CURRICULUM

Academically, middle school students are encouraged to try their best in all phases of a challenging and varied program that emphasizes traditional academic areas, as well as art, music, physical fitness and knowledge of an expanding self.

Written assignments, short and long-term projects, class discussions, oral presentations, daily quizzes, tests and homework aid teachers in evaluating individual student achievement.

Technology is integrated across the curriculum at all grade levels. In each grade, specific subjects are charged with teaching and reinforcing specific skills and applications. Computer ethics are taught at all levels. Sixth graders receive an introduction to the computers at the start of the year.

PROGRAM OUTLINE

Grade Six:
- English
- Mathematics/Pre-Algebra
- Science
- Social Studies
- French/Latin/Spanish
- Human Development (ASK)
- Physical Education
- Visual Arts
- Study Hall

Grade Seven:
- English
- Mathematics 7/Pre-Alg./Alg. I
- Science
- Social Studies
- French/Latin/Spanish
- Human Development
- Physical Education
- Visual Arts
- Study Hall

Grade Eight:
- English
- Mathematics 8/Alg. I/Geometry
- Science
- Social Studies
- French/Latin/Spanish
- Human Development
- Physical Education
- Visual Arts
- Study Hall

EXPLANATION OF COURSE DESCRIPTION

Course Title  Course Number  Grade(s) for which course is open
A = Co-ed

Course Description: course objective, course content, teaching modes, requirements of typical assignments, materials used.
ENGLISH

The Middle School English Program develops students’ skills in a variety of ways. During the three year program, students read a diverse selection of literature, including novels, short stories, poetry, plays, and biographies. As the students progress from one grade level to the next, they develop a more thorough understanding of the complexities of the elements of literature (plot, character development, themes, etc.) They develop their analytical abilities by applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students use the writing process and develop writing skills through exploring a variety of genres: expository, narrative, descriptive, persuasive, and critical (i.e. responding to literature). Projects, speeches, skits, debates, and regular group discussions develop speaking and listening skills. Grammar and usage concepts become more complex each year, and vocabulary study is derived from literature. More specific aspects of the program at each grade level are detailed below.

**English 6**  
Sixth graders are introduced to the elements of literature and various literary devices. Their expository writing is focused on developing a topic sentence, supporting with examples, and concluding a one-paragraph essay. By year’s end, students advance to developing three-paragraph essays.

**English 7**  
Seventh grade literature study focuses on close reading and identifying specific supporting details from the works. As writers, students explore the five-paragraph essay as a means of organizing and communicating ideas.

**English 8**  
By eighth grade, the elements of literature have all been introduced and are now being reinforced. Students are examining more complex literary devices as well. In their writing, eighth grade students focus on the five paragraph essay with a concentration on transitional sentences and the development of the thesis statement. Upon completion of eighth grade, students are well-rounded readers, writers, and communicators.
The Middle School Math Program is committed to placing students in classes where they will thrive and be challenged to the best of their abilities. We do not have any remedial math classes. Teachers will be available for extra help to students experiencing difficulties.

The Math 6, Math 7, Pre-Algebra 8 pathway provides a rich mathematical experience with significant guidance and support. A major goal in this sequence is continual review and reinforcement of basic math as well as new concepts, thus creating a comprehensive program that prepares students for Algebra I in the ninth grade.

The Honors 6, Pre-Algebra, Algebra I pathway is designed for students who are developmentally ready for the challenges of a complete algebra curriculum in eighth grade. It is a challenging curriculum requiring more outside preparation and student independence. Students following this sequence are expected to keep at least a B- average to advance to the next class.

The Pre-Algebra, Algebra I, Geometry pathway is designed for those students who have already mastered the math skills and problem solving strategies central to the study of Pre-Algebra when they enter in sixth grade. This pathway requires students to meet the challenges of an algebra curriculum in seventh grade, and the developmental readiness for Geometry in eighth grade. This intensive study of mathematics requires significant outside preparation. Students following this sequence are expected to keep at least a B average to advance to the next class.

Math placement is not an exact science. We work very hard to place each student in a math class where he will thrive and be challenged. However, developmental changes in students require us to be flexible, and students may need to change pathways. We believe the best fit is found when school, parent, and student work together.
Math 6  202  6
Students will review the four basic operations dealing with whole numbers, decimals and fractions. Emphasis is placed on ratio, proportion and percentage problems, as well as metrics, number theory and equation solving. Plane and solid geometry are thoroughly discussed. Probability and statistical concepts are introduced. Problem solving is emphasized throughout the course. A discovery approach will be used through hands-on activities in group, cooperative and individual situations.

Honors Math 6  202  6
Students will spend less time reviewing basic operations and move more quickly into number theory and equation solving. Emphasis is placed on ratio, proportion and percentage problems, as well as metrics, number theory and equation solving. Plane and solid geometry are thoroughly discussed. Probability and statistical concepts are introduced. Problem solving is emphasized throughout the course. A discovery approach will be used through hands-on activities in group, cooperative and individual situations. Students with an average below B- at the end of the first trimester may have their placement re-evaluated in order to continue this course.

Pre-Algebra 6  204  6
Students with solid computational skills study pre-algebra. Emphases in this course include using variables and evaluating expressions, solving equations and inequalities, computing with integers and rational numbers, and graphing. Other important topics are problem-solving strategies, percents, geometry, statistics and probability. Students with an average below B at the end of the first trimester may have their placement re-evaluated in order to continue this course.

Math 7  210  7
Students continue the study of integers, decimals and fractions with regard to the four basic operations. Expansion on topics presented in Math 6 includes number theory, solutions of equations and inequalities, metric measurements, ratio, proportion, percent, rational and real numbers, and statistics and probability. Geometry is expanded to include solid as well as plane, with emphasis on areas and volumes. Practical application, which includes estimation and problem solving in real-life situations, is a major focus of this course.

Pre-Algebra 7  212  7
Students with solid computational skills study pre-algebra. Emphases in this course include using variables and evaluating expressions, solving equations and inequalities, computing with integers and rational numbers, and graphing. Other important topics are problem-solving strategies, percents, geometry, statistics and probability. Students with an average below B- at the end of the first trimester may have their placement re-evaluated in order to continue this course.
**Algebra I**  
214

This accelerated class covers topics of a typical first course in algebra. The material includes work with numerical expressions, systems of equations, properties, radicals, equations, exponents, operations involving polynomials, quadratic equations, rational expressions and rational equations. The use of graphing calculator enhances the learning experience. Students with an average below B at the end of the first trimester may have their placement re-evaluated in order to continue this course.

**Pre-Algebra 8**  
220

The focus of this course is to prepare students to be successful in high school algebra. Emphasis is placed on teaching the students to be proficient with their computational skills in the rational number system. A large emphasis will be placed on solving equations in one and two variables, graphing on the rectangular coordinate system, simplifying variable expressions, solving proportions, using these skills to solve word problems.

**Algebra I 8**  
222

This accelerated class covers topics of a typical first course in algebra. The material includes work with numerical expressions, systems of equations, properties, radicals, equations, exponents, operations involving polynomials, quadratic equations, rational expressions and rational equations. The use of graphing calculator enhances the learning experience. Students with an average below B at the end of the first trimester may have their placement re-evaluated in order to continue this course.

**Geometry 8**  
226

This is a course in Euclidean plane geometry with an emphasis on deductive reasoning and proof. The topics covered will include parallel and perpendicular lines, congruence, similarity, right triangles and trigonometry, polygons, circles, area and volume formulas, transformations and more. The course will require students to explore geometric ideas and work collaboratively to apply these new geometric techniques in problem solving. *The Art of Problem Solving, Introduction to Geometry* by Richard Rusczyk will be used to supplement the course. Concepts and techniques from algebra are reviewed throughout the year to prepare students for subsequent mathematics courses.
SCIENCE

The Middle School Science Program emphasizes learning through a combination of teacher-directed lessons and interactive lab activities. Throughout their three years students learn ways to improve their critical thinking skills and their understanding and application of the scientific method. Students are provided with constant opportunity to use their skills of observation, prediction, measurement and drawing conclusions. An emphasis is placed on integrating classroom technology into appropriate lessons and labs. The Cranbrook campus provides teachers the opportunity to leave the classroom and visit other unique locations for lessons. These sites include the Cranbrook campus, the Cranbrook Institute of Science and other regional points of interest.

Science 6  400  6

This is a life and environmental science course focusing on topics such as ecology, cell biology, nutrient cycles, biomes, classification and heredity. Great emphasis is placed on the young scientist and improving his reading, writing and organizational skills.

Science 7  410  7

The focus of this course is on earth science. Specific topics include rock and mineral classification, the fossil record, plate tectonics, atmosphere, weather and climate. Discussion of relevant current events is incorporated throughout the year.

Science 8  420  8

This is an introductory course in chemistry and physics. Major areas of study include matter, atomic structure, the periodic table, chemical formulas and reactions, motion, forces, energy, work, power and simple machines.
SOCIAL SCIENCE

The Middle School Social Science Program promotes a deepened understanding of the heritage of civilization, cultural diversity, democracy and civic responsibility, global interdependence, and relationships between humans and their natural environments.

Students gain competence at processing information, reasoning, expressing their thoughts and participating in society. They become equipped to participate responsibly in the political process of a free society and to work cooperatively with their fellow citizens.

Students develop a heightened respect for the rights and dignity of all. They learn to consider various solutions to social problems, to make rational judgments about public issues, and to act in accordance with the values of a democratic society.

**Global Studies I**  500  6

This course introduces students to the five themes of geography: location, place, human-environment interaction, movement and region. Physical geography (major land and water forms), cultural geography (adaptation to the environment), economic geography (use of resources), and map skills will be taught in the context of global regions (North America, South America, South Asia, Central Asia, and East Asia) with reference and comparison to our lives in the United States. Emphasis is placed on the development of study skills, critical thinking skills, and cooperative group skills.

**Global Studies II**  510  7

A continuation of Global Studies I, this course reinforces the five themes of geography and explores the geography and culture of places and people throughout the world. Students particularly examine the regions of Africa, the Middle East, Europe, Oceania, Australia and the Pacific Islands. Students emerge with knowledge of global regions, people, and cultures, and an understanding of the interconnectedness of the people and places of the world. Daily practice and application, as well as projects and activities, reinforce and develop study skills, critical thinking skills, cooperative skills, and communication skills.

**American Studies**  520  8

In eighth grade American Studies, students explore the historical, political, economic and social factors that shaped our country. They review the American Constitution and government, and they will cover America as a new nation through the Civil Rights Era of the 1960’s. Analysis of primary and secondary sources, text reading, small group activities, research projects and simulations are employed throughout the year. Technology will be implemented in both teaching and learning processes. The overall focus is on the development of analytical thinking and social science skills.
The Middle School World Languages Program is composed of grade-level courses, which constitute an introductory curriculum. Students entering the sixth grade choose to study French, Latin, or Spanish and continue with their choice through the eighth grade. Students entering the program in the seventh or the eighth grade will be assessed on an individual basis for placement.

The world languages curriculum develops an appreciation for foreign culture and promotes the skills of listening, speaking, reading, and writing in the target language. A student’s performance and achievement will culminate in a recommendation for continuation in the Upper School program. A student entering the ninth grade may follow the recommendation and/or pursue another language.

**World Languages 6**  
300 French  
302 Latin  
304 Spanish

Students choose to study French, Latin or Spanish. They will practice basic words and phrases and examine cultural topics. The goal of the course is to generate enthusiasm for the study of world languages.

**World Languages 7**  
310 French  
312 Latin  
314 Spanish

Students study elementary vocabulary and basic grammatical structures of the target language. They develop the basic skills of listening, speaking, reading and writing in the target language.

**World Languages 8**  
320 French  
322 Latin  
324 Spanish

The course introduces more advanced structural elements and broadens the students’ vocabulary and cultural awareness. Students develop skills that prepare them for continued study in the Upper School program.
HUMAN DEVELOPMENT

The goal of the Human Development Program is to instill in students healthy behaviors based on their understanding of the interdependence of their biological, psychological and social needs.

**Human Development 6**  930  

Human Development 6, also known as A.S.K. (Adolescent Survival Kit), serves as an introduction to a comprehensive three year health program. This course is designed to teach students about important issues that are confronted during adolescence. The curriculum focuses on the physical as well as emotional changes that accompany this stage of life. The lessons encourage questioning, self-exploration, and classroom discussion. The overall theme of the semester is making positive choices and developing decision-making skills. The course explores a variety of topics including journal writing, the dimension of health, self-concept, hazards of tobacco and alcohol use, the dynamics of addiction, and adolescent physical development.

**Human Development 7**  940

Human Development 7 examines the aspects of overall health (physical, social, mental, and emotional) and focuses on an overview of the human body and how all of the body systems work. Emphasis is then placed on physical fitness, nutrition, and eating habits, and how they affect the body systems and one’s overall health and wellness.

**Human Development 8**  950

Human Development 8 is designed to build upon the curriculum from 6th and 7th grade. A holistic approach to the topics is taken, meaning that not only the physical but also the social and emotional impacts are explored. The primary focus of the semester is human reproduction including anatomy, labor and the birth process. In addition, infectious diseases, including sexually transmitted disease, and noninfectious diseases such as cancer and heart disease are thoroughly discussed. These complex themes are framed in terms of personal health advocacy, prevention and making positive choices in life.
VISUAL ARTS

Visual Art 6 800

This course gives students a hands-on exposure to a variety of studio-arts, both two-dimensional and three-dimensional. The students practice basic techniques and psychomotor skills that lead to the completion of projects in a number of studio areas. This course begins building a sound foundation of visual design by exploring the first four elements of design – line, shape and form, value, and color. Throughout the semester various aspects of historical and cultural works of art and artists are integrated into a format that reinforces particular assignments.

Visual Art 7 810

This course continues student involvement in the variety of studio arts begun in the sixth grade. Additional control and understanding of concepts is promoted in the seventh grade projects. This course continues building a foundation of visual design by focusing on the last two elements of design – space and texture and the first two principles – balance and unity. Historical and cultural works of art and artists are integrated into a format that reinforces particular assignments throughout the semester.

Visual Art 8 820

In the eighth grade, preparation for the studio experience of the upper school program intensifies. Student hone skills learned previously are introduced to work that requires artistic problem solving and continue their exploration of historical and cultural works of art to reinforce particular assignments. The course completes the foundation of visual design by focusing the last four principles of design – contrast, emphasis, pattern and rhythm and movement. Students leave this course with the background to choose an appropriate studio art concentration.
PERFORMING ARTS

All students enrolled in performing arts classes are expected to participate actively in classroom rehearsals and, in most cases, to perform music and theatrical selections in public. Plays and vocal and instrumental music are selected primarily for the quality of the literature. Interest in the appreciation of diversity not only allows but encourages reading stories of all races, religions, and nationalities and singing their songs and playing their music. Better understanding comes through sharing the musical heritages and interests of others.

**Intermediate Band** A750 (Coed) 6 7 8

This ensemble continues to build upon the fundamentals of instrumental music. Designed to strengthen the technique and knowledge of an instrument, Intermediate Band is considered the typical progression for students coming from elementary and middle school band programs. This ensemble only performs in the Spring Festival Concert. Percussion is available to students by instructor’s approval only. Please note that very few, if any, percussion positions are typically available in the Intermediate Band program for students new to the school. Beginners should not sign up for this class. **Prerequisite: one to two full years of playing experience, instructor’s approval.**

**Advanced Band** A751 (Coed) 6 7 8

Specifically designed for the serious band student, this class provides exposure to a variety of musical styles and serves as a training program for the Upper School band program. Participants should have aspirations to perform more difficult music and be prepared to commit to practicing on a regular basis. Students are recommended for this class based on their ability levels and available space. Seventh and eighth grade students are eligible and encouraged to participate in the Michigan Schools District Solo and Ensemble Festival. This ensemble performs in the Winter and Spring Festival Concerts. **Prerequisite: instructor's approval.**

**Intermediate Strings** A752 (Coed) 6 7 8

This ensemble continues to build upon the fundamentals of instrumental music. Designed to strengthen the technique and knowledge of an instrument, Intermediate Strings is considered the typical progression for students coming from elementary and middle school string programs. This ensemble only performs in the Spring Festival Concert. Guitar students are welcome, as the core literature for this course is folk music. Beginners should not sign up for this class. **Prerequisite: one to two full years of playing experience.**

**Advanced Strings** A753 (Coed) 7 8

Specifically designed for the serious string student, this class provides exposure to a variety of musical styles and serves as a training program for the Upper School Orchestra. Participants should have aspirations to perform more difficult music and be prepared to commit to practicing on a regular basis. Students are recommended for this class based on their ability levels and available space. Seventh and eighth grade students are eligible and encouraged to participate in the Michigan Schools District Solo and Ensemble Festival. This ensemble performs in the Winter and Spring Festival Concerts. **Prerequisite: instructor's approval.**
Jazz Band A754 (Coed) 6 7 8

This class explores jazz band literature from the 1930's to the present time. Instrumentation for this ensemble includes: alto, tenor and baritone saxophones; trombones; trumpets; piano; drums set; and lead and bass guitars. This ensemble performs in the Winter and Spring Festival Concerts. All students in this ensemble must be members of the advanced band, with the exception of guitar and piano students. Prerequisite: instructor’s approval.

Tri-Arts 700/708/716 (Boys) TWO YEAR LIMIT (Gender Specific Classes) 6 7 8

This class provides exposure to three performing art genres. Students will participate in one trimester each of Cranes (music appreciation/singing), Dynamic Moves (dance) and drama. Students can only sign up for this class for two out of their three middle school years. Students in the Tri-Art classes do not perform.

A survey course, Drama explores introductory theatre concepts, beginning with the study of body language and gesture and expanding to facial expression and vocal inflection. Along the way, students participate in a variety of theatre games designed to reinforce these ideas. Students are given brief introductions to basic stage terminology, theatre history, and technical theatre. The trimester culminates with a final performance project.

In Dynamic Moves, students learn skills that foster physical stamina, flexibility and coordination. Class content may consist of basic Pilates and yoga, along with basic dance movements for stretch and strength conditioning as a compliment to the athletic program. Students learn to work cooperatively with each other through the creative process of movement improvisation.

Cranes is a middle school music appreciation course with an emphasis on singing. The basics of musicianship, sight-reading, music theory and history are incorporated throughout the trimester. In addition to introductory vocal technique, boys learn to sing together in unison and two-part harmony. Music studied represents a variety of styles which appeals to boys of this age as well as accommodates their changing vocal ranges. Finally, students study pitch and rhythmic notation, plus common musical terms and symbols.

Intermediate Drama 706 (Gender Specific Classes) 7 8

This class concentrates on the fundamentals of drama and is considered to be the typical progression from the Tri-Arts Drama class. The course is designed to strengthen acting technique and knowledge of the theatre. Participation in improvisational games and skits, pantomimes, monologues and characterization establishes the foundation for this class. Opportunities for in-school performance will be offered.

Dramatic Video Production (Gender Specific Class) 7 8

In this class, students will develop skills and techniques for creating a variety of video project types. Students will act in and edit audition monologue videos, tutorials, and short films, using a range of acting, filming and editing techniques and tools. This project oriented class will introduce students to the entire production process from scripting and storyboarding, to cinematography, editing, and special effects.
**Advanced Drama 714**  
(Gender Specific Classes) 7 8

Designed specifically for the advanced acting student, this class provides an in-depth study of a variety of dramatic theatre styles. Several areas of concentration include contemporary and classical drama, improvisation, scene study, character study and stage movement. A series of guest professionals from theatre interact with the students on various topics throughout the year. The Advanced Drama class serves as a training ground for the Upper School theatre program. Students perform in a scene showcase in the spring. **Prerequisite: instructor’s approval.**

**Music Workshop 718**  
(Boys) 7 8

In this class, students will develop their understanding and knowledge of music by learning basic music skills and composing music on computer software. Students will learn about different musical genres, instruments, and forms and will learn how to read music at a basic level. They will learn to analyze, arrange, produce, and compose various styles of original songs on the computer using the Sony Acid Music Studio software, including making their own voice recordings. Music skills learned throughout the year will be incorporated into their compositions.

**Private Lessons for Beginning Students (THIS IS NOT A CLASS)**  
(Coed) 6 7 8

Students who wish to learn how to play orchestral or band instruments must begin with private lessons after school hours. Private music instruction contracts are available through the head of the Performing Arts Department. Please note that private lessons are not included in tuition or fees. Private instructors are available on campus and are listed in the back of the student directory. Students must pass an audition with the orchestra or band instructor prior to admission into one of the ensembles. Unfortunately, few, if any, percussion positions are typically available in the band program. Private lessons **do not** fulfill the Performing Arts curricular requirement in grades 6, 7 or 8.

**PHYSICAL EDUCATION**

900 6  
910 7  
920 8

All boys participate in physical education. Emphasis is on participation, sportsmanship, and skill development rather than competition. The program includes specific activities associated with health, fitness and the following activities:

badminton  
kick-ball  
swimming  
basketball  
lacrosse  
tennis  
flag football  
soccer  
volleyball  
floor hockey  
softball
Cranbrook Kingswood Middle School
Faculty and Administration

ADMINISTRATION
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Patricia S. Hudson
Dean of Middle School Admission
DePauw University, B.A.

Carla Young
Director of Community and
Multicultural Programs
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Marygrove College, M.A.T.

BOYS’ & GIRLS’ CAMPUSES
Daniel Dobrovich
Advanced Drama
Eastern Michigan University, B.S.

Kimberly Drouillard
Dynamic Moves
Wayne State University, B.S.

James Gabriel
Performing Arts, Clarions
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University of Notre Dame, M.M.

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Performing Arts Department
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Illinois State University, M.M.

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Jeremy Rahn
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Wayne State University, M.L.I.S.

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Christopher Paris  
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B Curtis Williams  
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Princeton University, B.A.

GIRLS’ CAMPUS

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Saginaw Valley State, M.Ed.

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Princeton University, B.A.

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