



HOLT JUNIOR HIGH SCHOOL
COURSE GUIDE
2023-24

Holt Public Schools

Mission Statement

Innovate. Educate. Inspire. Empowering all Students to Make a Positive Impact in Their Communities.

Vision Statement

The Vision of Holt Public Schools is to Empower our Learning Community to Make a Positive Impact on the World.

Belief Statement

We believe in an educational system where:

- *All students (6 weeks - post-secondary) have value and can learn.*
- *Our schools are inclusive and meet the needs of every student.*
 - *Our schools encourage curiosity and lifelong learning.*
- *School, home and community partnerships promote educational excellence.*
- *We are a destination district for exceptional educators.*

Holt Junior High School Important Numbers and Resources

(517) 694-7117 (phone)

(517) 694-3535 (fax)

1784 N. Aurelius Rd Holt, MI 48842

Building website: <https://www.hpsk12.net/our-schools/junior-high/>

For details on all courses: <https://hpsk12-public.rubiconatlas.org/home>

Administration:

Mr. Dominic Knighten, Principal (dknighte@hpsk12.net)

Ms. Kristen Rosendall, Assistant Principal (kristen.rosendall@hpsk12.net)

Mr. Chris Billingslea, Assistant Principal (cbilling@hpsk12.net)

Mrs. Brittany Zandstra, Athletic Director (brittany.zandstra@hpsk12.net)

Student Supports:

Ms. Samantha Zill, 7th Grade Counselor (samantha.zill@hpsk12.net)

Ms. Jodie McEldowney, 8th Grade Counselor (jodie.mceldowney@hpsk12.net)

Ms. Kristyn Stierley, Student Support Coordinator (kstierle@hpsk12.net)

Administrative Assistants:

Mrs. Christina Wright, Attendance Secretary (517) 694-7188

Ms. Melissa Winters, Principal's Secretary (517) 699-7079

Mrs. Dodie Schaaf, Counseling Secretary (517) 699-1105



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March 2023

Dear Student(s) and Parent(s)/Guardian(s),

Welcome, students and families! We are very pleased that you have chosen Holt Junior High School for your educational needs.

In addition to maintaining a safe and positive school climate, our school provides all students with a rigorous core and elective college preparatory curriculum that is aligned to the Common Core State Standards for the State of Michigan. To meet these expectations, we rotate among three daily schedules that include core classes, electives classes, and our Ram Time, which is a 25-minute period, two days a week, similar to a homeroom, where students work with an assigned teacher on academic and non-academic skills. Each semester is 18 weeks long with a final exam counting for 20% of the overall course grade.

At Holt Junior High, we seek to provide a rich learning environment in the classroom for all learners. However, for students interested in alternative options, such as acceleration or extra support classes, please review the information on page 16 of this manual.

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

Parents/Guardians: if you feel you have unique information that would assist us in the placement of your student, please be on the lookout in late March for a parent input survey of student need. It is helpful for us to have this information early for planning purposes. Please know that we will take parental/guardian input into thoughtful consideration but cannot guarantee placement in a particular classroom, with a specific teacher, or with certain friends.

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

Sincerely,

Dominic J. Knighten

Dominic J. Knighten
Principal
Holt Junior High School

Academic Program 2023-2024

Holt Junior High School 7th Grade

7th Grade Overview

Holt Jr. High School views the seventh-grade experience as a part of the transition from the middle school instructional programs. We understand that students may need guided support in taking ownership for their learning, and we work to provide that structure and instruction throughout the year. The workload demands will increase, and organization becomes a key skill as students navigate their courses of studies.

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

Required (4.5 sections)

English Language Arts (year)

Mathematics (year)

Science (year)

Social Studies – Ancient World History and Geography (year)

Health/Physical Education (1 semester)

The seventh-grade elective program is an “exploratory block” program where students can explore several different areas of interest. The purpose of an exploratory program is to expose students to a variety of experiences that allow them to develop new interests and talents. In making elective choice(s), it is strongly recommended that present interests, high school goals, and parental desires guide student choice(s) to some extent.

Electives (1.5 sections)

Art 7 (1 semester)

Band 7 (year)

~Intermediate Band (1 semester)

Computers (1 semester)

Concert Choir 7 (1 or 2 semesters)

Honors Choir 7 (year)

Intro to French (1 semester)

Intro to German (1 semester)

Intro to Spanish (1 semester)

LINKS (1 or 2 semesters)

Physical Education (1 semester)

STEAM 7 (1 semester)

~Introduction to Theatre (1 semester)

~Global Travels (1 semester)

~Inquire and Explore (1 semester)

~PS Math (1 semester)

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

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

~May or may not be offered.

7th GRADE REQUIRED COURSES

English Language Arts 7

Seventh grade English Language Arts class is based on the state adopted Common Core Curriculum. Students taking this class will be asked to read a variety of grade-level texts in class and independently, write narrative and expository papers, and practice grammar and language skills. Students will also discuss concepts, think deeply, and present to peers. The class incorporates the use of technology into its curriculum. Students in ELA 7 will put samples of their writing in the school-wide portfolio. The portfolio will give students an opportunity to show growth during the year and showcase their best work.

Course objectives:

All students will

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

Math 7 (Pre-Algebra/Beginning Algebra)

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

Course Objectives:

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

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

Science 7

Seventh grade science integrates the Performance Expectations (state science standards) across physical, life, and Earth and space science domains. Students delve into chemical reactions and matter and energy. From there they move to metabolic reactions, matter cycling, and ecosystems and biodiversity. They wrap up with investigating Earth's resources and the human impact on those resources. Throughout all units, students develop their ability to solve problems, develop models, ask and answer questions, and argue from evidence.

Social Studies 7

Students will explore the beginnings of human history, as well as ancient and classic civilizations. Students will deepen their understanding of the five themes of geography. Students will specifically examine the Agricultural Revolution and early civilizations and pastoral peoples, as well as Classic civilizations, world religions, and major empires. As a bridge to 8th grade US History, students will study three continents through 1500 AD/CE. As a part of their geographic studies, students will examine human systems, cultural diffusion, technology patterns and networks, patterns of settlement, forces of conflict and cooperation, as well humans, the environment, and society.

Health 7 (1 term)

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

Physical Education 7 (1 term)

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

7th GRADE ELECTIVE COURSES

Art 7 (1 semester)

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

Band 7 (year)

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

Intermediate Band 7 (1 semester)

Intermediate Band for 7th grade students is a class for students new to band or new to an instrument coming into 7th grade. 6th grade beginning band is typically a prerequisite for 7th grade band. However, if a student was unable to join band in 6th grade and wishes to join in 7th, this class would provide the structure for the student to learn material from 6th grade band at an accelerated pace. This class would also allow students who may have had band in the past, but are switching to a new instrument. The goal of the class is to have students learn enough material to be able to join the 7th grade band Brass, Woodwind, or Percussion classes at the start of second semester.

Computers (1 semester)

Students will learn and apply the “Touch Method” of keyboarding to provide the foundation necessary to become proficient typists at 30 words per minute with 3 or fewer errors. Students will also begin creating their EDP (Educational Development Plan) through the use of Xello (formerly Career Cruising) to help them begin to plan out their future with the use of assessment tools, detailed occupational profiles, and comprehensive post-secondary education information.

Concert Choir (1 semester or year)

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

Honors Choir 7 (year)

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

Introduction to Spanish, German and French: (1 semester)

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

Jr. Links (1 or 2 semesters)

Peer to Peer is an elective course that provides students opportunities to support and model academic and social skills. Positive outcomes in the school experience of a peer with specific learning needs are promoted. There is a focus on leadership skills, understanding and adapting to individual differences, written and verbal communication skills, modeling social experiences, and advocating for others. Neurotypical and neurodiverse students work together in an integrated, positive environment to promote socialization, independence, and strong friendship bonds that last throughout high school and beyond. Peer to Peer focuses on creating connections within a diverse group of students to ensure all students are acknowledged for what makes them unique while understanding what connects us all. The curriculum includes reflective journaling activities, multi-media content related to disabilities and inclusion, pre/post assessments, classroom participation with peers, and a final project. Time outside of the classroom may be required. This is a general elective course that awards credit as approved by the Michigan Department of Education and a grade to general education students.

Physical Education 7 (1 semester, may be taken in addition to required Health/PE combo)

STEAM 7: (1 semester)

Students will explore Science, Technology, Engineering, Arts, and Mathematics through an innovative approach to learning in which students use problem solving skills to tackle hands-on learning activities.

Introduction to Theatre: (1 semester)

Introduction to Theatre will allow students at the Junior High to experience creating, performing, responding, and connecting to theatre in its many forms. Students will have opportunities to study, analyze, write, design, and perform both scripted and unscripted work in the form of monologues, scenes, plays, and improvisational performance. It is designed as a survey course for students to be exposed to many aspects of theatre both onstage and backstage, including as a critical audience member learning valuable skills rooted in the techniques of the field. Each semester there will be an effort made to expose students to a live theatre production, as well as offer a performance opportunity. There is no academic pre-requisite for this course. All those interested in and willing to fully engage and participate in all aspects of the course are welcome.

Global Travels 7: (1 semester)

Students will become more effective citizens in our global society by “traveling the world” together in this elective class. Students will complete projects, make presentations, and participate in celebrations throughout the term long course.

Inquire and Explore: (1 semester)

Students will do hands on lab experiments and use science practices to inquire about and explore topics in the life, physical, and earth sciences.

P.S. Math (Probability and Statistics): (1 semester)

In this class students will collect data, analyze and compare data sets, and use that information to answer questions like “What are the chances?” “How likely is it?” “Can you predict what will happen next?” “What patterns do you see?” Students will play games, do simulations, use advertising, contests, and sports to study probability and statistics.

7TH GRADE SAMPLE SCHEDULES

Sample #1	Semester 1	Semester 2
1 st Hour	*Math	*Math
2 nd Hour	Band (year)	Band (year)
3 rd Hour	Computers	*Health/PE
4 th Hour	*Science	*Science
5 th Hour	*Social Studies	*Social Studies
6 th Hour	*English	*English

Sample #2	Semester 1	Semester 2
1 st Hour	*English	*English
2 nd Hour	*Math	*Math
3 rd Hour	*Science	*Science
4 th Hour	*PE/*Health	Art 7
5 th Hour	*Social Studies	*Social Studies
6 th Hour	Intro to German	STEAM

Sample #3	Semester 1	Semester 2
1 st Hour	*Social Studies	*Social Studies
2 nd Hour	*Math	*Math
3 rd Hour	*Science	*Science
4 th Hour	*Health/*PE	P.S. Math
5 th Hour	Honors Choir	Honors Choir
6 th Hour	*English	*English

* Required 7th grade courses

Academic Program 2023-2024

Holt Junior High School 8th Grade

8th Grade Overview

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

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

Required Courses

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

The eighth-grade elective program is an “exploratory block” program. The purpose of an exploratory program is to expose students to a variety of experiences that allow them to develop new interests and talents. That exposure also assists students to make choices among electives when they reach ninth grade and are presented with a wide range of secondary elective options. Students can explore several different areas of study or start to focus on specific areas that interest them. In making elective choice(s), it is strongly recommended that present interests, high school goals, and parental desires guide student choice(s) to some extent.

Electives

Art 8 (1 semester)
Band (year)
Computers 8 (1 semester)
Concert Choir (1 or 2 semesters)
Honors Choir 8 (1 or 2 semesters)
~Jazz Band (1 semester)
LINKS (1 or 2 semesters)
Modern Languages
 French I (year)
 German I (year)
 Spanish I (year)
Physical Education 8 (1 or 2 semesters)
STEAM 8 (1 semester)
~Introduction to Theatre (1 semester)
~Global Travels (1 semester)

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

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

~May or may not be offered.

8th GRADE REQUIRED COURSES

English Language Arts 8

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

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

Course objectives:

All students will

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

Math 8

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

Major Course Objectives

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

Science 8

Eighth grade science integrates the Performance Expectations (state science standards) across physical, life, and Earth and space science domains. Students delve into forces – both contact forces and those at a distance – and sound waves. They study patterns in the sky to determine concepts and relationships about Earth in space. They build on seventh grade ideas of ecosystems and biodiversity in studying genetics and natural selection. Throughout all units, students develop their ability to solve problems, develop models, ask and answer questions, and argue from evidence.

Social Studies 8 (American Studies)

The purpose of eighth grade American Studies is to:

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

Emphasis in instruction will guide students to:

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

8th GRADE ELECTIVE COURSES

Art 8 (1 semester)

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

Band 8 (year)

The Concert Band class is geared toward reinforcing good basic concepts of tone and technique. The students will learn how to blend their sound with other instruments and will work on developing strong instrumental sections. All band students entering the 8th grade, who successfully completed band in the previous year will be placed in the Concert Band and must elect band for both semesters. Performances for the Concert Band will include regularly scheduled band concerts, and the fall solo and ensemble festival. Band students will learn to perform with a full ensemble sound. An emphasis is placed on the development of group performance skills and on learning how to become a responsible member of a performing ensemble.

Computers 8 (1 semester)

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

Concert Choir (1 semester or year)

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

Honors Choir 8 (year)

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

Jazz Band 8 (year)

Jazz Band would be a second semester elective for 8th grade band students. This class would be in addition to 8th grade band, not a replacement. In this class, students would learn specifically about the style of jazz music. They would learn to play jazz charts, improvising, solo opportunities, and

have performances at the junior high and high school. The goal of the class is to prepare students for jazz band at the high school level. Performances for the Jazz Band will include regularly scheduled band concerts, and the fall solo and ensemble festival. A great deal of emphasis will be placed on individual performance skills, and on learning how to become a responsible member of a performing ensemble.

Jr. Links (1 or 2 semesters)

Peer to Peer is an elective course that provides students opportunities to support and model academic and social skills. Positive outcomes in the school experience of a peer with specific learning needs are promoted. There is a focus on leadership skills, understanding and adapting to individual differences, written and verbal communication skills, modeling social experiences, and advocating for others. Neurotypical and neurodiverse students work together in an integrated, positive environment to promote socialization, independence, and strong friendship bonds that last throughout high school and beyond. Peer to Peer focuses on creating connections within a diverse group of students to ensure all students are acknowledged for what makes them unique while understanding what connects us all. The curriculum includes reflective journaling activities, multi-media content related to disabilities and inclusion, pre/post assessments, classroom participation with peers, and a final project. Time outside of the classroom may be required. This is a general elective course that awards credit as approved by the Michigan Department of Education and a grade to general education students.

Modern Language

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

French I (year)

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

German I (year)

This course introduces the student to the language and culture of the German-speaking world. The student will obtain an acceptable degree of proficiency in listening, speaking, reading,

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

Spanish I (year)

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

Physical Education 8 (1 semester; may be taken more than once)

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

STEAM 8: (1 semester)

Students will explore Science, Technology, Engineering, Arts, and Mathematics through an innovative approach to learning in which students use problem solving skills to tackle hands-on learning activities. Focuses in 8th grade will be TBD.

Introduction to Theatre: (1 semester)

Introduction to Theatre will allow students at the Junior High to experience creating, performing, responding, and connecting to theatre in its many forms. Students will have opportunities to study, analyze, write, design, and perform both scripted and unscripted work in the form of monologues, scenes, plays, and improvisational performance. It is designed as a survey course for students to be exposed to many aspects of theatre both onstage and backstage, including as a critical audience member learning valuable skills rooted in the techniques of the field. Each semester there will be an effort made to expose students to a live theatre production, as well as offer a performance

opportunity. There is no academic pre-requisite for this course. All those interested in and willing to fully engage and participate in all aspects of the course are welcome.

~Global Travels 8: (1 semester)

Students will become more effective citizens in our global society by “traveling the world” together in this elective class. Students will complete projects, make presentations, and participate in celebrations throughout the term long course.

8TH GRADE SAMPLE SCHEDULES

Sample #1	Semester 1	Semester 2
1 st Hour	*English	*English
2 nd Hour	*Math	*Math
3 rd Hour	Band (year)	Band (year)
4 th Hour	*Science	*Science
5 th Hour	*American Studies	German I (year)
6 th Hour	German I (year)	*American Studies

Sample #2	Semester 1	Semester 2
1 st Hour	*Math	*Math
2 nd Hour	PE 8	*Science
3 rd Hour	*Science	Art 8
4 th Hour	*American Studies	*American Studies
5 th Hour	*English	*English
6 th Hour	Concert Choir	STEAM 8

Sample #3	Semester 1	Semester 2
1 st Hour	*American Studies	Art 8
2 nd Hour	Spanish 1	*English
3 rd Hour	*Science	*American Studies
4 th Hour	*English	*Math
5 th Hour	PE 8	STEAM 8
6 th Hour	*Math	*Science

* Required 8th grade courses

Extracurricular Programs

We have listed below Holt Junior High School's clubs, organizations, and athletic program information. Sponsor names for 2023-24 are indicated. All junior high students are encouraged to select one or more of these activities to broaden their school experience.

7/8 Junior High Sports

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

Junior High Clubs & Organizations

<u>GROUP</u>	<u>SPONSOR</u>	<u>EMAIL</u>
Athletic Director	Ms. Zandstra	brittany.zandstra@hpsk12.net
Art Club	Ms. Crosby-Boerma	acrosby@hpsk12.net
Diversity Club	Ms. McElwee	megan.mcelwee@hpsk12.net
Drama/Improv	Ms. Vogel	rmiller@hpsk12.net
Gaming Club	Mr. Merrill	nicholas.merrill@hpsk12.net
GSA	Ms. McElwee	megan.mcelwee@hpsk12.net
	Ms. Troitsky	atroitsky@hpsk12.net
<u>LINKS</u>	Ms. Ragland	deanna.ragland@hpsk12.net
	Ms. Cartwright	christina.cartwright@hpsk12.net
National Junior Honor Society	Ms. Kueffner	laura.kueffner@hpsk12.net
Quiz Bowl	TBD	
Science Olympiad	Mr. Galecka	matthew.galecka@hpsk12.net
Songwriting Club	Mr. Masarik	andrew.masarik@hpsk12.net
Student Leadership	Ms. Crosby-Boerma	acrosby@hpsk12.net
Yearbook	Ms. Fulton	mfulton@hpsk12.net
W.E.B.	Ms. Baker	cbaker@hpsk12.net
	Ms. Orsini	anna.orsini@hpsk12.net
	Ms. Parseghian	mparsegh@hpsk12.net
	Ms. Stierley	kstierle@hpsk12.net

Special Education Programs and Services

Special education programs and services are provided in accordance to identified students' Individualized Education Plans (IEPs). We offer a continuum of programs and services from Teacher Consultant (least restrictive) to the most support that is a basic classroom program. Students are assigned to a case manager who is the contact person to ensure the IEP is being implemented. If you would like to inquire about your student's potential need for Special Education Programs and Services you may contact our School Psychologist, Jennifer Craft, at jcraft@hpsk12.net.

Support Classes and Acceleration

Holt Junior High seeks to meet the academic needs of all students within their scheduled classroom environment. However, some students may benefit from support courses or an accelerated experience. Students are selected for fall support classes during the spring before the school year and enrolled based on priority. For acceleration, teachers and/or parents can access an application to begin the process of identifying a pathway for the student. Applications can be found through the Curriculum Office's website through the following link: <http://www.hpsk12.net/our-district/departments/curriculum/>. For more information regarding either pathway, please contact the counseling office.

Procedure to See the Counselor:

Our wonderful School Counselors are here to support you! Some possible reasons to seek their services are: academic planning, academic problems, career concerns, family problems, schedule requests, student/student conflicts, student/teacher conflicts, successes to share, or testing information. In the first week of school, you will join their Google Classroom, where you will be able to sign up to see them. You will be called down as soon as possible.

If long-term counseling is necessary, they would be happy to provide a referral to an outside agency.

Regarding schedule/course changes: All schedule changes must be requested before the semester starts or within the first week of the beginning of the semester.

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

- Incomplete schedules
- Duplication of courses
- Acceptance into a special program
- If a student has been misplaced in a class

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

- Preference to be with friends
- Preference for a different lunch period
- Preference for a different teacher

Honor Roll

The honor roll designation denotes the demonstrated attainment of a mastery level of understanding in content standard driven courses.

Students who have earned a 3.5 or better grade point average for either semester, and have no classes with a D, E, F, I, P, or NG will be awarded Honor Roll Certificates. Students who earn a 4.0 grade point average for a semester will receive an Honor Roll Certificate with Distinction of a 4.0 GPA.

NATIONAL JUNIOR HONOR SOCIETY

Membership Selection Criteria

Requirements:

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

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

W.E.B. (Where Everybody Belongs) Leaders

(Leaders Nominated by 7th Grade Teachers)

WEB Leaders are expected to:

- 1) Show dedication and responsibility
 - a) Attend all WEB and team meetings/events and notify my team leader if I can't make it.
 - b) Do my part in all WEB related activities.
 - c) Actively find answers to any WEB-related questions.
 - d) Regularly keep in contact with my group throughout the year.
- 2) Show respect
 - a) Deal with people and situations in a way that reflects positively on myself and on Holt Junior High School.
 - b) Set a good example with my behavior—in and out of school.
 - c) Actively curtail bullying, especially against seventh graders.
- 3) Show enthusiasm
 - a) I will display a positive and spirited attitude toward our school.
 - b) I will help 7th graders see what a great place Holt Junior High School is.

Holt Junior High School Library Center

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

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

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

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

PowerSchool Family Access

Access to the PowerSchool portal will allow you and your student to keep track of grades, attendance, class schedules and food service accounts for children in grades 7-12. This service is free but does require Internet access availability to participate. Both you and your student can download the PowerSchool app and then create an account to view attendance and grades. We also encourage you to download School Messenger to receive important messages from the school district. Please visit this link for details: <https://www.hpsk12.net/parentsstudents/technology-support/>.

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

CIVIL RIGHTS STATEMENT OF COMPLIANCE WITH FEDERAL LAW

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

CIVIL RIGHTS - GRIEVANCE POLICY:

Section 1:

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

TITLE VI and TITLE IX

District Coordinators

Mr. Matt Morales, Director of Diversity, Equity and Inclusion

Dr. Erin Quinlan, Director of Human Resources

Holt Public Schools

5780 W. Holt Road

Holt, MI 48842

(517) 694-0401

District 504 Coordinator

Ms. Heather Findley

Director of Mental Health Services

Holt Public Schools

5780 W. Holt Road

Holt, MI 48842

(517) 694-0401

Section 2:

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

Step 1:

A written statement of the grievance, signed by the complainant, shall be submitted to the local TITLE VI, TITLE IX, SECTION 504 Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within ten (10) business days.

Step 2:

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

The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3:

If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of receipt of the Superintendent's response in Step 2.

In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) days of the receipt of such an appeal.

A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4:

If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to:

The Office of Civil Rights

Department of

Washington, D.C. 20201

