



**Redford Union Junior High School**  
**-Course Offering Catalogue-**

**English**

**English Language Arts Grade 7 and 8 Course Overview**

Throughout the ELA 7 and 8 course MAISA units provide students with a foundation in reading and writing narrative, informational and argument texts. Analyzing texts within these modes provides students to become more skilled and proficient readers, thinkers and writers. Throughout the units' students are able to understand and recognize similarities and differences between narrative, informational and argumentative texts. Students accomplish this by studying and analyzing fiction and nonfiction in a variety of formats. Reading and writing within these units allows students to gain and develop a more thorough understanding of the audience and purpose. Classroom reader's and writer's notebook for each unit encourages students to be engaged and independent learners who develop skills to value close reading, idea generation, drafting, and revision. This course facilitates the use of the notebook for close reading and writing while developing classroom routines and procedures for independent choice reading, writing, discussions and word study.

Essential Questions explored throughout the year include the following:

7th Grade

- What influences shape our identities?
- How do important historical events affect our lives?
- How do stories help us understand a time and place in history?
- How do speeches inspire us to make a change?

8th Grade

- What makes a book a great read?
- How can we contribute to the sustainability of our planet?
- What makes a story worth telling/retelling?

- What should we do about the spread of misinformation?

The English Language Arts 7 and 8 course is designed to align to the larger learning goals described in the Michigan K-12 Standards: English Language Arts, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom: Grades 6 to 12, and principles of Universal Design for Learning. For additional information about the English Language Arts 7 and 8 units, please [click here](#)

## **English Language Arts Grade 9 Course Overview**

Throughout the English 9 course students develop their knowledge of textual elements and structures empowering them to engage in close reading of complex texts. Students develop analytical skills and strategies which allow them to problem solve information and develop complex ideas and solutions.

Students are able to achieve this skill by analyzing a variety of non-fiction and literature genres. In this course students analyze a variety of fictional texts ranging from micro fiction, short stories, and novels to identify story elements and their impact on author's purpose. This course also uses advertisements across marketing sub-genres to analyze how advertisers market a product and persuade consumers. Students can apply their knowledge of informational texts to read critically, make inferences and analyze bias using marketing sub-genres. This course of study allows students to analyze two related genres: personal narrative and personal essay culminating in writing their own personal essay.

Essential Questions explored throughout the year include the following:

### 9th Grade

- In what ways does the act of writing about our own experiences uncover truths about who we are?
- What reading and thinking habits do I have, or will I learn by stretching my reading in literary nonfiction?
- How is a novel from the literary canon still relevant for a reader in today's world?
- How do we find meaning in stories beyond the plot?
- How do marketing and media create real and perceived value to persuade a consumer to buy?
- How can identifying text structures help in reading informational texts?
- How do we find valid evidence to support a claim about a trend? How do researchers evaluate sources for validity and bias?
- How do my beliefs impact my thoughts, actions, and interactions with others?

The English Language Arts 7 and 8 course is designed to align to the larger learning goals described in the Michigan K-12 Standards: English Language Arts, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom: Grades 6 to 12, and principles of Universal Design for Learning. For additional information about the English Language Arts 9 units, please [click here](#)

## English Language Arts Scope and Sequence/Alignment Grade 7, 8 and 9

These year long courses are designed to build rhetorical and 21st century skills, as well as habits and experiences critical for success in later grades. Students in these courses continue to develop a learner identity and content knowledge that builds their level of persistence to engage in complex tasks that call upon strong analytical thinking and reasoning. As a result, certain scaffolds have been created based on these unit's order and alignment. Units are designed to establish learner habits, strategies, and practices that support analyzing complex texts and writing well-reasoned arguments.

Source: Wayne Regional Educational Service Agency (Wayne RESA) and Oakland Schools Literacy  
<https://www.resa.net/teaching-learning/content-areas/literacy> <https://wayneresa-public.rubiconatlas.org/Atlas/Search/View/Default>  
<https://www.oaklandschoolsliteracy.org/resources/common-core-resources/ccss-curriculum/>

### **Advanced Placement Courses Grades 7, 8, and 9**

Students in Advanced Placement of ELA courses in grades 7, 8 and 9 complete the UNIT EXTENSIONS in MAISA. These extensions to lessons include areas of development and revision of evidence-based analytic writing, the rhetorical analysis of literary and nonfiction texts. Students will be able to make decisions as writers by composing and revising. Students in advanced placement will be able to evaluate, synthesize, and cite research to support arguments and claims. Advanced placement implements higher order thinking skills that allows them to design, compose, construct, develop, and create their end of the unit projects in MAISA. The lesson extensions explored throughout the year allows students to learn advanced skills for preparation of the next grade level in their academic career.

Extensions for Advanced Placement explored throughout the year include the following but not limited to:

#### 7th Grade

Teachers may choose to have students record their book talks. There are many virtual options, including:

- Flipgrid- can include responses from fellow students (positive comments only)
- Mote (or any voice recording app)

Students might write an introduction to the setting of their independent reading novel from a different point of view.

Students can monitor two characters, using two separate pages in their notebooks. When you confer with them, have them note the differences they are noticing between the two characters.

Students who have mastered character inference are challenged to think about how these inferences help them learn this character's identity and notice how they change over the course of their book. Students could complete a short flash writing piece in their notebook following your conversation to collect the ideas about their character from your conversation at the conclusion of the conference.

Students can read aloud/perform a poem that they really enjoyed. This could also be done on Flipgrid or a voice recording app like Mote.

#### 8th Grade

Students engage in a more formal reflection on the interview experience.

Students talk about their writing process and the decisions they made. They could possibly address the mentor texts they used while writing their own works.

Students share the idea that there are multiple accepted plot structures; not just the conventional triangle of rising and falling action. Students are introduced to other widely-used structures (ex: 7 Narrative Structures blog). Students make a drawing that would best represent the structure of their book.

Students create a filmed version of their storyboard.

Students list genre and medium choices. Students are given the variety in mentor texts and open investigation of the driving question

#### 9th Grade

Students continue working on the draft they wrote today, or if they aren't yet satisfied with their topic, they can choose to work on another draft in an attempt to discover what's really important in their writing. By the time the next session starts, they need to have chosen one of their entries and have it ready for further work in the writing process.

Students will use the lists of details they created to write at least one paragraph describing themselves at the time of the story they plan to write. They will want to include both physical and behavioral details. They then incorporate those details into their current draft.

Students will generate a list or a paragraph that describes the thoughts of the main character (themselves) at the time of the story they want to tell. They will then add it to their current draft.

Students return to their own writing and make any changes that they deem desirable after reading their group's feedback.

### **Reading Foundations**

This course offers extra support for students to improve their reading skills. The focus will be on strengthening decoding and fluency skills, practicing reading comprehension strategies, and expanding students' vocabulary. Students are placed into this course based on their NWEA reading scores.

### **Reading Enrichment**

This course offers students an opportunity to strengthen and expand their reading skills. This class is designed for students reading at or above grade level. Students are placed into this course based on their NWEA reading scores.

## Math

### **7th Grade Mathematics**

Students in the 7th Grade Mathematics class will begin with Number Sense, which includes activities to simulate number games. We will also review order of operations, fractions, and decimals. The focus then shifts to the use of all four operations with Integers both with and without models. Several weeks will focus on one-step and multi-step equations and inequalities. We will examine proportional relationships in their various forms. As we continue, we will work on percentage problems, including calculating taxes, tips, discounts, and percent of change. Angles and triangles will be the focus of our geometry section. Probability is usually the last topic. Daily math practice will be provided to students.

### **7th Grade Advanced Mathematics**

Students in the 7th Grade Advanced Mathematics class will begin with Number Sense, which includes activities to simulate number games. We will also review order of operations, fractions, and decimals. The focus then shifts to the use of all four operations with Integers both with and without models. Several weeks will focus on one-step and multi-step equations and inequalities. We will examine proportional relationships in their various forms. As we continue, we will work on percentage problems, including calculating taxes, tips, discounts, and percent of change. Our geometry section will cover angles, triangles, composite figures, and scale drawings. The final topic is usually Probability. Daily math practice will be provided to students.

### **8th Grade Mathematics**

The 8th Grade Mathematics course begins with the Numbers and Operations unit, which covers both rational and irrational numbers. Students will solve equations with variables on both sides and determine the number of solutions. Next, we will examine linear and nonlinear equations, functions, and their graph representations. Next, we will study systems of equations and how to solve them. Pythagorean theorem, angles formed by intersecting lines, and triangles are all included in the geometry unit. In the next part of the unit, we will examine transformations on a coordinate grid. Data and scatterplots are the final topic of study.

### **8th Grade Algebra (Advanced class)**

Algebra I is the 8th Grade Advanced Math course. We begin by reviewing the basics of Algebra. Students will solve equations and inequalities with variables on both sides. Looking at domain and range, maximum and minimum values, and interpreting the rate of change, we will move on to the next topic, functions. We will study the conversion of rates between units. In the linear equations and graphs unit, horizontal and vertical lines are included, as well as both intercepts. Next, linear equations are examined in different forms. Following that, we will study system of equations and solve them in a variety of ways. Students will also plot the system of inequalities on a coordinate plane. The next topic is identifying and continuing sequences. Additionally, exponential growth and decay, multiplying and factoring quadratics, and irrational numbers are covered.

## **9th Grade Algebra**

Algebra I is the 9th grade math course. They begin by reviewing the basics of Algebra. Students will solve equations and inequalities with variables on both sides. Looking at domain and range, maximum and minimum values, and interpreting the rate of change, we will move on to the next topic, functions. We will study the conversion of rates between units. In the linear equations and graphs unit, horizontal and vertical lines are included, as well as both intercepts. Next, linear equations are examined in different forms. Following that, we will study the system of equations and solve them in a variety of ways. Students will also plot the system of inequalities on a coordinate plane. The next topic is identifying and continuing sequences. Additionally, exponential growth and decay, multiplying and factoring quadratics, and irrational numbers are covered.

## **9th Grade Geometry (Advanced class)**

The 9th Grade Advanced Math course is Geometry. Beginning with the basics of Geometry, they examine areas, perimeters, and angles of polygons. Following that, the students work on proofs and conditional statements. Parallel and perpendicular lines are used in the proofs. Next, we will discuss transformations on a coordinate grid. Next, we will study triangles and prove their congruence and similarity. The students continue to work on proofs of polygons and quadrilaterals. Right triangles are used to explore sine and cosine concepts of trigonometry. Lastly, we will discuss how angles and segments relate to circles.

## **Math 180**

*Math 180* is a blended-learning, intensive math intervention program that builds algebra competence using best practices for students. Personalized software combined with teacher-facilitated instruction accelerates students toward grade-level proficiency.

## **Math Enrichment**

*Math Enrichment* will focus on extra practice for grade level content, strategies, and test taking skills. Students will show their learning through skills practice and project-based assignments.

## **Science**

### **7<sup>th</sup> and 8<sup>th</sup> grade General Science**

This curriculum framework covers four content areas: scientific inquiry, biology, chemistry and Earth science. Scientific inquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analyzing data. The scientific inquiry objectives provide a foundation for biology, chemistry and Earth science, which are focused on developing confidence and interest in scientific knowledge.

### **Biology**

Biology is a required 9<sup>th</sup> grade science course. This course is designed to provide the high school student with a broad introduction to biological skills and knowledge, including critical thinking, process, speaking, reading, and writing skills. Each student will be expected to become a skilled observer of life forms and systems and increase his/her knowledge and appreciation of biological processes, cell structure and function, heredity and ecology.

## **Social Studies**

### **7<sup>th</sup> Grade Social Studies**

The seventh-grade social studies curriculum focuses on early world history and geography with a deliberate focus on content literacy. Students begin their exploration into world history with a focus on historical thinking. By unpacking historical and geographic thinking, students learn how these disciplines are distinct in how they ask questions and frame problems to organize and drive inquiry. Students learn that historians must have some evidence to support the claims they make in their accounts. They investigate how these social scientists select, analyze, and organize evidence, and then use that evidence to create accounts that answer questions or problems. By introducing students to the “invisible” tools that historians use to create historical accounts -- significance, social institutions, temporal frames (time), and spatial scales (space) – the course deepens students’ historical habits of mind and builds students’ social and content literacy.

In this grade, students investigate human history from the beginning until around 1500. They explore major and significant changes in each era through chronological organization. Students learn about the earliest humans and explore early migration and settlement patterns.

### **8<sup>th</sup> grade History/Social Science**

In 8th grade U.S. history, students develop an understanding and appreciation of the political, economic, and social development of the United States. Emphasis is placed on the growth of basic American principles, the contributions of various ethnic and cultural groups, and the development of democratic traditions. Common Core State Standards, which focus on historical literacy, require deep examination of U.S. history; students will use and be assessed on critical thinking, problem solving, collaboration, and communication skills within this analysis.

### **World History**

World History is a yearlong course that will cover overlapping historical eras. We will work to understand the world we live in today, and will focus on large-scale patterns around the globe, such as the growth, decline, and collapse of empires, growth of trade networks, war, industrialism, and the diffusion of religions and philosophies that span across time and around the world. Through these investigations you will develop an awareness and understanding for world history, cultures, and societies.

### **Advanced World History**

Advanced World History is a yearlong course that will research overlapping historical eras. We use historical research and writing skills and techniques in an effort understand the world we live in today, and will focus on large-scale patterns around the globe, such as the growth, decline, and collapse of empires, growth of trade networks, war, industrialism, and the diffusion of religions and philosophies that span across time and around the world. Through these investigations you will develop an awareness and understanding for world history, cultures, and societies and how our current world is shaped by the past.

## Electives

### Physical Education

In our dynamic Physical Education course, students will develop essential movement and motor skills through a variety of sports and activities, fostering both coordination and confidence. We will explore content knowledge related to fitness concepts, including the importance of cardiovascular health, strength, flexibility, and endurance. Students will engage in regular physical activity designed to promote lifelong fitness habits while learning to set personal fitness goals. Emphasis will also be placed on personal and social behaviors, encouraging teamwork, respect, and communication among peers. By the end of the course, students will not only enhance their physical abilities but also cultivate a positive attitude towards health and fitness.

### Health

In our comprehensive Health Education course, students will explore key topics that promote overall well-being and informed decision-making. The curriculum covers social and emotional health, helping students develop resilience and healthy relationships while enhancing their emotional intelligence. Through units on nutrition and physical activity, students will learn how to make balanced food choices and the importance of an active lifestyle for maintaining health. The course also addresses critical issues related to drugs, alcohol, tobacco, and vaping, equipping students with the knowledge and skills to resist peer pressure and make safe choices. By the end of the course, students will have a deeper understanding of personal health, and the tools needed to lead a healthy, informed lifestyle.

### Choir 7

Junior High Chorus is open to all students (soprano, alto, tenor, bass) at RUJHS interested in singing, grades 7-9. Students learn the basics of choral performance and rehearsal techniques. Healthy vocal technique, basic melodic and rhythmic reading, and listening skills will be developed as the students explore a broad range of musical time periods and styles. Beginning 7th grade students will begin by learning these skills with unison music before developing the skills necessary to sing in harmony. Students will participate in all home concerts and select festivals. All Junior High Chorus performances are required for a grade. No audition necessary.

### Concert Choir

Junior High Chorus is open to all students (soprano, alto, tenor, bass) at RUJHS interested in singing, grades 7-9. Students learn the basics of choral performance and rehearsal techniques. Healthy vocal technique, basic melodic and rhythmic reading, and listening skills will be developed as the students explore a broad range of musical time periods and styles. Developing 8<sup>th</sup> Grade students will begin to learn about harmony, foreign language pronunciation, and advancing harmonies and rhythms. Students will participate in all home concerts and select festivals. All Junior High Chorus performances are required for a grade. No audition necessary.

### Choir

Junior High Chorus is open to all students (soprano, alto, tenor, bass) at RUJHS interested in singing, grades 7-9. Students learn the basics of choral performance and rehearsal techniques. Healthy vocal technique, basic melodic and rhythmic reading, and listening skills will be developed as the students



explore a broad range of musical time periods and styles. 9th Grade students will continue to build on skills from the previous year and learn advanced rhythms, harmonies, and vocal ranges. Students will participate in all home concerts and select festivals. Advanced 9th grade students will have the opportunity to audition to participate in advanced ensembles for the following year if consistent academic eligibility is demonstrated. All Junior High Chorus performances are required for a grade. No audition necessary.

### **7<sup>th</sup> Grade Band**

During this class students will pick an instrument and learn how to read and perform music. Once a student picks an instrument that student must stay on that instrument so that their skills develop and expand, so they can perform harder, more detailed music throughout their junior school years and high school years. Students will also be trained in the basic understandings of music theory, history, culture, and using technology for musical practices and a form of studying purposes. The NAfME (National Association of Music Education) and Michigan Merit Curriculum for Visual Arts, Music, Dance, and Theatre State Standards will be used throughout each daily lesson.

### **8<sup>th</sup> Grade Band**

During this class students continue to develop their music reading and performance skills. They will expand on their understanding of music theory, history, and culture while diving into more programs in the music technology realm. Our goal every year is to train and practice so that we can perform harder, more detailed music so they are prepared to join the top ensemble in the school district. The NAfME (National Association of Music Education) and Michigan Merit Curriculum for Visual Arts, Music, Dance, and Theatre State Standards will be used throughout each daily lesson.

### **Concert Band**

During this class students continue to develop their music reading and performance skills at an advanced level and pace. Their understanding of music theory, history, culture and music technology realm will be at an advanced level helping our students to begin to understand the breakdown of compositions, and why they work the way they do. The information taught can be seen in first year college courses in the college Music Department. Our goal every year is to train and practice so that we can perform harder, more detailed music so they are prepared to join the top ensemble in the school district. This ensemble is a part of our Symphonic Band at the high school. So, they perform with and at every event the Symphonic Band Performs at. The NAfME (National Association of Music Education) and Michigan Merit Curriculum for Visual Arts, Music, Dance, and Theatre State Standards will be used throughout each daily lesson.

### **Business/Office Automation/Technology/Data Entry**

A program that prepares individuals to support business information operations by using computer equipment to enter, process, and retrieve data for a wide variety of administrative purposes. Includes instruction in using basic business software and hardware, business computer networking, principles of desktop publishing, preparing mass mailings, compiling and editing spreadsheets, list maintenance, preparing tables and graphs, receipt control, and preparing business performance reports.

## **Spanish 1**

Students will learn:

- Correct pronunciation
- Basic reading, writing, and conversational skills for several topics– including times/days/dates, emotions, family, school, sports/activities, animals, food, travel, and celebrations
- Basic grammar concepts such as verb conjugation and agreement in gender and number
- Unique elements of culture from some Spanish-speaking countries

The course content loosely follows *Listos B: Descubre el Español* from Vista Higher Learning.

## **7th- 9<sup>th</sup> grade Art/Art Appreciation**

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. Students expand their knowledge of the visual arts while making meaningful connections between the arts and their own experiences through a series of instructional units that combine observing and creating using a variety of art techniques and materials. Arts activities focus on applying knowledge of the elements and principle of art to units on drawing, painting, lettering, perspective, and crafts.