of French

This course continues and expands the principles of syntax and the vocabulary presented in the Beginning French class. Students continue learning verbs ending in *-er* as well as *aller* and *faire*. Vocabulary: hobbies, sports, family, animals, city and country life. Speaking, conversation, pronunciation, reading and writing are emphasized in this course.

Texts: *Discovering French (Bleu)* text and activity book, Valette & Valette, D.C. Heath & Co., 2004; *En France* student text and activity books, Bromhead and MacLagan, EMC Publishing, 1991.

Grade 6 Advanced French MFR6AT

In this course, the material covered is the same as that of the Intermediate French 6th grade class. A stronger emphasis is placed on speaking proficiency and developing writing skills. Additionally, concepts and themes will be expanded by the introduction of more in-depth vocabulary.

Texts: *Discovering French (Bleu)* text and workbook, Valette & Valette, D.C. Heath & Co., 2004.

Grade 7 Beginning French MFR7BT

This course is an introduction to simple grammatical concepts such as the conjugation of two auxiliary verbs *être* and *avoir*; regular *-er* verbs; *voici* and *voilà*; definite and indefinite articles; formation of negative sentences; formation of the feminine and plural of adjectives. Vocabulary: greetings, numbers, dates, time, weather, common school and house objects, colors, personality and descriptive adjectives. Emphasis is placed on oral fluency, aural comprehension, correct pronunciation and correct spelling, and fluent use of simple phrases.

Texts: *Discovering French (Bleu)* student text and activity book, Valette & Valette, D.C. Heath & Co., 1993; *En France* student text and activity book, Bromhead and MacLagan, EMC Publishing, 1991.

Grade 7 Intermediate French MFR7IT

Prerequisite: Beginning or Intermediate 6th Grade French

This course is designed for students with background in French who may require an intensive review prior to continuation. The concepts of subject-verb agreement and noun-adjective agreement are stressed, as well as the conjugation of regular and irregular verbs in the present, imperative, *passé composé* and immediate future. As the year progresses, students will study comparative and superlative structures. Additionally, students will learn possessive, interrogative, and demonstrative adjectives. Vocabulary is taught in conjunction with syntax. French

culture and civilization are presented in a majority of the lessons in order connect language to the lives of the people who speak it.

Texts: *Discovering French (Bleu)* text and workbook, Valette & Valette, D.C. Heath & Co., 2004.

Grade 7 Advanced French MFR7AT

Prerequisite: Department recommendation (based on Gr. 6 performance and assessment)

Expansion of the student's language experience is the primary goal of this course. Short compositions create opportunities for students to express their ideas in a foreign language while allowing for developing an understanding of syntax. Grammatical topics covered include the *passé composé* and immediate future tense. Other elements include: negative and interrogative pronouns, stress and object pronouns; and noun–adjective agreement. An intensive study of regular and irregular verbs in both the present and the *passé composé* is a major component of this course. Reading and research cover a wide variety of cultural, historical, political and literary subjects of French-speaking nations throughout the world.

Texts: *Discovering French (Bleuc)* text and workbook, D.C. Heath & Co., 2004.

Grade 8 French I MFR8BT

This is an accelerated class, as it combines all of the elements of Intermediate French in the 6th, 7th and 8th grades. A student will fulfill the first year U/S requirement upon successful completion of this class

and will be prepared for French II. The concepts covered in this class are outlined in the above descriptions for Intermediate French in the 6th, 7th and 8th grades.

Texts: *Discovering French (Bleu)* text and workbook, Valette & Valette, D.C. Heath & Co., 2004.

Grade 8 Intermediate French MFR8IT

Prerequisite: Beginning or Intermediate 7th grade French

Successful completion of the 8th Grade language courses earns 1 year high school credit.

Vocabulary acquisition is extensive: food, parts of the body, transportation, professions, etc. The present, past, and imperative tense of regular and irregular verbs is studied. Students also learn object pronouns. Possessive, demonstrative and interrogative adjectives are reviewed. Reading, spelling, speaking and aural comprehension are equally emphasized. Culture emphasis is on Paris.

Text: *Discovering French (Bleuc)*, text and workbook, D.C. Heath & Co., 1993, *Realité & Fantaisie*, Amco Publishing.

Grade 8 Advanced French MFR8AT

Prerequisite: Two years of French and department recommendation and test or 7th grade Advanced French

Successful completion of the 8th Grade language courses earns 1 year high school credit.

Irregular verbs including the reflexive, the pronouns *y* and *en* and several irregular verbs are introduced.

Students complete an in-depth study of the imperfect, simple future, and conditional tenses. Vocabulary themes include sports, parts of the body, rooms and items in a house, and clothing. Proficiency in speaking and listening is emphasized, as by the end of the year, students are expected to speak the language in short sentences with fluency and accuracy. Furthermore, they must be able to write a paragraph with a minimum amount of spelling and grammatical mistakes. Oral reading must involve appropriate intonation. Culture includes studies of Paris, Impressionism, and major periods of French history.

Text: *Discovering French (Blanc)*, text and workbook, D.C. Heath, 2004.

Beginning Latin MLA6BT

This course introduces the formal study of Latin. The general objective is for the student to be able to read, write, understand and translate Latin and to recognize and apply grammatical concepts. Part of learning Latin is to understand the language as communication of ideas and values of Roman culture and how it served as a foundation of Western culture. Through word study, students will realize the practical application of Latin, as a significant percentage of English vocabulary originates from Latin. Studying Latin bases, prefixes and suffixes will increase English vocabulary skills. It will also serve as a strong foundation for those students who wish to study French, Italian, Spanish, Portuguese or Rumanian during their academic career.

Reading material is the source for all vocabulary. Grammar study includes

first, second and third declensions of nouns and adjectives in all cases as well as the indicative and imperative action of all four conjugations of verbs in the active voice. Analytical skills will be sharpened as Latin is a highly inflected language. Reading material and culture are ideal vehicles for improving the critical thinking of students of all ages while they learn about Roman history and daily life.

Texts: *Ecce Romani I-A* and *Language Activity Book I-A*, Second Edition, Longman, 1995.

Intermediate Latin MLA7IT

Prerequisite: Beginning Latin

This course serves as a continuation of Beginning Latin. Objectives include reading, writing and translation proficiency while recognizing and applying grammatical concepts.

Reading material is the source of all vocabulary. Grammar study includes first, second and third declensions of nouns and adjectives in all cases and genders and the indicative and imperative action of all four conjugations of verbs in the active and passive voice. Personal, demonstrative and relative pronouns as well as adverbs are introduced. Students study various aspects of Roman civilization: history, daily life and mythology. Critical thinking exercises will help students analyze, synthesize and evaluate a text and predict an outcome.

The word study portion of the class teaches students word formation and derivation of English words from Latin, showing the interrelationship between Latin and English.

Texts: *Latin for Americans Level 1* and workbook, Glencoe/McGraw-Hill, 2003.

Advanced Latin MLA8AT

Prerequisite: Intermediate Latin

This course serves as a continuation of Intermediate Latin. The general objectives are for the student to be able to read, write, understand and translate Latin, and to recognize and apply grammatical concepts.

Reading material is the source of all vocabulary. Grammar introduces students to irregular verbs in all tenses, passive voice in all tenses, interrogative and demonstrative pronouns, comparisons, relative clauses, participles and the principles of word formation. The political structure of the Roman Republic is studied and related to modern governments. The reading material and grammatical exercises are also used as a basis for critical thinking activities in which students analyze, synthesize and evaluate text and predict outcomes.

Texts: *Latin for Americans Level 1* and workbook, Glencoe/McGraw-Hill, 2003.

Grade 6 Introduction to Spanish MSP6BT

This course is an introduction to the Spanish language and culture of Spanish-speaking people around the world. The emphasis is on conversation, pronunciation, reading and writing for communicative purposes. Students begin to acquire the knowledge of basic grammatical structures as they study vocabulary associated with age-appropriate eve-

ryday topics. These include but are not limited to greetings and introductions, the weather, school materials and subjects, likes and dislikes, and physical/personality description. Students who begin Spanish study in the sixth grade will have the opportunity for in-depth study of the language and culture over three years, promoting long term mastery of Spanish language skills. Providing they continue successfully through three years of middle school study, they will be prepared for second-year language study in the Upper School.

Beginning Spanish MSP7BT

Prerequisite: Must be in Grade 7

Students begin to speak, read, write and comprehend the Spanish language on a fundamental level. Communication of relevant ideas and meanings in real life situations allows for students to understand grammar inductively. As the year progresses, previously introduced concepts reappear, allowing for repetition and enhancement of student learning. Native pronunciation is stressed as well as different regional dialects. Vocabulary emphasis: greetings, telling time, weather, numbers, parts of the body, classroom objects, the calendar, hobbies, descriptive adjectives, *-ar*, *-er*, and *-ir* verbs in the present tense, location, and food. Students learn to communicate as they participate in paired and small group activities, write letters and role play real life situations. Special activities such as presentations and Foreign Language Week enhance their understanding of culture.

Grammar focus: Subject pronouns including *tú* and *Usted* and *vosotros* vs. *Ustedes*, gender and number, noun and adjective agreement, definite and indefinite articles, the present tense of regular

-ar, *-er*, and *-ir* verbs, irregular verbs such as *ser*, *hacer*, *tener* and *ir*, direct object pronouns.

Texts: *Realidades*, Prentice Hall, 2005.

Grade 7 Continuing Spanish

MSP7IT

Prerequisite: Beginning 6th Grade Spanish

This class is a continuation of Beginning Spanish from Grade 6. Continued emphasis is placed on culture as well as the Spanish Language. Intense review is offered along with the introduction of new material. Vocabulary and grammatical themes include: food, utensils, *-er* and *-ir* verbs, *ser*, *tener*, *hacer*, possessive adjectives, locations in the community, activities, family and pronunciation of consonants. Additionally, students explore cultural aspects such as *quinceañera* and the art of Madrid.

Grade 8 Continuing Spanish

MSP8IT

Prerequisite: Beginning Spanish and must be in Grade 8

Continuing Spanish is a course designed for those who have successfully completed Grade 7 Beginning Spanish. Students continue to develop their skills by revisiting previously learned concepts while learning new and more complex grammatical structures. Students also prepare dialogues for oral classroom

presentations. Vocabulary emphasis: family, food, home, shopping, clothing, vacation, television terminology.

Grammar focuses on all information from Beginning Spanish. Additionally, students conjugate stem-changing verbs in the present tense such as *tener*. Other concepts: demonstrative and possessive adjectives, idiomatic expressions, the personal *a*, indirect object pronouns, preterit tense of regular *-ar*, *-er* and *-ir* verbs, comparative and superlative constructions, *ser* vs. *estar*.

Texts: *Realidades*, Prentice Hall, 2005.

Grade 8 Spanish I

MSP8BT

Prerequisite: Must be in Grade 8; departmental or admissions recommendation (for new students) Successful completion of the 8th Grade language courses earn 1 year high school credit.

This is an accelerated class, as it combines all of the elements of both beginning and continuing Spanish. A student will fulfill the first year U/S requirement upon successful completion of this class and will be prepared for Spanish II. The elements covered in this class are represented in the above descriptions of Beginning Spanish plus Continuing Spanish.

Texts: *Realidades*, Prentice Hall, 2005.

CLUBS/ACTIVITIES

Competitive National Exams

Latin Club

French Club

National Foreign Language Week Celebration

Excursions: DIA, Kelsey Museum

Spanish Club

MJCL (Michigan Junior Classical League) Competition – 2 per year
Overseas Travel Opportunities – summer 2008

HISTORY

The goal of the Middle School history department is for students to develop a sound understanding and appreciation for people, places and events that have shaped the world they live in today. The department also focuses on building the skills that will help prepare students for future academic successes and civic growth.

The history department believes that in order to foster and reinforce academic growth; a variety of learning techniques must be utilized. Skills strongly emphasized and practiced throughout the history curriculum are: identifying main ideas, note-taking, paragraph and essay writing, interpretive analysis and oral expression. Historical information and academic skills are explored through cooperative learning exercises, interdisciplinary activities, computer simulations, individual research projects, audio-visual aids and role-playing activities. We are striving to develop students who will be able to take factual material and apply it to formulate thoughts, ideas and conclusions of their own.

We understand that the Middle School serves as an important transition between elementary school and high school. We strongly believe that through the implementation of these varied teaching strategies students will master the essential skills to be productive learners and develop an appreciation for history.

Grade 6 World Geography MHS6RT

During the first part of the year, students will focus on learning geographical terms and the utilization of many geographic tools. These basic skills will be applied as the students explore the regions of the world. The World Geography course also includes the study of the world's cultures. Their discoveries and knowledge of the world are displayed through a variety of assignments including the Cultural Celebrations Project held during the winter term. Projects generally require outside research, mapping skills and written or oral presentations revolving around the five themes of geography. In addition to these skills, the course focuses on paragraph development, organization, memorization techniques, comprehension and an introduction to computer programs like PowerPoint.

The value of the course lies in its ability to create for students a fundamental background of continents and cultures that will enable them to better understand the historical perspectives in future courses.

Text: World Explorer Series: Eastern Hemisphere, Latin America, Prentice Hall, 2004.

Grade 7 World History MHS7RT

This is a course designed to explore the history behind many of the world's cultures. The course begins with early African empires, medieval China, India and Japan. The second half of the year exposes students to the study of medieval Europe, the Renaissance, Reformation, Age of

Exploration, and early American empires.

Throughout the study of world history, the students are also exposed to the art, architecture and literature of the time period in order to enrich each culture's historical background. Study skills, concept mapping, outlining skills, internet exploration and research, organization, written reflection, and cooperative interactions are the focus skill areas in 7th grade.

Special projects for the course include: writing an essay on biographies in honor of the Dr. Martin Luther King, Jr. holiday and creating an "Attic Archaeology" project and museum. All assignments are designed to build and strengthen research skills, technology skills, writing skills and oral expression.

Texts: *Across the Centuries*, Houghton Mifflin, 2003.

Grade 7 World Religions and the Holocaust (rotates with Writing Development) MHW7DT, MWH7DT

(6 weeks each goal)

In this course, students explore religious and cultural diversity through readings, films, internet activities, current events, and guided class discussions. During the first half of the course, students identify the basic tenants and historical leaders of the world's major religions including Judaism, Christianity, Islam, Hinduism, and Buddhism. Ultimately, students will recognize the many similarities of these religions, and develop an appreciation of their differences. The second half of the course revolves around Holocaust studies. The Holocaust topic is bro-

ken down into categories covering the perpetrators, the victims, the bystanders, and the rescuers. Through the study of the Holocaust, students will begin to develop and understanding of prejudice, intolerance, and indifference.

Grade 7 Rotator – Heroes and Villains

**MHS7Z (rotates with MAR7Z
- Art and MPE7Z –Project
Adventure)**

The Twentieth Century is full of recognized and unrecognized heroes and villains who have impacted the world. Who are these people? What motivates them? How have they influenced world events, attitudes, and beliefs? Are all villains truly villainous and are all heroes truly heroic? This rotation will analyze several figures from the Twentieth Century and teach students how to develop an honest Heroes and Villains rubric to determine where an individual would fall on a spectrum. Students will also research, write and present a project on one person from the Twentieth Century and determine whether their personality is a hero or a villain. Students also make a personal connection to heroes in their own life by interviewing and writing a report on a family hero.

Grade 8 History of the United States MHS8RT

The study of American history involves names and dates, discoveries and conflicts. Through the study of the facts, students will begin to see the relationships between individuals and groups that have shaped the history of the United States. It is

important to present concepts that help students to understand the cause and effect of how historical circumstances have influenced the American experience.

This survey course will begin with Colonization, the American Revolution, the Constitution, and expansion of the United States. The second half of the year is dedicated to the conflicts of the Civil War, Reconstruction, and Industrialization. Essay writing, analysis of historical events, note taking, memorization, test taking, utilizing computer programs like PowerPoint are focus skill areas in 8th grade.

Special activities for this course include: participating in the America and Me Essay Contest, developing an essay and presentation with a topic that honors the oratory style of Dr. Martin Luther King, Jr.; Lewis and Clark interactive experience, in addition to a class trip to Washington, D.C. The history department views the trip as an extension of the classroom experience so students “feel” the history they are learning in their textbooks.

Text: *The American Nation*, Prentice Hall, 2003.

RELATED CLUBS, ACTIVITIES, EVENTS AND COMPETITIONS

National Geography Bee (All school)

National Social Studies League (All school)

National Geography League (All school)

Cultural Tour Project (6th Grade)

Attic Archaeology Project (7th Grade)

Michigan Social Studies Olympiad Club (7th & 8th Grades)

Dr. Martin Luther King, Jr. Oratory Presentations (7th & 8th Grades)

America and Me Essay Contest (8th Grade)

Class trip to Washington, D. C. (8th Grade)

MATHEMATICS

The Middle School mathematics department offers courses to meet students' individual needs. Emphasis is placed on developing computational skills and applying these skills to solve problems. It is our aim to present the concepts in a manner that enables students to feel successful about their progress in mathematics.

Grade 6 students review and expand their computation skills and problem solving strategies. Their course is followed by a Pre-Algebra course in Grade 7. Depending on the students' success and grasp of the pre-algebra topics, they will be recommended for Algebra I or Grade 8 Math.

For students who complete the Middle School mathematics sequence early, a special course in high school geometry, entitled Honors Geometry is taught. Students may also be enrolled in higher level high school math courses as needed. The department also provides numerous opportunities for students to compete in mathematics contests at the school, regional, state and national levels.

Grade 6 Mathematics MMA6RT

The math program includes a gradual expansion of the students' knowledge of number systems. The

course emphasizes mathematical structure, development of equations, solutions to equations, graphing, geometry, fractional numbers, decimal numbers, percents and integers. Review of computational skills is continuous throughout the year. Students are introduced to topics in number theory and they work with the metric system. Computers are used to enhance course work.

Text: *Math: Course 2*, McDougal Littell, 2007.

Grade 6 Honors Mathematics MMA6AT

The honors program at this level requires more in-depth work on the same topics covered in the Grade 6 Mathematics course. Students are presented new concepts in a more abstract manner. Enrollment is determined by the department, based upon background and current level of ability.

Text: *Math: Course 2*, McDougal Littell, 2007.

Grade 7 Pre-Algebra MMA7RT

This course emphasizes solving equations algebraically, thereby strengthening arithmetic skills and developing the necessary, traditional pre-algebra concepts. Work with positive and negative rational numbers, variables, and exponents is stressed. Elementary geometry concepts are studied, emphasizing the metric system and the application of geometric formulas. Number theory, graphing and word problems are also studied. Spread sheets and graphing data, utilizing computers, are coordinated with the science department. Computers are utilized

in the course for further understanding and review.

Text: *Pre-Algebra*, McDougal Littell, 2005.

Grade 7 Honors

Pre-Algebra

MMA7AT

In the honors course, the approach is more abstract and theoretical than in the regular pre-algebra course. The same traditional pre-algebra topics are presented as in the Grade 7 Pre-Algebra course. In addition, more in-depth emphasis is placed on number theory, graphing equations, functions, strategies for solving word problems, exponents, real numbers, varied base numbers, geometry and elementary algebra. The algebraic method is used in equation solving throughout the year. Computers are utilized in the course. Enrollment is determined by the department based on background and current level of ability.

Text: *Pre-Algebra*, McDougal Littell, 2005.

Grade 8 Mathematics

MMA8TT

This is a course for those students who will benefit from additional pre-algebra mathematics before taking Algebra I. Emphasis is placed on strengthening arithmetic skills, introducing geometric concepts and providing the student with a stronger understanding of the properties of the number system. Topics are taught so that their relationship with algebraic concepts is stressed. Special emphasis is placed on providing the students with opportunities to be successful in mathematics. Topics studied in depth include operations with integers and rational

numbers, equations, problem solving, area and volume, and graphing. The goal of this course is to provide a smooth path from arithmetic to algebra and from the visual world and arithmetic to geometry. The computer is utilized in the course.

Text: *Passport to Algebra and Geometry*, McDougal Littell, 1999.

Grade 8 Algebra I

MMA8RT

(Fulfills one high school credit)

This high school level course is designed for those students who have mastered the topics discussed in Pre-Algebra. Both the structure of algebra and the development of computational problem-solving skills are stressed. The course of study includes working with real numbers, equations and inequalities, systems of equations, coordinate geometry, quadratic equations, polynomials and rational equations. Throughout the course, topics are integrated and reviewed. The computer is utilized in relation to the course work.

Text: *Algebra I*, McDougal Littell, 2007.

Grade 8 Honors Algebra I

MMA8AT

(Fulfills one high school credit)

In the honors course, more in-depth work is assigned and more rigor required. The same topics covered in Grade 8 Algebra 1 are studied and integrated. Computer programs are used to enhance course work. Additional topics that are often just introduced in an Algebra I course and then expanded in the Upper School mathematics courses may also be studied. Such topics could include probability and statistics,

sequences, permutations, combinations, and others. Graphing calculators, supplied by the department, are used in relation to the course work. Enrollment is determined by the department based upon background and current level of ability.

Text: *Algebra I*, McDougal Littell, 2007.

Grade 8 Honors Geometry

MMA8GT

(Fulfills one high school credit)

This honors course is for those Middle School students who have successfully completed the Honors Algebra I course. The geometry concepts are introduced visually, analytically, inductively, and deductively.

This course integrates topics from both algebra and geometry. Emphasis is placed on the development of logical reasoning within the mathematical systems studied. The basic postulates and theorems of Euclidean geometry are developed and the concept of formal proof is studied in depth. In addition to the traditional topics of geometry, basic concepts of logic, set theory, mappings, groups, graph theory, and transformational geometry are studied.

Texts: *Geometry*, Moise Downs, 1991.

Grade 8 Honors Algebra II

MMA0AT

(fulfills one high school credit)

This course is for those students who have successfully completed the Honors Geometry course.

This is a demanding second year algebra course with emphasis on preparing the student for the Ad-

vanced Placement program in mathematics and/or the International Baccalaureate syllabus. Course content includes properties of the real number system, solving equations and inequalities, solving systems of equations, relations and functions, quadratic relations and systems, graphing functions and relations, polynomials and polynomial functions, exponential and logarithmic equations, sequences and series, permutations, combinations and probability, analytic geometry, basic statistics, matrices, and the study of transformations.

Text: *Algebra and Trigonometry*, Addison-Wesley Longman, Inc. 3rd Edition 08.

MATH COMPETITIONS

American Math Competition (AMC-8, 10, and 12)

D.C.D.S. Math Invitational

MATHCOUNTS

Math Rally

Michigan Mathematics League (grades 6, 7, and 8)

Michigan Mathematics Prize Competition (MMPC)

Purple Comet Math

CLUBS

Math Competition

Chess

Stock Market

Projects

Get a Life

Half a Cake

MUSIC

The ancient Greek philosopher, Plato extolled the benefits of music to the human being. He said: "Edu-

cation in music is most sovereign because more than anything else, rhythm and harmony find their way to the inmost soul and take strongest hold upon them (the students), . . . imparting grace if one is rightly trained." We at Detroit Country Day School value music as an important part of a young person's development. Musical involvement has been shown to improve a student's self-discipline, dexterity, coordination, self-esteem, thinking skills, listening skills, creative ability and personal expression. In addition, many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. Detroit Country Day School recognizes the important role musical instruction can play in a child's life and commits itself to numerous opportunities for student participation.

Our primary goal is to provide excellent musical experiences through performance in instrumental (orchestra and band) and choral music. Through its multi-level structure, the instrumental program offers even the most beginning student the opportunity to perform, while still giving the most advanced players the proper environment with which to further their skills and express their musicality. The choral program is also open to every student who wishes to participate. Each level of vocal development is offered a unique singing opportunity. A highlight of the Middle School Choral Program is the Men's and Women's choirs, which allow for very focused and customized instruction geared to the unique needs

of the developing young voice. All Middle School performance groups give two concerts each year in our Performing Arts Center. We also fully participate in the Michigan School Band and Orchestra Association and the Michigan School Vocal Music Association's district and state festivals, with a reputation of excellence throughout the area. In addition, several clubs are offered for students to further their skills and experiences. For those who do not wish to be a part of the performance program, we also offer a Music Appreciation class at the sixth grade level and a Jazz/Blues/Rock History class at the eighth grade level, which explore the history of American music, its evolution through the ages and its influence on culture and society.

Beginning Band

MBD0BT

Prerequisite: Interview with MS Band Instructor

This class is for the absolute beginner. It is a performance group which is open to all students who wish to study a woodwind, brass or percussion instrument as a complete beginner. The fundamentals of reading music are stressed as well as the proper use of their prospective instrument choice. Participants may perform in concerts. This class is graded.

Placement of students into intermediate or advanced band is determined by the Detroit Country Day Junior School teacher recommendation and/or audition by the Middle School Band Director.

Intermediate Band MBD0IT

Prerequisite: Placement by Audition

This performance group is open to all students who have reached the intermediate level of proficiency on their respective instruments. Emphasis is placed on the mastery of daily assignments that develop technical skills, note-reading, tone quality, proper position and basic knowledge of music theory. The group performs two major concerts each year and participates in school events. This class is graded.

Advanced Band MBD0AT

Prerequisite: Placement by Audition

This performance group is open to all students who have reached an advanced level of proficiency on their respective instruments. This class is graded. Each group is exposed to music literature from various periods of music history, as well as the study of basic theory. Individual students participate in the Michigan School Band and Orchestra Association Solo and Ensemble Festival. The Band and Orchestra as performance groups participate in the MSBOA District and State Festivals. The group prepares two major concerts each year and performs for school events and various off-campus functions. This class is graded.

Treble Choir – Grade 6 MCR6RT

Prerequisite - NONE

This choir is an opportunity for any sixth grade student to explore vocal

music in a classroom setting. Many different types of music are performed throughout the school year, covering a wide variety of styles and time periods. The basic fundamentals of vocal technique are studied such as breath support, posture and vowel production. Also, elementary aspects of music theory are introduced, such as basic notation, key signatures, rhythm and solfege. The Treble Choir participates in all Middle School choral concerts, as well as District Choral Festival in March.

Men's Choir – Grades 7/8 MBC0RT

Prerequisite - NONE

The needs of the young male voice are quite unique. This class offers a special opportunity for boys going through the difficult and sometimes awkward process of the voice change. Since the class is all boys, it is geared toward the specific needs of this type of voice. It offers a safe and nurturing environment for young men to discover the beauty of music. Beginning and intermediate music theory is also covered, as well as proper vocal technique. The choir performs in all Middle School choral concerts in addition to participating in both District and State Choral Festivals. A wide variety of carefully selected repertoire is performed, adding to the exciting experience of singing with such a group. This class is graded.

Women's Choir – Grades 7/8 MGC0RT

Prerequisite - NONE

The needs of the young female voice are uniquely different from the

young male voice. The voice change for girls is not as drastic as for the boys, but it does offer very unique challenges and frustrations to young singers. Since this class is all girls, it is geared toward the specific needs of this type of voice. It offers a safe and nurturing environment for girls to discover the beauty of music and offers an opportunity for self-expression. Beginning and intermediate music theory is also covered, as well as proper vocal technique. The choir performs in all Middle School choral concerts in addition to participating in both District and State Choral Festivals. A wide variety of carefully selected repertoire is performed, adding to the exciting experience of singing with such a group. This class is graded.

Beginning Strings MOR0BT

Prerequisite: Interview with MS Strings Instructor

Beginning Strings class is offered for those students in the sixth, seventh, and eighth grades who have not studied a string instrument, or who have had minimal training on their instrument. The students have a choice of studying the violin, viola, cello, or double bass. Emphasis is placed upon basic techniques such as instrument hold, left hand position, bow hold, tone production, and note-reading. Each student is responsible for renting an instrument from an area string shop for home practice. Cello and Double bass students are required to rent an instrument for home practice, but would have the opportunity to use a school instrument during the school day to avoid transporting such a

large instrument to and from school. The beginning strings class performs two major concerts per year and participates in school events. Placement into this class will be determined by the Middle School Strings Director. This class is graded.

Placement of students into the intermediate and advanced orchestras is determined by the music instructor at Detroit Country Day Junior School and/or audition by the Middle School Strings Director.

Intermediate Orchestra MOR0IT

Prerequisite: Placement by Audition

The Intermediate Orchestra is open to all students in sixth, seventh, and eighth grades who have reached the intermediate level of proficiency on their respective instruments. Emphasis is placed on the mastery of daily assignments that develop technical skills, note-reading, tone quality, position and basic knowledge of theory. The Intermediate orchestra performs in two major concerts each year and participates in school events. All students enrolled in this class are eligible to receive honor roll credit. This class is graded.

Advanced Orchestra MOR0AT

Prerequisite: Placement by Audition

The Advanced Orchestra is open to all students who have reached an advanced level of proficiency on their respective instruments. Advanced Orchestra students are exposed to music literature from various periods of music history, as well

as the study of basic theory. Students enrolled in this class will have the opportunity to participate in the Michigan School Band and Orchestra Association Solo and Ensemble Festival. This group participates in the MSBOA District and State Orchestra Festivals. They also prepare two major concerts each year and perform for school events and various off-campus functions. This class is graded.

Music Appreciation Rotator– Grade 6

MMU6DT (rotates with MAR6DT – Art)

Music History, an 11-week course in the Grade 6 rotation block, is an academic course and receives a grade. The aims of this course are to:

Introduce students to their musical heritage through listening and learning, using a wide variety of musical styles;

Create interest in and enjoyment of music;

Better understand one's physical, emotional and intellectual response to music by learning to analyze and critique music of all ages and all cultures.

The musical repertoire presented in this course encompasses the Baroque Period through contemporary rock music. This study also encompasses reference to historical events of the relative periods.

Jazz/Blues/Rock History Rotator– Grade 8 (meets one trimester)

MMU8Z (rotates with MAR8Z – Art History and MDR8Z – Intro. To Speech)

This course studies the beginnings of jazz/blues and rock music and their development as influenced by American historical events.

RELATED CLUBS, ACTIVITIES, EVENTS and COMPETITIONS

Choral-Aires (20 voice small ensemble auditioned from Men's & Women's Choirs)

Country Fiddlers (Exploration of different types of fiddling for string players)

Jazz Improvisation (Introduction to Jazz improvisation for string players)

Guitar Club (All levels can join to learn / share guitar playing in groups or individually)

Music Exploration (creation and sharing musical ideas)

MSBOA & MSVMA (Band & Orchestra Festival, Choral Festival, and Solo & Ensemble Festival)

Two in-school performances per year (December & May)

PHYSICAL EDUCATION

The mission, philosophy and purpose of the Detroit Country Day Middle School physical education program reflect the school's motto "Mens Sana in Corpore Sano" (a sound mind in a sound body). The Middle School physical education program strives to develop within each student an understanding of how to achieve and maintain a sound mind in a strong body. The middle school physical education program also strives to challenge students to achieve their individual potential, while encouraging the

attainment of lifetime skills and values.

Desired goals of the middle school physical education program are:

An appreciation of fitness as a lifetime pursuit.

The development of a diligent work ethic.

A commitment to team work.

The integrity to play by the rules and exhibit good sportsmanship.

The development of a positive self image and a respect for others.

The ability to win graciously and lose with dignity.

To develop and maintain a tradition of excellence.

To maintain a safe athletic environment.

6TH GRADE

MPE6RT

Meets 3 days (189 minutes) per week for the entire year

The structured physical education curriculum includes an in-depth fitness evaluation of each student in the fall, communication of the student's fitness profile with the student's parents, recommended exercise programs, and retesting of each student in the spring of each school year. Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, flexibility, and body composition. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, sit & reach test, flexibility test and body composition.

A five week introduction to the Project Adventure ropes course climbing unit emphasizing trust building, problem solving, and

group cooperative initiative activities for sixth grade students is well received. The sixth grade climbing initiatives include the Tension Traverse, Prussik Knot Climb, Horizontal Wall Climb, Tarzan Swing, Rope Ladder, Cargo Net Swing, Climbing Wall's # 1 & 4, and mastering proper belaying techniques. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals & objectives and fitness scores with their parents at the mid-year "Student Led Conferences" as part of their power point presentation.

Instructional units include soccer, touch football, ultimate Frisbee, cross country, basketball, gymnastics, volleyball, wrestling, team handball, floor hockey, track and field, lacrosse, baseball and paddle tennis. Various competitive sport units incorporate a "Sport Education Model" which require students to participate being referees, statisticians, photographers and writers. Participation in this "Sport Education Model" encourages students to be successful, enthused and committed to doing better for themselves and their team. Scores, statistics, pictures and articles are posted on the Physical Education Website.

Students do not receive a grade in sixth grade physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills, and leadership ability.

MPE6DT Rotates with MAR6DT – Art

Meets 189 minutes per week - Rotates 5 weeks Physical Education /5 weeks Art

Sixth grade music students who cannot experience the year round physical education class are required to participate in this course.

The structured physical education curriculum includes an in-depth fitness evaluation of each student in the fall, communication of the student's fitness profile with the student's parents, recommended exercise programs, and retesting of each student in the spring of each school year. Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, flexibility, and body composition. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, sit & reach test, flexibility test and body composition.

A five week introduction to the Project Adventure ropes course climbing unit emphasizing trust building, problem solving, and group cooperative initiative activities for sixth grade students is well received. The sixth grade climbing initiatives include the Tension Traverse, Prussik Knot Climb, Horizontal Wall Climb, Tarzan Swing, Rope Ladder, Cargo Net Swing, Climbing Wall's # 1 & 4, and mastering proper belaying techniques. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals & objectives and fitness scores with their parents at the mid-year "Student

Led Conferences” as part of their power point presentation.

Students do not receive a grade in sixth grade physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills, and leadership ability.

7TH GRADE

MPE7Z Rotates with MAR7Z – Art and MHS7Z – Heroes & Villains

(Meets 189 minutes per week – Rotates 5 weeks Physical Education / 5 weeks Art)

Grade 7 students are given an in-depth health-related fitness evaluation similar to the fall and spring evaluations they received in the sixth grade. Fitness testing results are reported to both the student and the parents and recommendations for continued good health are made.

Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, flexibility, and body composition. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, sit & reach test, flexibility test and body composition.

The second goal - 5 week rotator curriculum is a continuation of the Project Adventure Ropes Course Climbing Curriculum. The seventh grade initiatives are more advanced and conclude with climbing on the high elements. They include climbing walls # 2, 3 & 5, the High Wall, climbing into the Eagles Nest, completing a blindfold climb, a 360 degree spin to the cargo net and mas-

tering self-belaying techniques. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals & objectives and fitness scores with their parents at the mid-year “Student Led Conferences” as part of their power point presentation.

Students do not receive a grade in seventh grade physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills, and leadership ability.

8TH GRADE

MPE8RT

Meets 3 days (189 minutes) per week for the entire year

The structured curriculum includes an entire school year of continuous fitness activities for each student, communication of the student’s fitness profile with the student’s parents, and recommended exercise prescriptions for each student. Principles of cardiovascular and strength training appropriate for eighth grade students are taught. Directed daily exercise, strength training, and cardiovascular programs are conducted utilizing free weights, cybex machines, and a variety of cardiovascular machines in the Country Day Blue Gold Fitness Center.

Students are evaluated on their health-related fitness levels in four test areas: cardiovascular endurance, muscle strength, flexibility, and body composition. The students complete a battery of tests that include: mile run, pacer test, shuttle run, sit-up, pull-ups, push-ups, sit & reach test,

flexibility test and body composition.

The competitive sports education curriculum includes instructional units in various competitive games such as ultimate Frisbee, touch football basketball, volleyball, softball, and tennis.

The second goal curriculum includes a continuation of the Project Adventure Ropes Course Climbing Curriculum. The eighth grade initiatives are more advanced and conclude with jumping for the high trapeze which hangs from the ceiling. Additional initiatives include climbing walls # 2, 6 & 7, the ceiling climb, various spins into the cargo net, a single and double rope climb, and the dangle do challenge. Students are required to complete a written self-evaluation of their climbing achievements, industry, behavior and attitudes. They discuss their accomplishments, goals & objectives and fitness scores with their parents at the mid-year “Student Led Conferences” as part of their power point presentation.

Students do not receive a grade in eighth grade physical education but are evaluated on their health related fitness scores, sport skill achievements, climbing initiatives, behavior, attitude, industry, organizational skills, and leadership ability.

SCIENCE

The intent of the Middle School Science Curriculum is to engage middle school students and provide a meaningful context for their science education at both a personal and a global level. All classes are

student-centered with an emphasis on “hands-on, minds-on” activities. Cooperative learning is used extensively in the classroom and students are challenged to think critically as well as creatively.

Grade 6 Science MSC6RT

The unifying theme for the 6th-grade science curriculum is “Our Living World.”

The skills of observation learned early in the year are applied throughout the course. Observation is also used to study the characteristics of living things. Classification is then the basis for studying the specific kingdoms. Later, these concepts are extended to changing ecosystems.

Topics studied throughout the year include using evidence to make inferences, qualitative and quantitative observations, classification, simple organisms, plants, animals, and ecology.

The DCDS natural areas will be utilized regularly as part of an outside field study program. Students will learn simple bird identification skills and will monitor migration through the “Journey North” project. The 6th grade students will also participate in the Rouge River Water Testing Program in May.

The curriculum emphasis will differ slightly during each unit and students will keep a notebook that will provide a foundation for their studies. Participation in the Middle School Science Fair is not a requirement of sixth grade students. The laptop will be used for various activities throughout the year.

Text: *Diversity of Living Things*, McDougal Littell, 2005; *Science Saurus*, Houghton Mifflin, 2002.

Grade 7 Science MSC7RT

The unifying theme for the 7th-grade curriculum is “Our Moving World.”

Students will explore the concepts related to forces, Newton’s Laws of Motion, pressure and buoyancy. Students will learn how energy, work and simple machines are involved in their daily lives.

The DCDS natural areas will be utilized regularly as part of an outside field study program. This program will focus on bird watching and the enjoyment of the natural world. Students will also monitor bird populations at the DCDS feeders and submit their data to the Cornell FeederWatch program. The computer graphing program “Excel” will be used to help students determine patterns of bird populations. The 7th grade students will also participate in the Rouge River Water Testing Program in the spring. The laptop will be used for various activities throughout the year.

The curriculum emphasis will differ slightly during each unit and students will keep a notebook that will provide a foundation for their studies. Participation in the Middle School Science Fair is a requirement for seventh grade students, whereas participation in the Metropolitan Detroit Science and Engineering Fair is optional, but encouraged. The scientific method is emphasized as the projects are prepared.

Text: *Motion and Forces*, McDougal Littell, 2004; *ScienceSaurus*, Houghton Mifflin, 2002.

Grade 8 Science MSC8RT

The unifying theme for the 8th-grade science curriculum is “Our Flowing World,” which deals with the movement of air, energy, pollutants, electrons, or genes from one place or one generation to another.

Topics studied include air and water quality, density, weather and the atmosphere, static electricity, blood, disease, and genetics. As these topics are studied, current issues are discussed, with an emphasis on the student’s role in the world and an individual’s right to make choices that impact others. Strategies to minimize air and water pollution are presented, as well as basic standards for health and controlling disease. Our study of genetics presents numerous opportunities to look at current issues such as genetic testing and cloning. The laptop will be used for various activities throughout the year.

The curriculum emphasis will differ slightly during each unit and students will keep a notebook that will provide a foundation for their studies. Participation in the Middle School Science Fair is a requirement for eighth grade students. Participation in the Science And Engineering Fair of Metropolitan Detroit is optional. The scientific method will be emphasized as students prepare their projects.

Text: *The Earth’s Atmosphere*, McDougal Littell, 2004; *ScienceSaurus*, Houghton Mifflin, 2002.

Grade 8 Chemistry MSC8AT

Prerequisite: Teacher recommendation

Recommended eighth grade students may elect this option that investigates the materials that make up our environment and the changes that take place in these substances. The course begins with a review of the mathematics necessary for chemistry and continues with the study of matter. The course includes a historical development of atomic structure, a study of both covalent and ionic bonding between elements, an investigation of chemical calculations based on balanced reactions and the mole concept, and an in-depth study of the periodic table. If time permits, the three phases of matter and the properties of solutions are also studied. Laboratory work is an integral part of this course and it is used frequently, both as a discovery tool and as a reinforcement tool. Chemistry students are required to participate in the Middle School Science Fair. Participation in the Science and Engineering Fair of Metropolitan Detroit is optional. The scientific method is emphasized as students prepare their projects.

Text: Chemistry: Connections to Our Changing World, Prentice Hall, 2000; ScienceSaurus, Houghton Mifflin, 2002.

Assemblies

Michigan Bats
Michigan Wetlands
Michigan Raptors
Hydrogen Powered Vehicles

Field Trips

7th Grade Science Florida Trip

6th Grade Science Zoo Trip

Competitions

Young Inventors
Future Cities
Metro Detroit Science & Engineering Fair

Clubs

Young Inventors
Future Cities
Science Service (botany, animal care, recycling)

LIBRARY MEDIA SCIENCE

Mission Statement

The Detroit Country Day School Library Media Services Department will support the curricular mission of the school by providing students, staff and faculty services and materials necessary to meet their intellectual and informational needs and to foster a love of reading and lifelong learning.

Vision Statement

The primary roles of the Library Media Services department are to support the curriculum, promote the value and joy of reading, and to teach information literacy skills.

We support the American Library Association's Library Bill of Rights and defend and uphold the freedom to read.

We will follow accepted professional standards and practices as outlined by the American Library Association, American Association of School Librarians and other library professional organizations.

We will guide library patrons to be ethical and responsible users of print and electronic resources.

From students conducting research or quietly reading to faculty members working with multimedia technology, the Media Center is a hub of activity in the Middle School. The Media Center is staffed by a professional librarian and two aides, and it is open to all students throughout the day and after school. Students may draw from a continually growing collection of 10,000+ print items, and wireless networking provides access to the DCDS network and the World Wide Web. The Media Center collection also includes subscriptions to electronic reference databases such as LexisNexis, Grolier, EBSCOhost, and Gale. Faculty may supplement their curriculum with one of many videos, DVDs or audio tapes by using the closed-circuit media delivery system. Additionally, the Media Center web page is an extensive resource for students, faculty and parents.

A crucial mission of the Media Center program is to collaborate with each department to support the curriculum, and students are given "just-in-time" instruction to meet their academic needs. Instruction focuses on several areas:

- (1) **Reading** – Through book talks, displays, reading lists, emails about new books and special programs, students frequently hear about and see books that may be of interest to them.
- (2) **Research skills and information literacy** – Students are taught how to use print and electronic resources effectively and how to de-

cide which resources best meet their needs.

(3) **Responsible use of resources** – Students receive instruction on the importance of giving credit to their research sources, how to create a bibliography, what the copyright laws are, and how to avoid plagiarism.

(4) **Internet safety and responsible use of technology** – Ethics and safety are heavily emphasized when using technology.

For parents and faculty, the Media Center offers a Parent-Teacher collection of books that may be checked out any time, as well as classes on using electronic resources, keeping children safe on the internet, and using new technology.

Collaboration Across the Curriculum

Art – provide resources for drawing activities and instruction for projects, such as the Artists Timeline, and display space for student artwork

English – provide book talks for every grade and fiction assignment, resources for speech, drama and debates, support the Oral Language Festival, provide an annual visiting author

Foreign Language – provide resources and instruction for the Foreign Language Week projects, offer French and Spanish language materials

History – provide resources and instruction for the 6th grade state and country projects, the 7th grade Martin Luther King, Jr., medieval history, and Attic Archaeology projects, and the 8th grade colonial America, Martin Luther King, Jr.,

and Washington, D.C. projects. Teach research skills and how to create a bibliography at 6th grade and reinforce at 7th and 8th grades. Discuss responsible use of technology.

Mathematics – provide resources and instruction for the Dewey Decimal and famous mathematicians' projects.

Music – provide resources for music appreciation, history of blues and jazz, and American musical theatre.

Science – provide resources and instruction for science fair, chemical elements, wetlands, and biomes projects. Teach research skills at 7th and 8th grade. Discuss responsible use of technology.

Study Skills/Laptop (6th grade only) – provide library orientation and teach lessons on research skills, Internet safety, and responsible computer use.

Related Activities

Visiting Author program – past authors have included Lois Lowry, Christopher Paul Curtis, Paul Zindel, Gail Carson Levine, Wendelin Van Draanen, Suzanne Fisher Staples, Laurie Halse Anderson, George Ella Lyon, and Ashley Bryan Scholastic Book Fair

Book and Author Celebration Day
Community Service book drive
National Library Week and Banned Books Week (Freedom to Read) celebrations

Summer reading
D.E.A.R. (Drop Everything and Read)

Paperback Exchange

Book clubs

Parent classes on using electronic resources, using computers, and keeping children safe on the internet

COMMUNITY SERVICE

The seeds of commitment to positive community involvement and awareness of the needs of others are nurtured in the Middle School. The effort to engage students in meaningful activities is ongoing throughout the middle school experience.

There are several opportunities for students to participate in community service. In Grade 6, students visit assisted living facilities as well as host parties at our school for the residents from these facilities. The students and residents share games, crafts, and snacks. This activity is part of the ongoing C.A.R.E. Program. In addition, the students participate in planned service learning days when they volunteer at local schools, shelters, and food distribution centers.

In 7th and 8th grades, students must participate in several hours of community service to be considered for the National Junior Honor society. The Class Boards sponsor various service projects throughout the year.

The entire Middle School participates in the annual Fall Walk-a-Thon sponsored by the Student Council. Over the last several years, many thousands of dollars have been raised for local charities such as C.A.T.C.H. and the Michigan Humane Society and for organizations such as the Red Cross (in times of national crisis), as well as St. Jude's Research Hospital.

All students are encouraged to participate in volunteer services within the school community. They serve as tour guides at Open House, Meet

the Teacher Night, and host visiting students. They help at New Student Orientation, Super Science Saturday (at the Junior School), Auction, and numerous other school functions throughout the school year. To further encourage service, the "Heart and Ksoll Award" is presented to 8th graders who have distinguished themselves as volunteers during their middle school experience.

CLUBS SELECTION SHEET

(2005 – 2006 Offerings)

You may select from the following clubs:

- Art Service
- Babysitting
- Beads
- Board Games
- Boys Basketball
- Calligraphy
- Cinema Classics
- Community Service
- Computer Games
- Cooking
- CPR Training and Certification
- Crafts
- Creative Writing
- Drama
- Floor Games
- Forensics
- French Club
- Golf
- Guitar Club
- History Olympiad
- Kites
- Knitting
- Latin
- Math Competitions
- Math Pentathlon
- Model Kits
- Mural Painting
- Needlepoint

- Origami
- Percussion
- Ping Pong
- Science Discovery
- Science Olympiad
- Science Service
- Stock Market
- Story Hour
- Strength and Conditioning

C.A.R.E PROGRAM

Detroit Country Day Middle School has developed a special vehicle called the C.A.R.E. (Coping skills, Awareness of health and well being, Respect for self and others, Exploring self and society) Program to present important health and developmental issues to your child in these pre-teen and teen years. It gives us the opportunity to introduce topics that will allow the children to become better informed, helping them to make good choices and decisions which will have healthy, positive consequences. The C.A.R.E. Program meets several times each month. Though the actual material may vary a bit from year to year the topics remain much the same. Below are listed the various topics for the current school year. There may be slight variations from year to year.

SIXTH GRADE

- How to Succeed in the Middle School – Developing Study Skills
- Substance Abuse (Alcoholism)
- Nutrition & Exercise for the Teen Needs
- Human Development
- Aging
- Friendship
- Ecology
- Smoking

- Manners
- Safety

SEVENTH GRADE

- Seventh Grade Survival Tips
- Coping with Serious Loss
- Values
- Human Development
- Personal Safety
- Substance Abuse (Ecstasy, Marijuana/Inhalants)
- Peer Empathy and Peer Pressure as it relates to teasing
- Individual Differences

EIGHTH GRADE

- Nutrition and A Healthy You/Eating Disorders
- Conflict Resolution
- Diversity
- Human Development and Sexuality
- Advertising, The Media and You
- Skin Care and Sun Exposure
- Substance Abuse (Drinking and Driving)
- The Next Step: "Upper School Here We Come!"

ADVISORY PROGRAM

The Detroit Country Day Middle School is very proud of its Advisory Program. Below, we have highlighted some of the interesting facts about the program:

- Advisory meetings occur several times each week.

- Teachers meet with their team to discuss their advisees' progress every other week and at significant points during the year.

- Advisors and Advisees write in journals together.

Advisors and Advisees share special activities for fun and group cohesiveness.

Most Advisors see their Advisees daily in an academic class.

Advisors are a critical link between home and school.

The child's Advisor tries to be his or her friend and ally here at school.

Advisory groups are formed by grade levels, to encourage friendship and a sense of belonging to a special group.

The student's Advisor stands ready to help you find answers to your concerns.

There are official Student - Parent-Advisor conferences in the fall, winter, and spring.

(As needed, parents can schedule a meeting with the student's entire teaching team.)

A Parent can contact the grade level Deans about specific concerns related to the Advisory program.

Advisory activities are often centered around activities developed to encourage self-discovery, good decision making, concern for others, and a sense of belonging.

CHARACTER EDUCATION

The development of a person's character is an ongoing process, beginning in childhood and continuing throughout life. The Middle School faculty takes their role as guides in this process seriously.

The C.A.R.E. Program presents several units related to positive so-

cial and emotional growth and proactive conflict resolution.

The administrative team uses every opportunity to counsel and advise a student to consider the rights of others, respect for self and others, and the process of good decision making, including the long-range consequences of one's actions.

All of the disciplines use "teaching moments" to create awareness of one's responsibility to the community, the nation, the planet, and the greater good. Literary analysis, scientific exploration, math, history and the study of other cultures through foreign languages all explore moral and ethical choices and give consideration to "the right thing to do". The world's great religions and their values are explained in a required 7th grade course. While differences are noted, similarities are emphasized in an attempt to demonstrate their common morality.

The Middle School participates in the annual development of a theme (selected by the all-school character committee) through pertinent activities and discussions.

The Advisory Program lends itself perfectly to the development of character through prescribed activities, discussions, group participation in service, and provides an important link to the home, which allows the family and school to work together in this process.

The 8th grade has a special class called C.I.A. (Character In Action) which meets as a regular class. Students rotate through the three components of the class: C.A.R.E., Service Learning, and Media Awareness. They explore current events from an ethical standpoint and par-

ticipate in philanthropic activities such as collecting plastic bottles and used printer cartridges to help our environment and to raise money to help others. They study the underlying influences of advertising and how it permeates their lives. At the end of the course, students should be well-informed about pertinent topics so they can think more independently and critically and make positive decisions.

All of these initiatives work concurrently to establish a foundation of caring, respect, fairness, citizenship, responsibility and trustworthiness in our students. The Middle School staff models the qualities of good character and encourages them in each student within the classroom and beyond.

ATHLETIC PROGRAM

The Middle School Athletic Program is designed to meet the needs of the adolescent student. It is designed in keeping with the Country Day tradition of developing "A Sound Mind in a Sound Body". This tradition has encouraged all students to participate in athletics while maintaining a positive blending of the schools' academic and athletic objectives. Students in grades 7 & 8 are required to successfully complete two seasons of athletic participation each year. Students may satisfy one of their athletic sport requirements by participating in an approved off-campus competitive activity. The second athletic sport activity must be an on-campus inter-scholastic sport.

The Middle School Athletic Program is designed so as to provide

every student an opportunity to participate at his/her appropriate level of expertise. Many interscholastic sports are offered. The experienced and more skilled athletes have the opportunity to compete at the highest level on what are termed "A" teams. Country Day sponsors "A" teams in football, cross-country, soccer, tennis, field hockey, basketball, wrestling, volleyball, swimming, indoor soccer, lacrosse, baseball, and track & field. Country Day also sponsors "B" teams in a number of sports. The "B" team concept provides the intermediate athlete with an excellent experience in a competitive environment. "B" teams are provided in the sports of soccer, field hockey, tennis, basketball, volleyball, lacrosse and baseball. Most of these sports include students of a wide range of abilities. Country Day also sponsors intramural sports for students who choose to compete at the beginning level. Intramural soccer is provided in the fall, basketball in the winter and baseball/softball in the spring.

Participation by grade 6 students in the after school athletic program is optional. Grade 6 elective sports are soccer (M&W), flag football (M), cross country (M&W), field hockey (M&W), basketball (W), wrestling (M), swimming (M&W), track & field (M&W), lacrosse (W). Grade 6 students also participate in required physical education classes.

Optional Team Sports for Grade 6

The following sports are generally offered:

Fall

- Girls
- Basketball

- Cross Country (co-ed)
- Field Hockey
- Boys
- Cross Country (co-ed)
- Soccer
- Flag Football (if interest is shown)

Winter

- Girls
- Introduction To Dance Squad
- Racquetball/Squash (co-ed)*
- Rock Climbing (co-ed)
- Swimming (co-ed)*
- Boys
- Racquetball/Squash (co-ed)*
- Rock Climbing (co-ed)
- Swimming (co-ed)*

Spring

- Girls
- Lacrosse
- Track & Field
- Boys
- Track & Field

Team Sports for Grades 7 and 8

The following sports are generally offered:

Fall

- Girls
- Basketball
- Cross Country (co-ed)
- Field Hockey
- Tennis
- Boys
- Cross Country (co-ed)
- Soccer
- Football

Winter

- Girls
- Indoor Soccer*
- Swimming (co-ed)*
- Volleyball
- Boys

- Basketball
- Indoor Soccer*
- Swimming (co-ed)*

Spring

- Girls
- Lacrosse
- Soccer
- Softball
- Track & Field
- Boys
- Baseball
- Lacrosse
- Tennis
- Track & Field

*An additional fee for facility use is charged for these sports.

Selection of a Sport

Students must select a sport at the beginning of each season in which they intend to participate.

DRESS CODE

Boys

Official Uniform

(And uniform options)

- White or light blue, oxford cloth, button-down collar shirt with DCDS monogram
- Navy blue dress pants, classic style khaki pants or gray dress pants with DCDS monogram
- School tie
- Navy blue pullover sweater or vest with DCDS crest as part of the winter uniform
- Blue, black or white socks
- Belt is always required
- Leather dress shoes or suede tie-on or slip-on shoes with backs

Please Note:

Boys who are members of a performance group will need the white, long sleeved oxford cloth, button-down collar shirt with DCDS monogram and the navy blue pullover sweater or vest with DCDS crest. The boys will need gray dress slacks with DCDS monogram.

For graduation, boys will need the white, long-sleeved oxford cloth, button-down collar shirt with DCDS monogram. The boys will need gray dress slacks with DCDS monogram and dark socks and dress shoes.

Girls

Official Uniform

Official DCDS monogrammed white or light blue oxford cloth, button down collar blouse.

School kilt or skirt (hemmed just above the knee)

Khaki slacks with DCDS monogram may be worn with the official school blouse. Belt must be worn with looped pants.

Navy blue pullover sweater or vest with DCDS crest worn with the kilt, skirt, or official khaki pants as part of the winter uniform.

White or navy blue crew socks or knee socks (Navy blue or black tights are required with the winter uniform when a kilt or skirt is worn.)

Dark, flat, wide-heeled leather dress, suede tie-on or slip-on shoes with backs (Please note that wedged, platform, heeled shoes over 1" (one inch) high or clogs are not acceptable for safety reasons.)

Please Note:

Girls who are members of a performance group will need the white, long sleeved oxford cloth, button-

down collar blouse with the DCDS monogram and the school navy blue pullover sweater or vest.

For graduation, girls will need the white, long sleeved oxford cloth, button-down collar blouse with the DCDS monogram. Girls must wear either the skirt or kilt with white or navy blue knee socks and low-heeled dress shoes.

PROCESS OF ADMISSION

The process of admission gives families and candidates the opportunity to discover the reasons why Detroit Country Day can make a significant difference in the life of a child. The first step of the process is to contact the Office of Admission in order to schedule an interview and testing. The purpose of the interview is to share with the family the depth and breadth of the Country Day experience and provide the candidate and her/his family the opportunity to discuss the school environment, curriculum, graduation requirements, activities, and explore extracurricular possibilities.

The application process is finalized upon a candidate being interviewed, return of all completed forms found in the Admission Portfolio to the Office of Admission, and after taking the entrance examinations. All components of the portfolio are reviewed to substantiate a student's candidacy.

Decision

A decision to admit, place the candidate on a wait-pool status, or to deny is made as quickly as possible

based on the Admissions Portfolio being completed. Such decisions are made by the Director of Admission and/or an Admissions Committee based on the information in the candidate's portfolio, including all admission testing. Country Day has a rolling admissions policy which means the Admissions Department makes decisions on an on-going basis and not necessarily at any specific time of the school year.

Components Of The Admissions Portfolio

(Please be aware that a candidate's portfolio must be complete before a decision will be made.)

To be completed by the candidate and the parent(s)/legal guardian:

Interview with the Director of Admissions (Legal guardian and candidate attendance required)

Application

Candidate's Statement and Fact Sheet

Parent/Legal Guardian Questionnaire

Entrance Examination

Entrance Examination Fee

To be returned to the Office of Admission from the candidate's current school:

Transcript/Report Card

English Teacher Recommendation

Mathematics Teacher Recommendation

Counselor/Advisor Recommendation

Significant Other Recommendation

The following entrance evaluations are required: These standardized tests are multiple choice.

Independent School Entrance Examination (ISEE) evaluates the areas of Vocabulary, Reading Comprehension, and Mathematical Skills.

The Otis-Lennon Test evaluates areas of vocabulary, problem solving skills and logic.

The candidate will be asked to create a Writing Sample that has been created and will be evaluated by the appropriate Middle or Upper School English Department Chairs.

Testing

Testing is administered Monday through Friday and on occasional Saturdays. Testing is scheduled by calling the Office of Admission at (248) 646-7717.

Visitations

Classroom visitation to Country Day is made available after the candidate has completed the interviewing process. Students are assigned a Middle School host or hostess who becomes the guide during a typical school day.

Open House

Country Day hosts an Open House in the fall and spring of each year. Please phone the Office of Admission at, 248-646-7717 ext 1045 or 1043, to inquire about the date and time.

The text of this publication is printed on recycled paper.

N.B. Texts listed in the course descriptions in this catalogue are subject to change.



COMMUNITY HONOR COVENANT

Middle School

EXPECTATIONS

Detroit Country Day is a community of students, parents, faculty, and staff who have joined together for the purpose of academic excellence, artistic expression, athletic development and character growth. Participation in the school community is based on the foundation of our commitment to qualities of *"A Sound Mind and a Sound Body"* and requires shared goals and accountability to one another.

Within every community certain expectations ensure the dignity of the environment. When individuals join the Country Day community, they freely and willingly choose to take upon themselves the responsibilities outlined in this covenant.

RESPONSIBILITIES

Education and daily experiences at Country Day are a privilege and an opportunity. In recognition of this, great value is placed on the quality of relationships in our community. All members of our school community, students, parents, faculty and staff, will strive to honor and model citizenship, on campus and in the community at large. Members of our school community will:

treat each other with **RESPECT** and courtesy by valuing others in the community and caring for the physical and natural environment.

accept **RESPONSIBILITY** by following through on promises and obligations, assuming accountability for one's actions.

demonstrate **INTEGRITY** by adhering to our community values of sincerity, honesty, and authenticity.

develop **WISDOM** through an appreciation of learning through life stages—in both educational endeavors and the decision making process.

AGREEMENT

The intent of this Honor Covenant is to identify expectations that assist Detroit Country Day School in functioning as an academic, artistic, athletic and character driven-community and in achieving its goals as an institution of exceptional learning.

By signing this covenant members of this community commit themselves to those standards of behavior and attitude that correlate to higher accomplishment and personal excellence. By signing this covenant you are agreeing to the policies and expectations of the Detroit Country Day community through this Honor Covenant and the Student/Faculty Handbook.

**DETROIT COUNTRY DAY MIDDLE SCHOOL
2007 – 2008 SIXTH GRADE SCHEDULING RECOMMENDATIONS***

Name of Student _____ Homeroom Teacher _____

SECTION I: Core Curriculum

All Students are required to take the following classes:

1. English
2. Science
3. Geography & World Cultures
4. Learning Skills/Laptop
5. Mathematics:
 Regular
 Advanced (By recommendation only)
 (Gr. 5 teacher **MUST** recommend and initial here _____)

- 6A. Foreign Language (One is taken. Please list preferences in 1, 2, 3 order.)**
 Beginning French (if there is enough interest)
 Beginning Latin
 Continuing French
 Beginning Spanish

~OR~

- 6B. Regular Learning Support**
 (Usually replaces Foreign Language)
 (Gr. 5 teacher **MUST** recommend and initial here _____)

**SECTION II: Gr. 6 Electives:
(Must choose TWO to fill remaining blocks.)**

7. _____
 (Please PRINT your selection above)
8. _____
 (Please PRINT your selection above)
 Rotating Art/Music Appreciation Class
 (*Only for non-music students*)
 Rotating Art/PE Class
 (*Only for music students*)
 Physical Education (Open to all students)
 Choir (Open to all students)
 Beginning Band (Which Instrument? _____)
 Intermediate Band
 (Gr. 5 teacher **MUST** approve level and initial here _____)
 Advanced Band
 (Gr. 5 teacher **MUST** approve level and initial here _____)
 Beginning Strings (Which Instrument? _____)
 Intermediate Orchestra
 (Gr. 5 teacher **MUST** approve level and initial here _____)
 Advanced Orchestra
 (Gr. 5 teacher **MUST** approve level and initial here _____)

SECTION III SPECIFIC RECOMMENDATIONS BY GR. 5 TEACHING TEAM OR ADMISSION OFFICE:

Parents should be aware that a child may be recommended for summer school, tutorials, or study skills. The following recommendations are being made to provide academic support:

- A. In-house Math tutorials (After school)
- B. P.M. Study Assistance Program _____
- C. Recommendation to take individual summer tutorials (Which subject (s)?) _____
- D. Recommendation to take summer school program:
 Math Study Skills Writing Other

SECTION IV Athletic Interest (OPTIONAL):

Athletics are not required in Gr. 6, however, there are some opportunities for the sixth grade students to participate in a limited number of sports. So that we may estimate our coaching needs, indicate your interest in the sport of your choice per season. **Sign up will take place in the Fall. All sports listed may or may not be available, depending upon interest.**

BOYS

Fall Cross Country Soccer Football

Winter Swimming (*fee involved*)

Spring Track & Field

GIRLS

Fall Basketball Cross Country Field Hockey

Winter Swimming (*fee involved*)

Spring Lacrosse Track & Field Soccer

*Swimming participants incur a portion of the cost of the facility rental. Refer to Handbook for further information.

SECTION V Is P.M. Supervision needed? Fall Yes No Winter Yes No Spring Yes No

SECTION VI The following signature indicates that you, the parent and/or guardian, are aware of and agree to the recommendations that have been made and your child will be scheduled accordingly.

Parent _____ Homeroom _____
 Signature _____ Date ___/___/___ Teacher Signature _____ Date ___/___/___

***Please be aware that because of the complexity and variables of the Middle School schedule, it is virtually impossible to change a student's schedule after it has been determined and agreed upon. The Gr. 5 teachers make recommendations for placement. Parental concerns MUST be addressed in the spring.**

DETROIT COUNTRY DAY MIDDLE SCHOOL
2007 – 2008 SEVENTH GRADE SCHEDULING RECOMMENDATIONS

Name of Student _____ Advisor _____

SECTION I: Core Curriculum

1. World History
2. Science
3. English
 Regular
 Advanced (By recommendation only)
 (Advisor *MUST* verify level and initial here _____)
4. Mathematics
 Regular
 Advanced (By recommendation only)
 (Advisor *MUST* verify level and initial here _____)
5. Writing Development/World Religions & The Holocaust
- 6A. Foreign Language (Select ONE, list 1st & 2nd choice)
 (Advisor *MUST* verify and initial level)
 Beginning French (If there is enough interest)
 Continuing French
 Advanced French (By recommendation only)
 Continuing Latin (For students who started in Gr. 6)
 Beginning Spanish 7
 Continuing Spanish 7 (For students who started in Gr. 6)

~OR~

6B. Regular Tutorial Support _____ (replaces Foreign Language)
 (Advisor *MUST* verify and initial here _____)

7. _____ Project Adventure/Art/Heroes & Villains

SECTION II: Gr. 7 Electives
 (Must take ONE. Please indicate 1st, 2nd, 3rd, and 4th choice.)

1st Choice _____
 (Please PRINT your selection above)

2nd Choice _____
 (Please PRINT your selection above)

3rd Choice _____
 (Please PRINT your selection above)

4th Choice _____
 (Please PRINT your selection above)

Laptop (1/3 of year for new students, MUST take in conjunction with Study Hall and P.E.)

Study Hall

Choir (Open to all students)

Beginning Band (Which instrument? _____)

Beginning Strings (Which instrument? _____)

Intermediate Band
 (Advisor *MUST* verify level and initial here _____)

Advanced Band
 (Advisor *MUST* verify level and initial here _____)

Intermediate Orchestra
 (Advisor *MUST* verify level and initial here _____)

Advanced Orchestra
 (Advisor *MUST* verify level and initial here _____)

2nd Music Elective (This option replaces PE/Art)

2nd Language

SECTION III: ACADEMIC SUPPORT: SPECIFIC RECOMMENDATIONS BY ADVISOR, ADMINISTRATION, AND/OR TEACHER:

Parents should be aware that a child may be recommended for summer school, tutorials, or study skills. The following recommendations are being made to provide academic support:

- A. _____ In-house study skills (By recommendation only – will be offered during study hall 1 – 2x per week)
- B. _____ In-house Math tutorials (After school)
- C. _____ P.M. Study Assistance Program _____
- D. _____ Recommendation to take individual summer tutorials (Which subject (s)?) _____
- E. _____ Recommendation to take summer school program:
 Math Study Skills Writing Workshop Other (Indicate which _____)

SECTION IV: Is P.M. Supervision needed? Fall Yes No **Winter** Yes No **Spring** Yes No

SECTION V: ATHLETICS:
 Athletics are required for two of three seasons in Gr. 7. Indicate the preference of the sport of your choice per season.

| | |
|---|--|
| <p>BOYS</p> <p>Fall <input type="checkbox"/> Cross Country <input type="checkbox"/> Soccer <input type="checkbox"/> Football</p> <p>Winter <input type="checkbox"/> Basketball** <input type="checkbox"/> *Swimming (<i>fee involved</i>)** <input type="checkbox"/> Wrestling <input type="checkbox"/> *Indoor Soccer (<i>fee involved</i>)**</p> <p>Spring <input type="checkbox"/> Track & Field <input type="checkbox"/> Baseball <input type="checkbox"/> Lacrosse <input type="checkbox"/> Tennis **</p> | <p>GIRLS</p> <p>Fall <input type="checkbox"/> Basketball <input type="checkbox"/> Tennis** <input type="checkbox"/> Cross Country <input type="checkbox"/> Field Hockey</p> <p>Winter <input type="checkbox"/> Volleyball** <input type="checkbox"/> *Swimming (<i>fee involved</i>)** <input type="checkbox"/> *Indoor Soccer (<i>fee involved</i>)**</p> <p>Spring <input type="checkbox"/> Lacrosse** <input type="checkbox"/> Track & Field <input type="checkbox"/> Soccer <input type="checkbox"/> Softball</p> |
|---|--|

*Swimming and Indoor Soccer incur a portion of the cost of the facility rental. **Due to limited space, these sports must limit participation.

SECTION VI The following signature indicates that you, the parent and/or guardian, are aware of and agree to the recommendations that have been made. Your child will be scheduled accordingly. **Please be aware that because of the complexity and variables of the Middle School schedule, it is virtually impossible to change a student's schedule after it has been determined and agreed upon.**

Parent _____ Advisor _____
 Signature _____ Date ___/___/___ Signature _____ Date ___/___/___

**DETROIT COUNTRY DAY MIDDLE SCHOOL
2007 – 2008 EIGHTH GRADE SCHEDULING RECOMMENDATIONS**

Name of Student _____ Advisor _____

SECTION I: CORE CURRICULUM

1. American History

2. English _____ Regular
_____ Advanced (Determined by Departmental Criteria)
(Advisor MUST verify level and initial here _____)

3. Mathematics (Determined by Departmental Criteria)
_____ Gr. 8 Math
_____ Algebra I
_____ Advanced Algebra I
_____ Geometry I
(Advisor MUST verify level and initial here _____)

4. Science
_____ Regular
_____ Chemistry (Determined by Departmental Criteria)
(Advisor MUST verify level and initial here _____)

5A. Foreign Language (Level determined by foreign language teacher only)
_____ Intermediate Spanish 8 (Students who began Spanish in Gr. 7.)
_____ Spanish I (By recommendation only. Course will cover same material as Gr. 7-8 regular Spanish combined.)
_____ Advanced Spanish (Students who began Spanish in Gr. 6)
_____ Beginning French (If there is enough interest)
_____ Intermediate French
_____ Advanced French (Determined by Departmental Criteria)
_____ Advanced Latin (3rd year students only)
(Advisor MUST verify level and initial here _____)

~ OR

5B. _____ Regular Learning Support (usually replaces Foreign Language)
(Advisor MUST verify and initial here _____)

6. C.I.A. (CARE / Advisory / Character in A.C.T.I.O.N.)

SECTION II: Gr. 8 ELECTIVES
(Must take TWO. Please indicate 1st, 2nd, 3rd, and 4th choice.)

1st choice _____
(Please PRINT your selection above)

2nd Choice _____
(Please PRINT your selection above)

3rd Choice _____
(Please PRINT your selection above)

4th Choice _____
(Please PRINT your selection above)

_____ Laptop/P. E. (All new students MUST take this combination of laptop training, Project Adventure and fitness.)

_____ P.E. (Project Adventure & Fitness-Open to all returning students)

_____ Rotating Art/American Music/Speech
(Not available for year-long art students)

_____ Second Foreign Language (Indicate which _____)

_____ Chorus (Open to all students.)

_____ Beginning Band (Which instrument? _____)

_____ Beginning Strings (Which instrument? _____)

* The following electives require advisor verification by initials. Advisor must verify the following selections and initial here. _____

_____ Dramatics and Forensics (Requires previous tournament experience or audition. Participation is mandatory in 2 State Forensics Tournaments.)

_____ Year Long Art Program (Must submit portfolio and written request. Must meet deadline for consideration.)

_____ Intermediate Band

_____ Advanced Band

_____ Intermediate Orchestra

_____ Advanced Orchestra

SECTION III: ACADEMIC SUPPORT: SPECIFIC RECOMMENDATIONS BY ADVISOR, ADMINISTRATION, AND/OR TEACHER:
Parents should be aware that a child may be recommended for summer school, tutorials, or study skills. The following recommendations are being made to provide academic support:

A. _____ In-house study skills (By recommendation only – will be offered during P.E. 1 – 2x per week)

B. _____ In-house Math tutorials (After school)

C. _____ P.M. Study Assistance Program _____

D. _____ Recommendation to take individual summer tutorials (Which subject (s)?) _____

E. _____ Recommendation to take summer school program:
Math _____ Study Skills _____ Writing Workshop _____ Other (Indicate which _____)

SECTION IV: ATHLETICS:
Athletics are required for two of three seasons in Gr. 8. Indicate the preference of the sport of your choice per season.

| | |
|---|--|
| <p>BOYS</p> <p>Fall _____ Cross Country _____ Soccer _____ Football</p> <p>Winter _____ Basketball** _____ *Swimming (fee involved)** _____ Wrestling _____ *Indoor Soccer (fee involved)**</p> <p>Spring _____ Track & Field _____ Baseball _____ Lacrosse _____ Tennis **</p> | <p>GIRLS</p> <p>Fall _____ Basketball _____ Tennis** _____ Cross Country _____ Field Hockey</p> <p>Winter _____ Volleyball** _____ *Swimming (fee involved)** _____ *Indoor Soccer (fee involved)**</p> <p>Spring _____ Lacrosse _____ Track & Field _____ Soccer _____ Softball</p> |
|---|--|

*Swimming and Indoor Soccer incur a portion of the cost of the facility rental. **Due to limited space, these sports must limit participation.

SECTION V Is P.M. Supervision needed? **Fall** Yes No **Winter** Yes No **Spring** Yes No

SECTION VI The following signature indicates that you, the parent and/or guardian, are aware of and agree to the recommendations that have been made. Your child will be scheduled accordingly. **Once done, please be aware that because of the complexity and variables of the Middle School schedule, it is virtually impossible to change a student's schedule, including advisory group, after it has been determined and set.**

Parent
Signature _____ Date ___/___/___

Advisor Signature _____ Date ___/___/___

