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Chief Academic Officer

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Creating Dynamic Futures

2025-2026 Course Guide - Grade 7

Dear Parent/Guardian,

The mission of the Warren Consolidated School District, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens. In other words, this organization is committed to students graduating as fully functioning adults, ready to participate in a global economy and ready to take on the challenges that will confront them.

Our schools are organized around the principles of a Professional Learning Community (PLC) where student achievement is our main goal. The PLC is a collaborative process designed to improve student learning, and more specifically, your student’s academic success. I hope that you will be engaged in the process as well by involving yourself in your student’s learning and overall academic program.

The partnership process begins now as you select courses for next year. Warren Consolidated Schools offers excellent high quality programs for its students. It is imperative that you and your student take the time to discuss and plan the education experiences and opportunities in which they will participate. The course selection process is critical if your student is to become a successful and productive individual in a rapidly changing world.

The Middle School curriculum includes Core and Elective Courses. Core courses are required courses that all students must take. For Grade 7, this includes Language Arts (2-hour Block), Mathematics, Science, and Social Studies. Elective courses are chosen by the students based on their interests. For Grade 7, this includes Exploratory Art, 2-Dimensional Art, 3-Dimensional Art, Emerging Technologies I, Emerging Technologies II, Introduction to Coding, Choir, Cadet Band, Engineering and the Environment, Engineering for the Future, Spanish A, Spanish B, and Team Sports, and Health.

Example of a Grade 7 Student Schedule

<i>1st Hour</i>	<i>2nd Hour</i>	<i>3rd Hour</i>	<i>4th Hour</i>	<i>5th Hour</i>	<i>6th Hour</i>
Language Arts (2-hour Block) (40 Weeks)		Mathematics (40 weeks)	Science (40 Weeks)	Social Studies (40 Weeks)	Elective (40 Weeks Total)

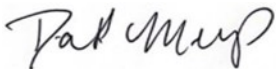
In addition to our traditional middle school experience, the Warren Consolidated Schools also offer eligible students the opportunity to attend the Middle School Mathematics Science Technology Center - (MS)²TC – for 6th, 7th, and 8th graders. Students who are accepted into the program will split their day between their home middle school, where they will take their Social Studies and two elective classes, and Butcher Educational Center, where they will take their Mathematics, Science and English Language Arts classes.

Eligible 7th and 8th grade students may also participate in the Middle School Visual and Performing Arts program (MSVPA). These students will also split their day between their home school, where they will take their Mathematics, Science and Language Arts classes, and the Butcher Educational Center where they will take their Social Studies and Visual and Performing Arts courses.

Those students eligible to participate in both the (MS)²TC and the MSVPA will spend their whole school day at the Butcher Educational Center.

The dedicated staff of talented teachers, counselors, and administrators are available for consultation in making choices or answering questions. Future career choices have basic requirements that must be met. The time you and your student spend now planning and selecting challenging programs will reap benefits later on the path leading to success.

Sincerely,



David Meengs
Chief Academic Officer

Core/Required Courses

Language Arts 7 (40 weeks; 2-hour Block)

Course ID: MS1751 / MS1752

This course will develop general language, literacy, listening skills, and speaking skills. Students will continue using writing as a process to challenge creativity and stimulate the use of Standard English. Emphasis is placed on vocabulary, reading strategies, grammar development, writing for meaning and purpose, research and library skills.

Language Arts 7R (40 weeks)

Course ID: MS8119 / MS8120

This course is for students with an Individualized Education Plan (IEP) who receive Resource Room support services. Students attend one hour of the Language Arts 7 Block (MS1741/MS1742) and one hour in Resource Room Language Arts (MS8119/MS8120)

Language Arts Skills RR 6-8 (20-40 weeks)

Course ID: MS8123 / MS8124

This course is for students with an Individualized Education Plan (IEP) who receive Resource Room support services and who are significantly behind in grade-level content. This course takes the place of an elective class for students and allows them to have three hours of Language Arts support. The course will primarily use the Corrective Reading Program to enhance the curriculum.

Math Course 2 (40 weeks)

Course ID: MS3741 / MS3742

This course builds off the concepts taught in Math Course 1 and continues to emphasize estimation, mental math, computational skills and algebraic concepts to prepare students for future mathematical study. Problem solving and logical reasoning will be reinforced with calculators and computers when appropriate.

Math Skills RR 6-8 (40 weeks)

Course ID: MS0815 / MS0816

This course is for students with an Individualized Education Plan (IEP) who receive Resource Room support services and replaces the grade level math course. Add+Vantage MR (AVMR) will be used to provide instruction in the foundational math skills needed to learn grade level math concepts.

Math Course 3 (40 weeks)

Course ID: MS3841 / MS3842

This course builds off the concepts taught in Math Course 2 and continues to emphasize estimation, mental math and computational skills, and introduces the necessary preliminary algebraic concepts for preparation for a more formal algebra presentation in grade 8 or 9.

Pre-requisite: Demonstrated proficiency on M-STEP, District Math Assessment, NWEA Assessment AND successful completion of Math Course 2.

Algebra 1 (40 weeks- for High School Credit)

Course ID: HS1601 / HS1602

This course is intended for students that have the knowledge and skills to apply their previous understanding of mathematics to Algebra 1 and are able to keep up with the rigor of high school Algebra. The following concepts are covered: the Real Number System; Structure of Expressions, Equations, and Inequalities; Arithmetic with Polynomials and Rational Expressions; and Functions.

Students that successfully complete Algebra 1 will earn high school credit and will be enrolled in Geometry or Accelerated Geometry as an 8th grade student. The course sequencing will enable the student who continues this accelerated enrollment to participate in “Early College” opportunities such as Advanced Placement Calculus or Dual Enrollment as a high school senior.

Pre-requisite: Demonstrated proficiency on M-STEP, Algebra Readiness Assessment, NWEA Assessment AND report card.

Middle school students taking Algebra 1 will earn the high school credit. The grade will not become part of the student’s high school GPA calculation, but the credit and grade will appear on the high school transcript.

Science 7 (40 weeks)

Course ID: MS4741 / MS4742

Students will explore topics in science in an activity driven, three-dimensional program. The course is built around active learning where students are asked to solve problems or explain phenomena by stating claims, gathering evidence, and providing explanation through reasoning. Topics covered include the solar system, cells, evolution, as well as weather and climate.

Social Studies 7 (40 weeks)

Course ID: MS2741 / MS2742

This course centers on world history from Era 1 (the beginnings of human society) through the middle of Era 4 (case studies from three continents up to 1500 CE). Geography, civics/government, and economics content is integrated throughout the course. Students will review the tools and mental constructs used by historians and geographers, study the development of the major religions of the world, develop inquiry, conduct investigations about global issues, analyze primary and secondary sources, interpret data, read maps, and write within the discipline.

Building-Based Supplemental Courses

ELA Builder-A 6-8 (20 weeks)

Course ID: MS0913 / MS0914

Students are placed in this semester or year-long course based on their performance to provide additional support in the English Language Arts content area. Students **MAY NOT** select this course as an Elective Course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of an elective course. This course may not be offered at all middle schools and is contingent upon supplemental funding.

Students will receive credit or no credit for this course.

ELA Builder-C 6-8 (20 weeks)

Course ID: MS0915 / MS0916

Students are placed in this semester or year-long course based on their performance to provide additional support in the English Language Arts content area. Students **MAY NOT** select this course as an Elective Course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of an elective course. This course may not be offered at all middle schools and is contingent upon supplemental funding.

Students will receive credit or no credit for this course.

Math Builder-6-8 (20 weeks)

Course ID: MS0807 / MS0809

Students are placed in this semester or year-long course based on their performance to provide additional support in the Math content area. Students **MAY NOT** select this course as an Elective Course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of an elective course. This course may not be offered at all middle schools and is contingent upon supplemental funding.

Students will receive credit or no credit for this course.

Elective Courses

Exploratory Art (20 Weeks)

Course ID: MS5610

This course introduces foundational art skills, knowledge, and techniques. It is recommended to be taken prior to 2-D and 3-D Art, however, not a required pre-requisite.

2-Dimensional Art (20 Weeks)

Course ID: MS5820

This course introduces elements and principles of art through history and cultural exposures. Two-dimensional art forms will be explored which may include pencil and pastel drawing, acrylic and watercolor painting, printmaking and silk painting.

3-Dimensional Art (20 Weeks)

Course ID: MS5821

This course introduces elements and principles of art through history, society, and cultural exposures. Three-dimensional art forms will be explored in various forms.

Cadet Band (40 Weeks)

Course ID: MS6743 / MS6744

This course is comprised of students who have completed one year of playing experience on their major instrument. Students will be able to further develop their skill toward mastery of their instrument. If enrollment allows, this group may be split into woodwinds and brass classes. Performance attendance and activity participation required.

Choir

Course ID: MS6851

This course explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Choir are expected to participate in one evening concert as a required part of their grade.

Engineering and the Environment (20 Weeks)

Course ID: MS1651

Using materials from Project Lead the Way, this hands-on course dives into the engineering design process. Students will develop an understanding of innovation and design a therapeutic toy. The second half of the course focuses on students becoming real-life medical detectives to interpret vital signs, examine the nervous system and diagnose diseases.

Engineering for the Future (20 Weeks)

Course ID: MS1661

Using materials from Project Lead the Way, this course allows students to discover computer science concepts and skills by blending hardware design and software development. Students will develop a physical computing device, interactive art installation or wearable. The second half of the course focuses on the development of an application to use on cell phones.

Emerging Technologies I (20 Weeks)

Course ID: MS1613

This course develops the technological skills students need to be successful in the 21st Century. Students will use 21 Things 4 Students as a foundation to learn and demonstrate technology skills using a variety of web tools, instructional videos, and online quests to create a project-based learning digital portfolio integrating Language Arts, Mathematics, Science and Social Studies. The essential skills covered in this course are digital citizenship, typing skills, interactive technologies, communicating digitally, interactive presentations and Microsoft Office365.

Emerging Technologies II (20 Weeks)

Course ID: MS1614

This course continues the development of the technological skills students need to be successful in the 21st Century. Students will use 21 Things 4 Students as a foundation to learn and demonstrate technology skills using a variety of web tools, instructional videos, and online quests to create a project-based learning digital portfolio integrating Language Arts, Mathematics, Science and Social Studies. The essential skills covered in this course are digital citizenship, typing skills, interactive technologies, communicating digitally, interactive presentations and Microsoft Office365.

Introduction to Coding (20 Weeks)

Course ID: MS1615

This course is an introduction to coding and computer science. Through various projects, both hands-on and online, students gain an understanding of the operation of coding. Throughout the course, instructional activities emphasize cyber safety, accountability, and efficiency within the field of coding and computer science.

Spanish A (20 Weeks)

Course ID: MS 8612

Spanish A focuses on building vocabulary and useful phrases, while students learn about the Mexican and Spanish cultures. At this level, Spanish instruction covers the basics of conversation as students begin to develop real skills in speaking the language. Spanish A and B are independent of each other and can be taken in any order.

Spanish B (20 Weeks)

Course ID: MS 8613

Spanish B focuses on vocabulary development and common phrases, while learning about what life is like in Spain. This level of Spanish instruction covers the basics of conversation as students develop skills in speaking the language. Students who do well in Spanish A and Spanish B are well prepared for Spanish 1 where High School Credit can be earned. Spanish A and B are independent of each other and can be taken in any order.

Team Sports (20 Weeks)

Course ID: MS7825

This course focuses on categories of sport and activity, progress in motor skills and tactical knowledge unique to that category of physical activity. Combining basic elements of movement and sports are emphasized in this course.

Health (20 Weeks)

Course ID: MS7821

In this course, students will become aware of the complete idea of health which includes physical, mental and social health. Areas covered are communicable diseases, AIDS, human sexuality, personal care, fitness and nutrition. First aid, safety, public and environmental health, and substance abuse are also addressed.

Middle School Mathematics Science Technology Center (MS)²TC

FOR SCHEDULERS ONLY: 7th grade students who are accepted into the Middle School Mathematics Science Technology Center (MS)²TC, use MSM701 as a placeholder for the AM session and MSM702 as a placeholder for the PM session.

(MS)²TC Mathematics 7 (40 Weeks)

Course ID: MSM8217 / MSM8218 (Course numbers used by the (MS)²TC Scheduler)

This course focuses on five critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional space and figures using distance, angles, similarity, congruence, as well as understanding and applying the Pythagorean Theorem; (4) drawing inferences about populations based on samples; and (5) introduction of Algebra 2 concepts.

(MS)²TC Language Arts 7 (40 Weeks)

Course ID: MSM1743 / MSM1744 (Course numbers used by the (MS)²TC Scheduler)

This course focuses on English Language Arts standards for reading Literature and Informational text (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity); Speaking and Listening (Comprehension and Collaboration and Presentation of Knowledge and Ideas); Writing (Text Type and Purpose, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing); and Language (Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use).

(MS)²TC Science 7 (40 Weeks)

Course ID: MSM4743 / MSM4744 (Course numbers used by the (MS)²TC Scheduler)

This course focuses on the interconnected nature of science as it is practiced and experienced in the real world. Given the importance of science and engineering in the 21st century, students require a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us. Student performance expectations have to include a student's ability to apply a practice to content knowledge, thereby focusing on understanding and application as opposed to memorization of facts devoid of context.

Middle School Visual and Performing Arts Program (MSVPA)

FOR SCHEDULERS ONLY: 7th grade students, who are accepted into the Middle School Visual and Performing Arts Program (MSVPA), use MSVPA701 as a placeholder for the AM session and MSVPA702 as a placeholder for the PM session.

MSVPA Integrated Social Studies 7 (40 Weeks)

Course ID: MSVPA2741A / MSVPA2741B (Course numbers used by the (MS)²TC Scheduler)

Students study the social, political, geographical, religious, and economic elements of ancient civilizations of the Eastern Hemisphere beginning with 4000 B.C. extending to present day in this course. Aiming to help students discover patterns and relationships between and among people, their cultures, and the natural environment, students will analyze and evaluate cultural and historic interpretations by: gathering evidence from a variety of documents and artifacts presenting many world views; learning to differentiate between opinion and fact, and to develop a habit of mind that reflects the ability to develop sound historical arguments and perspectives on which they can make informed decisions about critical issues in the past and present. The disciplines of history are integrated within the historical context of the Eastern Hemisphere as well as through, with, and by the study of the visual and performing arts.

MSVPA Integrated Arts 7 (40 Weeks)

Course ID: MSVPA3743A1 / MSVPA3743B1 (Course numbers used by the (MS)²TC Scheduler)

MSVPA3743A2 / MSVPA3743B2 (Course numbers used by the (MS)²TC Scheduler)

This course will incorporate Performing Arts, Visual Arts, Dance, and Music as students work in collaboration with staff across all the curricular disciplines.

Students develop observation and accuracy skills as they progress through a variety of classroom assignments such as still life drawings, perspective drawings, portraiture, figure drawing and painting. These studies serve two purposes: the first to familiarize students with the traditional subject matter and media of the visual arts; and secondly as a means through which to explore early American History and culture through artistic expression and artifacts of art history. Ultimately students apply what they learn about subject, form, and content to both individual works and those completed in conjunction with the Integrated Performing Arts productions.

Students are also introduced to basic aspects of theatre performance and production including the areas of acting, dance, singing, vocabulary, history, etiquette, use of tools and equipment along with technical design, theory and implementation. Integrated Performing Arts contextualizes concepts studied in Social Studies while providing a forum for students to apply subject, form, and content introduced in Integrated Visual Arts. Extensive writing and research for particular audiences frame students' work in Integrated Performing Arts where students must be able to analyze complex texts, draw inferences, and determine main ideas and supporting details of theatrical work studied and prepared for theatre performances.

Students will gain musical understanding and skills—particularly those which focus on vocal performance—while developing a broader awareness of the cultural significance of music in ancient and contemporary civilizations. Understanding of elements such as melodic line, harmonic texture, rhythm, meter, form, etc., will serve as a structure wherein students develop applied skills such as pitch and rhythmic accuracy, blend, balance, tone, etc. Movement exercises will be implemented to assist students in developing strong connections between the theoretical and practical applications of music instruction. In addition, students will explore basic concepts related to dance—such as the elements of space, shape, line, etc.—as well as the role that dance has played in various communities throughout history.

Elective Courses – MSVPA/(MS)²TC

Students attending Butcher Educational Center (all day) for MSVPA and (MS)²TC programs will also enroll in either Spanish 1 or Cadet Band.

Spanish 1 (40 Weeks – for High School Credit)

Course ID: HS4011/HS4012

Spanish 1 students work with the same content that is found in a high school level Spanish 1 course. Students learn more advanced vocabulary and grammatical structures and are challenged to master various elements of the present and future tenses. Students that do well in Spanish 1 are well prepared for the high school course, Spanish 2.

***Note: All high school students are required to take two (2) consecutive years of a World Language for graduation. Students may fulfill this requirement with one credit in a World Language course and one credit in a CTE program or additional VPA credit. However, admission to some colleges/universities requires two years of study of the same language, as three or four years are strongly advised. Taking four years of a World Language in high school increases students' chances of fulfilling some college language requirements.**

The grade earned in Spanish 1 will not become part of the student's high school GPA calculation, but the credit and grade will appear on the high school transcript.

Cadet Band (40 Weeks)

Course ID: MS6743 / MS6744

This course is comprised of students who have completed one year of playing experience on their major instrument. Students will be able to further develop their skill toward mastery of their instrument. If enrollment allows, this group may be split into woodwinds and brass classes. Performance attendance and activity participation required.

English Learner (EL) Program

The WCS English Learner Program has three main goals. Those goals are:

1. To help EL students acquire English language proficiency in the areas of listening, speaking, reading, and writing.
2. To help EL students acquire core content knowledge while acquiring academic language proficiency to participate in the general education curriculum.
3. To help EL students learn about the school and community and to participate more fully in non-academic and extracurricular opportunities offered by the school.

For additional information about the District English Language Learner program, please contact:

Jamie Elkouri
Administrator of Language Acquisition & Continuous Improvement
(586) 698-4701, ext. 68140

Recommendation: Scores and placement are based on the World-Class Instructional Design and Assessment (WIDA)

The following courses are for Newcomer English Learner students who have a Level 1 (Entering) proficiency placement on the World-class Instructional Design and Assessment (WIDA). EL Level 1 courses may not be available at all middle schools.

Language Arts-1E (40 weeks; 2-hour block)

Course ID: MS0643/MS0644. Students will learn reading, and writing foundational skills. Students develop oral language, decoding, phonics, learn to find the details, main ideas, and basic analysis of information and narrative text. EL students will build vocabulary and literacy skills.

Math-1E (40 weeks)

Course ID: MS0639/MS0640. Students will learn basic math concepts necessary to become proficient in grade level math content as well as essential math vocabulary. Students will show growth in their understanding of the math concepts of: number operations, place value, fractions, decimals, ratios, percents, and pre-algebra concepts.

Science-1E (40 weeks)

Course ID: MS0649/MS0650. Students will develop general science skills through a hands-on instructional framework. Areas of study include earth, physical, and life science.

Social Studies-1E (40 weeks)

Course ID: MS0653/MS0654. Students will develop an understanding of history, geography, and cultures. Introductory geography as well as essential skills in reading maps and graphs is included.

21F-Courses available through 21F Expanded Virtual Learning

Online Learning

Students enrolled in grades 6-12 in Warren Consolidated Schools who are interested in participating in an online course under section 21F should see the course offerings from Michigan Virtual at: michiganvirtual.org. Please see your counselor for more information.

The following procedures and guidelines are to be used in implementing the District's grading policy:

A. All teachers shall set up their gradebook according to the Board Policy and Administrative Guidelines prior to the first student day. Should a teacher be hired after the first student day, the teacher's gradebook shall be set-up within two days of their first day of instruction.

B. All teachers will use the WCS Grade Scale to determine all card marking, final semester exam, and final semester grades for students in grades 3-12. Teachers of grades K-2 students determine grades using an alternative grading scale:

1 Exceeds Standard – Student can apply knowledge to new situations in an appropriate and meaningful manner.

2 Meets Standard – Student can use the knowledge in a variety of ways but does not always apply knowledge in an appropriate and meaningful manner.

3 Approaching Standard – Student has demonstrated a basic understanding of the course content, skills and processes.

4 Area of Concern – Student made an attempt, using appropriate content.

C. All student work will be graded on the WCS Grade Scale unless an alternate grading system is approved **annually** by administration and distributed in writing to students and parents. If an alternate grading system is approved it must follow the following grading guidelines:

Letter Grade	Percentage Range
A+	98 and Above
A	97 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
E	59 - 50
F	49 - 0

The "E" is to be used to indicate the student has made significant effort but has not reached mastery of the course content.

The "F" is to be used to indicate the student has not made the effort to reach mastery of the course content.

Students should be assessed based on knowledge acquired, therefore assessments should account for the majority of a class grade (at least 75%) unless an alternative grading policy is approved.

Homework and daily/in-class work may account for up to 25% of the final grade. The remaining 75% percent of the final grade is to be based on fair and equitable, multiple ongoing measures of assessments* that will permit a student to demonstrate his/her mastery level of the course's content.

*Examples of assessments may include, but are not limited to, chapter tests, quizzes, projects, presentations, labs, etc. Assessments may be of any type that will demonstrate knowledge gained. Homework shall not be counted as assessment.

Teachers shall use total points or percentages when entering grades in PowerSchool for Homework and Assessment.

Within the teacher's gradebook, the teacher shall only use:

1. "Category Weights" in calculating the final grade for each trimester (elementary) or quarter (secondary) grade. "Categories Weights" shall include a "Homework" and "Assessment" category. The "Assessment" category may be comprised of multiple categories designated within the teacher's grade book as long as the total of all "assessment" categories account for at least 75% of the student's total grade. "Assessment" categories must reflect the examples of Assessments listed above.
2. "Term Weights" for each final semester grade (i.e. 40-40-20 for high school credit courses and 50-50 for middle school courses) – Secondary Only

Teachers are encouraged to implement intervention practices with regards to assessments in order to encourage student success. (Examples may include "test correction opportunities" or "test retakes" and other building based school improvement intervention strategies)

All assignments not graded as assessments shall be considered homework and are to be graded no lower than an F 49% per task. However, if a student does not turn in an assignment (not graded as an assessment), after the teachers has made at least three (3) reasonable attempts to provide students an opportunity to complete and turn in for credit, the assignment will be given a 0% in the gradebook, unless prohibited by the student's IEP or 504 Plan. The building principal shall be responsible for defining "Reasonable Attempts." Individual assessment tasks are to be graded using the full percentage range of 0-100%.

D. A teacher may require students to meet a set of class expectations to receive a passing quarter or final grade. Such expectations need to be clearly communicated in writing at the beginning of the class with students and parents and approved by administration annually.

E. All card marking periods are separate. No grading can be carried over from one (1) card marking to another. (ie. Grade for a particular assessment/assignment may be counted in only one card-marking)

F. Final semester exams will be given to students in grades 9-12 each semester unless otherwise dictated by an IEP. Students who do not take final semester exams, unless excused from final semester exam per the senior final semester exam excusal criteria (see clause G below) will receive failing grades for the semester. Performance or oral exams will be permitted if approved by building principals. In accordance with State and/or Federal statutes, an IEP or 504 plans can dictate individual instructional and testing accommodations, exclusions or exemption from this policy. (Secondary Only).

G. Students who are absent for the semester exam shall work with the teacher to schedule the make-up exam prior to the close of the grading window period must have administrative approval to make-up exams.

Final semester exams may not be given early unless extenuating circumstances exist as approved by administration. Make-up exams must occur after the original final exam is administered to students. In such instances, an alternative final semester exam may be used. Students will receive an "F" as a final mark until the final semester exam is taken by the student and graded by the teacher. In accordance with State and/or Federal statutes, an IEP or 504 plan can dictate individual instructional and testing accommodations, exclusions or exemption from this policy. (Secondary Only)

Seniors wishing to be excused from Spring Final Exams must meet and maintain all criteria listed below, until the last day of the class in order to be eligible for excusal. Courses held at CPC, MMSTC, and WSCPA are exempt from this excusal. Therefore, seniors must take all finals at CPC, MMSTC, and WSCPA.

Criteria for Spring Final Exam excusal:

1. Student must maintain an A- 90% or better average in the class using the average of the two (2) marking period grades.
2. No "skips" or "unverified" absences.
3. No more than three (3) combined absences or tardies.
4. Citizenship of Satisfactory (S) or better in each marking period.

Seniors must also submit an application to each teacher for the final from which they want to be excused from no later than the Friday preceding the start of final exams. Teachers must notify students who submitted an application for excusal whether or not they are eligible no later than two (2) school days before semester exams begin. This approval may be revoked should a student no longer meet the above criteria on the day of the final exam.

Students who are excused from the Spring Final exam shall receive a "credit" (CR) on the semester exam for report card purposes. The semester grade will be based on the average of the two (2) marking period grades with each marking period accounting for fifty (50) percent.

H. Each semester exam used to determine high school credit is to be a minimum of ninety (90) minutes in length and given on the prescribed day scheduled by the District unless otherwise dictated by an IEP. Spring Final Exams will be given to seniors during regular class time.

Non-high school students (i.e. middle school student) taking a course for high school credit, will be required to take a final exam that is equivalent to ninety (90) minutes in length. Grade calculation is to follow the "40%-40%-20%" rule (See L-1).

Non-high school students taking a Michigan Merit Curriculum (MMC) course will earn the high school credit, but the grade will not be used in the calculation of the GPA. However, the grade will be included on the student's high school transcript.

Non-high school students taking accelerated courses which earn an honors point, will earn the high school credit and grade, which will be used in the calculation of the high school GPA and will be included on the student's high school transcript.

Sixth through eighth grade students will take a cumulative exam at the end of each semester for all non-high school courses. This exam will equate to no more than one (1) assessment grade in the 2nd and 4th card marking.

I. Teachers, each semester, will submit a copy of their examinations to their administrator the Monday prior to the first exam day. In the case of performance or oral exams, a description of the required activities will be submitted. Answer keys will accompany such materials as may be appropriate. Student exams, after grading, will be retained by the classroom teacher for one (1) additional semester. All written final exams and answer keys and descriptions of performance or oral exams shall be submitted to the Chief Academic Officer by the last day of exams each semester. (Secondary Only)

J. A student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned (see Policy [5200](#)). Elements of student conduct which are normally considered part of the conduct grade cannot be used in determining the academic grade. Likewise, no element of the student's academic grade can be used in determining the conduct grade.

K. Students will be allowed one day for each day of excused absence to make-up missed work. Requests for exceptions will be referred to the building administrator for decision and direction. Previously assigned work will be due upon return.

L. The integration of card markings and final exam grades shall be defined as below in determining passing/semester grades and the granting of credit:

1. High School: 40% each card marking, 20% final exam grade per semester. Credit will be given if the student achieves at least a D- 60 % average and passes 60% of the card marking periods and semester exam combined.

2. Middle School: 50% each card marking per semester or 25% each marking period in a year class. A middle school student must achieve at least a D- 60 % average and pass a minimum of 50% of the card marking periods to receive a passing grade as a final grade. However, if a middle school student is taking a class for high school credit the language of Clause H and Clause L1 in this administrative guideline (5421A) shall apply.

3. Elementary School (Grades 3-5): A 3rd, 4th, or 5th grade student must achieve at least a D- 60 % average and pass a minimum of two-thirds (2/3's) of the card marking periods to receive a passing grade as a final grade.

If a new student is enrolled in a class, the student's grade for the marking period (i.e. trimester for elementary students and quarter for secondary students) shall be based on the content for which the student was in attendance. No student shall be penalized for content covered prior to the student enrolling in the class.

M. When periodic grades are computed, (card marking, final exam, final grade), teachers will use the ranges to equate a letter grade as follows:

Letter Grade	GPA Equivalent
A+	4.33
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33

C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67
E and F	0

N. Beginning with the 2011-12 school year, students enrolled in courses that may award added-value honor points will receive, one-half (0.5) additional honor point, for grades B- and above in District defined accelerated semester courses.

O. If a student repeats and passes a class s/he has failed, that student will receive credit and both grades will become part of the transcript but the highest grade will be used in GPA calculation. A student may also repeat a class already passed. That transcript would also include the original grade and second grade. No additional credit will be given. Again, the highest grade will be considered in determining the GPA. (Secondary Only)

P. A grade of incomplete ("I") may be given by the teacher with the approval of a building administrator and only under extenuating circumstances. When an "incomplete" is issued, the teacher is responsible for changing the mark on the grade sheet to a conventional ("A"- "F") grade within five (5) school weeks of the time of issuance. It is the student's responsibility to request assigned work missed and to complete all of it, including tests, within time limits as established by the teacher and the building administrator.

Q. In order to participate in commencements, seniors must have all correspondence course credits on file with the school by the first day of Spring Senior Final Exams.

COMPLIANCE STATEMENT

In compliance with Title VI or the Civil Rights Act of 1964, Title IX of the education Amendments of 1972, Section 504 or the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability act of 1990, the Elliott Larsen Civil Rights Act or 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated School District that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to Rick Scholz, Director of Security and Crisis Management, 31300 Anita, Warren, MI 48093. (586) 825-2400, ext. 65110.

CIVIL RIGHTS COMPLIANCE ASSURANCE OFFICER

The individuals listed below assume responsibilities for assuring compliance with the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Title II of the American Disability Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, as noted:

- Title II American with Disabilities compliance Officer for Personnel, and Age Discrimination: **Corey Tremmel, Executive Director of Employment & Labor Relations;**
- Civil Rights Compliance Coordinator for Title VI, Section 504 Compliance Officer, and Title IX: **Rick Scholz, Director of Security & Crisis Management;**
- Title II American with Disabilities Compliance Officer for students: **Rick Scholz, Director of Security & Crisis Management.**

Report to your counselor or to another staff member at the school, if you believe that you have been discriminated against, or not allowed to participate in any academic, sport, social program or activity in or at your school, or the district because of your: race, color, religion, national origin or ancestry, language, gender, age, disability, height, weight or marital status. Your rights as an individual are safeguarded by the laws of the federal and state government and the district's policies and procedures.

Follow these steps: Contact your counselor or another staff member immediately. Be prepared with the following information; it is critical that you be as specific as possible with the date and time of the incident, what took place and what was said, and names of any persons who were witness to the incident. Witnesses are not required to report a complaint. Your concern will be investigated and resolved by the appropriate building or central office administrator within 10 school days of your report. If you are not satisfied with the results of the investigation, you may appeal to the school district Civil Rights Coordinator Rick Scholz, Director of Security and Crisis Management. Confidentiality: every reasonable effort will be made to maintain your confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. You will be appropriately notified when the investigation has been completed.

