



CURRICULUM
GUIDE
2021-2022



Lake Linden-Hubbell Middle School

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Curriculum

The goal of the middle school curriculum is to strengthen core academic skills to prepare students for the high school curriculum. Areas of instruction include:

Sixth Grade

English 6
Math 6
Science 6
Social Studies 6
PE 6

Seventh Grade

English 7
Math 7
Science 7
Social Studies 7
PE 7

Eighth Grade

English 8
Math 8
Science 8
Social Studies 8
PE 8

In addition, students will participate in the some or all of the following block classes during middle school:

Art
Band
Coding
Computers
Guided Study
Health
Rewards
Spanish
STEM
Woods

The middle school operates on the same seven period daily schedule as the high school.

Eligibility

Any student who participates in any extra-curricular event including, but not limited to, athletics, student work staff, cheerleading, annual staff, student council, quiz bowl and managers, must comply with the following eligibility criteria:

- A student carrying the standard of six elective and required hours must pass five of the six hours.
- A student carrying seven elective and required hours must pass six of the seven hours.
- A student carrying five or less hours must pass all of them.

The eligibility status of a student having a schedule that is customized to address an individual need will be subject to review by a team consisting of the principal, athletic director and at least one of the following people: coach, advisor, counselor, or teacher. A decision made to

determine extra-curricular participation for the assessment week will remain in effect until the course grade is raised to eligibility status or until the following Monday of the event season. A minimum of a D- is required for passing status.

Grading

Unified Grading Scale

Lake Linden-Hubbell School District has a standard grading procedure to indicate the extent to which a student has acquired the necessary learning in each class. Students are generally assigned grades based upon test results, homework, projects and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. Questions about the grading of a particular class should be directed to the teacher. The grading system is as follows:

100 – 94%	A	
93-90%	A-	
87-89%	B+	
84-86%	B	
80-83%	B-	
77-79%	C+	
74-76%	C	
70-73%	C-	
67-69%	D+	
64-66%	D	
60-63%	D-	
59% or less	E	
Incomplete	I	There is still work to be completed prior to issuing a final grade.
Passing	P	Sufficient work was completed, but a letter grade was not issued.
Unsatisfactory	U	Insufficient work was completed, but a letter grade was not issued.

Semester Grade Determination

Students will receive a semester grade based on the two marking periods and the semester exam. The marking period grades are each 40% of the final semester grade, and the semester exam is 20%. If any two of the three grades are failing grades, the semester grade is automatically a failing grade. If any two of the three grades are passing grades, the semester grade cannot go lower than a D-, even if the calculation results in a score below 60%. In the event that there are only two grades (student exempt from taking the semester exam), the quarter grades will each be 50% of the final semester grade.

Examples

<u>First M.P.</u>	<u>Second M.P.</u>	<u>Sem. Exam</u>	<u>Semester Grade</u>
A (94%)	B (88%)	C+ (77%)	B+ (88.2%)
B+ (89%)	B+ (89%)	A (95)	A- (90.2%)
E (50%)	C+ (79%)	E (55%)	E (62.6%, but 2 failing grades)
D- (60%)	E (55%)	D (65%)	D- (59%, but 2 passing grades)
A (96%)	B (86%)	Exempt	A- (91%)

Guidance and Counseling Services

The Lake Linden-Hubbell school district has a guidance counselor to assist students in making decisions and changing behavior. The counselor works with all students, school staff, families, and members of the community as an integral part of the education program. The school counseling program promotes school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

It is the goal of the school counselor to help prepare students to meet the expectations of higher academic standards and to become productive and contributing members of society. The counselor is actively committed to helping students understand that the choices they make will affect their future educational and career options. The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all students can achieve success through academic, career and personal/social development experiences.

Honor Roll

The Honor Roll is posted after each quarter, and is based on the overall grade point average for the quarter. In the high school, honor roll designation is divided into three parts: All A's (4.00), 3.5 to 3.99, and 3.00 to 3.49. The middle school honor roll is also based on the overall grade point average for the quarter, but is separated into only two parts: All A's (4.00) and 3.00 to 3.99.

Promotion

Promotion to the next grade level is made on an individual basis, based on the following criteria:

- 1 – Current level of achievement
- 2 – Potential for success at the next level
- 3 – Emotional, physical and/or social maturity

Student Assistance Teams

The SAT is a school team, which includes the parent(s) and the student, when appropriate, in a positive, problem solving, intervention process. It assists students by ensuring that everything possible is being done both at school and at home to make the student successful. Students are most successful where there is a strong spirit of cooperation between home, school, and community. Based on this shared responsibility, the SAT meets to explore possibilities and strategies that will best meet the educational needs of the students, and support teachers and parents. The SAT includes the most important people in the student's life, parents or caregivers, teachers, counselors, specialists, school administrators or designees, and any other school or community members who can provide support.

Students are typically referred by the classroom teacher, but any member of the school staff or a parent may request support from the SAT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. Prior to the first SAT meeting, teachers likely will have implemented some classroom modifications to enhance learning for students. A modification may be as simple as a change in seating location, a daily assignment sheet, or an increase in the use of visual teaching aids. Sometimes a simple change can make a big difference for a student.

At the meeting, which typically takes approximately 20 to 30 minutes, a facilitator will lead the group through a discussion of the student's strengths, concerns, and history, as well as current interventions and outcomes. The team will then brainstorm additional strategies or interventions and outline a plan of action for student success. The parent(s) will also be asked to contribute information regarding the student's learning needs and help with the development of an intervention plan.

The SAT will meet again several weeks after implementation to check progress, and modify the plan as necessary.