



May 2011

Welcome to Greenhills!

We are grateful that you have chosen to join the Greenhills community and entrusted your children's education to us. This is a very exciting time of year, but also a poignant one. We welcome you, our new families, to this community but we also graduate our seniors and experience a real sense of loss. So as final exams and graduation loom large for us, we also need to move forward and begin the process of making Greenhills your school.

Some nuts and bolts:

- Course selection for 2011-2012 is one matter which will require your immediate attention. The course selection sheet must be returned to the admission office by Thursday, June 2, 2011. We encourage you to consult the Greenhills website <http://www.greenhillsschool.org/> for online course descriptions. In addition, you may email any schedule questions to our scheduler, Jim Blow at jblow@greenhillsschool.org, (and please label the email "Schedule Requests").
- It is important to note that both the mathematics and foreign language departments require a placement conference and/or exam for all students who want to schedule any course beyond our entry level offerings in these subjects.
- There will be opportunities to have your specific questions answered at the New Family Picnic on Thursday, June 2 at 6:00 pm. We look forward to seeing you there.

Please feel free to contact the admission office should you have any questions. The next major mailing from Greenhills should arrive in early August, and the first day of school is scheduled for Tuesday, September 6, 2011.

Best,

Betsy Ellsworth

Director of Admission and Financial Aid

Greenhills School Calendar for 2011-12

EVENT	DATE
Faculty Meetings	M-Th, Aug. 29 (New), 30-Sept. 1(All)
Labor Day Weekend (No School)	F-M, Sept. 2-5
Opening Day for All Students	Tu, Sept. 6
Parents Back-to-School Night, Grades 9-12	Th, Sept. 15
Parents Back-to-School Night, Grades 6-8	Tu, Sept. 20
Upper and Middle School Parent-Teacher Conferences (No School for Students on Friday, Oct. 7th)	Th, Oct. 6 (3:30 p.m. - 9 p.m.) F, Oct. 7 (8 a.m. - 3:30 p.m.)
Admission Open House - 2-4 p.m.	Su, Oct. 16
Comment Writing Day (No School for Students)	M, Oct. 24
Professional Day (No School for Students)	F, Nov. 4
Admission Open House - 7-9 p.m.	W, Nov. 16
Thanksgiving Break (No School)	W-Su, Nov. 23-27
Semester I Exams	F, Dec. 16 & M-W Dec. 19-21
Holiday Break (No School)	Dec. 23 - Jan. 8
Classes Resume	M, Jan. 9
Martin Luther King Day (No School)	M, Jan. 16
Admission Open House - 2-4 p.m.	Su, Jan. 22
Mid-Winter Break (No School)	Feb. 20-24
Auction for Excellence	Sa, Mar. 10
Spring Musical (<i>actual days to be confirmed</i>)	Th-Sa, Mar. 22-24
Spring Vacation	F, Mar. 30 - M, Apr. 9
Classes Resume	Tu, Apr. 10
Advanced Placement Exams	M-F, May 7-11 & May 14-18
Professional Day (No School for Students)	M, May 7
Senior Projects - 5-9 p.m.	Th, May 24
Memorial Day (No School)	M, May 28
Final Exam Study Day (No School for Students)	F, June 1
8th Grade Recognition - 5-6 p.m.	Th, June 7
Commencement - 3 p.m.	Su, June 3
Final Exam Week	June 4-8

NEW STUDENT CHECKLIST

We hope this checklist helps you to remember to complete the actions required before the opening of school for 2011-12. Early completion of these items will help ensure a smooth transition to Greenhills for your child(ren).

Item/Action	Due Date
<input type="checkbox"/> Course Selection Sheet	Thursday, June 2, 2011
<input type="checkbox"/> New Family Picnic	Thursday, June 2, 2011
<input type="checkbox"/> Math Placement Conference	By June 2, 2011 (if required)
<input type="checkbox"/> Foreign Language Interview or Placement Test (if required)	As soon as possible
<input type="checkbox"/> Official High School Transcript	Mail request form to current school (entering grades 10-12 only) as soon as possible (many schools close or have reduced staff in summer months)
<input type="checkbox"/> Student Physical Exam	Monday, July 25, 2011
<input type="checkbox"/> Immunization Card	Monday, July 25, 2011 (Be sure to complete all immunization dates before returning the form)
<input type="checkbox"/> First Day of School	Tuesday, September 6, 2011

GUIDELINES FOR ATTIRE

These guidelines are intended to help you decide what your child should wear to Greenhills.

The general policy for dress and grooming is simply that **students are expected to be clean, neat, and tasteful. Specifically: Torn, dirty, tattered, frayed, or see-through clothing is unacceptable.** *There is to be no offensive writing or offensive pictures on clothing* (i.e., no reference to alcohol, tobacco, drugs, nudity, obscenity, and violence). *Tank tops and short shorts are not permitted.* The midriff is to be covered at all times and shoes must be worn at all times. Athletic attire, including athletic shorts, boxer shorts, lycra spandex and sweats, is reserved for use in the gym or on the playing fields and may not be worn elsewhere at school.

Special Dress Days

Boys are required to wear jackets, shirt and tie, or sweater, shirt and tie, and slacks/trousers (**no denim clothing, no t-shirts**).

Girls should wear a skirt or dress slacks, blouse or sweater, or dress (**no denim clothing, no t-shirts**).

TRANSPORTATION

For a fee, Greenhills School will provide before school transportation for families in the Western Wayne and Southern Oakland Counties (Plymouth, Canton, Northville etc.). The bus route and fee will be contingent on the location of families and the number of riders.

For families living in the Ann Arbor Public School District (AAPS), their morning buses serve our School. The AAPS bus schedule will be released on their website in late August. If you have questions about the AAPS bus service, please contact their transportation department at 734.994.2330.

Greenhills does not provide after school transportation and due to differing schedules, the AAPS can not provide their service either.

Finally, for families who live outside of these two areas, the Admission Office will try to help you arrange car pooling with other families.

Greenhills does not provide transportation to or from school. The Ann Arbor Public School busses do drop off here. The Admission Office will try to help you arrange car pooling if you live out of town. Student directories will be available in September. The AAPS bus schedule for next year will be printed in the Ann Arbor News in August. If you have questions in this area, you may call:

WELCOME GREENHILLS PARENTS



SUPPORTING STUDENT ACTIVITIES AT GREENHILLS HAS NEVER BEEN EASIER!

With our Grocery Card Scrip Program you can contribute to the school with minimal time and energy, and best of all without having to purchase things you don't really need.

No wrapping paper – no cookie dough – no extra dollars out of pocket!

Here is how it works.

Participating stores offer the school 3-5% of every dollar you spend when you register with them, or use a Greenhills linked Grocery Card. Each store has their own process, so find your favorite places to shop on our list, and see how easy it is to get started!

It may seem that it will not add up to much, but for this school year alone (our first year school wide) this program has generated almost \$7,000.00

Our potential is much greater, and it is all up to YOU!

We need 100% participation!

All we are asking is for a moment of time to set yourself up with our program, and then you will be contributing to your child's school without spending an extra penny!



Kroger – Link your Kroger Plus card to Greenhills by going to www.krogercommunityrewards.com. Follow the instructions and enter our organization #82731, it will only take moment and you will be linked for a year. (Renewable every April) Every time you use your Kroger Plus card you will be earning money for the school.



Busch's – Obtain a rechargeable gift card from Greenhills main office or a parent representative. Sign up for Busch's MyWay program registering the number on the back of your card. The cashier will show you how to load and use your card to pay for your groceries.



Hilliers – Obtain a rechargeable gift card from Greenhills main office or a parent representative, and load it at the stores customer service counter before you shop. Then use your gift card to pay for your groceries. It is one extra step, but worth \$'s for the school.



Plum Market – Link your Plum Market Rewards card to Greenhills school by calling 248 487-7007. Give your name, school, and reward card number (on back of card) and that's it! Every time you shop you will be earning cash for the school.



Whole Foods Market & Holiday Market Canton

-Gift cards are not currently rechargeable at these stores so we will have the cards available for purchase at Greenhills main office. If you require a large amount (over \$300) you can e-mail wishnousky@comcast.net and place an order. Your order will be available for pick-up at the office within a few days.



Arbor Farms – Purchase your rechargeable gift card at the office for \$20. (Arbor Farm cards are loaded with \$20) Cards are rechargeable at the customer service desk.



Target – If you have or acquire a Target REDcard then you can link your card to Greenhills by calling 1 800 316-6142. 1% of your purchases will go in support of Greenhills students!

Need more information contact:

Annie Wishnousky 734 335-7155 wishnousky@comcast.net Upper School Representative

Annette Foland 734 332-8600 amfoland@mac.com Middle School Representative



555 Towner St, P.O. Box 0915
 Ypsilanti, MI 48197-0915
 Phone: (734) 544-6700

School Entry Immunization Documentation Requirements for the 2011-2012 school year

Since 1978 Michigan Law requires that each student upon entry into kindergarten or into a new school district involving grades 1-12 possess a certificate of immunization at the time of registration and no later than the first day of school. Additionally, an immunization assessment must be completed for each sixth grade student. These laws were implemented to ensure that children are adequately immunized against vaccine-preventable diseases prior to achieving adolescence.

Prior to a child entering or attending school, parents or guardians are required to produce documentation confirming their child has received all required immunizations, or in the alternative, their child has received at least one dose of each required immunization and is awaiting receipt of subsequent doses to be administered at appropriate intervals. There are also provisions to waive vaccines under certain circumstances.

Please refer to the chart below when you have questions regarding the required immunizations for your student. If you have a *kindergarten student, a sixth grade student, or are enrolling a student who is new to the school district or new to a private school* you must present immunization documentation to your school at the time you register that student or not later than the first day of school.

Required Childhood Immunizations for Michigan School Settings

Entry Requirements for All Public & Non-Public Schools		
Age → Vaccine** ↓	4 years through 6 years	7 years through 18 years including all 6th grade students
Diphtheria, Tetanus, Pertussis	4 doses DTP or DTaP, one dose must be on or after 4 years of age	4 doses D and T OR 3 doses Td if #1 given on or after 7 years of age. 1 dose of Tdap for children 11 through 18 years IF 5 years since the last dose of tetanus/diphtheria containing vaccine.
Polio	4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required	3 doses
Measles,* Mumps,* Rubella*	2 doses on or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal	None	1 dose for children 11-18 years of age
Varicella* (Chickenpox)	2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease	

* Current laboratory evidence of immunity is acceptable instead of immunization with antigen.

For more information, please refer to www.michigan.gov/immunize

** All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.

**Administration of Medications by School Personnel
2011/12**

Michigan law requires a physician's written order along with the parent/guardian signature of authorization for administration of all prescribed medications. Only parent/guardian signature of authorization is required for non-prescription drugs used on an occasional basis.

Authorization Form

Signature of physician and parent/guardian required for all prescribed medications; parent/guardian signature required for all over-the-counter (OTC) medications.

Name of Student: _____ **Date of Birth:** _____

Drug:	1.	2.	3.
Dosage:			
Time(s) of Administration:			
Route of Administration:			
Possible Side Effects:			
Special Instructions and/or Comments:			

Physician's Signature: _____ **Date:** _____

Address: _____ **Phone:** _____

**Authorization of Parent/Guardian
Concerning the Administration of All Above Medications by School Personnel**

1. No prescription medications will be given without a physician's order, signed by the physician.
2. All prescription bottles must be labeled by the pharmacy with a current date, the name of the student, name of medication and strength of medication.
3. OTC medications must be contained in a labeled, original container.
4. The medication in any bottle must be the same medication as stated on the label.
5. No OTC medications will be given without a parent/guardian signature.
6. Any change in prescription medication including a change in dosage or the discontinuation of the medication must be accompanied by a physician's order.

I hereby permit school personnel to administer medications as directed by the physician and/or myself to the above named student and will not hold Greenhills School or its staff/faculty responsible for complications related to the medication pursuant to P.A. 451 of 1976-S1178.

Parent/Guardian Signature: _____ **Date:** _____

Greenhills English Department: Mission Statement

The English Department challenges students to develop vigorously and with pleasure their ability to read, think, speak and write. Students explore works representing a variety of genres, media and cultures. Instruction emphasizes 1) close reading focused on structure, rhetoric and figurative language, 2) critical, creative, moral, emotional, and historical thinking, and 3) effective writing. Reading and writing assignments increase in complexity both within a given year and throughout the seven years of instruction. Grammar and usage are taught formally in the Middle School and reviewed as needed and integrated with writing instruction in the Upper School. A similar approach is used with the study of vocabulary. This thorough study of language and literature reinforces the school's mission of encouraging students to develop their full potential as thoughtful, articulate, creative, curious and responsible citizens whose lives have balance and a capacity for self-renewal.

Course Guide: Middle School

English 6

In this course, students read, analyze, and discuss novels, short stories, essays, and poems. Professional works serve as model texts that help students enhance their critical reading skills and gather more confidence in their writing. In writing workshop, students draft creative and expository pieces. While discussing class texts, students examine genre, style, emotional themes, and societal issues. Throughout the year, students begin to grapple with the differences between writing for the page and writing for oral performance. The class uses *Rules of the Game: Grammar Through Discovery* as a jumping off point for grammar lessons, which focus on spelling, usage, mechanics, parts of speech, and word order. Vocabulary is taught within the context of literary texts. Reading for the course includes short stories by Grace Paley, Naomi Shihab Nye, Gish Jen, Michael Wallace, and Langston Hughes. In past years, students have read *The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick, *Red Scarf Girl* by Ji-Li Jiang, *Over Sea, Under Stone* by Susan Cooper, *The View from Saturday* by E. L. Konigsburg, selections from *Mousetrap and Other Plays* by Agatha Christie, and poems in *A Child's Anthology of Poetry* edited by Elizabeth Hauge Sword. The book list may change from year to year.

Grade: 6 Credit: 1 Term: All Year

English 7

Using the concept of Decisions as a touchstone, English 7 focuses on skill development in reading, writing, and speaking. Students explore a variety of genres and begin to consider writing as an intentional act that can be examined, questioned, and discussed. Particular emphasis is placed on the learning process, and students are given specific steps and tasks to help them read closely, write purposefully, and speak clearly and confidently. Vocabulary is taught in context, and grammar is taught both through direct instruction and within the context of student writing. Core texts include S.E. Hinton's *The Outsiders*, Karen Hesse's *Witness*, and William Shakespeare's *A Midsummer Night's Dream*. Over the course of the

year, students demonstrate understanding through analytical and creative writing, tests and quizzes, full class and small group discussion, formal presentations, artwork, and skits.

Grade: 7 Credit: 1 Term: All Year

English 8

Through the examination of multiple genres, including realistic fiction, poetry, and drama, students explore the role of the individual in society. In the 8th grade, students move away from simply noticing characters and events in a text toward analyzing these characters and events within the larger context of their own lives. This exploration transitions students from the concrete world of adolescent fiction into the abstract, analytical realm of classical literature. In the same way that students are asked to make connections between the fiction they read and their own life experiences, they are encouraged, through a year-long memoir project, to recognize the overlap between analytical and creative writing. Core texts often include Sandra Cisneros' *House on Mango Street*, a Shakespeare play, and Harper Lee's *To Kill A Mockingbird*. This course challenges students to hone their reading, speaking, listening and writing skills, as well as their abilities to think critically about a text.

Grade: 8 Credit: 1 Term: All Year

Greenhills School
Department of Modern and Classical Languages
Middle School Language Study

Introduction

Our Middle School Language Program is a three-year sequence of study that starts with beginning level courses in the Sixth Grade. Our students begin with one language in 6th grade and follow it through to the end of 8th grade. Throughout the entire Middle School program our students meet regularly, exactly as any other academic subject at any level.

What distinguishes our Middle School Language program from many others is that we are able to teach, even from the very beginning of 6th grade, using the target language. For French, Spanish, and Chinese classes, French, Spanish, and Chinese are used as the primary means of instruction and communication right from the start, and in Latin classes, emphasis is placed on Latin as a means of historical communication. This dedication to a communicative approach allows our students to attain a very high degree of competence and sophistication in their language skills.

Greenhills School
Department of Modern and Classical Languages
Middle School Language Study

Departmental Philosophy

Our Department of Modern and Classical Languages philosophy is derived from three basic beliefs: (1) that learning a foreign language is a life-long process, (2) that the knowledge of more than one language contributes to being a truly educated person, and (3) that language and communication are at the heart of the human experience.

Throughout the program, we provide our students with an encouraging, nurturing, inclusive and supportive classroom atmosphere in which risk-taking is welcome. We encourage all of our students to experiment with their foreign language so they can truly progress and reach their potential. Placed in a communicative framework, our students are active learners every day as they strive for excellence and develop strategies for life-long language learning. Our program is designed to satisfy the many different ways in which our students might use foreign languages in the future, be it for academic or personal goals. Therefore, our classes combine a rigorous, scholarly approach with a broad understanding of and appreciation for the ways in which language is used on a daily basis. Finally, by studying classical and modern languages and interacting with ancient and modern civilizations, our students gain valuable insights into language development and the human experience. The traditional linguistic skills - reading, writing, speaking, and listening - are embedded in a creative, motivating and cultural context that maintains an awareness of the goals outlined as National Standards (communication, cultures, connections, comparisons, and communities) and accordingly always connect the students with the larger aspects of the language they are learning. Through their direct interactions with traditions, history, literature, politics, music and art, our students experience the richness of the world's diversity.

It is difficult to imagine any future profession, career, or leisure activity that will not be enhanced by the ability to communicate efficiently and sensitively with others, both in English and other languages. Though we cannot foresee exactly which world language will be the most useful later in life for each of our students, those who have gone through the entire process of learning a second or third language will have gained skills and an openness that will make the learning of any future languages easier. Therefore, we encourage our students to stay with their languages for as long as they can.

Greenhills School
Department of Modern and Classical Languages
Middle School Language Study

Placement and Points of Importance

1. Upon entering Greenhills Middle School, each student is required to state **two realistic preferences for language from (French, Latin, Spanish, or Chinese)**, knowing that one of these will be the language studied for three years. Information that helps families decide on their preferences is provided at a New Parent Night in May.
2. Sixth grade French, Spanish, and Chinese classes focus primarily on the acquisition of oral and listening skills. Writing skills are developed more intensively starting in 7th grade.
3. Students entering our Middle School Program who have had significant previous language experience in French, Spanish, Latin or Chinese and who wish to advance will be interviewed and tested to determine their best placement.
4. At the seventh and eighth grade levels, for those new students with little or no previous language experience, we offer a special beginning language course in either French or Latin which will cover in one year the material normally covered in two years (French A or Latin A). The 7th graders in this group will be able to join other 8th graders in language 8 the following year and they will be prepared to do this. The 8th graders in the group will be prepared to enroll in upper school level 1 language, which is fast-paced and intensive, designed to cover in one year what is taught in the middle school in three years. New 8th graders who are motivated and willing to step up to the challenge and additional homework of upper school language upon entering Greenhills and who demonstrate this at an interview will be offered the possibility of enrolling in Level 1 upper school Spanish, French, Latin, or Chinese.
5. We encourage and facilitate the building of tutoring relationships between older and younger students. Advanced students receive community service hours for their participation.
6. The Foreign Language Department organizes a special Foreign Language Week every year that celebrates languages and language learning and offers many special activities.

7. Opportunities to participate in national language competitions are offered for middle school students.
8. Field trips, trips to other countries and many other special cultural activities enhance our daily foreign language classes.

Greenhills School
Foreign Language Study in the Middle School
Languages Offered: French, Spanish, Latin, Chinese
Grades 6, 7, 8

Grade 6

- ◆ Later in the admissions process, you will have the opportunity to state two preferences for foreign language, knowing that one will be the language you study for three years.

New Grade 7 Students

- ◆ A specially designed introductory course for new seventh grade students will be offered in either French or Latin.
- ◆ All new seventh graders are expected to enroll in this course, unless they have had previous significant language experience.
- ◆ Upon completion of this special A course, these seventh graders will join their classmates in the appropriate eighth grade language course.
- ◆ Students with previous significant experience will be interviewed and tested to determine language placement.

New Grade 8 Students

- ◆ A specially designed introductory course for new eighth grade students will be offered in either French or Latin.
- ◆ All new eighth graders are expected to enroll in this course, unless they have had previous significant language experience.
- ◆ New eighth grade students with previous significant experience will be interviewed and tested to determine language placement.
- ◆ New eighth grade students who are motivated and willing to work very hard and demonstrate this at an interview may sign up for French I, Latin I, Spanish I, or Chinese I.
- ◆ These courses are high school courses and students will be meeting with high school students from all grades.

Contact Information

- ◆ For questions and further information:
Jeffrey Allen, Department of Modern and Classical Languages Chair, interim
Email: jallen@greenhillsschool.org school phone: 205-4008

GREENHILLS SCHOOL MIDDLE SCHOOL DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

The Department of Modern and Classical Languages welcomes you to Greenhills! As you know, all of our students will begin learning French, Spanish, Chinese or Latin in September. We firmly stand behind the benefits of studying any one of these four languages, and we are excited about what we do in each. We believe that whichever language a student chooses, important skills that are vital to one's general education will be learned. Such skills include listening and understanding, reading and writing, asking and responding to questions in a foreign language, and appreciating and learning about a different culture.

While they are acquiring a firm foundation of vocabulary and structures, our students can have fun and feel successful. All teachers use songs, skits, dialogues, music, films, videos, food, puzzles, field trips and other resources to teach and reinforce the language. Our intention is to inspire our students to become life-long language learners.

After three years of language study in our Middle School, students in Upper School have three choices. They may choose to continue the language they have begun and enroll in Level II (Grades 6, 7, and 8 are in total equivalent to Level I). Students may also choose to add a second foreign language -- an option we strongly encourage. Or, finally, they may begin a new language. French, Spanish, Chinese and Latin all continue through Level V.

If you have any further questions about sign ups or the Department of Modern and Classical Languages, please contact our Chair, Jeff Allen (jallen@greenhillsschool.org).

Again, welcome to Greenhills. We look forward to having you in class.

Sixth Grade Information

Our primary objective in placing your children in our 6th grade language classes is to balance your family's preferences with maintaining a strong language program overall in French, Spanish, Chinese and Latin. We believe these languages are excellent choices for a school of our size and that we do an excellent job teaching them. It is our view that in a Middle School language program, the skills learned in each of the four languages are as important as the particular language being studied. We encourage our students to pick up additional languages after they leave our Middle School program. Please return the enclosed language course selection sheet in a timely fashion.

Seventh Grade Information

This year we are offering a beginning language section in Latin to new students entering in the seventh grade with little or no language experience. The program will combine the material of the 6th grade and 7th grade language so that the students may join their classmates the following year in that same 8th grade language. However, if your child has had previous significant language experience in one of the other department languages and would like to continue to study this language, please contact Jeff Allen (jallen@greenhillsschool.org) to arrange for a placement test and interview. It's best to call early -- during the week of June 1.

Eighth Grade Information

New eighth grade students with little or no previous language experience are encouraged to enroll in a beginning section that is designed to cover the material of both 6th grade and 7th grade language in one year. This class will prepare 8th grade students to enroll in Upper School Level I language in 9th grade, which is fast-paced and designed to cover in one year what is taught in the Middle School in three years. For those new 8th graders who are motivated and willing to step up to the challenge and additional homework of Upper school language upon entering Greenhills, and who demonstrate this at an interview, we will offer the possibility of enrolling in Level I Upper School language, either Spanish, French, Latin, or Chinese. Upper School Level I language courses are intensive, designed to cover in one year what is taught in the Middle School over the course of three years. Eighth graders in Level I courses will be monitored carefully to make sure that they are meeting the demands of these

courses. We want all our eighth graders to experience a successful year in their language study and to acquire a very firm foundation in language, enabling them to continue strongly in our language program for many years.

If your child has had previous significant language experience in one of the department languages, and would like to continue to study this language, please contact Jeff Allen (jallen@greenhillsschool.org) to arrange for a placement test and interview. It's best to call early – during the week of June 1.

Chinese

Learning Chinese is a unique, enjoyable opportunity at Greenhills. The Chinese classes offer your children more than the classic language skills of speaking, listening, reading, and writing. Students in Chinese classes enjoy learning from various perspectives, immersed into Chinese cultural events with activities such as calligraphy, Chinese cuisine appreciation and cooking, learning about zodiacs, playing majiang (mahjong) games, celebrating lunar new year, and many more. Chinese classes are designed to prepare the students for understanding 20% of the world's population as well as a civilization with millennia of tradition and richness. There are abundant opportunities for Chinese students in personal growth and enjoyment as well as government and business careers. In addition, scientific, scholarly, and cultural exchanges await the student of Chinese. Chinese will be one of the most important languages for years to come in the U.S.

French

French class is not just a language class. Throughout the seven year program students study art, history, literature, politics, cuisine, French songs, cinema, and French folk dances, just to name some of the activities that are incorporated in class. Guest speakers come periodically to class, and students have the opportunity to travel to Montréal, Québec, and France. A trip to Quebec for middle schoolers and a trip to France for high schoolers are offered every two years. Field trips to art museums, French restaurants, having a French meal catered or prepared by the students themselves, and a French table once a week during High School lunch are also an integral part of the program. An exchange program with a school in France is under consideration.

By the time a student reaches the highest level of our course of study, they are close to fluency, and are reading a wide variety of texts, viewing and discussing French films, discussing French society, and French influence in the world, and reading French literature in its original form.

The Greenhills French program is extended past the level V course to the very unique and challenging course of French V-AP Literature. It, along with French IV-AP, are considered college level courses. Here are some facts about the importance of French:

Spanish

Learning Spanish at Greenhills is about more than just taking another language class because our students study the language **in the language**. From the first day a student steps into one of our Spanish classes, everything is conducted in Spanish. Our students learn by doing. They actively participate in activities that teach Spanish culture, art, history, literature, cuisine, music, film and art. Our students learn Spanish grammar and vocabulary by communicating. Travel to Spanish-speaking countries-Spain, Mexico and Costa Rica- enriches our classroom experiences. Students also have the opportunity to go on field trips to performances or to have guest speakers and special events in their classes.

By the time our students of Spanish reach the highest level of our course of study, they are fluent or close to being fluent. They are able to read a variety of texts in Spanish and they can effectively communicate in the language. They are able to watch films in Spanish and to read works written by authors such as Cervantes, Gabriel García Marquez or Isabel Allende in the vernacular.

Our Spanish program at Greenhills extends to the level V course where the students read Hispanic literature. This course, along with Spanish IV-AP, is considered a college level course.

Latin

When you learn Latin, you will learn a fascinating new language and read poems, speeches, histories, plays and inscriptions that have been handed down through the millennia. And you will also increase your sensitivity to the English language and you will strengthen your English skills. Latin was the language of educated people all the way through medieval and renaissance Europe: you can't really understand history, literature, or art without knowing Latin. Many students who major in these areas in college are required to study Latin. Latin students at Greenhills can attend field trips to museums or participate in programs at nearby universities and even go on trips to Rome and Roman Britain. Latin students are poised to score high on the verbal portion of the SAT.

Not only will you learn Latin in class, but you will also learn about Roman history and culture as well as Greek and Roman mythology. The Ancient Greek alphabet is also introduced through the spelling of mythological and historical names.

Latin is a great help in learning terminology in the fields of science and law. There are many legal phrases that are Latin and almost all medical terminology is Latin or Greek. Knowing Latin helps you learn and appreciate French and Spanish, two languages offered at Greenhills, as well as Italian, Portuguese and other Romance languages.

MATH PLACEMENT FOR NEW STUDENTS

GRADES 6-8

Sixth Grade

1. Sixth grade students will be enrolled in either Math 6 or Pre-Algebra 6. Math 6 covers a variety of topics required for success in Pre-Algebra which those students will then take in seventh grade. Pre-Algebra 6 moves at a quick pace to cover a variety of algebraic topics which prepare students for success in Algebra.
2. **Sixth grade math placement will be determined by a math placement test.** We intend to test all incoming sixth graders and the math classes will be set this summer. If you strongly feel that your child is not interested in being considered for the accelerated math course, then you can let us know and your child will not have to take the test. **We will not be giving the placement test again in the fall and so it is important that we test everyone, this spring, who might benefit from the opportunity to go into the accelerated course.**
3. The 6th Grade Math Placement Test will be offered at these three times:
 - Wednesday, June 1st from 6:00 PM to 7:00 PM
 - Saturday, June 4th from 10:00 AM to 11:00 AM
 - Tuesday, June 7th from 4:30 PM to 5:30 PM
 - Students are asked to bring a book to read or another quiet activity for when they finish the exam.
 - Schedule your placement test by emailing Jill Johnson (jjohnson@greenhillsschool.org)
4. Placement into Math 6 does not preclude a student from moving into accelerated math in subsequent years.

Seventh Grade

Seventh grade students will be enrolled in either Pre-Algebra 7 Algebra Honors 7 or Algebra Accelerated 7. Algebra Accelerated 7 will complete the Algebra book in the seventh grade year. Algebra Honors 7 is an honors course and it is the first half of a two-year sequence. This first year of the honors sequence covers much of what a first year algebra course would contain but the topics are extended to include more theoretical material. Students in Pre-Algebra 7 with consistently high grades may request to be considered for Accelerated Algebra 8 the following year. Parents of new seventh grade students will be contacted by Kelly Ostrander (kostrander@greenhillsschool.org) to discuss placement.

Eighth Grade

1. Eighth grade students will be enrolled in either Algebra 8 or Algebra 8 Honors Geometry 8. These courses are taught as high school level algebra courses, and they are followed by either Geometry, Geometry Honors or Algebra 2 respectively in ninth grade. Students who complete the regular Algebra 8 with consistently high grades may request to be considered for Geometry Honors.
2. New eighth grade students will be contacted by Kelly Ostrander (kostrander@greenhillsschool.org) to discuss placement. Eighth grade math course placement will be determined by considering the level of difficulty of previous math courses, grades in previous math courses, teacher recommendations, and possibly a short placement test at Greenhills.
3. Please refer to the online course guide for detailed descriptions of each math course in both the middle and high school. Questions about the sequencing of courses should be directed to Ms. Hall.

CALCULATOR USE AT GREENHILLS

The math classes at Greenhills School all make extensive use of the capabilities of Texas Instruments graphing calculators. However, for students in grades 6 and 7, their calculator needs are well-served by a less expensive scientific calculator; classroom sets of the TI graphing calculators are available in these classes when teachers feel that their use is appropriate. The students in *all other math classes* should own their own graphing calculator. In these classes, the graphing calculator will be used on a regular basis, both in class and for homework assignments.

The math department requests that all students enrolled in a math course other than 6th or 7th grade math obtain a TI-83/83+ or TI-84 for their own personal use. Because other calculator models such as the TI-82, TI-85, TI-86, TI-89, TI-92 or other brands do not perform some functions that we require in our classes, we do require that students have the TI-83/83+ or TI-84 for classroom use.

Please realize that as the technology becomes increasingly sophisticated, new models of calculators come out each year; we cannot guarantee that this calculator purchase is the last one that your son or daughter will ever need to make.

The math department's recommendations for calculator purchase are:

- **6th Grade: TI-30XII (either battery- or solar-powered)**
- **7th Grade: TI-30XA, TI-83/83+, TI-84 or other scientific calculator**
- **All other grade levels: TI-83/83+ or TI-84**

If you purchase a new graphing calculator, the math department requests that you save the "Proof of Purchase" from the carton. With sufficient numbers of proofs of purchase, the school may obtain free calculators and/or overhead display calculators. Please send the proof of purchase to the school's math department or send it with your child when school begins. Be sure that your child's calculator is easily identifiable with his or her name. If desired, we will make an engraver tool available to students.

If you have any questions about calculator use, please contact the Math Placement Coordinator, Kathy Hall (khall@greenhillsschool.org). If purchasing the required calculator is a financial concern, please contact Ms. Hall or Betsy Ellsworth, Director of Admission & Financial Aid (bellsworth@greenhillsschool.org).

MIDDLE SCHOOL MATHEMATICS SEQUENCES

The Greenhills School Middle School Mathematics curriculum is structured in such a way to promote the development of solid mathematical skills, abstract reasoning, and an appreciation for the relevance of mathematics in the greater world while preparing students for college preparatory coursework in the Upper School. The curriculum has a great deal of flexibility built into it. Transitions between different levels are possible at various points, though some require extra summer work in order to be prepared for the next class. Any such transitions are approved in special cases only after consultation between the student, teacher, parents, and placement coordinator.

For more information, please contact Department Chair Barbara Rocci (brocci@greenhillsschool.org) or Placement Coordinator Kathy Hall (khall@greenhillsschool.org)

6th GRADE COURSES

Math 6: In this 6th grade class, the focus is on an investigative curriculum that stresses the learning of mathematical skills, problem solving, reasoning and proof, communication of ideas, connections between ideas, and representation of ideas in a variety of ways. The class builds a solid foundation for continuing studies in mathematics.

Pre-Algebra 6: Students with greater interest and ability in the subject, along with a strong independent work ethic may be placed into the Pre-Algebra 6 class. The focus of this class is on developing an understanding of ratios and proportions, variables, linear and quadratic equations, and exponents. Following this course, students are prepared for the study of Algebra. Placement into Pre-Algebra 6 is based on a placement test and teacher recommendation.

7th GRADE COURSES

Pre-Algebra 7: This course builds on the skills and concepts developed in the Math 6 curriculum. Students will develop algebraic thinking skills while reinforcing basic math skills. Following this course, students will be ready for our year-long Algebra 8 class.

Honors Algebra 7: This course builds on the skills and concepts covered in the Pre-Algebra 6 class. This is the first half of a fast-paced two year sequence that includes advanced theoretical topics and enrichment opportunities. Standard first year algebra topics are introduced, as well as numerous extensions into other mathematical concepts. The second course in the sequence is Honors Algebra 8. Students who complete the two-year sequence are prepared to enter Honors Geometry in the 9th grade. Placement into Honors Algebra 7 is based on teacher recommendation from 6th grade.

Accelerated Algebra 7: This is an accelerated full-year course in theoretical first year Algebra. The course is designed for highly motivated independent learners with a thorough understanding of pre-algebra topics. Students will develop a theoretical understanding of algebra topics including linear and quadratic equations, systems of equations, polynomials, and algebraic fractions. Emphasis is placed on abstract thinking and theoretical work. Students wishing to take Accelerated Algebra 7 must demonstrate interest and ability in theoretical mathematics, as well as an ability to work independently. Students who successfully complete this course can enter Honors Geometry 8 in the 8th grade. Placement into Accelerated Algebra 7 is based on teacher recommendation from 6th grade.

8th GRADE COURSES

Algebra 8: This is a full-year course in standard first year Algebra. Students will develop an understanding of algebra topics including linear and quadratic equations, systems of equations, polynomials, and algebraic fractions. Placement into Algebra 8 is based on successful completion of Pre-Algebra 7. Students who successfully complete this course are eligible for Geometry in the 9th grade. Exceptionally strong students in Algebra 8 may consider placement into Honors Geometry in the 9th grade, subject to teacher approval.

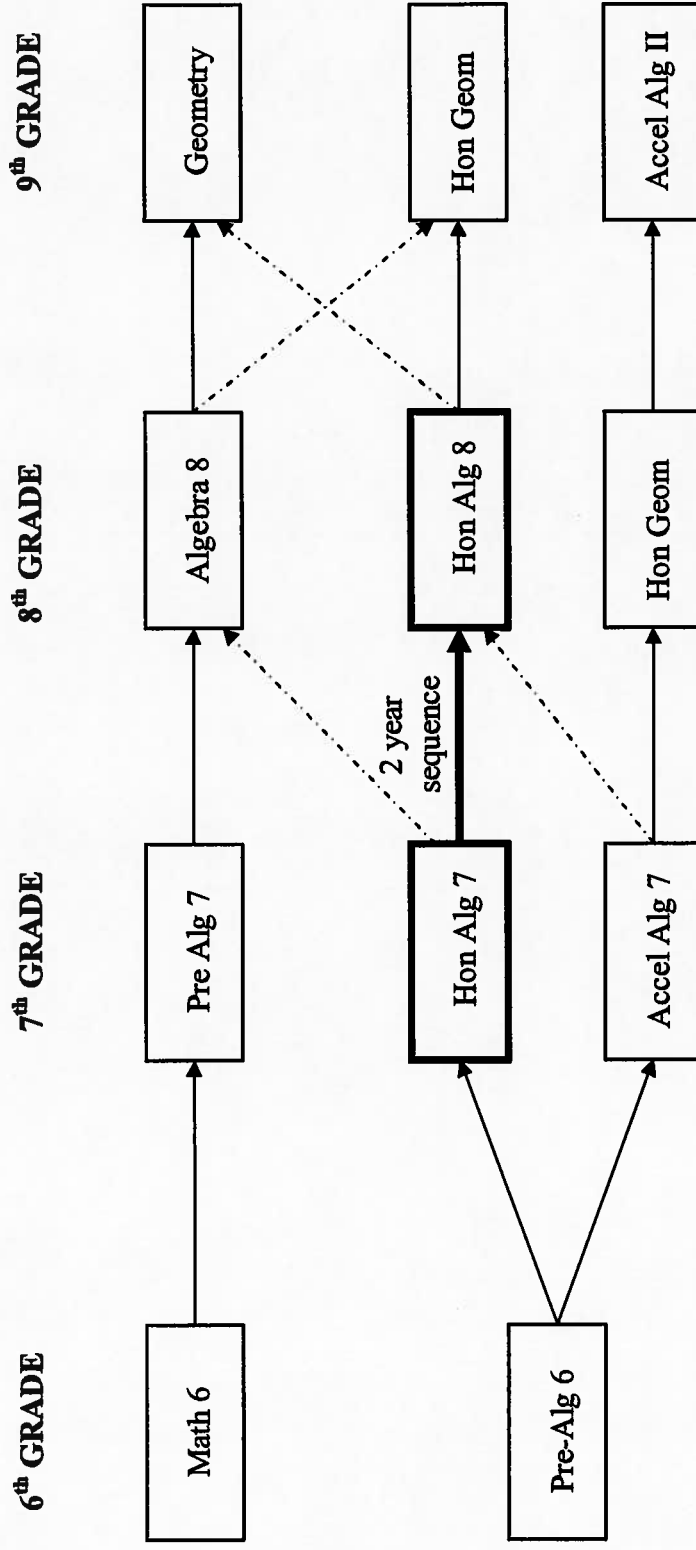
Honors Algebra 8: This is the second half of our two-year Algebra course with extensions. Students receive a solid grounding in theoretical Algebra topics, in addition to enrichment topics in other areas of mathematics. Placement into Honors Algebra 8 is based on teacher recommendation from 7th grade and completion of Hon Alg 7. Students who successfully complete this course are eligible for Honors Geometry in the 9th grade.

Honors Geometry 8: This is a fast-paced and theoretical course in Euclidean Geometry, including the study of plane and 3-dimensional geometry. The course is designed for highly motivated independent learners with a thorough understanding of algebra. Emphasis is placed on developing the ability to reason logically, through written formal proofs. Strong algebra and abstract thinking skills are assumed and used throughout the course. Successful completion of this course prepares students for Accelerated Algebra II in the 9th grade. Placement into Honors Geometry 8 is based on successful completion of Accelerated Algebra 7 and teacher recommendation from 7th grade. **NOTE:** The Honors Algebra 7 course does **not** cover a full year of algebra by itself and thus is not sufficient preparation for Honors Geometry 8.

GREENHILLS MIDDLE SCHOOL MATHEMATICS SEQUENCES

This chart shows typical course sequences followed by our middle school students. These paths are by no means static. Dashed lines indicate the more common transitions. We have a flexible curriculum, and other transitions are possible throughout, but may require additional work outside of school. Any such transitions are approved in special cases and only after consultation between the student, teacher, parents, and department chair. **NOTE:** Honors Algebra 7 – Honors Algebra 8 is a two-year sequence.

For more information, please contact Department Chair Barbara Rocci (brocci@greenhillsschool.org) or Placement Coordinator Kathy Hall (khall@greenhillsschool.org)



GREENHILLS SCHOOL

DEPARTMENT OF FINE AND PERFORMING ARTS

Middle School & Upper School Arts Overview

Middle School Fine and Performing Arts

Greenhills Middle School arts program offers myriad opportunities for students to experience the arts first-hand. At the Middle School level, the Fine and Performing Arts includes: visuals arts, speech, drama, and music. Students participate in all of these offerings throughout the year. One semester of visual arts class introduces students to a variety of arts media. Speech and drama workshop is taught during the other semester. All students study and perform music all year as members of the band, orchestra, or choir. We encourage eager, open, and curious students to discover their artistic, dramatic, and musical potential. Students grow artistically and musically through study creation, and performance.

The mission of the Greenhills middle school arts program is to offer a wide variety of artistic experiences to all of our students, allowing all students to explore their artistic, musical, and dramatic talents.

To view a detailed description of course offerings please go to the main Greenhills website.

<http://www.greenhillsschool.org/programs/courseguide.php>

Specific offerings include:

Visual Arts

Curricular offerings for academic credit

Art 6: Meets daily for 5 two-week sessions per year.

Art 7 & 8: Meets every other school day for one semester in both 7th and 8th grade.

Projects Include: Drawing, Painting, Printmaking, Fiber Arts, Metal Working, and Ceramics.

Extra-Curricular Offerings

Open Art Studio-After school

Individual and class exhibits

Dramatic Arts:

Curricular offerings for academic credit

6th Grade Drama: speech, improvisation, movement, stage presence.

Drama 7/8: One semester each year, including work in speech, short plays, movement, staging. Meets every other school day for one semester in both 7th and 8th grade.

Extra-Curricular and Co-Curricular offerings and performances

Forensics-public speaking competition

Middle School Play

McDowell Awards Presentations (Production of student-written plays)

Annual Halloween Concert

Musical Arts

Curricular offerings for academic credit

*Orchestra: string players work on a variety of string literature and techniques.

*Band-wind: brass, and percussion players study band literature.

*Chorus: vocal development through study of a variety of choral works.

Orchestra, Band, and Chorus are divided into two sections by grade. These courses meet every other school day for the entire school year.

Extra-Curricular offerings and performances

*Solo and Ensemble Festival-open to instrumentalists in the 7th and 8th grades who are members of the band or orchestra.

*Band and Orchestra Festival-MS band and orchestra competition in the spring
Evening and all school performances

Upper School Fine and Performing Arts

Greenhills Upper School arts program offers numerous opportunities for students to experience the arts first-hand. Visual arts classes give students the experiences of working in ceramics, painting, printmaking, drawing, sculpture, and art photography. Performing arts opportunities are considerable, with musical groups from chamber music to full orchestra and choir. Students can perform dramatically in offerings ranging from class work and technical study to acting in plays and special events. Our mission is to offer a wide variety of artistic experiences to all of our students, with the aim of including everyone interested in exploring their artistic, musical, and dramatic talents.

To view a detailed description of course offerings please go to the main Greenhills website.
<http://www.greenhillsschool.org/programs/courseguide.php>

Specific offerings include:

Visual Arts

Curricular offerings for academic credit

Printmaking
Painting
Introduction to Art
2D/3D Design
Art Photography
Advanced Art Photography
Ceramics (I, II, III)

To view student work samples please go to the main Greenhills Website Art Gallery:
<http://www.greenhillsschool.org/gallery/?id=1>

Extra-Curricular Offerings

Open Art Studio-After school
Individual and class exhibits in the Greenhills Gallery space
Art competitions in and around Ann Arbor: Ann Arbor Art Center, Congressional District Show, Washtenaw Area Teens for Tomorrow, and Neutral Zone

Dramatic Arts:

Curricular offerings for academic credit

Acting and Directing
Technical Theatre
Senior Shakespeare production

Extra-Curricular and Co-Curricular offerings and performances

Forensics
Fall Play
Spring Musical
Voodoo Theatre Company (Student run theatre company)
Activate the Cure (Breast Cancer fund raiser: Student run)
McDowell Awards Presentations (Production of student-written plays)

Musical Arts

Curricular offerings for academic credit

Orchestra
Wind Ensemble
Chamber Orchestra (advanced string players)
Chorus
Chamber Singers (advanced vocalists)
Jazz Lab, Studio Jazz

Extra-Curricular offerings and performances

Solo and Ensemble Festivals for instrumentalists and vocalists
Orchestra Festival
Chamber Music Festivals/competitions
Community Performances
Jazz "gigs"
Classical Concerts /assemblies
Pops Concert
Halloween Concert
State Honors Orchestra/Band/Chorus

We welcome eager, open, and curious students to discover their artistic, dramatic, and musical potential. We endeavor to find an appropriate place for each student to grow artistically. We hope you will make the arts an important part of your Upper School experience.

For more information about specific arts offerings please contact us:

Robert Kinnaird rgkphoto@greenhillsschool.org

Department Chair, Art Photography, Ceramics, 2/d 3/d Design, Intro to Art

Neil Donato ndonato@greenhillsschool.org

Middle School Bands, US Jazz Lab & Studio Jazz

Benjamin Cohen bcohen@greenhillsschool.org

MS Choir, US Choir, Chamber Singers, Music Director for Spring Musical

William McClain wmcclain@greenhillsschool.org

6th Grade Orchestra, 7th&8th grade Orchestra, US Orchestra, Chamber Orchestra, Wind Ensemble

Emily Wilson-Tobin ewilsontobin@greenhillsschool.org

Theatre Director, MS Drama, Acting Directing, Spring Musical Director

David Early dearly@greenhillsschool.org

Theater Manager, Technical Theatre

Nicole Burroughs nburroughs@greenhillsschool.org

6th, 7th, and 8th grade Visual art, and Printmaking, Painting in the Upper School. – This email will not be active until fall 2010

Barb Ebeling bebeling@greenhillsschool.org

MS/US Forensics, & 6th grade drama

Nancy Heusel nheusel@standrewsaa.org

Upper School Fall Play



Dear incoming 7th grade parents and students,

We are excited to announce this year's summer reading program! Each student is required to read *two* books this summer. Students will read one book that is a shared grade read and another book of their choosing from the "choice" list provided. The required text is:

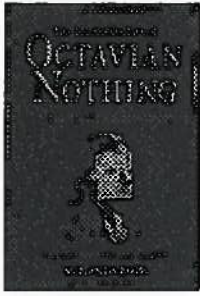
Grade 7: Chains by Laurie Halse Anderson

Set in New York City at the beginning of the American Revolution, *Chains* addresses the price of freedom both for a nation and for individuals. Isabel tells the story of her life as a slave. She was sold with her five-year-old sister to a cruel Loyalist family even though the girls were to be free upon the death of their former owner. She has hopes of finding a way to freedom and becomes a spy for the rebels, but soon realizes that it is difficult to trust anyone. She chooses to find someone to help her no matter which side he or she is on. With short chapters, each beginning with a historical quote, this fast-paced novel reveals the heartache and struggles of a country and slave fighting for freedom. The characters are well developed, and the situations are realistic. An author's note gives insight into issues surrounding the Revolutionary War and the fight for the nation's freedom even though 20 percent of its people were in chains. Well researched and affecting in its presentation, the story offers readers a fresh look at the conflict and struggle of a developing nation. — *School Library Journal*

The purpose of the summer reading program is two-fold. One purpose is to encourage students to keep reading for fun, and the other is to provide students with a common reading experience. The grade read is specifically designed to give students a first look at the themes they will encounter in the 7th grade year. While students will not be asked to do anything formal with these texts over the summer, they will be expected to participate in class discussions, activities and/or quizzes around these texts in the fall. This means that they will need copies of the texts to bring to school with them in the fall. Students are encouraged to do their reading at the end of the summer or review the texts just before coming back to school, so they feel familiar with the texts when they return. If this is not possible, it is suggested that students jot down a few notes about what they liked and disliked about the books when they finish and bring these to school in September.

Happy reading!

The 7th grade English and History teachers



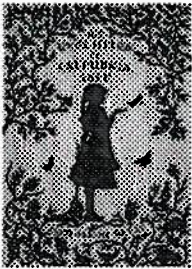
***The Astonishing Life of Octavian Nothing, Traitor to the Nation, Vol. 1: The Pox Party* by M.T. Anderson**

Octavian grows up in a house of colonial scholars in the years before the American Revolutionary War. Who is Octavian Nothing? Patriot? Traitor? Property? Or Freeman? M.T. Anderson's compelling book, told in a myriad of forms and voices, is breathtakingly simple in its theme of freedom and individual choice. This book isn't an easy read, or a light one. It will take some awhile to get into and finish. But finish it you must to learn the secret—and the surprising fate—of the Astonishing Octavian Nothing. This novel pairs perfectly with *Chains* by Laurie Halse Anderson. Read them all together for the total AmRev experience! Bonus: There's a Vol. 2!



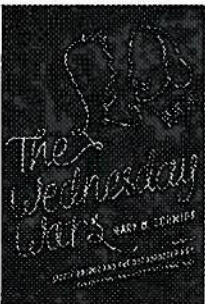
***Capture the Castle* by Dodie Smith**

This book was brought back into print because Ms. Rowling of Harry Potter fame said it was one of her favs. Cassandra and her wacky family live in a crumbling English castle, leased when her famous writer father was still famous. Now, he suffers from perpetual writer's block, and the family, once well-off, can barely scrape together a decent tea. Incidentally, Smith is also the author of the original 101 Dalmatians, another wonderful classic that is ten times better than the movie.







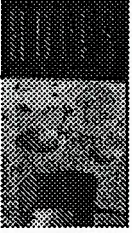
***The Evolution of Calpurnia Tate* by Jacqueline Kelly**






Calpurnia Virginia Tate prefers tromping around in the woods and wading in the creek with her blustery grandpa, a Civil War veteran and amateur naturalist. As Callie especially after reading Mr. Darwin's controversial book, *The Origin of the Species*. But is there room in Callie's proscribed society for that oddest of creatures, a female scholar? This detailed read, full of fascinating facts about nature and biology and imbued with all the excitement and optimism people felt as they entered a new age, is far deeper than its sweet and gentle cover implies. Themes of feminism, racism, and gender roles are explored with equal aplomb. And, it's just a really, really good STORY.

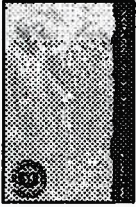












***The Wednesday Wars* by Gary D. Schmidt**

"Love and hate in seventh grade are not far apart, let me tell you." In 1967 on Long Island, NY, Holling Hoods English teacher, Mrs. Baker, hates him about as much as she loves William Shakespeare. How does he know? Because every Wednesday afternoon, when half his class leaves for catechism lessons and half leave for Hebrew school, Holling, the only Presbyterian, is left alone with Mrs. Baker...and Shakespeare. When Mrs. Baker first proposes that they read and study the Bard's plays together, Holling is less than thrilled. But that's before he discovers Caliban's curses in *The Tempest*, or how to use lines from *Romeo and Juliet* to woo the fair Meryl Lee. Suddenly, Shakespeare doesn't seem so stupid anymore..! The story is filled with lots of funny, subversive stuff—think Ralphy Parker in *A Christmas Story*.

	<p style="text-align: center;"><i>I Rode A Horse of Milk White Jade</i> by Diane Lee Wilson</p> <p>You want to read about survival? Try survival on the wild steppes of Kubla Khan's Mongolia in the 13th century when you're just a girl with a horse, a dream and a whole lotta bad luck doggin' your heels. THAT's survival! Wilson has written a fantastical historical fiction about a girl named Oyuna who's not afraid to dress like a guy, ride like a solider and make her own luck..</p>
	<p style="text-align: center;"><i>The Green Glass Sea</i> by Ellen Klages</p> <p>Dewey Kerrigan is an eleven-year-old budding Einstein. The other girls in her class don't interest her half as much as the experiments she reads about in <i>The Boy Mechanic</i>. Now her scientist dad has taken a top-secret job in Los Alamos, New Mexico, and Dewey is going to join him. She has no idea what he's working on, all she knows is that her father and his colleagues are developing a "gadget" that is supposed to end the WWII. Even if you think you know how this story goes, Klages' creative, thought-provoking ending will haunt you. Klages scored the 2007 Scott O'Dell award for best historical youth fiction.</p>
	<p style="text-align: center;"><i>Hana's Suitcase: A True Story</i> by Karen Levine</p> <p>The director of a newly opened Holocaust museum in Japan and her students become intrigued with a suitcase from a concentration camp found among the museum's artifacts. The story of a Czech girl, Hana Brady, a victim of the Holocaust, unfolds through the search for information about a suitcase and alternates between the past and the present. Part history, part suspenseful mystery, and always anguished family drama, This book ends with an incredible climactic revelation</p>
	<p style="text-align: center;"><i>The Dark Light</i> by Mette Newth</p> <p>. Tora is a thirteen year old girl from a close-knit family in 19th century Norway who is struck down by leprosy and forced to move into a leper colony. While there, she meets Mistress Dybendal, a mysterious rich woman who makes life hell for everyone else but learns to love Tora and teaches her how to read. The irony here is that as Tora weakens and her body gets sicker, her mind travels by books to places far beyond the walls of the hospital and even the little life that she knew before. Just a beautiful book, and even though it's sad (leprosy is terminal) the overall feeling of the story is hopeful and forgiving</p>
	<p style="text-align: center;"><i>Holes</i> by Louis Sachar</p> <p>Stanley Yelnats (yes, his last name is his first name spelled backwards) is incarcerated at a juvenile detention center called Camp Green Lake on false charges of robbery. The plot is WAY too complicated and twisted to go into, but rest assured that this book is totally cool and quirky and every little thing falls neatly into place at the end, like a huge mental jigsaw puzzle. This book won the National Book Award for Young People's Lit.</p>

	<p style="text-align: center;"><i>Paranoid Park</i> by Blake Nelson</p> <p>If you saw someone die right in front of you, what would you do? Run? Scream? Pull out your cell and dial 911? Or would you go home and pray no one ever found out you were there? The terrified narrator of <i>Paranoid Park</i> does exactly that—see, he wasn't supposed to be hanging out at the notorious skate park, but he was and he did. Loosely based on the Russian classic <i>Crime and Punishment</i>, this nail-biter was made into a movie.</p>
	<p style="text-align: center;"><i>The Invention of Hugo Cabret: A Novel in Words and Pictures</i> by David Selznick</p> <p>When twelve-year-old Hugo, an orphan living and repairing clocks within the walls of a Paris train station in 1931, meets a mysterious toy seller and his goddaughter, his undercover life and his biggest secret are jeopardized. Somewhere between a graphic novel and an old fashioned epic.</p>
	<p style="text-align: center;"><i>Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth</i> by James Giblin</p> <p>Both John Wilkes Booth and his elder brother Edwin made lasting impressions on American history. Edwin spent his life perfecting his craft and building a reputation as the finest classical actor of his time. John was impulsive, popular with the ladies, and best known today as the man who assassinated Abraham Lincoln. Family letters and first hand accounts make this a great read.</p>
	<p style="text-align: center;"><i>Swimming to Antarctica</i> by Lynne Cox</p> <p>At 15, she swam and broke the English Channel record, and decided she needed a new goal So Lynne competes in the Nile River Run, swimming in raw sewage and chemical waste, fending off dead rats and broken glass. Undeterred by dysentery she plans more ambitious swims-around the shark-infested Cape of Good Hope to prepare for her big dream, a swim from Alaska to the Soviet Union across the Bering Strait.</p>
	<p style="text-align: center;"><i>Triumph: The Untold Story of Jesse Owens and Hitler's Olympics</i> by Jeremy Schaap</p> <p>This book uncovers the history of one of sports greatest track and field stars and traces the racial struggles he faced in America and the dramatic contests in 1936 at the Olympics in Nazi Berlin.</p>

	<p style="text-align: center;"><i>No Pretty Pictures</i> by Anita Lobel</p> <p>The author, an award-winning author of children's books, tells the story of her own early childhood years, first as a "hidden child", and subsequently as prisoner in a succession of concentration camps during the Second World War.</p>
	<p style="text-align: center;"><i>The Year of the Hangman</i> by Gary Blackwood</p> <p>In 1777, 15-year-old Creighton is kidnapped from England and taken to the American colonies, where he becomes involved in the political unrest that can change the course of history. This is a story of what could have happened if the American Revolution failed. A great story weaving events and persons that really existed into a clever tale for students who have a bit of knowledge about what really happened.</p>
	<p style="text-align: center;"><i>A Step from Heaven</i> by An Na</p> <p>In this 2002 Printz winning novel, a young girl recounts her bittersweet experience in the United States after her family immigrates from Korea. It follows Young's life from the age of 4 all the way up until she is ready for college, as we watch her change from a hopeful girl into a hardened young adult. Never insincere, never heavy handed, this book will appeal to everyone who feels different.</p>
	<p style="text-align: center;"><i>The Trap</i> by John Smelcer</p> <p>Written in alternating chapters that relate the parallel stories of Johnny and his grandfather, this novel poignantly addresses the hardships of life in the far north, suggesting that the most dangerous traps need not be made of steel.</p>
	<p style="text-align: center;"><i>Dairy Queen</i> by Catherine Gilbert Murdock</p> <p>After spending her summer running the family farm and training the quarterback for her school's rival football team, sixteen-year-old D.J. decides to go out for the sport herself, not anticipating the reactions of those around her. The first in a series.</p>
	<p style="text-align: center;"><i>Fairest</i> by Gail Carson Levine</p> <p>In the kingdom of Ayortha, the people sing songs, and no one has a more beautiful voice than Aza. Aza also has the ability to "throw" her voice to make it seem to come from places other than from Aza. This talent finds her in a deceitful arrangement with the new queen, an outsider who does not have the ability to sing in a kingdom that prizes singing.</p>

	<p align="center"><i>The Princess and the Goblin</i> by George MacDonald</p> <p>Said to be a favorite of both Tolkien and C.S. Lewis, <i>The Princess and the Goblin</i> is the story of the young Princess Irene, her good friend Curdie--a miner's son--and Irene's mysterious and beautiful great-great grandmother, who lives in a secret room at the top of the castle stairs.</p>
	<p align="center"><i>The Wind Singer</i> by William Nicholson</p> <p>In this first volume of a planned trilogy, the focus is on Amaranth, where life is very structured: people live in color-coded rings around the city--white for best, gray for the gritty outer circle--and tests rule all. A rebellious trio sets the orderly city on its ear by escaping its walls and embarking on an adventure that takes them from city sewers to desert sandstorms, as they seek to save their people from their dreamless existence</p>
	<p align="center"><i>Mr. Monday: Keys to the Kingdom</i> by Garth Nix</p> <p>During a running exercise at school, Arthur Penhaligon collapses from an asthma attack. Upon awakening, he meets a stranger, Mister Monday who hands him an unusual key which begins a wild adventure. Using the powers of the key, Arthur travels to another realm and battles many evil creatures in a struggle to save his world from a mysterious disease.</p>
	<p align="center"><i>Double Luck: Memoirs of a Chinese Orphan</i> By Lu Chi Fa</p> <p>Orphaned in 1944 at age three, Chi Fa had no real home. Passed among Chinese relatives and even sold to strangers, he grew up amid abuse, poverty, and family betrayal. But through it all, he found hope and sustenance in small things. His story is a heartfelt, intimate glimpse at tragedy, triumph, and the Asian experience during a time of political change.</p>
	<p align="center"><i>The Book Thief</i> by Markus Zusak</p> <p>Death, the narrator, relates the story of a 9-year-old girl named Liesel Meminger, a book thief. Set in Germany, across the ensuing years of the late 1930s and into the 1940s, Liesel collects stolen books as well as a peculiar set of friends: the boy Rudy, the Jewish refugee Max, the mayors reclusive wife (who has a whole library from which she allows Liesel to steal), and especially her foster parents.</p>

**GREENHILLS SCHOOL
MIDDLE SCHOOL – 2011-2012
NEW GRADE 7 STUDENTS**

NAME: _____

GRADE 7

ENGLISH

ENGLISH 7

FOREIGN LANGUAGE

LATIN 7/8-A

MATH

MATH 7

SCIENCE

SCIENCE 7

SOCIAL STUDIES

HISTORY

MUSIC CHOICE
(Please circle first choice)

MS BAND

MS ORCHESTRA

MS CHOIR

All 7th and 8th grade students will also have Studio Art and Drama for a portion of the year.

WELLNESS
HEALTH

WELLNESS 7/8

PARENT SIGNATURE _____ DATE _____

GREENHILLS SCHOOL INTERSCHOLASTIC ATHLETIC PROGRAM

Greenhills offers an interscholastic athletic program for grades six through twelve. The program is dedicated to providing an exemplary athletic experience that challenges and develops students' skills to their fullest while promoting sportsmanship, ethics and integrity. At the high school level (grades nine through twelve) the program is a member in good standing in the Michigan High School Athletic Association (MHSAA) and the Michigan Independent Athletic Conference (MIAC).

The program offers twenty-one varsity sports in high school – eleven for girls and ten for boys. Some of these sports also carry a junior varsity team. The middle school offers seventeen sports, often times fielding two teams in one sport when numbers dictate. These sports are divided into three separate seasons: fall, winter and spring. Conference sports are in **bold**.

A list of sports, by season follows:

	<u>Boys</u>	<u>Girls</u>
<u>Fall</u>	Cross Country (MS, JV, V) Tennis (MS, JV, V) Equestrian (V) HS only Soccer (MS, JV, V)	Volleyball (MS*, JV, V) Cross Country (MS, JV, V) Equestrian (V) HS only Field Hockey (MS, JV, V) Golf (V) - High School only

Fall High School seasons begin Wednesday, August 10th

Fall Middle School seasons begin after Labor Day

**(Girls middle school volleyball begins in late October)*

<u>Winter</u>	Basketball (MS, JV, V) Swimming (MS, V – Coed)	Basketball (MS, JV, V) Swimming (MS, V – Coed)
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Winter High School seasons begin in November

Winter Middle School Basketball begins in January

<u>Spring</u>	Baseball (MS, V) Golf (JV, V) – High School only Track (MS, V) Lacrosse (MS, V)	Soccer (MS, JV, V) Softball (MS, V) Track (MS, V) Tennis (MS, JV, V)
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Spring High School seasons begins March 12th

Spring Middle School seasons begin after spring break, April 10th

MHSAA – Physical Examination Policy

Every student athlete must have a current physical examination form on file in the athletic office. The M.D., D.O., Physician's assistant, or nurse practitioner that administers the physical examination must sign this form. A current physical is defined as any examination given on or after April 15th of the previous school year.

No student may practice or compete with a Greenhills athletic team, or be issued uniforms or equipment until a completed physical is on file. If a physical has been submitted for other purposes, a photocopy of that document is satisfactory. Although Greenhills does provide a blank form for the evaluation, any properly completed form (e.g. from a summer camp, from another school) will meet the requirement.

Please note that the MHSAA penalty to the school for allowing a student to participate in a contest without having a current, signed physical on file is a forfeit. But of far greater concern is the risk to a student if they have not been cleared for physical activity.

Fall Athletic Preseason Information 2011

All athletes must have a completed physical form on file before they can participate in any sport. We recommend making an appointment as soon as possible to avoid any delays in participation. Forms can be downloaded from the Greenhouse site or from the Greenhills website under Athletics: www.greenhillsschool.org

High School:

High School fall practices begin Wednesday, August 10th. Tentative schedules can be accessed at the Greenhills website under Athletic Schedules or you can go to www.highschoolsports.net and navigate to Greenhills and choose the sport.

A High School Athletic Open House will be held on Tuesday, August 9th at 7:00pm in the West Gym for all high school fall sport athletes and their parents. Coaches will address participants and schedules will be handed out.

While it is expected that athletes will be at all practices, we understand there are situations that may not allow this. Please know that your son or daughter may fall behind if absent from these preseason practices, making it difficult but not impossible, to make a varsity team. Please contact the varsity head coach of your sport before August 10th, should you have further questions or to discuss your schedule. Please be aware that many high school fall sports teams have 2-a-day practices in August.

High School Coaches

Boy's Soccer	Lucian Popescu	734-674-1488	lpopescu@ford.com
	Bob Ause	734-780-1097	rause@greenhillsschool.org
	Alex Popescu	734-560-0517	alexpopescu04@gmail.com
Girl's Field Hockey	Tom Weinfurther	734-971-8379	sunsurfer@comcast.net
	Erin Maturo	734-223-7711	e2maturo@aol.com
	Sujin Seo	716-982-8095	sseo@greenhillsschool.org
Girl's Volleyball	Tiffany Willard	734-730-0990	36.twillard@heritageacademies.com
	Kristie Drinkhahn	734-644-6591	kristiedrinkhahn@hotmail.com
Boy's Tennis	Eric Gajar	734-663-9874	gajar@greenhillsschool.org
	Mark Randolph	734-665-2329	mrandolph@greenhillsschool.org
	Bob Newton	734-320-6399	rnewton4311@comcast.net
Girl's Golf	Bill Ammerman	734-604-6024	billammerman@comcast.net
Coed Cross Country	Jim Hare	734-604-7775	jhare@rhetech.com
	Jill Johnson	954-802-3505	jjohnson@greenhillsschool.org
Coed Equestrian	Willis Lillard	734-747-6442	willard@sbcglobal.net
	Nicole Burroughs	734-395-5813	nburroughs@greenhillsschool.org

Tentative High School Preseason practice schedules:

Boy's Soccer	M-F	9:30am-11am, 5:30pm-7:00pm	Soccer Field
Girl's Field Hockey	M-F	8:00am-10:15am, and 4:00-6:30pm	Hockey Field
Girl's Volleyball	M-F	9:00am-12:00pm	Both Gyms (optional indiv. workouts 1-2:30pm)
Boy's Tennis	M-Sat	9:00am-12:00pm	Tennis Courts
Girl's Golf	W8/10	10:30am	Leslie Golf Course
Coed Cross Country	M-F	8:00am	Athletic Entrance
Coed Equestrian	F 8/5	6:00pm	Contact Coach: willard@sbcglobal.net

Middle School:

All middle school sports practices will begin after Labor Day. An open house for all middle school fall sport athletes and their parents will be held on **September 6th at 7:00pm in the West Gym**. Middle school sports schedules can be accessed at www.greenhillsschool.org

MHSAA Out-of Season Regulations

Summer 2011 Dead Period for Greenhills School will be Friday, July 1st through Thursday, July 7th. During the dead period, Greenhills coaches shall not provide coaching to any students from Greenhills in any setting including camps, clinics, open gyms, conditioning programs or weight training.

Preseason Down Time for the Fall season runs from August 1st to the first day of practice. No open gyms or competitions with groups that resemble school teams shall occur at the school or elsewhere by the school with any school personnel present. The preseason down time distinguishes the preseason activity from the actual start of tryouts or practices. Non-sport specific conditioning is permitted and individual skill development work with no more than three players is permitted during this time provided they are not mandatory either directly or indirectly, not part of team selection and do not use school funds, uniforms or transportation.

Athletic Dates: 2011-2012

Athletic Physicals Thursday, June 9th 4:00-5:00pm – Athletic Training Room

Athletic Physicals Monday, August 8th 3:30-5:00pm – Athletic Training Room

Upper School Sport Open House 7PM on Tuesday, August 9th

First day of High School Fall Sports Wednesday, August 10th

Varsity Captain's Forum 3-6:30pm on Wednesday, August 17th

Coaches Academy 6-9pm on Wednesday, August 17th

Middle School Sport Open House 7PM on Tuesday, September 6th

Spirit Week February 6-10th

Sport Physicals!

Dr. Dean Schueller is again offering a sports physical clinic at Greenhills School on **Monday, August 8th beginning at 3:30-5:00PM in the Athletic Training Room.**

Suggested donation is \$25.00 and proceeds go to the Greenhills Booster Club.

Accessing Information

There are several sources available to help you gain valuable information regarding your athlete's game and practice schedules, directions to away games, and daily revisions or weather updates.

1. Access current sports schedules at www.highschoolsports.net Navigate to Michigan> Greenhills then choose the sport and level you would like to view.
2. Access the Greenhills website at www.greenhillsschool.org and click on athletics. This site contains game schedules and a physical form in PDF format.
3. Greenhouse networking page is my.greenhillsschool.org Pages have been created for each team and will be administered by coaches.
4. The Whiteboard outside the Athletic Office lists daily contests and practices.
5. **Coaches** will make practice and games schedules available to athletes.
6. Team parents may put together and distribute packets for each athlete's family. This packet will contain game schedules, maps to away games, a snack list, and a roster of players.
7. You may call the athletic office directly at (734) 205-4022, or the school office at (734) 769-4010.

Sports Physicals

June 9, 2011 August 8, 2011
• 4-5:00 p.m. & 3:30 - 5:00 p.m.

\$25.00 fee

Dr. Dean Schueller will be offering physicals to Greenhills students. Physicals will take place at Greenhills, and all proceeds will benefit the Athletic Booster Club.

Physical forms will be available at the clinic, or you can pick one up in the main office. Parent signature is required on the form before it is valid. Students must have a physical on or after April 15, 2011 to participate in sports during the 2011/12 school year.

Please contact Pam Sergent (psergent@greenhillsschool.org) or at (734) 769-4010, to let her know if your child will be attending the clinic.

A fter S chool @ G reenhills

for Middle School Students every
school day from:

3:30 - 6:00 p.m.

Snacks and Drinks provided to
signed-in students (students
must sign-in at 3:30 p.m.)

Socialize, quiet time, listen to
music, watch videos, work on
homework, play games, outside
activities

All activities are supervised by Greenhills employees.

ASG runs after every school day and costs \$6 per day. This flat
fee covers the entire 2½ hours after school. This fee is not
prorated for less time.

Late pick-up fees will be assessed after 6:00 p.m.

Questions? Please call or e-mail Kris Topper (205.4072 or
ktopper@greenhillsschool.org)