



Henry Ford Academy

SCHOOL for Creative STUDIES

Creativity. College. Career. It all starts here.

HFA: SCS is the only tuition-free school in Detroit created for teens who are passionate about visual arts. Today it is Detroit's premier art and design middle | high school, where young people develop the foundation they need to be successful in college and dynamic careers, including those in visual arts and design.

Our Curriculum

The world is in need of creative problem solvers, innovative thinkers who can produce new ideas and come up with new solutions. Students at HFA: SCS study **everything required by the State of Michigan** as outlined in the Michigan Curriculum Framework. In addition, they learn the processes and ways of approaching problems of “design thinkers.” This means that they have many experiences exploring real-life problems and learning a specific way to understand and solve those problems. This allows students to **apply the skills and information they are learning** in their other studies in an interesting and real way.

Art and Design: Each year, **every student takes art and design as a part of the core curriculum**. Students study the elements and principles of art, create art using these components, and explore the nature and meaning of art. Students also respond to art and study the history of art works. Our school participates in **various art competitions**. Our students are top winners in the Skillman Foundation Float Design Contest, McDonald's Celebrates Black Moments on Canvas Contest, and the Scholastic Art Awards. Our partner, the College for Creative Studies (CCS), provides **dual enrollment opportunities for our most advanced students** who are interested in pursuing post-secondary art studies. Additionally, we stage two major art shows each year, the Winter Art Show and Night of the Arts (NOTA). Students also have the opportunity to incorporate art and design in to their other subject area classes through various projects.

Science: At HFA: SCS, science concepts and skills are taught by “doing science.” Based on the **State of Michigan Curriculum Framework**, these science units are organized to allow young people to carry out investigations, talk and write about their observations and understandings, and discuss ways to test them. They **learn scientific concepts by doing what scientists do**. Our high school students will take courses in earth science, biology, chemistry, and physics; there are also several science electives they can select from. Our middle school students participate in Integrated Science courses, which touch on each of the different strands of science (life science, physical science, earth science, and scientific inquiry skills).



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English Language Arts: HFA: SCS students develop their reading and writing skills using the **Oakland MAISA Common Core Curriculum**. This curriculum embeds students in a Reader's and Writer's Workshop framework where lessons are student centered and focus on explicitly taught strategies, teacher modeling, peer collaboration, focused practice, self-reflection, and student-teacher conferencing. Each year from sixth through twelfth grade, students move through Reading and Writing units that are organized thematically to **develop critical thinking and writing skills** with scaffolded and spiraled teaching points. Students **develop reading comprehension** through explicitly taught reading strategies within the genres of literature, as well as informational text. Students **learn to write in authentic ways** by examining outstanding examples of writing, by talking about writing, applying what they have examined and talked about to their own writing, and through direct instruction in writing genres, writing skills and processes.

Math: Our math program focuses on providing students with opportunities to engage with mathematics in meaningful ways that develop problem solvers and critical thinkers. Student work focuses on students' **ability to reason** with math, construct and critique mathematical arguments, while using appropriate tools to support. Discourse occurs between students through discussions in math studios in all grades. Students who do not master grade level standards receive supplementary instruction through Title I programs. Our middle school curriculum is **Connected Mathematics**, a problem-centered, inquiry-based program which focuses on developing students' ability to reason and communicate proficiently by strengthen math knowledge, understanding, and skill through mathematical discourse and problem solving. In high school, teachers use the **Carnegie Learning** math curriculum. Carnegie Learning provides comprehensive solutions to raise students' math knowledge through a combination of classroom activities, adaptive software, and teacher professional development.

Social Studies: Social studies at HFA: SCS is based on the **Oakland Scope/MAISA Common Core Curriculum**. All four areas of social studies (history, economics, geography, and civics) are addressed throughout a student's progression at HFA: SCS. The units build upon each other and provide opportunities for students to **make arguments** about cause-effect relationships, turning points, and continuity and change over time. Embedded literacy scaffolds are gradually removed as students move through the units and subsequent units require students to apply knowledge and skills learned in earlier ones. The sixth grade social studies curriculum is a geography-based course, which introduces students to the physical and human geography of the world. The seventh grade social studies curriculum focuses on early world history and geography with a deliberate focus on the content literacy. Eighth grade social studies introduces students to the history of the United States from the Articles of Confederation to the end of the 19th century. High school students take courses related to US history and geography, world history, civics, government, and economics. We also offer an AP Government course for students who excel.



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Physical Education and Health: In health, students learn through the use of the **Michigan Model for Health™**. The Michigan Model for Health is a comprehensive, skills-based health education curriculum that shares the goal of **helping young people live happier and healthier lives**. This nationally recognized curriculum is research based, and aligned to standards. Using a building-block approach to health education, the Michigan Model for Health **addresses the major youth health risk behaviors** at every grade level, with age-appropriate instructional activities. In physical education, students learn and practice movement and motor skills, content knowledge and vocabulary, and personal/social behaviors and values. Students learn sportsmanship and various skills in order to play team sports, invasion games, target games, net/wall games, striking/fielding games, and rhythmic activities.

Spanish: High school students take two years of Spanish with the opportunity to take a third. They learn **Spanish language and culture** through experiencing both components. Hands on activities are frequent. Students also have the opportunity to speak, read, and write Spanish daily. Students participate in several cultural events throughout the course of the year such as Cinco de Mayo and Dia de Los Muertos (Day of the Dead).

Design Thinking: HFA: SCS students learn **Design Thinking** in a variety of Design Thinking experiences and challenges each year. These activities give students the opportunity to **innovate solutions to real-life human problems while at the same time applying concepts and skills from other disciplines** (such as language arts, math, etc.) These experiences are based on HFA: SCS Design Thinking courses and will, over time, develop students' understanding and ability to use Design Thinking processes, Design Thinking mindsets (ways of thinking) and Design Thinking dispositions (ways of being).

Focus on College and Careers

As an achievement-focused Thompson Educational Foundation 90|90 school and part of the Public School Academies of Detroit system, we are committed to **graduating at least 90 percent of** our ninth grade students and **sending at least 90 percent of graduates on to college**. College tours, college speakers, career speakers and fairs, career exploration courses, and on-site admissions are just a few elements that create a school environment where college is an expectation. A full-time **College Transitions Counselor** works with all students at all grade levels in the school and supports the application and acceptance process. Collaboration with CCS enables HFA: SCS to have a focus on Art and Design careers and exposure to professionals working in these fields.



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All students complete the **Senior Mastery Process (SMP)**, which includes a deep dive into career and college pathways, a 60-hour internship in the career of their choice, and a doctoral defense style presentation of their experience and research to a panel of adults and peers. This capstone Henry Ford Academy experience cements the link between what is learned in high school and the world of work and college.

School Culture

HFA: SCS students participate in daily **forum** activities because getting along well with others and cooperating and following established behavioral guidelines is so fundamental to a productive and positive learning experience. This approach uses the following key strategies to **develop social competence**: daily routine, rule creation, interactive modeling (teaching children expectations by showing them and having them practice); goal setting, positive teacher language, logical consequences, learning studio design that promotes independence and responsibility; working with families; and collaborative problem solving (using conferencing, role plays, and other strategies to solve problems with students).

Restorative Practices: The use of Restorative Practices has been shown to be a highly effective way to **build and maintain positive school culture** that supports a safe, productive and high performing learning community for students and adults in school settings. The use of Restorative Practices allows HFA: SCS students to experience some of these important aspects of community: respect and safety; consideration and appreciation; encouragement and belonging; and, empathy and inclusion. Our goal at HFA: SCS is to prepare students to take on challenges academically and in life. As a community we are moving forward with that agenda by implementing Restorative Justice Practices as the foundation for our school's culture. Restorative Practices is **focused on building positive relationships through community dialogue** related to situation that cause harm. Participating in Restorative Practices offers students an opportunity to repair their wrongdoing.