

**DAVIS MIDDLE SCHOOL
GRIZZELL MIDDLE SCHOOL
KARRER MIDDLE SCHOOL
SELLS MIDDLE SCHOOL**

**MIDDLE SCHOOL COURSE HANDBOOK
2018-2019**



**Tracey Deagle, Davis Middle School Principal
Corinne Evans, Grizzell Middle School Principal
Mark Mousa, Karrer Middle School Principal
Matt Sachtleben, Sells Middle School Principal**

Dear Students,

The programs and courses contained in the 2018-19 Course Handbook have been designed to help you acquire the knowledge and skills necessary to succeed in high school. The handbook contains required core subjects and related arts courses that you will find interesting and challenging.

As you schedule your courses for next year, I encourage you to seek the advice of your current teachers and the guidance of your academic counselor. Both are invaluable resources you can draw upon to enhance your decision-making process.

I encourage you to maximize your educational experiences in middle school by selecting a challenging course of study. Building a strong foundation of challenging courses in middle school will prepare you for the rigorous course work you will encounter in high school and beyond.

I wish you the best of luck with all of your middle school experiences.

Yours in education,

A handwritten signature in black ink that reads "Todd F. Hoadley". The signature is written in a cursive style with a large, stylized 'H'.

Todd F. Hoadley, Ph.D.
Superintendent

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*Please note this Middle School Course Handbook is not final until approved by the Dublin City Schools Board of Education. Changes may be made to this document as warranted up until final approval is given.

OHIO ACADEMIC CONTENT STANDARD

Providing guidance to teachers and parents on how to support students, the Ohio Academic Content Standards provide a consistent, clear understanding of what students are expected to learn. The standards, which are designed to be robust, rigorous, and relevant to the real world, reflect the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The standards will not tell teachers how to teach, but they do help provide a road map for teachers and will help them determine the knowledge and skills their students should have so teachers can build the best lessons and environments for their classrooms. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated. College readiness and global competitiveness have been two points of emphasis for Dublin City Schools for many years.

MS SCHEDULING GUIDING PRINCIPLES AND BEST PRACTICES:

In Dublin City Schools, we recognize the need for students to engage in related arts as well as their academic studies. We employ a student driven, data informed philosophy to drive best practices for instruction. We recognize the educating of the whole child, with devoted time for related arts (music, art, physical education, etc.) to further students' academic growth.

Student, parent, and staff input was collected and analyzed, resulting in the following scheduling improvements for the 2015-2016 school year and beyond:

- Students in grades 6,7, and 8 have a similar bell schedule consisting of seven, fifty-minute periods and a thirty-minute lunch
- Offer trimester course options for Related Arts courses, to increase student exposure and choice during the middle school years
- A period of study center is available for students in grades 6, 7, and 8 for at least half of the traditional period during the course of a school year
- Language arts, in grades 6 and 7, has extended time, with preference given to a block format each day to support reading, writing and word study

The middle school schedule and course offerings are evaluated annually to provide our Dublin middle school students with world-class instruction and a well-rounded education.

SCHEDULE CHANGE GUIDELINES

Each year a series of scheduling activities takes place to assist each student in selecting appropriate courses for the school year. Extensive time is spent developing written information in the form of the Middle School Course Handbook, worksheets, and advisement forms. Teachers and school counselors advise students regarding course selections. The final step verifies the students' selections and offers them an opportunity to correct or change selections. Because of this detailed program, students have the best chance of developing a sound educational plan and an appropriate schedule in the spring.

REASONS THAT JUSTIFY CHANGES IN STUDENT SCHEDULE

1. Trimester imbalances
 2. Schedule adjustments for the educational options approved by the administration
 3. Adjustments for special education students
 4. Computer scheduling errors
 5. Level change based on student need. When a student, parent or teacher recognizes that the academic level is not appropriate, a meeting may be required in order to review this placement.
- *Requesting a change of teacher because the student does not like the teacher is not a valid request.**

DATES FOR ADDING AND DROPPING CLASSES

ADD: The last day to add a credit-bearing course is as follows:

First Semester and Year Long Classes:	August 21, 2018
Second Semester:	January 15, 2019

WD: The last day to drop a credit-bearing course with a WD (WD on transcript with no impact on GPA) is as follows:

First Semester and Year Long Classes:	November 2, 2018
Second Semester	April 1, 2019

WF: The last day to drop a credit-bearing course with a WF (WF on transcript with calculation as failure in the student's GPA) is as follows:

First Semester and Year Long Classes:	December 21, 2018
Second Semester	May 21, 2019

GRADE REPLACEMENT

Students are permitted to retake any high school credit class they choose to replace credit; however, students cannot earn credit twice for the same course. Both grades that the student earns in repeated courses would remain on the transcript. Both courses will be reflected on the transcript, however; the lower grade will not be calculated in the student's GPA. Credit will be removed from the lower grade.

Grading Scales

Grading Scale

A= 93-100= 4.00
A-= 90-92= 3.67
B+= 87-89= 3.33
B= 83-86= 3.00
B-= 80-82= 2.67
C+= 77-79= 2.33
C= 73-76= 2.00
C-= 70-72= 1.67
D+= 67-69= 1.33
D= 63-66= 1.00
D-= 60-62= 0.67
F= 59-Below= 0.00

Honors Grading Scale

A= 93-100= 4.50
A-= 90-92= 4.17
B+= 87-89= 3.83
B= 83-86= 3.50
B-= 80-82= 3.17
C+= 77-79= 2.83
C= 73-76= 2.50
C-= 70-72= 2.17

Honors courses receive an additional .5 value. Grades of D+ and lower in these courses do not receive the added point value.

SUBJECT AND GRADE LEVEL ACCELERATION

The district procedure for subject and grade level acceleration is in compliance with the State of Ohio rules. Subject and grade level acceleration procedures are detailed in District Policy 2464 and are available for review on the Dublin City Schools web site at <http://www.dublinschools.net/> If you have questions regarding this process, please contact the Office of Gifted Education at 614-760-4350.

WORLD LANGUAGE COURSE INFORMATION

Spanish will continue to be scheduled at all Dublin middle schools. If a student chooses to take French, German, Japanese or Chinese, those students will be transported to one of our high schools that offer the chosen language during first period. Please note the high school assigned may not be the child's feeder high school. Students will begin their day at the middle school with 2nd period. Languages are outlined on page 18.

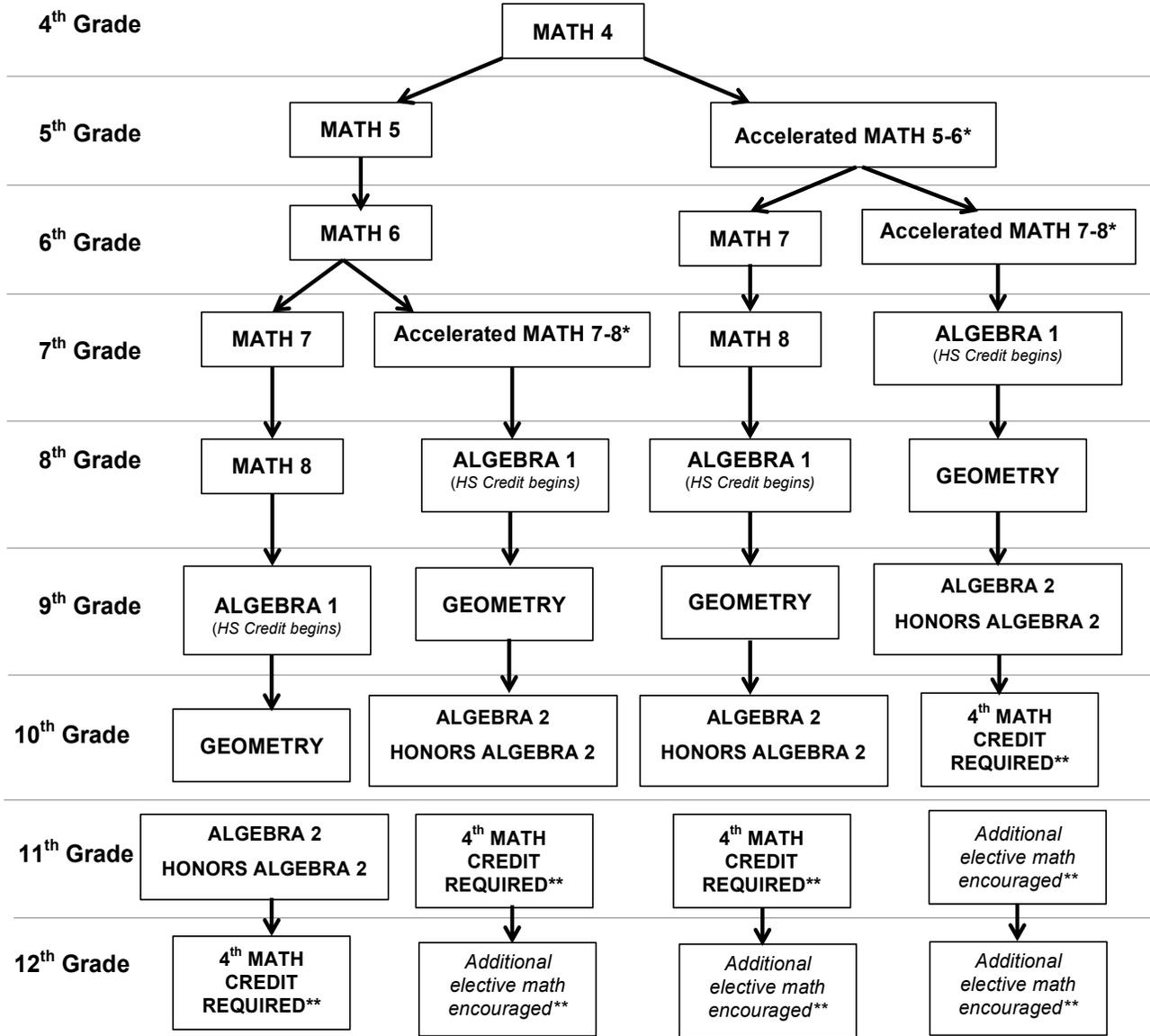
MIDDLE SCHOOL PROGRAM OF COURSES

Subjects	6 th Grade	7 th Grade	8 th Grade
Math (3 years required)	Mathematics 6 Or Mathematics 7 Or Mathematics 7/8	Mathematics 7 Or Mathematics 8 Or Algebra 1 *	Mathematics 8 Or Algebra 1 * Or Geometry *
Language Arts (3 years required)	Language Arts 6	Language Arts 7	Language Arts 8
Science (3 years required)	Science 6	Science 7	Science 8 or Physical Science*
Social Studies (3 years required)	Social Studies 6	Social Studies 7	Social Studies 8
Physical Education (2 trimesters required in 6th & 7th grades.)	Physical Education 6 (trimester)	Physical Education 7 (trimester)	Physical Education 8 (trimester elective)
Health (2 trimesters required in 7th & 8th grades)		Health 7 (trimester)	Health 8 (trimester)
World Languages			Spanish I*, French I*, German I*, Japanese I*, Chinese I * (all world languages are full-year electives)
Music (Required grade 6, scheduled alternate days in grades 6 and 7 opposite of Study Center)	Band 6 Choir 6 Orchestra 6, Level 1 & 2	Band 7 (full-year elective) Choir 7 (full-year elective) Orchestra 7 (full-year elective)	Band 8 (full-year elective) Choir 8 (full-year elective) Orchestra 8 (full-year elective)
Art (2 trimesters required in 6th & 7th grades)	Art 6 (trimester)	Art 7 (trimester)	Art 8 (full-year elective) Art 8 (trimester elective)
STEM/Tech Solutions			STEM (full-year elective) Technology Solutions (trimester elective)
Literacy (1 trimester required in 6th grade)	Modern Literacy 6 (trimester) Reading Intervention 6 (trimester elective for qualifying students)	Reading Intervention 7 (trimester elective for qualifying students)	Reading Intervention 8 (trimester elective for qualifying students)
Cog Ed	Cog Ed 6-Modern Literacy (trimester elective for qualifying students)	Cog Ed 7 (trimester elective for qualifying students)	Cog Ed 8 (trimester elective for qualifying students)

*Geometry, Physical Science & World Language I classes are offered for one high school credit.

Enrollment in these classes will result in a grade on a high school transcript.

DCS Mathematics Course Progression

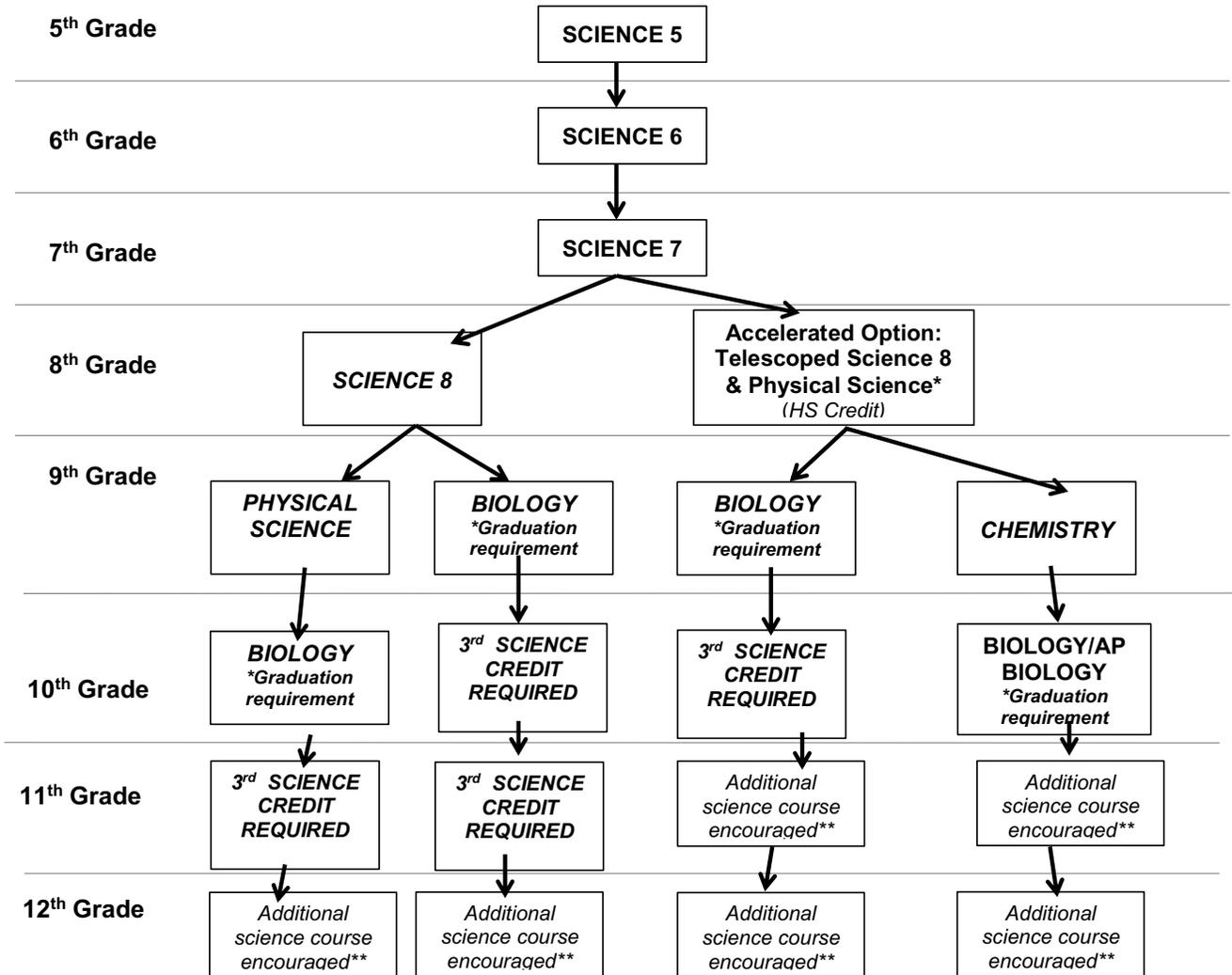


**** Beyond Algebra 2/Honors Algebra 2, students select their math pathway. Students may take more than one option/path. More details can be found in the course handbook. Below are some frequent pathways/options for 4th courses and beyond.**

MODELING & QUANTITATIVE REASONING	PRECALCULUS or HONORS PRECALCULUS ↓ CALCULUS or AP CALCULUS AB/BC	AP STATS	IB MATHEMATICS <i>(available in 11th and 12th grade after completion of Algebra 2)</i>	STATISTICS & DISCRETE MATH
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*Denotes that placement in this accelerated math class is **student driven and data informed**. Final decisions are made by school based team in collaboration with families.

DCS Science Course Progression



** Students have options in completing their science course work by selecting from the options below. More details can be found in the course handbook.

<p>CHEMISTRY</p> <p>PHYSICS</p> <p>ENVIRONMENTAL SCIENCE</p> <p>HUMAN ANATOMY & PHYSIOLOGY</p>	<p>AP BIOLOGY</p> <p>AP CHEMISTRY</p> <p>AP PHYSICS</p>	<p>IB BIOLOGY</p> <p>IB CHEMISTRY</p> <p>IB PHYSICS</p> <p>IB ENVIRONMENTAL SYSTEMS & SOCIETIES <i>(available in 11th and 12th grade after completion of prerequisites)</i></p>	<p>ADVANCED RESEARCH IN SCIENCE</p>
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*Denotes that placement in this accelerated science class is **student driven and data informed**. Final decisions are made by school based team in collaboration with families.

Course Descriptions 2018-2019

Grade 6

Language Arts 6

6th Grade Language Arts is a course that meets for 2 periods each day, all year long. Students will embark on a journey of self-discovery through reading, writing and language (i.e., grammar, vocabulary and word study). The course is aligned to *Ohio's Academic Content Standards* and prepares students for the *Grade 6 Ohio's State Tests in English Language Arts*. The course stresses the independent use of reading strategies to comprehend and respond to a variety of literary and informational texts. In addition, this course emphasizes to students that writing is a process. Students will also acquire vocabulary through both reading practice and explicit instruction. Students are given time for modeled, shared, assisted and independent reading and writing practice.

Mathematics 6

Mathematics 6 students engage in learning through four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. This course is aligned to Ohio's learning Standards for Mathematics and the 8 Standards for Mathematical Practice. *The Dublin Secondary Mathematic Workshop Model* will be utilized as the vehicle for mathematics instruction in the 6th grade classroom.

Science 6

6th Grade Science engages students in scientific inquiry as they explore topics in Earth, Physical and Life Sciences. In this course, students will learn to describe rocks, minerals and soil that make up Earth's lithosphere, applying the content by inferring past, present and future environments on Earth. They will study the basics of the Modern Cell Theory, recognizing that all living organisms are made of cells that carry on functions to sustain life. Students also investigate the foundational concepts of the nature of matter; that the atom makes up all objects with mass. They will explore introductory concepts of motion and energy, specifically learning about potential and kinetic energy and ways to describe and graph the motion of objects. The course is aligned to *the New Academic Content Standards*.

Social Studies 6

6th Grade Social Studies focuses on the study of the people and regions of the Eastern Hemisphere. Students become aware of the geographic features, early history, cultural development, and economic change of the regions. Students learn about the development of the early river civilizations in Africa and Asia. The geographic focus of the course includes the study of contemporary regional characteristics, the movement of people, products and ideas and cultural diversity. Students develop understanding of the role of consumers and the interaction of markets, resources and competition.

Band 6

During the initial phases of the 6th grade band experience, beginners are divided into groups and receive instruction in the fundamental skills necessary to play the instrument of their choice. The emphasis is on individual progress. Students will eventually have opportunities to play together in groups of mixed instruments, as their skills and the school schedule will permit. Students perform concerts as a full band. Sixth grade band is a full-year course. Concert attendance is a course requirement.

Choir 6

Students will begin to explore the foundations of healthy choral singing through exercises that focus on breathing, phonation, resonance, diction, musical literacy, expressiveness and musicality. Students will further improve these skills through a diverse repertoire of music used for performance and instruction. Students will expand musical knowledge for cultural and historical influences to music. Students use solfege to learn note reading and pitch. Instruments may be used to enhance the songs. Students should be prepared to work on individual and group assignments as part of their daily participation. Students perform two concerts a year.

Orchestra 6 (Levels 1 and 2)

Level 1 is for beginning students where they learn the fundamental skills needed to perform. Students may choose to play violin, viola, cello, or bass. A beginning book is used and sheet music is introduced later in the year. They will continue to master fundamentals such as posture, bow techniques, and will begin independent and harmonic tuning. Students will begin to learn rhythms, tempo, and terminology. Ensemble skills begin to be developed as well as expressiveness and tone quality for audiences. Students increase their historical knowledge and music recognition.

Level 2 is for students who participated in 5th grade orchestra. Students in this class will work on advanced finger positions, shifting, and other skills that will further their playing experience. Students are encouraged to participate in small group ensembles. Music from various time periods and cultures are performed. Music history and theory is taught through the use of music samples and exercises.

Art 6 (Trimester)

In this trimester class, students will apply the underlying elements and principles of visual art as they develop their skills in *Drawing, Painting, Printmaking and Ceramics*. While making their own artwork, the students will be introduced to artists who have worked in these areas. This hands-on class enriches the students' understanding of art as they explore art from history and from cultures different from their own.

Physical Education 6 (Trimester)

Physical Education 6 is a trimester course that focuses on the development of basic skills needed to be successful in a variety of different physical activity settings. The different settings include: invasion, net/wall, striking/fielding, and target games. The students will complete part of the Ohio Physical Education Assessments during this trimester. In accordance with National Standards, students will actively participate, demonstrate responsible behavior, and show positive sportsmanship. Students will recognize and follow safety rules and classroom procedures, respect others, and try new and challenging activities.

Cog Ed 6 - Modern Literacy (Trimester)

This course, offered as a single trimester option for 6th graders, is an elective for students who have met the state criteria for identification in the area of Superior Cognitive Ability. Qualifying students will be scheduled into this elective course for the 2018-19 school year.

Reading Intervention 6 (Trimester)

Reading 6 is available to sixth grade students who qualify based on their level of reading achievement. Results of student assessments will give direction to curriculum emphasis. Students work individually and in small groups to improve reading fluency, comprehension, word learning, assessment literacy and vocabulary as driven by student needs and data. This course is graded S/U.

Modern Literacy (Trimester)

Modern Literacy is a trimester course designed to empower students to think critically, behave safely, and participate responsibly in our digital world. Students will engage with computer science as a medium for creativity, communication, problem solving, and fun.

Grade 7

Language Arts 7

Grade 7 English Language Arts is a course that meets 2 periods a day. It infuses a variety of text and media to help students understand their place in the world by studying the past and connecting it to the world around them. The study of a variety of literary genres, nonfiction, written communication, oral communication, grammar and word study (including roots and affixes) are emphasized. Students are given multiple opportunities to craft a variety of narrative pieces, informational texts, and arguments. The course is aligned to *Ohio's Academic Content Standards* and prepares students for the *Grade 7 Ohio's State Tests in English Language Arts*. Students are given time for modeled, shared, assisted and independent reading and writing practice.

Mathematics 7

Mathematics 7 students engage in learning through four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. This course is aligned to Ohio's learning Standards for Mathematics and the 8 Standards for Mathematical Practice. *The Dublin Secondary Mathematic Workshop Model* will be utilized as the vehicle for mathematics instruction in the 7th grade classroom.

Accelerated Mathematics 7-8

This course is an advanced math option open to students who express interest and meet our district's qualification process. In addition, the student must possess strong math abilities and a passion for learning mathematics at a very quick instructional pace. This year long course will offer content focused around the same critical components of Math 7 and Math 9 in one year's worth of time. The content will include instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. A scientific calculator is required. This course is aligned to Ohio's learning Standards for Mathematics and the 8 Standards for Mathematical Practice. *The Dublin Secondary Mathematic Workshop Model* will be utilized as the vehicle for mathematics instruction in the 8th grade classroom.

****THIS IS AN INTENSIVE COURSE REQUIRING A HIGH DEGREE OF STUDENT MOTIVATION. THE PACE OF THIS COURSE WILL BE ACCELERATED.** To request that your child be placed into Accelerated Math 7-8, fill out the Math Placement request form on pg. 21-22 of this course handbook. This will start the data review process for potential placement.

Social Studies 7

7th Grade Social Studies is an integrated study of world history beginning with Ancient Greece and continuing through global exploration (750 B.C. to 1600 A.D). Students understand how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today. In order to develop the knowledge and skills needed for economic success in the future, topics related to financial literacy will be incorporated into the course.

Science 7

7th Grade Science engages students in scientific inquiry with a focus on Earth's systems. The curriculum covers Earth, Physical and Life science concepts. Students will gain an understanding of the Periodic Table of Elements and the Law of Conservation as they explore the cycling of matter through Earth's spheres. They will develop an understanding of heat energy transfer between the atmosphere and hydrosphere in their study of the water cycle, atmospheric and ocean currents. Energy transfers through electric circuits, ecosystems and waves will also be investigated. Students will develop an awareness of the factors affecting climate and biomes. Additionally, students will gain perspective of the predictable patterns of motion experienced by the Earth and Moon, contributing to tides and other cyclical events. The course is aligned to *the New Academic Content Standards*.

Band 7 (Full Year Elective)

During the 7th grade year, students continue to develop the individual skills acquired during the first year of study as well as beginning the development of ensemble skills. The focus is on group instruction in the full band experience. Individual progress remains an important goal as well. Students at this level are encouraged to participate in the Ohio Music Educator's Solo and Ensemble Contest. Concert attendance is a course requirement.

Choir 7 (Full Year Elective)

Students will continue to explore and build on the foundations of healthy choral singing through exercises that focus on breathing, phonation, resonance, diction, musical literacy, expressiveness and musicality. As boys' voices change, more parts will be available to them and we will focus on helping them make that change. Students will expand musical knowledge for cultural and historical influences to music. Students in choir use solfege to learn note reading, pitch and learn songs in unison, 2-parts, or 3-parts. Instruments are used to enhance the songs, such as: piano, drums, bells, flute, oboe, etc. They perform two concerts a year.

Orchestra 7 (Full Year Elective)

Students enrolled in 7th grade strings continue to advance their string playing skills by playing in various string positions, 2-octave scales, complex rhythms, and more. Students are encouraged to participate in small group ensembles. Music history and theory is taught through the use of music samples and exercises. Music from various time periods and cultures are performed. This class performs twice a year.

Art 7 (Trimester)

In this trimester course, students will continue to learn about and apply intermediate elements and principles of visual art as they continue to develop their skills in *Drawing, Painting, Printmaking and Ceramics*. While making their own artwork, the students will be introduced to artists who have worked in these areas. This hands-on class enriches the students' understanding of art as they explore art from history and from cultures different from their own.

Health 7 (Trimester)

This trimester course is designed to promote responsible decision-making resulting in healthy lifestyle choices. The areas of emphasis are mental/emotional health; the dangers of drug use leading to addiction alcohol, tobacco, marijuana, vaping, opioid prescription drugs, and other current drug trend usage; nutrition and lifetime fitness; and body systems. The 7th grade Health course includes curriculum from the Signs of Suicide (SOS) program, Health & Opioid Abuse Prevention (HOPE) Curriculum, and works with the Dublin Police Department with the Drug Abuse Prevention Program (DAPP). The class addresses all aspects of health and well-being including: physical health, mental-emotional health, and social health.

Physical Education 7 (Trimester)

Physical Education 7 is a trimester course that focuses on applying knowledge of concepts, strategies, and tactics in a variety of different physical activity settings. The different settings include: fitness, invasion games, and other activities. The students will complete part of the Ohio Physical Education Assessments during this trimester. In accordance with National Standards, students will actively participate, demonstrate responsible behavior, and show positive sportsmanship. Students will recognize and follow safety rules and classroom procedures, respect others, and try new and challenging activities.

Reading Intervention 7 (Trimester)

Reading 7 is available to seventh grade students who qualify based on their level of reading achievement. Results of student assessments will give direction to curriculum emphasis. Students work individually and in small groups to improve reading fluency, comprehension, word learning, assessment literacy and vocabulary as driven by student needs and data. This course is graded S/U.

Cog Ed 7 (Trimester)

This course, offered as a single trimester option for 7th graders, is an elective for students who have met the state criteria for identification in the area of Superior Cognitive Ability. Student's guidance counselor will notify student if he/she meets the criteria for this elective option. Qualifying students may select to participate in this trimester class; it is not a mandatory placement for cognitively gifted students.

Grade 8

Language Arts 8

Grade 8 English Language Arts emphasizes nonfiction reading comprehension, literary analysis, a focus on the research process, increasingly sophisticated expository and narrative writing skills, and extends word study through the ongoing study of roots and affixes. It is aligned to *Ohio's Academic Content Standards* and prepares students for the *Grade 8 Ohio's State Tests in English Language Arts*. Students will read various literary genres, respond to their reading through literary analysis, continue to grow as independent readers, write multiple pieces in varying genres, conduct research, and expand their vocabularies.

Mathematics 8

Mathematics 8 students engage in learning through three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course is aligned to Ohio's learning Standards for Mathematics and the 8 Standards for Mathematical Practice. *The Dublin Secondary Mathematic Workshop Model* will be utilized as the vehicle for mathematics instruction in the 8th grade classroom.

Algebra 1**

This course will deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will engage in methods for analyzing, solving, and using quadratic functions. Additionally, students will build upon prior experience, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. A graphing calculator is required.

****Enrollment in this class will result in a grade and credit on a high school transcript for Algebra 1.**

Geometry**

This course will formalize and extend students' geometric experience from the middle grades. Students will explore complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments. Special attention is given to transformations, geometric constructions, and proofs. A graphing calculator, compass, and protractor are required for this course.

****Enrollment in this class will result in a grade on a high school transcript.**

Science 8

8th Grade Science engages students in scientific inquiry with a focus on Earth, Physical and Life Science content. Throughout this course, students will explore the Earth's continually changing surface. They will describe Earth's interior, the patterns of change to Earth's surface and the theory of plate tectonics, focusing on the evidence that exists to support all three. Students will use physical science concepts to support their understanding of Earth as they investigate forces, motion, and energy, building on the foundational knowledge gained in 6th and 7th grade science courses. Students will also investigate how changes to Earth's surface impact the organisms that live on Earth. They will explore the diversity of species that exists on Earth and gather evidence of changes to life forms as they examine the fossil record. They will focus on the importance of reproduction and environmental factors to ensure the continuation of all species. The course is aligned to *the New Academic Content Standards* and prepares students to excel on the *Ohio's State Assessment* in science, which is given in the spring of the 8th grade year.

Accelerated Science 8/Physical Science**

Science 8/Physical Science is a **high school level course** for students with strong ability and passion for science and are able to learn high-level content at an accelerated pace. In this class, students will participate in a telescoped 8th grade science course, focusing on the Earth and Life Content Statements in order to understand these foundational concepts as a basis for future study in high school. Approximately 2/3 of the school year, students will continue hands-on explorations in the fields of physics and chemistry, as described by Ohio's Content Standards in Physical Science 9. Major subtopics include the study of matter, energy and waves, forces and motion, and the universe. Physical Science is an activity-driven course with an inquiry approach that provides both a meaningful and relevant explanation of the physical world. Science 8 & Physical Science prepares students for the *Grade 8 Ohio State Assessment* in science, which is given in the spring of the 8th grade year, as well as in future science courses in high school. This course taken as an 8th grader provides preparation for students with a strong interest in eventually pursuing high level science classes in high school, possibly leading to a career in a scientific field.

****Enrollment in this class will result in a grade on a high school transcript.**

THE PACE OF THIS COURSE WILL ACCELERATED. To request that your child be placed into Accelerated Science 8/Physical Science, fill out the Science Placement request form on pg. 23-24 of this course handbook. This will start the data review process for potential placement.

Social Studies 8

8th Grade Social Studies continues the historical focus with the study of European exploration and the early years of the United States (1492 to 1877). All four social studies strands are incorporated into a chronologic view of the development of the United States. Students will examine how historic events are shaped by geographic, social, cultural, economic and political factors. In order to develop the knowledge and skills needed for economic success in the future, topics related to financial literacy will be incorporated into the course.

World Languages (Spanish I, French I, German I, Japanese I, Chinese I) -Full Year Elective

Students will be introduced to basic communication skills of writing, reading, listening and speaking in the chosen world language. The students also become acquainted with countries that speak the chosen language and gain some insight into the cultural similarities and differences between those studied countries and the United States. **One high school credit will be issued and the grade earned will be part of the student's high school GPA and transcript.**

*****Information on transportation for World Languages found on Page 6**

Band 8 (Elective)

8th Grade Band meets as an everyday, year long course that is a continuation of the playing skills developed during the first years in addition to the development of more advanced ensemble skills needed for participation in a large musical group. Students are encouraged to participate in musical contests as they prepare to face the demands of continued instrumental music study in high school. Concert attendance is a course requirement.

Choir 8 (Elective)

In this every day, year long course, students will continue to explore and build on the foundations of healthy choral singing through exercises that focus on breathing, phonation, resonance, diction, musical literacy, expressiveness and musicality. Students will further improve these skills and prepare for a high school experience through a diverse repertoire of music used for performance and instruction. Repertoire will consist of mainly three part mixed and SATB music to fit the advancing voice and to further challenge students. Students will expand musical knowledge for cultural and historical influences to music. Students in choir use solfege to learn note reading and pitch. Instruments are used to enhance the songs, such as: piano, drums, bells, flute, oboe, etc. Students perform three concerts a year.

Orchestra 8 (Elective)

Students enrolled in 8th Grade Orchestra will meet every day, year long to continue to advance their string playing skills by playing in various string positions, 2-octave scales, complex rhythms, and more. Students are encouraged to participate in small group ensembles. Music history and theory is taught through the use of music samples and exercises. Music from various time periods and cultures are performed. This class performs twice a year.

Art 8 (Trimester Elective)

In this trimester course, students will continue to learn about and apply elements and principles of visual art as they continue to develop their skills in *Drawing, Painting, Printmaking and Ceramics*. While making their own artwork, the students will be introduced to artists who have worked in these areas. This class enriches the students' understanding of art as they explore art from history and from cultures different from their own.

Art 8 (Full Year Elective)

In this hands-on class, students will further develop and refine their skills in *Drawing, Painting, Printmaking and Ceramics* as they explore the elements and principles of visual art in depth. This technical study will be enriched with examples of important art and artists who have worked in these areas. Students will be encouraged to express their original ideas through a wide variety of independent and group art projects including both 2 and 3 dimensional forms. They will develop critical and creative thinking skills, technical ability, and an understanding of artistic history and heritage, as well as how art has been and is being used in culture to communicate and express ideas and attitudes.

Health 8 (Trimester)

This trimester course is designed to build upon the foundations taught in Health 7 to continue to promote responsible decision-making resulting in healthy lifestyle choices. The areas of emphasis are mental/emotional health; the dangers of drug use leading to addiction alcohol, tobacco, marijuana, vaping, opioid prescription drugs, and other current drug trend usage; nutrition and lifetime fitness; and human growth & development. The 8th grade Health course includes the Red Flags program related to depression and the Health & Opioid Abuse Prevention (HOPE) Curriculum. The class goes into more depth on aspects of health and well-being including: physical health, mental-emotional health, and social health.

Physical Education 8 (Trimester Elective)

Physical Education 8 is an elective trimester course that incorporates more game-like situations and activities. These games and activities will focus on applying knowledge of concepts, strategies, and tactics in a variety of different physical activity settings. In accordance with National Standards, students will actively participate, demonstrate responsible behavior, and show positive sportsmanship. Students will recognize and follow safety rules and classroom procedures, respect others, and try new and challenging activities.

8th Grade STEM (Full Year Elective):

The 8th Grade STEM class is a yearlong project-oriented, interdisciplinary course in which students use science, mathematics, engineering and technological knowledge to investigate real-world problems. Students will develop engineering design process skills as they identify problems, design and construct models, test ideas, and make modifications. Students will also enhance digital communication and collaborative skills as they share ideas across buildings and beyond.

Technology Solutions (Trimester Elective)

Technology Solutions is a trimester-long course where students will access, analyze, and critique messages in a variety of forms including commercials and advertisements. Students will also develop digital resources through video broadcasting, graphic design, and other media tools to support their own learning or school programs.

Reading Intervention 8 (Trimester Elective)

Reading 8 is available to eighth grade students who qualify based on their level of reading achievement. Results of student assessments will give direction to curriculum emphasis. Students work individually and in small groups to improve reading fluency, comprehension, word learning, assessment literacy and vocabulary as driven by student needs and data. The course is graded S/U.

Cog Ed 8 (Trimester Elective)

This course, offered as a single trimester option for 8th graders, is an elective for students who have met the state criteria for identification in the area of Superior Cognitive Ability. Student's guidance counselor will notify student if he/she meets the criteria for this elective option. Qualifying students may select to participate in this trimester class; it is not a mandatory placement for cognitively gifted students.



Math Placement Form
Requesting Accelerated Math 7-8

By submitting this form, I am requesting that my child be placed into the Accelerated Math 7-8 class for the following school year. Before making this request, my child and I thoughtfully considered all aspects of this above level placement request. My child understands that this class is a rigorous, compacted math experience that covers two years of mathematics curriculum in one school year. Your child should expect to be in a learning setting that is fast paced and demands independence and passion for learning mathematics.

STUDENT INFORMATION

Student Name: _____

Current Grade (*circle one*) grade 6 grade 7

School Name: (*circle one*) DMS GMS KMS SMS

Student ID: _____

Parent / Guardian: _____

Phone: _____

Parent Email: _____

Return this form to your middle school guidance counselor on the same day that your course selection sheet is due.

STUDENT / PARENT AGREEMENT:

Please review the following information regarding the math placement request process:

- I understand that the school principal and teachers will review requests for higher placement.
- Information from the review process will be shared with the parent / guardian and student.
- All students enrolled in a subject acceleration of this type will have a Written Acceleration Plan (WAP) during the first year of the accelerated placement.
- If the student’s above level math placement is approved, the student will be expected to maintain a “B” average or above.
- If a “B” average is not maintained by the mid-term of first quarter, a meeting may be required in order to review this placement.

Accelerated Math 7-8 placement request

I am requesting that my child be placed in Accelerated Math 7-8 for the following school year.

Guardian Signature: _____

Student Signature: _____

Date: _____

Decision To Be Completed by School Team

After careful review, the request is APPROVED _____ DENIED _____

The final course placement is: *(circle one)* MATH 7 or MATH 7-8

School Principal Signature: _____

Decision communicated to parent/guardian on date: _____

Science Placement Form
Requesting Accelerated Science 8/Physical Science

By submitting this form, I am requesting that my child be placed into the Accelerated Science 8/Physical Science class for the 2018-19 school year. Before making this request, my child and I thoughtfully considered all aspects of this above level placement request. My child understands that this class is a rigorous, telescoped science experience that covers key elements of Grade 8 science as well as the complete physical science course in one school year. Your child should expect to be in a learning setting that is fast paced and demands independence and passion for learning science. Prerequisite knowledge around solving equations with variables is expected for success in Physical Science content. Most students in this course will be enrolled or have completed Algebra 1.

STUDENT INFORMATION

Student Name: _____

Current Grade: Grade 7

School Name: *(circle one)* DMS GMS KMS SMS

Student ID: _____

Parent / Guardian: _____

Phone: _____

Parent Email: _____

Return this form to your middle school guidance counselor on the same day that your course selection sheet is due.

STUDENT / PARENT AGREEMENT:

Please review the following information regarding the Physical Science placement request process:

- I understand that the school principal and teachers will review requests for higher placement.
- Information from the review process will be shared with the parent / guardian and student.
- All students enrolled in a subject acceleration of this type will have a Written Acceleration Plan (WAP) during the first year of the accelerated placement.
- If the student’s Accelerated Science 8/Physical Science placement is approved, the student will be expected to maintain a “B” average or above.
- If a “B” average is not maintained by the mid-term of first quarter, a meeting may be required in order to review this placement.

Accelerated Science 8/Physical Science placement request

I am requesting that my child be placed in Accelerated Science 8/Physical Science for the following school year.

Guardian Signature: _____

Student Signature: _____

Date: _____

Decision To Be Completed by School Team

After careful review, the request is APPROVED _____ DENIED _____

The final course placement is: *(circle one)* SCIENCE 8 or SCIENCE 8/PHY. SCIENCE

School Principal Signature: _____

Decision communicated to parent/guardian on date: _____