



# CHARDON MIDDLE SCHOOL

## COURSE DESCRIPTION GUIDE 2016-2017

*Commitment to Learning for ALL*



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The Chardon Middle School Course Description Guide is now online:  
[www.chardon.k12.oh.us](http://www.chardon.k12.oh.us)



# Vision

# 2020

## **VISION**

The Chardon Local Schools will be a destination school district.

## **MISSION STATEMENT**

The mission of the Chardon Local Schools is high achievement for all students, where learning is our most important work.

## **CORE BELIEFS**

In the Chardon Local Schools we believe ...

Expectations Matter

Effort Matters

Instruction Matters

Results Matter

Relationships Matter

Community Matters



Douglas Higham, Principal  
Jeremy Rothstein, Assistant Principal  
Karin Hillman, (A-L) School Counselor  
Pam Bobinski, (M-Z) School Counselor

Dear Chardon Middle School Students and Parents:

Welcome to Chardon Middle School. As we commence the registration process for the upcoming 2016-2017 school year we hope you find this new Course Description Guide helpful. In this Course Description Guide you will find information that will assist you as you make decisions about course selections. Please take the opportunity to read this information and discuss your choices with your teachers, school counselor, and family. Our mission is to do whatever it takes to ensure every student realizes his or her potential. We are committed to cultivating each student's academic performance. We offer a balanced program of required and exploratory courses that will encourage our students' growth and prepare them for their academic career as they move forward with their Chardon education. Education and learning extend beyond the normal school day, so please expect to have some enrichment each evening. In addition, we encourage our students to be involved in activities that will instill in them a sense of belonging in our school community. We are proud of our Chardon traditions and our reputation for excellence in education. Be assured that we will continue our commitment of excellence that prepares our students for college, careers and citizenship. We sincerely appreciate the opportunity to educate students and serve our families.

Sincerely,

Douglas Higham  
Principal



## **Welcome to Students and Parents**

The purpose of this Course Description Guide is to assist students and parents in planning a course of study tailored to individual student needs, interests, and aspirations. This guide provides a brief description of the content of the courses offered by the Chardon Local School District. These descriptions should be consulted in selecting courses for the school year. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with a school counselor. Information in this guide is subject to change at any time due to updates in local, state, and federal policies.

When determining course load, please consider the following:

- post-secondary education plans and career interests,
- all required and exploratory offerings, and
- completing course selection form as directed by your school counselor.

Availability of courses listed in the description guide depends on student requests, staffing, class sizes and other resources.

Middle school students show unlimited energy and enthusiasm as well as the need for structure and clear expectations. These are years in which social, emotional and intellectual growth occur at a rapid rate. Chardon Middle School provides a wealth of opportunities for self-discovery, intellectual challenge and socialization. This Course Description Guide sets forth the courses in our core academic program as well as the wide diversity of exploratories available to our middle school students. This course guide reflects our faculty's talents and interests as well as their unique understanding of the needs and interests of their students. It is hoped that students will take advantage of the opportunity to explore areas of interest to them, as well as areas which are unfamiliar to them. Middle school should be a time to experience new things, which can lead to future interests and passions. The courses in this guide represent a journey which is relevant, challenging and meaningful, reflecting the complexity and diversity of our student body. The consistent support and guidance of their teachers and school counselors will prepare them for the greater challenges in our high school. And finally, it is our hope that the course choices made by our students will help lead them to a path toward becoming healthy, productive and responsible adults.



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# Ohio's Learning Standards (OLS) Math Program: Chardon Middle School

Grade		Traditional	Advanced	Double Advanced
6th		Mathematics 600 OLS Math 6 Model Curriculum Text: CPM Course 1	Advanced Mathematics 600 OLS Math 7 Model Curriculum Text: CPM Course 2	Honors Pre Algebra OLS Math 8 Model Curriculum Text: CPM Course 3
7th		Mathematics 700 OLS Math 7 Model Curriculum Text: CPM Course 2	Honors Pre Algebra OLS Math 8 Model Curriculum Text: CPM Course 3	Honors Algebra 1 OLS Algebra 1 Model Curriculum Text: CPM Algebra 1
8th		Pre Algebra OLS Math 8 Model Curriculum Text: CPM Course 3	Honors Algebra 1 OLS Algebra 1 Model Curriculum Text: CPM Algebra 1	Honors Geometry OLS Geometry Model Curriculum Text: CPM Geometry
9th (CHS)		Algebra 1 OLS Algebra 1 Model Curriculum Text: CPM Algebra 1	Honors Geometry OLS Geometry Model Curriculum Text: CPM Geometry	Honors Algebra 2 OLS Algebra 2 Model Curriculum Text: CPM Algebra 2

***Chardon Middle School Mathematics Department Placement Criteria***

The math department uses a wide-variety of both quantitative and qualitative data when determining advanced placement at Chardon Middle School. This data includes the latest scores on Riverside’s Cognitive Abilities Test – both quantitative and nonverbal scores, state assessment in mathematics and reading, Northwest Evaluation Association’s MAP Assessment in both mathematics and reading, teacher recommendation, and work ethic.

# Chardon Middle School

*Commitment to Learning for All*



## SIXTH GRADE SCHEDULING FORM • 2016-2017

Student Name: \_\_\_\_\_

Parent Day Phone: \_\_\_\_\_

### REQUIRED COURSES:

Advanced courses are marked with an asterisk. To enroll in an advanced course, teacher recommendation and a review of grades and tests scores are required. Mrs. Bobinski and Mrs. Hillman will be working with the teachers on recommendations for advanced courses.

#### English Language Arts

English Language Arts 600

\*Advanced English Language Arts 600

#### Science

Science 600

#### Mathematics

Mathematics 600

\*Advanced Mathematics 600

\*Honors Pre-Algebra 600

Course

#### Social Studies

Social Studies 600

Intro to Technology 600

One Semester

**EXPLORATORY COURSES (Unified Arts): Please rank the choices below.**

Students are **NOT** guaranteed to receive all choices.

\_\_\_ Art - Color and Design 600

One Semester Course

\_\_\_ Art - Printmaking 600

One Semester Course

\_\_\_ Creative Writing 600

One Semester Course

\_\_\_ Percussion Ensemble 600

One Semester Course

\_\_\_ Wellness Health 600

One Semester Course

\_\_\_ Wellness Physical Education 600

One Semester Course

\_\_\_ Band 600

One Year Course

\_\_\_ Chorus 600

One Year Course

Parent Name (Print) \_\_\_\_\_

Parent Name (Sign) \_\_\_\_\_

**Return completed forms to your school counselor no later than Friday, March 4<sup>th</sup>.**

Received on: \_\_\_\_\_ by: \_\_\_\_\_

If you have questions or concerns, please contact a Chardon Middle School School Counselor at 440.285.4062

## Sixth Grade Required Courses

### **English Language Arts 600:**

This course is designed around high-quality literary and informational texts to develop the skills in reading, writing, speaking and listening that are the foundation for creative and purposeful expression in language. It will address the sixth grade Ohio Learning Standards. Emphasis will be placed on close, attentive, and critical reading to tackle complex texts and evaluate intricate arguments. Student writing will be developed as a means of asserting and defending claims, demonstrating what the students know, and conveying what they have thought, felt, or experienced.

### **Advanced English Language Arts 600:**

This fast-paced course is designed around helping students develop language skills in reading, writing, speaking, and listening. It will address the seventh grade Ohio Learning Standards. This course will incorporate reading comprehension, vocabulary development, the writing process, and grammar skills. Readings will be challenging in terms of readability, vocabulary, and length. Vocabulary from class texts and additional resources will be studied and discussed. In addition, students will use the writing process to create expository, descriptive, and persuasive essays. Throughout the writing process, emphasis will be given to the refinement and acquisition of the following writing traits: ideas, voice, organization, sentence fluency, word choice, and mechanics.

**Prerequisite: English Language Arts Department Recommendation**

### **Mathematics 600:**

This course will enhance the basic mathematical skills students have learned in the elementary grades by presenting more challenging computations, equations, and mathematical problems. It will address the sixth grade Ohio Learning Standards. It will focus on the number system including division of fractions, computing fluently with multi-digit numbers, finding common factors and multiples, and exploring integer concepts and absolute value; ratios and using ratio reasoning to solve problems; expressions and equations including extending previous understandings of arithmetic to algebraic expressions, solving one-variable equations and inequalities, and representing and analyzing quantitative relationships between dependent and independent variables; geometric concepts involving real-world problems involving area, surface area, and volume; and statistics and probability including developing an understanding of statistical variability and summarizing and describing data distributions.

### **Advanced Mathematics 600:**

This fast-paced course begins to build the foundation necessary for success in the study of algebra. The curriculum encompasses both sixth and seventh grade Ohio Learning Standards in one year. It will focus on the number system including integers and rational number operations; expressions and equations including inequalities; ratios, percents, and proportional relationships; geometric concepts including describing geometrical figures and describing the relationships between them and solving real-life problems involving angle measure, area, surface area, and volume; and statistics and probability including random sampling to draw inferences and developing, using and evaluating probability models. This course requires the use of a seventh grade text, and as such, necessitates strong reading and writing skills. **Prerequisite: Mathematics Department Recommendation**

**Honors Pre-Algebra 600:**

This fast-paced course builds the foundation necessary for success in the study of algebra. The curriculum encompasses sixth, seventh and eighth grade Ohio Learning Standards in one year. It will focus on the number system including rational and irrational numbers and radicals; expressions and equations including multi-step equations and laws of exponents; graphing linear equations and slope including solving systems of linear equations; geometric concepts including Pythagorean Theorem and transformations; and an introduction to bivariate statistics including creating and interpreting scatterplots. This course requires the use of an 8th grade text, and as such, necessitates strong reading and writing skills. **Prerequisite: Mathematics Department Recommendation**

**Science 600:**

This course integrates scientific inquiry into the study of earth, life and physical science. It will address the sixth grade Ohio Learning Standards. In earth science, students will study the quantifiable properties of rocks, minerals, and soil. Students will be able to identify and classify various sedimentary, igneous, and metamorphic rocks, and describe their formation. Students will apply their knowledge of rocks and minerals to the real world by identifying human applications. In life science, students will study the three parts of cell theory; cells are the fundamental unit of life, cells carry out specific functions that sustain life, and all cells come from preexisting cells. Students will also study the various levels of organization in living systems. In physical science, students will study how atoms are the fundamental unit of all matter, how the arrangement of atoms can affect the properties of matter, and how the behavior of atoms affects the state of matter of a substance. Students will learn two fundamental categories of energy: potential and kinetic, and will learn to describe the motion of matter using speed and direction.

**Social Studies 600:**

This course is designed to study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. It will address the sixth grade Ohio Learning Standards. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

**Intro to Technology 600:****One Semester**

This course is designed to encourage appropriate technology use as a lifelong skill and to help students develop specific functional technology skills needed for success in school and future work situations. Units for this class will include: Chromebook care and basics, computer history, keyboarding, Google Drive overview, word processing, Internet safety, research skills, preventing plagiarism and creating spreadsheets.

## Sixth Grade Exploratory Courses

### **Art - Color and Design 600: One Semester**

Introduction to Art and Design, the basic art course, provides a background in the elements and principles of art and design. Projects include drawing, painting, printmaking, and an introduction to computer art. Students explore various art media, materials, and techniques leading to the creation of portfolio quality works. 2D Art is a sequential learning experience encompassing art history, art criticism, aesthetics, and production.

### **Art - Printmaking 600: One Semester**

This course introduces students to the contemporary term “print-media”. This term extends from mono-printing to edition printing with a variety of media ranging from block printing to collagraphs. Students will be guided through a structural program which includes historical, cultural and conceptual aspects of printmaking.

### **Creative Writing 600: One Semester**

This course is designed for students who love to write and want to work toward mastery in imaginative writing. The course touches on ways to help students create original fiction and prose that utilizes dialogue as well as characterization to develop a story or poem. The emphasis will focus on free writing, journaling, poetry, and writing children’s books. Students will be required to participate actively in both small and large group discussions and works towards mastery of the writing process.

### **Percussion Ensemble 600: One Semester**

Students will meet daily for one semester to participate in a percussion ensemble. No instrumental experience is required. Students will learn to read rhythms and proper techniques of percussion playing. African drumming and other world drumming cultures will be explored. This is a performance-based class, and students will be playing instruments every day. Some ensemble music may include non-traditional instruments such as trash cans or other “found instruments.” Participation in one performance during the school day will be required.

***Participation in this course is not proper preparation for participation in band.***

### **Wellness Health 600: One Semester**

This course focuses on understanding the ‘health triangle’ and introduction to the body systems. Students will learn form, function, and how to keep the systems healthy. In addition, students will understand the impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. Activities in this course may include but are not limited to: nutrition, physical fitness, lifetime activities, individual and team sports, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on others.

### **Wellness Physical Education 600: One Semester**

This sixth grade course will focus on: basic Skills (i.e., pass, send, strike, receive, dribble, and shoot in practice and game-like settings) and students’ understanding of creating space, defending space, and decision making in game-like settings. ALL students will be given the opportunity to CHOOSE between various invasion games, net/wall Games, striking/fielding games, target games and outdoor adventure activities.

Session I will include the following choices:

Soccer	or	Floor Hockey
Cricket	or	Line Dance
Rock Climbing	or	Volleyball
Ping Pong	or	Tennis/Pickle Ball

Session II will include the following choices:

Rock Climbing	or	Basketball
Ping Pong	or	Badminton
Diamond Ball	or	Training & Conditioning
Corn Hole	or	Golf

**Band 600: One Year**

This class includes a study of instrumental performance skills. The principles of good posture, efficient breathing and tone quality in an ensemble will be stressed. This class will also focus on learning the elements of music through performance. Performances outside of the school day are required for this class. Students will play their instrument in class every day and continue to build their performance skills. Students will participate in two (2) required evening concerts per year (December and May). Students must have participated in 5th grade band or have taken private lessons over the summer. This course is taught with the expectation that students have had one (1) year of playing experience.

**Chorus 600: One Year**

All CMS students have the opportunity to participate in chorus. During chorus we work to improve individual singing skills and to develop musical literacy through musical performance. We work as a team to put forth exciting and interesting programs. No prior musical experience is required for this course. An interest in learning about music and being a part of the team is a must. Students are expected to actively participate in classroom activities as they work to improve their individual abilities. Students are required to participate in two (2) evening concerts per year (December and May).

**Mathematics Connections 600: Flexible**

This is an intensive mathematics program designed to meet the needs of students whose mathematics achievement is below the proficient level. The program directly addresses individual needs through previewing of concepts, high-interest activities, and direct instruction in mathematical skills. Placement in Mathematics Connections is determined by a data driven process around multiple data points in a student's academic history.

**Reading Connections 600: Flexible**

This is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through high-interest literature and direct instruction in reading skills and strategies. Placement in Reading Connections is determined by a data driven process around multiple data points in a student's academic history.

# Chardon Middle School

Commitment to Learning for All



## SEVENTH GRADE SCHEDULING FORM • 2016-2017

Student Name: \_\_\_\_\_

Parent Day Phone: \_\_\_\_\_

### REQUIRED COURSES:

Advanced courses are marked with an asterisk. To enroll in an advanced course, teacher recommendation and a review of grades and tests scores are required. Mrs. Bobinski and Mrs. Hillman will be working with the teachers on recommendations for advanced courses.

#### English Language Arts

English Language Arts 700

\*Advanced English Language Arts 700

#### Science

Science 700

#### Mathematics

Mathematics 700

\*Honors Pre Algebra 700

\*Honors Algebra I 700 \*HIGH SCHOOL CREDIT

#### Social Studies

Social Studies 700

Wellness Physical Education 700

One Semester

**EXPLORATORY COURSES (Unified Arts):** Please rank the choices below. Students are **NOT** guaranteed to receive all choices.

\_\_\_ Art - 2Dimensional Art 700

One Semester Course

\_\_\_ Art - 3Dimensional Art 700

One Semester Course

\_\_\_ Bell Choir 700

One Semester Course

\_\_\_ Creative Writing 700

One Semester Course

\_\_\_ Passport to Language 700

One Semester Course

\_\_\_ Technology 700

One Semester Course

\_\_\_ Wellness Health 700

One Semester Course

\_\_\_ Band 700

One Year Course

\_\_\_ Chorus 700

One Year Course

Parent Name (Print) \_\_\_\_\_ Parent Name (Sign) \_\_\_\_\_

**Return completed forms to your school counselor no later than Friday, February 26<sup>th</sup>.**

Received on: \_\_\_\_\_ by: \_\_\_\_\_

If you have questions or concerns, please contact a Chardon Middle School School Counselor at 440.285.4062

## Seventh Grade Required Courses

### **English Language Arts 700:**

This course is designed around high-quality literary and informational texts to develop the skills in reading, writing, speaking and listening that are the foundation for creative and purposeful expression in language. It will address the seventh grade Ohio Learning Standards. Emphasis will be placed on close, attentive, and critical reading to tackle complex texts and evaluate intricate arguments. Student writing will be developed as a means of asserting and defending claims, demonstrating what the students know, and conveying what they have thought, felt, or experienced.

### **Advanced English Language Arts 700:**

This fast-paced course is designed on helping students to develop language skills in reading, writing, speaking, and listening. It will address the eighth grade Ohio Learning Standards. This course will incorporate reading comprehension, vocabulary development, the writing process, and grammar skills. Readings will be challenging in terms of readability, vocabulary, and length. Vocabulary from class texts and additional resources will be studied and discussed. In addition, students will use the writing process to create expository, descriptive, and persuasive essays. Throughout the writing process, emphasis will be given to the refinement and acquisition of the following writing traits: ideas, voice, organization, sentence fluency, word choice, and mechanics. **Prerequisite: Advanced English Language Arts 600 or English Language Arts Department Recommendation**

### **Mathematics 700:**

This course aims to start building the foundation necessary for success in the study of algebra. It will address the seventh grade Ohio Learning Standards. It will focus on the number system including integers and rational number operations; expressions and equations including inequalities; ratios, percents, and proportional relationships; geometric concepts including describing geometrical figures and describing the relationships between them and solving real-life problems involving angle measure, area, surface area, and volume; and statistics and probability including random sampling to draw inferences and developing, using and evaluating probability models.

### **Honors Pre-Algebra 700:**

This course builds the foundation necessary for success in the study of algebra. It will address the eighth grade Ohio Learning Standards. It will focus on the number system including rational and irrational numbers and radicals; expressions and equations including multi-step equations and laws of exponents; graphing linear equations and slope including solving systems of linear equations; geometric concepts including Pythagorean Theorem and transformations; and an introduction to bivariate statistics including creating and interpreting scatterplots. This course requires the use of an eighth grade text, and as such, necessitates strong reading and writing skills. **Prerequisite: Advanced Mathematics 600 or Mathematics Department Recommendation**

### **Honors Algebra I 700:**

#### **High School Credit**

This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically and verbally; and using regression techniques to analyze the fit of models to distributions of data.

**Prerequisite: Honors Pre Algebra 600**

**Science 700:**

This course has three areas of concentration: earth and space science, which focuses on Earth’s hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun, and moon; physical science which focuses on the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, and transformation and transfer of energy; life science which focuses on the impact of matter and energy transfer within the biotic component of ecosystems. It will address the seventh grade Ohio Learning Standards.

**Social Studies 700:**

The seventh grade year is an integrated study of world history from 750 B.C. to 1600 A.D. Beginning with ancient Greece and continuing through global exploration, this course focuses on how historic events are shaped by geographic, social, cultural, economic, and political factors. Students will develop their understanding of how ideas and events from the past have shaped the world today. It will address the seventh grade Ohio Learning Standards.

**Wellness Physical Education 700: One Semester**

This seventh grade course will focus on: intermediate skills and students’ understanding of creating space, defending space, and decision making in game-like settings. ALL students will be given the opportunity to CHOOSE between various invasion games, net/wall games, striking/fielding games, target games and outdoor adventure activities. *In addition, ALL students will be required to meet other State Physical Education Standards. Students will be given the opportunity to choose from the following sports/activities: **NOTE: seventh graders MUST select one of the two offered Dance/Rhythm selections (i.e., Line Dance or Training and Conditioning).***

Session I will include the following choices:

Soccer	or	Floor Hockey
Cricket	or	Line Dance
Rock Climbing	or	Volleyball
Ping Pong	or	Tennis/Pickle Ball

Session II will include the following choices:

Rock Climbing	or	Basketball
Ping Pong	or	Badminton
Diamond Ball	or	Training & Conditioning
Corn Hole	or	Golf

## Seventh Grade Exploratory Courses

### **Art - 2Dimensional Art 700: One Semester**

Drawing and painting in the seventh grade is foremost an exercise in seeing and transferring images and ideas to a visual 2-dimensional form. This is a foundational class with basic instruction on how anyone can learn to increase drawing skills. In the class, we look at various artists and analyze how artists understand and utilize the elements art and principles of design in their work and explain and defend artistic decisions based on their knowledge of them.

### **Art - 3Dimensional Art 700: One Semester**

This class is a foundational class with basic instruction on how to transform art from 2-dimensional to 3-dimensional and how to manipulate a variety of media with their hands to a 3-dimensional form. 3D Art projects include sculpture, crafts, ceramics, and sewing. Students will learn how artists throughout history have used these media of 3-dimensional art and how we use the skills learned in this class in everyday life and careers. Students will compare/contrast how the media choice used for 2D art differs from 3D art in not only the process but the final product.

### **Bell Choir 700: One Semester**

Students will meet daily for one semester to participate in a bell choir. Basics of bell ringing will be learned along with notation-reading. No instrumental experience is required. This is a performance-based class, and students will be playing bells every day. Students will also learn proper care and maintenance of bell equipment. Participation in one performance during the evening may be required.

***Participation in this course is not proper preparation for participation in band.***

### **Passport to Language 700: One Semester**

Join us as we delve into Spanish and French! We will be investigating culture and vocabulary in both languages. Follow us as we learn to communicate on an introductory level. We will explore practical topics such as greetings, weather, time, and colors. Sign up today to begin your passport to the future.

### **Creative Writing 700: One Semester**

This course is designed for students who love to write and want to work toward mastery in imaginative writing. The course touches on ways to help students create original fiction and prose that utilize dialogue as well as characterization to develop a story or poem. The emphasis will focus on free writing, journaling, poetry, and writing children's books. Students will be required to participate actively in both small and large group discussions and works towards mastery of the writing process.

### **Technology 700: One Semester**

This course is designed to encourage appropriate technology use as a lifelong skill and to help students develop specific functional technology skills needed for success in school and future work situations. Units for this class will include: review and expanded knowledge of word processing, Internet safety, research, preventing plagiarism, creating spreadsheets, designing websites, video production and career research.

**Wellness Health 700: One Semester**

This course focuses on the impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. Activities in this course may include but are not limited to: nutrition, physical fitness, lifetime activities, individual and team sports, stress management, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on others.

**Band 700: One Year**

This class includes a study of instrumental performance skills for students in their third year of playing. The principles of good posture, efficient breathing and tone quality in an ensemble will be stressed. This class will also focus on learning the elements of music through performance. Performances outside of the school day are required for this class. Students will play their instrument in class every day and continue to build their performance skills. Students will participate in four (4) required evening concerts per year (typically one per quarter) and have the opportunity to participate in several optional opportunities. Students must have participated in 5th and 6th grade band or have taken private lessons to the point of being able to play level 2-2.5 band music. This course is taught with the expectation that students have had two (2) years of playing experience.

**Chorus 700: One Year**

All CMS students have the opportunity to participate in chorus. During chorus we work to improve individual singing skills and to develop musical literacy through musical performance. We work as a team to put forth exciting and interesting programs. No prior musical experience is required for this course. An interest in learning about music and being a part of the team is a must. Students are expected to actively participate in classroom activities as they work to improve their individual abilities. Students are required to participate in two (2) evening concerts per year (December and May).

**Mathematics Connections 700: Flexible**

This is an intensive math program designed to meet the needs of students whose math achievement is below the proficient level. The program directly addresses individual needs through previewing of concepts, high-interest activities, and direct instruction in mathematical skills. Placement in Mathematics Connections is determined by a data driven process around multiple data points in a student's academic history.

**Reading Connections 700: Flexible**

This is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through high-interest literature and direct instruction in reading skills and strategies. Placement in Reading Connections is determined by a data driven process around multiple data points in a student's academic history.

# Chardon Middle School

Commitment to Learning for All



## EIGHTH GRADE SCHEDULING FORM • 2016-2017

Student Name: \_\_\_\_\_

Parent Day Phone: \_\_\_\_\_

### REQUIRED COURSES:

Advanced courses are marked with an asterisk. To enroll in an advanced course, teacher recommendation and a review of grades and tests scores are required. Mrs. Bobinski and Mrs. Hillman will be working with the teachers on recommendations for advanced courses.

#### English Language Arts

English Language Arts 800

\*English I 800 \*HIGH SCHOOL CREDIT

#### Science

Science 800

\*Physical Science 800 \*HIGH SCHOOL CREDIT

#### Mathematics

Pre Algebra 800

\*Honors Algebra I 800 \*HIGH SCHOOL CREDIT

\*Honors Geometry 800 \*HIGH SCHOOL CREDIT

#### Social Studies

Social Studies 800

**Wellness Health 800** One Semester Course

(Unless taking (2) one year exploratory courses)

**EXPLORATORY COURSES (Unified Arts): Please rank the choices below.**

Students are **NOT** guaranteed to receive all choices.

\_\_\_ Art - Sculpture and Ceramics 800

\_\_\_ Art - Visual Arts 800

\_\_\_ Guitar & Music Theory Lab 800

\_\_\_ Intro to Basic First Aid and Safety Training 800

\_\_\_ Technology 800

\_\_\_ Wellness Physical Education 800

\_\_\_ Band 800

\_\_\_ Chorus 800

\_\_\_ \*French I 800 \*HIGH SCHOOL CREDIT

\_\_\_ \*Spanish I 800 \*HIGH SCHOOL CREDIT

One Semester Course

One Year Course

One Year Course

One Year Course

One Year Course

Parent Name (Print) \_\_\_\_\_ Parent Name (Sign) \_\_\_\_\_

**Return completed forms to your school counselor no later than Friday, February 19<sup>th</sup>.**

Received on: \_\_\_\_\_ by: \_\_\_\_\_

If you have questions or concerns, please contact a Chardon Middle School School Counselor at 440.285.4062

## **Eighth Grade Required Courses**

### **English Language Arts 800:**

This course is designed around high-quality literary and informational texts to develop the skills in reading, writing, speaking and listening that are the foundation for creative and purposeful expression in language. It will address the eighth grade Ohio Learning Standards. Emphasis will be placed on close, attentive, and critical reading to tackle complex texts and evaluate intricate arguments. Student writing will be developed as a means of asserting and defending claims, demonstrating what the students know, and conveying what they have thought, felt, or experienced. Students experience a variety of writing experiences tied to what they are reading including: routine writing, analytical writing, and narrative writing. Students will learn to research and present their findings in a variety of informal and formal ways including oral presentations, argumentative or explanatory compositions, and/or multimedia products.

### **English I 800:**

#### **High School Credit**

The course offers a challenging and rigorous year long course of differentiated instruction appropriate to individual students. Activities are differentiated through depth, novelty, complexity, and acceleration. This course is literature based, exploring short stories, novels, myth, drama, and poetry to provide a basis for reading, writing, discussing, and listening. Writing assignments include a variety of essay formats- narrative, response to literature, analytical, persuasive and research. **Prerequisite: Advanced English Language Arts 700 or English Language Arts Department Recommendation**

### **Pre-Algebra 800:**

This course continues to build the foundation necessary for success in the study of algebra. It will address the eighth grade Ohio Learning Standards. It will focus on the number system including rational and irrational numbers and radicals; expressions and equations including multi-step equations and laws of exponents; graphing linear equations and slope including solving simple systems of linear equations; geometric concepts including Pythagorean Theorem and transformations; and an introduction to bivariate statistics including creating and interpreting scatterplots.

### **Honors Algebra I 800:**

#### **High School Credit**

This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically and verbally; and using regression techniques to analyze the fit of models to distributions of data.

**Prerequisite: Honors Pre Algebra 700**

### **Honors Geometry 800:**

#### **High School Credit**

This course aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions, building a formal understanding of similarity based on dilations and proportional reasoning, developing the concepts of formal proof, exploring the properties of two and three-dimensional objects, working within the rectangular coordinate system to verify geometric relationships, proving basic theorems about circles, and using the language of set theory to compute and interpret probabilities for compound events. **Prerequisite: Honors**

**Algebra I 700**

**Science 800:**

There are three areas of concentration: Earth Science-focuses on the physical features of Earth and how they are formed. It will address the eighth grade Ohio Learning Standards. This includes interior of Earth, rock record, plate tectonics and landforms. Physical Science-focuses on forces and motion within on and around the Earth and within the universe, and Life Science focuses on the continuation of the species (reproduction, diversity of species, and genetics).

**Honors Physical Science 800:****High School Credit**

This course covers the topics of physics and chemistry at an intermediate level that requires a strong ability to perform algebraic mathematical calculations. Students must have taken or be enrolled in honors-level algebra in order to be enrolled in this class. This course is identical to the honors physical science class offered to freshman at the high school and is counted toward high school credit and toward the student's high school G.P.A. Students should have a strong interest in science and a willingness to complete assignment work outside of class time. Physics topics include mechanics (motion), energy and thermodynamics, electricity and magnetism, and waves. Chemistry topics include atomic structure, the Periodic Table of Elements, chemical bonding, and chemical reactions (including stoichiometry). **Prerequisite: Honors Algebra I 700 or Honors Pre-Algebra 700 and Science Department Recommendation**

**Social Studies 800:**

The historical sequence picks up where students left off at the end of seventh grade with an in-depth study of the early years of European exploration and settlement of what will become the United States. It will address the eighth grade Ohio Learning Standards. From there we will move forward in time through the American Revolution, the writing of the US Constitution, Western Expansion, the Industrial Revolution and the American Civil War. The end of the course is marked by the year 1877, the end of The Reconstruction following the American Civil War. In our study, we will incorporate each of the twenty six standards Ohio has adopted for the social studies. These include strands from history, geography, government, and economics. As students examine a historic event they will look for ways each of the strands apply to that event. This will provide context and lead to a greater understanding of the event, its role in American History and the related strands. Heavy emphasis is placed on the analysis and exploration of primary sources as well as how one's perspective influences their experience and interpretation of history.

**Wellness Health 800:****One Semester**

This course focuses on understanding communicable and noncommunicable diseases. The course emphasizes understanding risk factors, prevention, and treatments of chronic and degenerative diseases. Additionally students will be introduced to safety and emergency skills and basic first aid techniques. The course emphasizes the impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. Activities in this course may include but are not limited to: nutrition, physical fitness, lifetime activities,, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on others.

## **Eighth Grade Exploratory Courses**

### **Art - Sculpture and Ceramics 800: One Semester**

This class is intended to further the understanding of 3-dimensional art forms including sculptural techniques, ceramics, and basket weaving. Students will experiment with a potter's wheel and advanced hand-building techniques. They will use found objects (trash) and transform them into recycled works of art. This class will teach students to appreciate all forms of art regardless of the artist's media choice.

### **Art - Visual Arts 800: One Semester**

Drawing and painting in the eighth grade continues to stress the importance of the elements while adding the principles of design and how they guide the artists in the creation of their work. The class focuses upon developing the ability to work realistically using understanding; composition, perspective, proportion, and shading.

### **Guitar & Music Theory Lab 800: One Semester**

Students will learn the basic building blocks of music writing through study of music theory. Students will learn how to write in 4 part harmony while studying notation, rhythm, dictation, and some aural skills learning. Along with these studies, students will learn guitar basics--playing simple melodies and chords. The culminating project of this course is to write music for a guitar ensemble of 4 using notation software. No prior musical experience is required, however, this is an ideal course for band or choir students who wish to expand their musical knowledge and abilities.

### **Intro to Basic First Aid and Safety Training: One Semester**

This course is designed to introduce the basic concepts of recognizing and responding to emergencies. Students will demonstrate an understanding of basic first aid skills and learn injury prevention strategies. Training in First Aid procedures, CPR and AED will be done as well. This course is designed to introduce the basic concepts of recognizing and caring for various emergency situations. Students will learn about basic first aid procedures and will learn strategies for preventing for common injuries. Training in First Aid, CPR, and AED for infants, children and adults. While this course can help prepare a student to take the First Aid, CPR, and AED certification exams, the certification exams will not be taken in this course and a passing scores on the certification exams are not guaranteed.

### **Technology 800: One Semester**

This course is designed to encourage appropriate technology use as a lifelong skill and to help students develop specific functional technology skills needed for success in school and future work situations. Units for this class will include: review and expanded knowledge of video production, various forms of presentations, infographics, digital media and introduction to coding.

**Wellness Physical Education 800: One Semester**

This eighth grade course will focus on more advanced skills and understanding strategies and tactics in game-like settings. ALL students will be given the opportunity to CHOOSE between various invasion games, net/wall games, striking/fielding games, target games and outdoor adventure activities. *In addition, ALL students will be required to meet other State Physical Education Standards.*

Session I will include the following choices:

Soccer	or	Floor Hockey
Cricket	or	Line Dance
Rock Climbing	or	Volleyball
Ping Pong	or	Tennis/Pickle Ball

Session II will include the following choices:

Rock Climbing	or	Basketball
Ping Pong	or	Badminton
Diamond Ball	or	Training & Conditioning
Corn Hole	or	Golf

**Band 800: One Year**

This class includes a study of instrumental performance skills for students in their fourth year of playing. The principles of musicality, active listening and blend/balance in an ensemble will be stressed. This class will also focus on learning the elements of music through performance. Performances outside of the school day are required for this class. Students will play their instrument in class every day and continue to build their performance skills. Students will participate in four (4) required evening concerts per year (typically one per quarter) and have the opportunity to participate in several optional opportunities. Students must have participated in 5th, 6th, and 7th grade band or have taken private lessons to the point of being able to play level 2.5-3 band music. This course is taught with the expectation that students have had three (3) years of playing experience.

**Chorus 800: One Year**

All CMS students have the opportunity to participate in chorus. During chorus we work to improve individual singing skills and to develop musical literacy through musical performance. We work as a team to put forth exciting and interesting programs. No prior musical experience is required for this course. An interest in learning about music and being a part of the team is a must. Students are expected to actively participate in classroom activities as they work to improve their individual abilities. Students are required to participate in two (2) evening concerts per year (December and May).

**Mathematics Connections 800: Flexible**

This is an intensive math program designed to meet the needs of students whose math achievement is below the proficient level. The program directly addresses individual needs through previewing of concepts, high-interest activities, and direct instruction in mathematical skills. Placement in Mathematics Connections is determined by a data driven process around multiple data points in a student's academic history.

**Reading Connections 800:****Flexible**

This is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through high-interest literature and direct instruction in reading skills and strategies. Placement in Reading Connections is determined by a data driven process around multiple data points in a student's academic history.

**French I 800:****One Year (with High School Credit)**

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French as well as demonstrate cultural awareness. **Prerequisite: Advanced English Language Arts 700 or English Language Arts Department Recommendation**

**Spanish I 800:****One Year (with High School Credit)**

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish as well as demonstrate cultural awareness. **Prerequisite: Advanced English Language Arts 700 or English Language Arts Department Recommendation**

## General Information

Chardon Middle School sets high expectations for student performance by implementing educational experiences that ensure rigor to maximize the learning potential of all students. Chardon Middle School is committed to providing the best possible transition from elementary to secondary education for your child. There are opportunities within and beyond the school day for students to have increased instructional time for intervention, support, and enrichment. Chardon Middle School provides a continuum of instructional opportunities at the middle school level. Opportunities for enrichment are available for all students with the ability, potential or motivation to attempt a challenging program.

Chardon Middle School is organized into teams. The middle school interdisciplinary team structure exists to create a child-centered school that is congruent with meeting the key developmental needs of early adolescents. This type of educational approach provides opportunities for a team of teachers to communicate about and collaborate closely to resolve curricular, instructional, and other developmental issues for a group of students that they have in common. Teachers on the interdisciplinary teams have common team planning time and meet on a regular basis with the appropriate school counselor to discuss student concerns and to engage in instructional planning. This structure also provides parents/guardians with ongoing opportunities to meet and communicate with all of their child's team teachers. Because of its focus on the individual student and the increased communication that occurs between professionals who share the same students, this approach ultimately benefits both the students and professionals who work with them. The team structure ensures a comfortable, nurturing, and challenging environment for students.

### **Advisory**

Advisory is an intervention/enrichment period, scheduled for all grades. This individualized learning time for students truly models the middle school philosophy of addressing students' academic, social, and emotional well-being. The Advisory period includes three components: intervention, literacy enrichment, and an advisor/advisee program.

### **Homework**

Homework will be assigned for a variety of reasons: preview, practice, review, extension. It will also provide teachers with a snapshot of what students know and can do as well as information about what additional help or support students need to be successful. Since homework is part of students' preparation for classroom and state assessments, all students are expected to complete all assignments. Students' grades will reflect the completion of all work, including outside assignments. Students who fail to complete homework may be assigned a lunch homework session.

### **Inclusion Class**

Inclusion classes in English language arts and mathematics are conducted by a content area teacher and an intervention specialist working together as "co-teachers." This creates a successful learning environment for all students in the class, including special education students who may need additional support. All students in these classes are challenged to reach the same academic goals and are evaluated by the same rigorous assessments.

## **Schedule Changes**

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on student's needs and available class space. Students may be denied course enrollment due to lack of available space or the need for the student to pass prerequisite assessments or courses. By asking students and parents to make wise decisions and to submit any pertinent information for special consideration to us in the spring of the year, schedule changes will not be made unless permission is granted by the principal based on special circumstances.

## **Most Commonly Asked Questions for Middle School**

### **What does the course registration process entail?**

Typically, the course registration process begins in January and February. School counselors visit each elementary school where they present information about middle school and the registration process. At Chardon Middle School, parent communication and involvement are key to beginning students' successful middle school experience. Students and parents should use this course description guide to assist in identifying appropriate middle school courses.

### **How does Chardon Middle School work with elementary schools to effectively transition students to middle school?**

Principals and teachers at the elementary school and middle school levels meet and plan regularly throughout the year to ensure that students are being prepared both academically and socially for middle school. Additional articulation between elementary schools and middle schools occurs for specific academic placement of special education and English Learner students.

### **Are advanced courses offered at Chardon Middle School?**

Yes, Chardon Middle School offers advanced courses. In order to be ready for advanced courses at the high school level, it is critical that a rigorous curricular foundation is established at the middle school level. All advanced courses provide enriching, challenging curriculum that engages high achieving students. Students in advanced courses must have the potential to accelerate through content standards and commit to more in-depth study. Subject matter in advanced courses is more sophisticated and complex, requiring good organizational skills, self-monitoring, and the ability to work independently and in a team. Advanced courses prepare students for the rigor of high school level Advanced Placement courses.

### **My child still needs help with his/her reading skills. Are there any classes that are offered?**

Yes, intervention classes are offered for students who are reading below grade level and need further support in reading. Proper placement of students into these classes is critical for reading success. National testing scores, teacher recommendations, and other diagnostic assessments may be used to determine placement.

### **What services are provided by the middle school counselors?**

The middle school counseling program is aligned with the American School Counseling Association National Standards and State Standards. These standards focus on helping students acquire competencies in the areas of academics, career development, and personal/social development. Chardon Middle School has two counselors who provide assistance to students and parents, help with the course registration process, and collaborate with teachers and administrators to address student needs and recommendations. Initially, middle school students may be overwhelmed by the enormity of their new school environment to attend multiple classrooms with multiple teachers, and meeting so many new students. School counselors can assist students with this new environment and help make school a place where students feel a sense of belonging. All students will be able to meet middle school counselors through the course registration process. Through this direct contact with a familiar face, students will more readily transition to their new environment as they enter middle school.

### **What about the special education student?**

The smooth transition for special education students is extremely important. For this reason, it is essential that there be strong communication among parents, the elementary school, and the middle school. Realizing that strong bonds and attachments are made at the elementary level, middle school faculty and staff make an effort to work with all teachers to transition the special education student.

### **Is it important for parents to be involved during middle school?**

Yes, parent involvement in their child's education is more important in middle school than ever. When parents are actively involved in their student's education, students achieve higher in middle school. When parents become involved, both students and school benefit: grades and test results are higher; students' attitudes and behavior are more positive; academic programs accel; and schools, as a whole, in their effectiveness. Even if your child says he/she doesn't want you to be involved, stay involved.

### **What are some of the ways parents can be involved in middle school?**

There are many options for parental involvement: school visitations, participation in a parent/teacher organization, volunteering at school events or in classrooms, or attending school activities. To find out how you can become involved, contact Chardon Middle School.

## What can parents do to prepare students for middle school?

- ❑ Ask to see homework. Ask daily to see what kinds of activities are assigned for homework. If your student says that he/she does not have any homework, check with the teacher, their class website or Google classroom.
- ❑ Help develop a routine for homework. Studies show that if a student follows a routine and parents expect their students to do their homework before they can watch television or play video games, etc., students are generally more successful in school.
- ❑ Ask about your child's assignments and grades. When they go to middle school, students will be asked to write down their assignments and homework in either their binder, student agenda, or Google Calendar. Chardon Local School District also utilizes Infinite Campus. Infinite Campus provides parents and guardians' the ability to check their student's' grades and assignments.
- ❑ Communicate with the school staff. Find out how to communicate with your child's teachers. Many misunderstandings can be resolved quickly if there is strong and clear communication between the school and home.
- ❑ Encourage your child to read and write. One of the best ways for a student to become a better reader and writer is to practice. Just as an athlete gets better with practice, so does a student become a better reader and writer with practice. Regular reading enhances a student's vocabulary. Vocabulary development is key to academic success in high school and college career readiness.

## What should the middle school student expect?

### TIME

School begins at 7:30 a.m. and ends at 2:33 p.m. Each core class will be 60 minutes and exploratory classes will be 44 minutes in length. Students will have 3 minutes between classes.

### LUNCH

The lunch period is 30 minutes. The student's grade level will determine the lunch period assigned.

### LOCKERS

Each student is assigned a hall locker. Students will also have a locker assigned in physical education class and certain electives. Locker combinations should not be given to other students.

### CLASSES

Students are enrolled in six classes each semester. Most classes will be for the entire year; some classes are only for a semester.

### ADVISORY

All students are assigned an advisory period designed to provide opportunities for intervention, remediation, and enrichment. Students can use this 44 minute period to receive individual support from teachers, participate in school wide activities, or complete assignments.

### TEAMS

Middle school is the critical transitional link between the self-contained classroom of the elementary school and the departmental structure at the high school level. Our teams model is an integral part of the middle school program.

Team teachers collaborate with others in order to address the following goals:

- Create a rigorous academic program and nurturing environment
- Provide positive recognition for all students
- Identify and support diverse characteristics and needs of adolescent students
- Communicate with parents on a regular basis

### SCHOOL COUNSELING SERVICES

Middle school counselors help students make the transition from elementary to middle school and from middle school to high school. Each student is assigned a school counselor based on his/her last name. School counselors help students with course selection through academic advising and provide assistance with day-to-day school challenges. The school counseling program is designed to facilitate academic planning appropriate to each student's abilities, interests, and life goals. School counselors promote students' personal, social, and emotional growth. School counselors advocate for students by implementing appropriate intervention techniques and by connecting families to educational and community resources as needed. School counselors provide individual and group counseling, academic advising, crisis intervention, prevention issues and career awareness programs.



# CHARDON MIDDLE SCHOOL

*Commitment to Learning for ALL*

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