



Henry Ford Academy

SCHOOL for Creative STUDIES

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: To build student interest in and exposure to the array of careers and opportunities in art and design, we have scaffolded our courses to build on previous skills and knowledge. High school students take **Foundations of Art and Design** as a year long course. They study and are assessed on their knowledge of the elements and principles of art. They create art by using these components, and explore the nature and meaning of art through the lens of different art disciplines. Upon completion of Foundations of Art and Design, students select a **career/design track** they would like to explore for semester long increments. Specific career tracks currently include: product design, photography, advertising design, communication design, digital art, crafts, and painting. Throughout these classes, students study the history of designers and artists and how they depict historical milestones through the use of design and images. These classes are structured to introduce students to different design companies in Metro Detroit, such as Hagopian and Shinola. Students also have the opportunity to incorporate art and design in to their other subject area classes through various projects. **The College for Creative Studies (CCS) Bridge Program provides dual enrollment and other formal opportunities** for our most advanced high school students who are interested in pursuing post-secondary art studies. **CCS First Connect** is a partnership with the CCS Community Art Partnerships department that affords our art-driven students in grades 6-9 the opportunity to take **afterschool art classes and experiences in a variety of art genres.** We stage two major art shows each year, the Winter Exhibition and Night of the Arts (NOTA) featuring student work. Our also school



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participates in **various art competitions**; HFA: SCS students are top winners in the Scholastic Art Awards, the Skillman Foundation Float Design Contest, and the McDonald's Celebrates Black Moments on Canvas Contest.

Science: At HFA: SCS science concepts and skills are taught by "doing science". Based on the American Modeling Teachers Association units and aligned to Next Generation and Michigan Science Standards, these science units allow students to explore a real-life phenomena, **communicate effectively** about their observations and understandings, discuss ways to test their hypotheses related to the phenomena by **thinking critically**, carry out investigations **collaboratively to solve complex problems**, and reflect upon their findings. They **learn scientific concepts by doing what scientists do**. High school students take courses in biology, chemistry, and physics. 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). In all science courses, students **learn how to learn** in a scientific capacity and **develop academic mindsets** as they grapple with complex, real-life scenarios.

English Language Arts: Students **engage in Deeper Learning** throughout the HFA: SCS English Language Arts curriculum to develop their reading and writing skills with the ultimate goal of college readiness. Our Common Core State Standards aligned 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 around essential questions to **develop critical thinking and writing skills** with scaffolded and spiraled content instruction. 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** through direct instruction in writing genres, writing skills, and processes to ultimately ensure that students can communicate their ideas effectively.

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 **Carnegie Learning** math curriculum.



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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 content 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 **think critically and solve complex problems, communicate with others effectively, work collaboratively, and make arguments** about cause-effect relationships, turning points, and continuity and change over time. All units build upon the prior unit, and each of the subsequent units require students to apply knowledge and skills learned in earlier units. Students **master core academic content** by examining important societal issues. Students **develop academic mindsets** and **learn how to learn** as social scientists as they explore real life occurrences, both in the present day and in the past, and make connections between different periods of time as well as different parts of the world. 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 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.

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 have the opportunity to take Spanish I and Spanish II. Eighth grade students participate in an introduction to Spanish class. Students **master core academic content** in Spanish class by experiencing the language and culture of various Spanish speaking countries. They use **critical thinking** skills to examine **complex problems** and cultural differences that occur in the Spanish speaking world. Students also have the opportunity to communicate effectively by speaking, reading, and writing Spanish daily, and they work



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collaboratively as they learn how to learn as a student of the Spanish language. In addition, students **participate in several cultural events** throughout the course of the year such as Cinco de Mayo, Las Posadas, and Dia de Los Muertos (Day of the Dead).

Design Thinking: HFA: SCS students learn **design thinking** complex problem solving methods throughout their studies at HFA:SCS. Design thinking activities are infused in our curriculum that focus on each stage of the Design Cycle: Empathy, Define, Ideate, Prototype, Feedback, and Reflect. 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.) Over time, students' develop their understanding of and ability to use design thinking processes, design thinking mindsets (ways of thinking) and design thinking dispositions (ways of being). Students present their prototype solutions to challenges at the annual Design Thinking Expo in the spring.

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 9th grade students and sending at least 90 percent of graduates on to college**. College tours, college speakers and fairs, career speakers and fairs are just a few elements that create a school environment where post-secondary education 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, facilitates sessions on financial aid, and provides opportunities for students to participate in on-site college admissions. Collaboration with CCS allows HFA:SCS to have a special focus on careers in Art and Design and exposure to real professionals working in these fields. 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 where students work collaboratively with others, and continue the development of an academic mindset by doing 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. It allows students to further explore the power in communicating effectively as they become lifelong learners.

School Culture

Grade Level Council Meetings: One of the structural ways that HFA: SCS builds culture is through Grade Level Council Meetings (GLCMs). In GLCMs, educators engage our students through **authentic interactions** to build them up academically and socio-emotionally. The GLCM's fundamental purpose is to **build relationships and relational trust**, to bring attention to the **different ways that people of color have influenced Art and Design**,



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and to help our students **learn how to learn and develop academic mindsets**. This approach uses a number of key strategies to **develop social competence**: routines; expectation creation; interactive modeling; goal setting; positive teacher language; logical consequences; classroom design that promotes independence and responsibility; working with families; and collaborative problem solving.

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; 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 **focuses on building positive relationships through community dialogue** related to situations that cause harm. Participating in Restorative Practices offers students an opportunity to repair their wrongdoing.