



Worthington Schools Middle School Course Planning & Co-Curricular Handbook 2021-2022



Welcome to the Worthington Middle School Family,

We are excited to welcome our families and students to our Worthington Middle Schools. We believe middle school is a unique time for students to help foster their curiosity, promote their self identity, find their voice, and connect with others. We are excited for your child to investigate concepts and apply their learning in classroom learning as well as engage in co-curricular and extra-curricular activities to help deepen their middle school experience.

A foundational commitment our Worthington Middle School Staff will provide are connections to our four attributes in your child's middle school experience to support their journey as a:

- Solution Seeker - Engaging in problem solving strategies to build curiosity, connections, and alternative solutions;
- Global Thinker - Seeking a variety of perspectives, investigating the world, communicating ideas, and taking meaningful action;
- Resilient Learner - Adapting and evolving through change to develop a sense of confidence and character; and,
- Kind, Empathetic Friend - Choosing words and actions that reflect empathy, kindness, and hope.



We welcome you to be part of these transformational years and experiences for your child and appreciate your commitment to Worthington. Please let us know how we can help partner with you to support your child.

From,

Greg Garris, Kilbourne Middle School Principal

Michael Kuri, McCord Middle School Principal

Jodi Robertson, Perry Middle School Principal

Sean Flynn, Phoenix Middle School Principal

Nathan Kellenberger, Worthingway Middle School Principal

Neil Gupta, Director of Secondary Education



Worthington Schools

Mission Statement

"To Empower a Community of Learners who will change the world."

Vision Statement

- We will engage each student with diverse opportunities to maximize every student's potential
- We will provide a safe environment where every student can grow intellectually, emotionally, socially, and physically.
- We will provide consistent communication and promote dialogue with our community.
- We will be responsible and transparent with our community's resources.

Statement of Equal Opportunity

All courses are available to students without regard to race, color, national origin, sex, or handicap.

Non-Discrimination Policy

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, military status, ancestry, age, genetic information, or any other legally protected characteristic, in its program and activities, including employment opportunities.

STUDENT/PARENT RIGHTS UNDER TITLE IX AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

All students of the District have equal educational opportunities. Students have the right to be free from discrimination on the basis of race, color, national origin, citizenship status, religion, sex, economic status, marital status, pregnancy, age or disability, in all decisions affecting admissions; membership in school sponsored organizations, clubs or activities; access to facilities; distribution of funds; academic evaluations or any other aspect of school sponsored activities. Any limitations with regard to participation in a school sponsored activity are based on criteria related to that specific activity.

FERPA - The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day that our school receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA
3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without The written consent should be received by the school registrar within two weeks of the beginning of school.
4. The right to file a complaint with the S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

Table of Contents

[Building Information](#)

[Building Maps \(Coming Soon\)](#)

[Sample Student Schedule](#)

[Student and Family Communication](#)

[Student Services](#)

[Counseling Services](#)

[Beliefs and Philosophies](#)

[Explanation of Services](#)

[Family Services](#)

[Confidentiality](#)

[Acceleration and MS Gifted Services](#)

[English Learners](#)

[Intervention Services](#)

[Fees](#)

[Grading](#)

[Calculation of Grade Point Average \(GPA\)](#)

[High School Credit for Middle School Classes](#)

[Future Planning](#)

[Phoenix Program](#)

[Phoenix Lottery for Incoming 7th Grade Students](#)

[Student Recognition](#)

[Class Supply Lists](#)

[Scheduling Classes](#)

[Courses](#)

[Art](#)

[Engineering \(Project Lead the Way\)](#)

[English Language Arts](#)

[World Languages](#)

[Intervention](#)

[Library Media](#)

[Mathematics](#)

[Music](#)

[Science](#)

[Social Studies](#)

[Wellness](#)

[Co-Curricular & Extra-Curricular Programs and Activities](#)

[Athletics](#)

[Clubs & Activities](#)



Building Information

Building Maps (*Coming Soon*)

Sample Student Schedule

Period	Course
1	Social Studies
2	Elective
3	English Language Arts
4	Science
5	Lunch/Recess
6	Assist
7	Elective
8	Mathematics
9	World Languages (Global Thinkers - 6th Grade)

Student and Family Communication

One of our 6 District Expectations is “Communicate, Communicate, Communicate”. We believe not only is communication important, but it is also essential to communicate in various ways to ensure information is clear and being received. In our middle schools, we employ the various communication systems:

- Parent/Guardian Email - Alerts and weekly communication from the school building and district levels. If you would like to update your information to receive these emails, please contact your child’s school.
- Student Email - make sure your child is regularly checking emails from their teachers to his/her school email account
- Schoology
- Building Website
- Social Media

Student Services

Counseling Services

Beliefs and Philosophies

The Worthington School Counseling Program is based upon the belief that:

- All students are valuable and treated with dignity and respect.
- All students can be challenged to develop their full potential.
- All students can build personal resilience and adapt to our continually changing world.
- All students have opportunities to promote self-direction and self-development.
- All students have the right to make choices and accept responsibility for choices made.
- All students can expect that school is a safe and nurturing environment.

Mission Statement

The mission of the Worthington School Counseling Program is to prepare every student academically, socially, and emotionally for present and future challenges. Counselors work as a student advocate in collaborative partnerships with students, educators, families, and community members to empower students to reach their highest level as productive members of society.

Explanation of Services

Student Services

- Individual counseling
- Group counseling
- Grief and Loss
- Crisis counseling
- Peer mediation & conflict resolution
- Classroom guidance curriculum (time management, study skills, sexual harassment, bullying, internet safety, decision making, and career exploration)
- Goal setting & problem solving
- Course scheduling/transitioning from elementary to middle school and middle school to high school
- Academic mentoring and monitoring
- Orientation & support of new students
- Providing resources on topics such as study skills, anxiety, depression, stress, etc.
- Coordination of services with district mental health services and North Community Counseling

Family Services

- Family education workshops
- Family consultation with specific student questions or concerns
- Academic planning
- Intervention Assistance Team (IAT) via Multi-tiered Systems of Support (MTSS)
- Resource referrals: academic, community & mental health resources
- Testing support, analysis, and interpretation



Confidentiality

We adhere to and follow the professional ethical standards created by the American School Counselor Association. The ethical standards can be found on the ASCA website at <http://www.schoolcounselor.org>. There are exceptions to confidentiality, such as suspected child abuse, suicide ideation, possible harm to others, or safety concerns. In addition to these, other situations may arise that we feel may warrant a breach in confidentiality.

Acceleration and MS Gifted Services

The School Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge, and to reduce the time period necessary for students to complete traditional schooling. Referrals for acceleration must be received at least 60 days in advance of the start of the semester for which accelerated placement is to be considered. [Worthington City Schools Referral for Acceleration](#)

Worthington City Schools offers gifted services to middle school students, grades 6-8, who have been identified as gifted as defined by the state of Ohio (Ohio Revised Code 3324).

- Gifted services in **ELA** are provided through Enriched Language Arts for students identified gifted in both the areas of reading and superior cognitive ability (SCA) or Language Arts Cluster Grouping for students identified as gifted in reading.
- Gifted services in **MATHEMATICS** are provided through Accelerated Math 6 and Accelerated Math 7, two courses that condense 3 years of math (Math 6, Math 7, and Math 8) into 2 years. A student identified as gifted in math and/or SCA will be automatically enrolled in Accelerated Math 6 in the 6th grade and Accelerated Math 7 in the 7th grade unless the parent/guardian officially withdraws the student from the gifted service.

Gifted Identification Criteria (as defined by Ohio Revised Code 3324.03):

- Identification in Superior Cognitive Ability requires a student score at least two standard deviations above the mean, +/- the standard error of measure on state approved cognitive assessment.
- Identification in the specific academic ability, ODE requires a student score of at least 95th percentile on a state approved assessment in the subject area being tested.
- Identification in Creative Thinking Ability requires an ability (IQ) score of at least one standard deviation on a cognitive ability test, +/- the standard error of measure and a qualifying score on a state approved Creative Thinking Checklist.
- Identification in Visual & Performing Arts requires an attained score on an approved checklist of behaviors related to a specific performing arts area and demonstration of superior ability in a visual or performing arts areas through display of work, an audition or performance or exhibition
- Referrals for gifted identification must be received by December 1st to ensure placement of students who qualify during the current school year. Referrals for students enrolled in the district after the deadline will be processed and placed on an individual basis. [Worthington City Schools Referral for Middle School Gifted Identification](#)

English Learners

An EL teacher assists students who have a primary or home language other than English. The EL teacher helps students be successful in regular classrooms. Here is a [LINK](#) to additional resources that are helpful to families in Worthington.



Intervention Services

We offer options for students who need additional support in math and English. Teachers and counselors will make recommendations for students to be placed in our Reading Lab or Math Extensions based on previous grades, scores on the Measures of Academic Progress (MAP) assessment, or scores on the Ohio State tests. Assignment to these academic interventions will take precedence over electives.

Worthington Schools Special Education Department's mission is to provide students access to their education in the least restrictive environment possible. The district provides a continuum of educational and related services to students ages 3 through 21 identified with a disability as defined by the Individuals with Disabilities Education Improvement Act (IDEIA). Services are provided in accordance with Ohio's Operating Standards for Ohio's Schools Serving Children with Disabilities.

The continuum of services includes Intervention Specialist Consultation, direct or support services provided by the Building Intervention Specialist or, support or direct services in the more restrictive

placement in a District Learning Center. Students with more intensive needs may be placed in programs out-of-district. You may find more information on Special Education services [HERE](#)

Fees

As established by the Worthington Board of Education, a flat fee for academics is charged for all students. If your student has free or reduced lunch, fees can also be prorated. Fees are paid in August when students pick up their class schedule. Students in the 6th grade have a \$36 instructional fee along with curriculum expenses totaling \$37. Students in 7th and 8th grade have a \$38.50 instructional fee with curriculum expenses depending on each course a student takes.



Grading

Grades provide feedback to students and families on what students know and are able to do. Each course will provide specific information on how grades will be determined. Class grades will be shared

quarterly through Infinite Campus. The following scale will be used for all middle school classes:

Percentage	Letter Grade	Numerical Points
98% - 100%	A+	4
92.5% - 97.9%	A	4
89.5% - 92.4%	A-	4
87.5% - 89.4%	B+	3
82.5% - 87.4%	B	3
79.5% - 82.4%	B-	3
77.5% - 79.4%	C+	2
72.5% - 77.5%	C	2
69.5% - 72.4%	C-	2
67.5% - 69.4%	D+	1
62.5%-67.4%	D	1
59.5%-62.4%	D-	1
0% - 59.4%	F	0

Calculation of Grade Point Average (GPA)

A student's Grade Point Average (GPA) is determined by converting a semester letter grade to the numerical value assigned to these grades then adding these points to determine a total point value. The next step is to determine the total number of credits associated with the conversion grades. Dividing the total point value by the total number of credits will provide the student's GPA.

High School Credit for Middle School Classes

Student work successfully completed in high school accredited courses will earn credit and appear in the student's final transcript; however, the grade will not be calculated in the high school grade point average (GPA). Based on state rules, middle school students taking dual enrollment credit under College Credit Plus, the grade will be factored into the high school GPA.

Future Planning

College Credit Plus

College Credit Plus is a program that gives high school students an opportunity to be enrolled in both high school and college course work at the same time. Students must qualify academically and

Worthington Schools will bear all tuition costs, including summer coursework, provided students complete and pass the course.

Delaware Area Career Center

The Delaware Area Career Center works in partnership with your school to provide Delaware County high school students with elective options not offered at traditional high schools. These electives do more than just meet credit requirements. At DACC, students:

- Have the opportunity to earn high school and college credits
- Get valuable hands-on experience valued by college admissions offices and future employers
- Learn skills that will help them start earning money now while they continue their education
- Explore their career options
- Earn industry credentials
- Participate in early work experiences that will build their resume

The Delaware Area Career Center (DACC) affirms that equal opportunities are offered without regard to race, color, religion, sex, military status, national origin, disability, age, and ancestry of person. For more information, visit the DACC website at www.delawareareacc.org/ or review the **DACC Programs**.

Linworth Experiential Program

The Linworth Experiential Program is an option for all high school students in Worthington Schools. The purpose of the program is to more fully engage students in their education by creating choices and having students make choices, placing the students in situations requiring higher levels of responsibility, and having students learn and apply what they have learned through experiential education. Linworth allows students to test what they have learned in real settings like Walkabout. Walkabout, for our second semester seniors, consists of two nine-week placements where students complete their high school education in real world settings globally and locally. Recent Walkabouts have happened in France, Japan, Hawaii, New York, and all around Ohio.

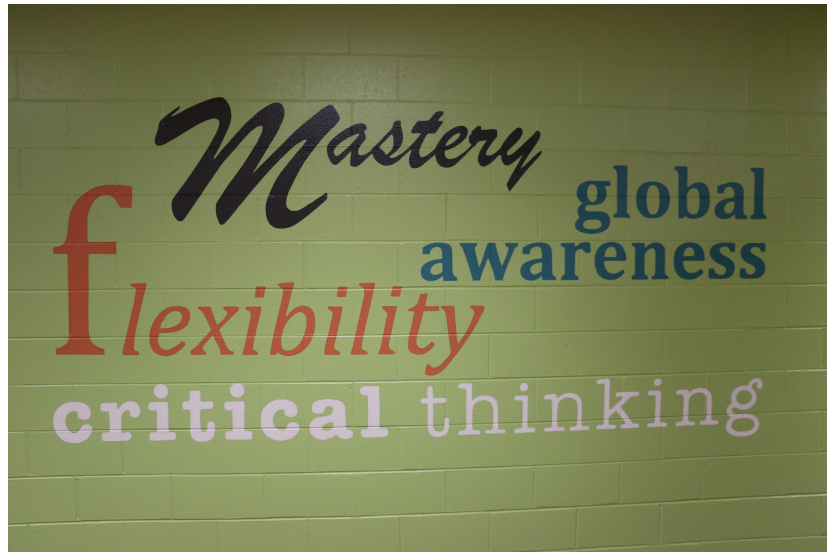
Worthington Academy

Worthington Academy is a blended learning program that allows students to access online content and classroom teachers to support individual learning needs. Worthington Academy will provide an additional educational setting for Worthington high school students that are looking for a different educational environment. High school students are referred to Worthington Academy through their school counselors.

Phoenix Program

Phoenix is a Mastery Learning school that is based upon the integration of core curriculum with critical thinking, global education, fine arts, wellness, and overall character. This is achieved through collaboration among the staff members, who work extensively to combine, streamline, and enhance traditional middle school curriculum to make each student's educational experience as meaningful as possible.

Phoenix exists to facilitate student opportunity to discover a deeper understanding of self and their relationship to the world in which they live. Phoenix is a community where students, parents, teachers, and community members are actively involved in teaching and learning from each other. The responsibility is shared for providing a stimulating environment in which all students are encouraged to reach their highest potential. We value self-direction, having choices, relevance of curriculum, students being responsible for their own learning and the evaluation of their own progress. For more information, visit our website at <https://www.phoenixms.org/>



Phoenix Lottery for Incoming 7th Grade Students

Each year, we review our process for the Phoenix Middle School lottery. As we prepare for the upcoming school year, we will be drawing a total of 84 students from the current 6th grade class to 7th grade next year.

On December 1 of the preceding school year, the district will obtain a “live body” enrollment count of each home middle school based on actual attendance in the school. This will NOT include students who are open-enrolled from another school boundary. Also, separate lists will NOT be created by gender.

Based on the ratios, the number of students from each home middle school will be derived from the percentage of the total grade level. This information will be posted to the Phoenix Middle School website in December. These will be the numbers used for the lottery in the Spring; no adjustments will be made on updated enrollment numbers. Application information can be found during the second half of the school year at <https://www.phoenixms.org/about-us/how-to-apply>

Student Recognition

Recognizing our students for their effort and hard work is important to the well-being of our students. While each school may create additional awards based on student, staff, parent, or program input, all middle schools will recognize students with the following awards:

- Honor Roll - students earning a total 3.5 to 3.999 grade point average;
- Merit Roll - students earning a total 3.0 to 3.499 grade point average;

- Principal Award - students earning all A's in middle school;
- Scholar Athlete - students earning a 3.5-4.0, per quarter, for the 1st-3rd quarters;
- Archie Griffin Sportsman - named for two-time Heisman Trophy winner Archie Griffin, is presented each year to an 8th grade male and female student who have been outstanding in their efforts to promote sportsmanship in their school and community; and,
- Student of the Month - based on building-developed criteria.

Class Supply Lists

Class supply list will be communicated by individual buildings in early August on their website. Depending on which courses students enroll in, specific supply lists will be provided to ensure students are prepared for class.

Scheduling Classes

When registering for classes, students must be enrolled in at least seven periods. The required core courses count for four periods. These classes will be determined for your student using a variety of data points, such as MAP scores or gifted identification. Students will also be assigned to Wellness, which is one semester long. This allows for students to take a global language and 3 semester periods of related arts. Full year related arts courses, such as band, take 2 related arts spots. If the related arts course is a half year, it would take 1 related arts spot. At Phoenix, all related arts are full year; and Wellness is part time all year, on opposite days from Academic Option, an assist period for school work.

We encourage students to choose courses that are of interest. However, we also ask students to choose carefully as we staff our classes based on our students' requests. Students may not be permitted to drop a requested related arts class in the Fall unless there are exceptional circumstances. All efforts will be made to accommodate requested courses. However, due to some scheduling restraints, placement cannot be guaranteed.

Students may be placed in Reading Extensions or Math Extensions. This placement will be determined by MAP results, Ohio State Test results, and teacher recommendations. If placed there, Reading Lab replaces Global Language for seventh and eighth grade students. If placed there, Math Extensions takes the place of related arts. At Phoenix, the longer day has built in intervention times for this support; therefore no classes are replaced.

Each middle school has an Assist period in which teachers offer students individual or small-group instruction in any academic area. Students not requiring assistance or intervention can use this time to work on class assignments.

Sixth Grade Courses

R E Q	English	Math	Science	Social Studies	Global Thinkers	Health & Wellness (semester)
----------------------	----------------	-------------	----------------	-----------------------	------------------------	---

U I R E D	ELA 6	Math 6	Science 6	Social Studies 6		Wellness for Life 6
	Cluster 6	Accelerated Math 6				
	Enriched 6					

E L E C T I V E S	Music*	Engineering* (semesters)	Art* (semesters)	Library Media* (semesters)
	Band Choir Orchestra General Music	Introduction to Technology	Art Exploration	Graphic Novels Great Books Creative Writing



Seventh Grade Courses

R E Q U	English	Math	Science	Social Studies	Health & Wellness (semester)
	ELA 7 Cluster 7	Math 7 Accelerated Math 7	Science 7 Adv. Science 7	Social Studies 7	Wellness for Life

I R E D	Enriched 7	Math 8			
		Math I (HS Credit)			

E L E C T I V E S	Foreign Language*	Music*	Engineering* (semesters)	Art* (semesters)	Library Media* (semesters)
	Spanish 1A French 1A	Band Choir Orchestra General Music	Robotics Gateway to Technology Digital Media	Art Imagination Art Discovery Advanced Studio Art	Graphic Novels Great Books Creative Writing

*Elective courses may be replaced with assignment to Reading Lab, Math Extensions, or Learning Center

Eighth Grade Courses

R E Q U I R E D	English	Math	Science	Social Studies	Health & Wellness*
	ELA 8	Math 8	Science 8	Social Studies 8	Wellness for Life
	Cluster 8 Enriched ELA 8	Math 1 (HS Credit)	Adv. Science 8		

E L E C T I V E S	Global Language*	Music*	Engineering*	Art*	Library Media*
	Spanish 1A Spanish 1B French 1B	Band Choir Orchestra General Music	Robotics Gateway to Technology Digital Media	Art Imagination Art Discovery Advanced Studio Art	Graphic Novels Great Books Creative Writing

*Elective courses may be replaced with assignment to Reading Lab, Math Extensions, or Learning Center

COURSES

ART

We believe that the middle school art education program should foster creativity and confidence in all aspects of visual arts. Art history, art appreciation, and art criticism are integrated into the lesson as a framework of the curriculum. The program's goal is realized by providing in-depth experiences in

various art mediums, processes, and skills which pertain to the area of fine arts. Sixth grade art builds on foundational skills required for both seventh and eighth grade art courses.

EXPLORE - IMAGINE - DISCOVER

Art Exploration

Art Exploration is a Sixth grade semester art course for students who are interested in discovering and expressing their creativity. Students will have the opportunity to experience drawing, painting, and sculpture through an integrated foundational understanding of the elements and principles of art and design and art history.

Art Imagination

Art Imagination is a Seventh or Eighth grade semester art course for students who want to build on the design principles and the techniques learned in Art Exploration.

Art Discovery

Art Discovery is a Seventh or Eighth grade semester art course for students who want to explore a variety of two-dimensional and three-dimensional mediums.

Advanced Studio Art

Advanced Studio Art is a Seventh and Eighth grade semester art course for students who want a focused deep dive into 2D and 3D projects. Emphasis will be placed on skill and technique development while incorporating both historical and contemporary artists.

ENGINEERING (PROJECT LEAD THE WAY)

Digital Media

The Digital Media course explores communication tools to create powerful and exciting presentations on a variety of student interests. Students will explore software programs, and try their hand at video editing, animation, mixing music, sound effects, and photo editing to promote ideas or market products. This course may be taken only once.

Gateway to Technology

Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow. During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see a range of paths and possibilities they can look forward to in high school and beyond.

Introduction to Technology

This class explores the concepts of basic programming through game development and coding. Students will explore basic principles of the engineering process through group projects which explore physics and technology in fun activities.

Robotics

Robotics is a fun-filled field that allows students to learn mechanical design, construction, programming and teamwork skills. Students build different robots and program them with a computer to move, react and make sounds to solve challenges.

ENGLISH LANGUAGE ARTS

English Language Arts 6

The English Language Arts 6 curriculum builds on the skills acquired in elementary school and is aligned to Ohio's Learning Standards in English Language Arts. Through the processes of reading, writing, speaking and listening, students apply language arts skills across the curriculum. Students will closely read a variety of diverse literature and informational texts and use the writing process to develop their composition and editing skills. Formal and informal opportunities are given to students to develop speaking and listening skills. The middle school language arts classroom encourages student participation through individual and collaborative learning opportunities.

English Language Arts w/Cluster Grouping 6

The English Language Arts with cluster grouping is specialized in terms of breadth, depth and pace. It is the intentional placement of students, specifically those identified as gifted in reading, to create a comfortable environment for gifted students of like ability to concentrate on elements of literature and the writing process in an enriching, challenging, and motivating way. Students analyze all genres of literature extrapolating and examining theme, style, character and tone. Students produce a variety of original writing pieces, presentations and projects. The affective and intellectual needs of students are met through instructional strategies that support the social, emotional and academic needs of the gifted learner. Course is taught by a licensed ELA teacher receiving on-going professional development in meeting the unique academic and social-emotional needs of the gifted learner. **Language Arts 6 with cluster grouping is offered as part of Worthington Schools continuum of gifted services and is in compliance with Ohio Administrative Code 3301-51-15.**

Enriched English Language Arts 6

Enriched English Language Arts 6 is specialized in terms of breadth, depth and pace. It is a challenging course concentrating on the elements of literature and the writing process. This course is designed to create a comfortable environment for gifted students and to use the unique instructional strategies that enrich, challenge and motivate. Students analyze all genres of literature extrapolating and examining theme, style, character and tone. Students produce a variety of original writing pieces, presentations and projects. The affective and intellectual needs of students are met through instructional strategies that support the social, emotional and academic needs of the gifted learner. Course is taught by a licensed gifted intervention specialist. **Enriched English Language Arts 6 is**

offered as part of Worthington Schools continuum of gifted services and is in compliance with Ohio Administrative Code 3301-51-15. It requires gifted identifications in reading and superior cognitive ability.

English Language Arts 7

The English Language Arts 7 curriculum builds on the skills acquired in elementary school and develops a foundation for the Common Core State Standards in English Language Arts. Through the processes of reading, writing, speaking and listening, students apply language arts skills across the curriculum. Students will closely read a variety of literature and informational texts and use the writing process to develop their composition and editing skills. Formal and informal opportunities are given to students to develop speaking and listening skills. The middle school language arts classroom encourages student participation through individual and collaborative learning opportunities.

English Language Arts w/Cluster Grouping 7

The English Language Arts with cluster grouping is specialized in terms of breadth, depth and pace. It is the intentional placement of students, specifically those identified as gifted in reading, to create a comfortable environment for gifted students of like ability to concentrate on elements of literature and the writing process in an enriching, challenging, and motivating way. Students analyze all genres of literature extrapolating and examining theme, style, character and tone. Students produce a variety of original writing pieces, presentations and projects. The skills developed in the cluster ELA 6 are reinforced and extended. The affective and intellectual needs of students are met through instructional strategies that support the social, emotional and academic needs of the gifted learner. Course is taught by a licensed ELA teacher receiving on-going professional development in meeting the unique academic and social-emotional needs of the gifted learner. **Language Arts 7 with cluster grouping is offered as part of Worthington Schools continuum of gifted services and is in compliance with Ohio Administrative Code 3301-51-15.**



Enriched English Language Arts 7

Enriched English Language Arts 7 is specialized in terms of breadth, depth and pace. It is a challenging course concentrating on the elements of literature and the writing process. The skills developed in Enriched English/Language Arts 6 are reinforced and extended. This course is designed to create a comfortable environment for gifted students and to use the unique instructional strategies that enrich, challenge and motivate. Students analyze all genres of literature extrapolating and examining theme, style, character and tone. Students produce a variety of original writing pieces, presentations and projects. The affective and intellectual needs of students are met through instructional strategies that support the social, emotional and academic needs of the gifted learner. Course is taught by a licensed gifted intervention specialist. **Enriched English Language Arts 7 is a gifted class. Enriched English**

Language Arts 7 is offered as part of Worthington Schools continuum of gifted services and is in compliance with Ohio Administrative Code 3301-51-15. It requires gifted identifications in reading and superior cognitive ability.

English Language Arts 8

The English Language Arts 8 curriculum is aligned with Ohio's Learning Standards for English Language Arts. The content is composed of reading diverse literature and informational text, writing, language, speaking, plays and poetry. Additionally, students will interrogate non-fiction and develop strategies for reading technical and expository text. Students will produce a variety of writing pieces and the conventions of grammar and language will be refined as a part of the editing process. Formal and informal opportunities are given to students to develop speaking and listening skills. The middle school language arts classroom encourages student participation through individual and collaborative learning opportunities.

English Language Arts w/Cluster Grouping 8

The English Language Arts with cluster grouping is specialized in terms of breadth, depth and pace. It is the intentional placement of students, specifically those identified as gifted in reading, to create a comfortable environment for gifted students of like ability to concentrate on elements of literature and the writing process in an enriching, challenging, and motivating way. Students analyze all genres of literature extrapolating and examining theme, style, character and tone. Students produce a variety of original writing pieces, presentations and projects. The skills developed in the cluster ELA 7 are reinforced and extended. The affective and intellectual needs of students are met through instructional strategies that support the social, emotional and academic needs of the gifted learner. Course is taught by a licensed ELA teacher receiving on-going professional development in meeting the unique academic and social-emotional needs of the gifted learner. **Language Arts 8 with cluster grouping is offered as part of Worthington Schools continuum of gifted services and is in compliance with Ohio Administrative Code 3301-51-15.**



Enriched English Language Arts 8

Enriched English Language Arts is specialized in terms of breadth, depth and pace. It is a challenging course, concentrating on the elements of literature and the writing process. The skills developed in Enriched English/Language Arts 7 are reinforced and extended. This course is designed to create a comfortable environment for gifted students and to use unique instructional strategies that enrich, challenge and motivate. Students analyze all genres of literature extrapolating and examining theme, style, character and tone. Students produce a variety of original writing pieces, presentations and projects. The affective and intellectual needs of students are met through instructional strategies that support the social, emotional and academic needs of the gifted learner. Course is taught by a licensed gifted intervention specialist. **Enriched English/Language Arts 8 is a gifted class. Enriched**

English Language Arts 8 is offered as part of Worthington Schools continuum of gifted services and is in compliance with Ohio Administrative Code 3301-51-15. It requires gifted identifications in reading and superior cognitive ability.

WORLD LANGUAGES

French IA

French 1A is offered in 7th grade. It covers introductory skills in reading, writing, listening, and speaking including topics such as introducing oneself, discussing family and friends, school, and likes/dislikes. Students are introduced to the target cultures of France and Quebec, as well as a systematic study of grammar, structure, oral and written language/comprehension. This course requires class participation and daily work outside of class. A world language high school credit is awarded after the completion and passing of this course and French 1B in 8th grade.

French IB

French 1B is offered in 8th grade, after the completion and passing of French 1A. It continues introductory skills in reading, writing, listening, and speaking including topics such as making plans, going to a restaurant, and shopping, among others. Students are introduced to the target cultures of France, Quebec, and Senegal, as well as a systematic study of grammar, structure, oral and written language/comprehension. This course requires class participation and daily work outside of class. A world language high school credit is awarded after the completion and passing of this course.

Spanish IA

This course is for students who are just beginning their study of Spanish and are ready for the challenge of taking a course for high school credit. Students will participate actively in class in Spanish each day and will complete daily homework assignments outside of class. This course covers introductory skills in reading, writing, listening and speaking. Students also study a variety of cultural traditions as well as brief units about Spain, Costa Rica, Puerto Rico and the Hispanic influence in Texas.

Spanish IB

This course is offered for high school credit and is designed for students who have successfully completed Spanish 1A. Students who have not taken Spanish 1A but have prior knowledge of Spanish may also enroll in this class with teacher approval. Students will participate actively in class in Spanish each day and will complete daily homework assignments outside of class. In this course, students will strengthen and further their speaking, writing, reading and listening skills. Students also study a variety of cultural traditions as well as brief units about Mexico, Chile, Argentina and the Hispanic influence in Florida.

GLOBAL THINKERS

Global Thinkers provides 6th grade students with the educational tools to better understand the diversity and complexities of the global community. Using Ohio's Literacy Standards in reading, writing, speaking, and listening, students will engage in interdisciplinary units to critically research and process a variety of global issues.

INTERVENTION

Math Extensions

The purpose of Math Extensions is two-fold. Topics covered in Math 7 will be reinforced and extended, and intervention will be provided in identified areas. **Students are identified for placement in Math Extensions based on achievement test scores, MAP scores and teacher recommendations.** Elective courses (including Foreign Language) may be replaced with assignment to Reading Lab, Math Extensions or Learning Center.

Reading Lab

Reading Lab is in grades 7 and 8 for students who need to improve reading skills and strategies. Instruction focuses on building background knowledge, acquisition of vocabulary, verbal reasoning, and word study knowledge. Students are responsible for practicing and developing reading strategies and skills. The goal is to bring students who are reading two or more years below grade level closer to middle school reading level. Students focus on goal setting, organizational skills, studying and test-taking skills. Students are identified for placement in the Reading Lab is based on achievement test scores, MAP scores, reading classroom diagnostics, and teacher recommendations.

LIBRARY MEDIA

Creative Writing

Students will explore many genres of writing, such as poetry, narrative essays, expository essays, and short descriptive pieces. This course will include student-selected writing topics and ideas and encourage experimentation with writing techniques. An understanding of different styles and modes of writing, along with the writing process, will be emphasized. Students' proficiency and creativity will be enhanced through each stage of the creative writing process, from generation to publication.

Graphic Novels

Students will select graphic novels to read from a variety of genres, study the process of creating a graphic novel, practice drawing cartoon figures, and create short comic strips and graphic novels of their own. They will explore high-interest visual materials such as cartoons, graphic novels, and films to improve their visual literacy and critical thinking skills.

Great Books

Great Books engages the students in free choice books with guidance from the teacher. We work on building reading stamina as well as writing extended responses to thematic questions tied to the books.

The students also publish online reviews and barcode them so that future readers in the library can benefit from their opinions.

MATH

Math 6

Sixth grade instructional time should focus on five critical areas: Critical Area 1: Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems, Critical Area 2: Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, Critical Area 3: Writing, interpreting, and using expressions and equations, Critical Area 4: Developing understanding of statistical problem solving, Critical Area 5: Solving problems involving area, surface area, and volume. The end of year expectation for sixth grade students is that they understand ratio concepts and use ratio reasoning to solve problems; apply and extend previous understandings of multiplication and division to divide fractions by fractions; compute fluently with multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers; apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables; solve real-world and mathematical problems involving area, surface area, and volume; develop understanding of statistical problem solving; as well as summarize and describe distributions. On a daily basis, students in sixth grade math apply the Mathematical Practices by problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Accelerated Math 6

Accelerated Math 6 is the first course in the Accelerated Math 6/Math 7 sequence. It differs from the non-accelerated Math 6 course in that it compacts both Math 6 and Math 7 content. While coherence is retained in that it logically builds from 5th grade math, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. After successfully completing Accelerated Math 6, a student will enroll in Accelerated Math 7. Placement in the Accelerated Math 6/Math 7 sequence is based on either (1) gifted identification in math and/or superior cognitive ability (SCA) or (2) consistent high-ranking results on recent standardized assessments and 5th grade teacher recommendation. Contact your building Principal with any questions.



Math 7

Math 7 instructional time should focus on five critical areas: Critical Area 1: Developing understanding of and apply proportional relationships, Critical Area 2: Developing understanding of operations with rational numbers and working with expressions and linear equations, Critical Area 3: Solving problems involving scale drawings and informal geometric constructions, angles, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume, Critical Area 4: Drawing inferences about populations based on samples, and Critical Area 5: Investigating chance. The end of year expectation for seventh grade students is that they analyze proportional relationships and use them to solve real-world and mathematical problems; apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations; draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, circles, area, surface area, and volume; use sampling to draw conclusions about a population; broaden understanding of statistical problem solving; summarize and describe distributions representing one population and draw informal comparisons between two populations; and investigate chance processes and develop, use, and evaluate probability models. On a daily basis, students in Math 7 apply the Mathematical Practices by problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Accelerated Math 7

Accelerated Math 7 differs from the non-accelerated Math 7 course in that it contains both Math 7 and Math 8 content. While coherence is retained in that it logically builds from 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. After successfully completing Accelerated Math 7, a student will enroll in the high school Math 1 course. On a daily basis, students in Accelerated Math 7 apply the Mathematical Practices by problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).



Math 8

Math 8 instructional time should focus on four critical areas: Critical Area 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, Critical Area 2: Grasping the concept of a function and using functions to describe quantitative relationships, Critical Area 3: Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem, and Critical Area 4: Working with irrational numbers, integer exponents, and scientific notation. By the end of Math 8 students will know that there are numbers that are not rational, and approximate them by rational numbers; work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations; define, evaluate, and compare functions; use functions to model relationships between quantities; understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones, and spheres; as well as investigate patterns of association in bivariate data. On a daily basis, students in Math 8 apply the Mathematical Practices by problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Math 1

Math 1 (in the 8th grade) instructional time deepens and extends student understanding built in previous courses by focusing on relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; connecting algebra and geometry through coordinates; and circles. On a daily basis, students in Math 1 apply the Mathematical Practices by problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application). Math 1 (in the 8th grade) differs from Math 1 (in the 9th grade) in that it contains content from Math 8 not yet covered in Accelerated Math 7. While coherence is retained, in that it logically builds from Accelerated 7th Grade, the additional content when compared to the high school course demands a faster pace for instruction and learning.

MUSIC

Band

The Worthington City Schools Band Program fosters a joy for music by teaching students to play musical instruments. Students will develop skills on woodwind, brass or percussion instruments, gain a deeper understanding of musical literature, and have opportunities to become proficient and well-rounded musicians. Concerts outside of the school day are considered to be an important aspect of the program. Band is a sequential course that is first available in 6th grade and continues the rewarding experience in 7th grade, 8th grade and through high school. Students will have many opportunities to participate in curricular and extracurricular music ensembles, travel with the bands, and continue their musical pursuits.

Choir

Since choir is a highly disciplined art form, this yearlong course is for students who choose to make a commitment to quality singing. Students are expected to participate daily, to attend evening performances and to have a positive attitude toward singing in order to promote musical growth. Students will be challenged to develop high musical standards through the development of proper vocal technique and sight reading skills as well as establish an understanding of music theory. The repertoire includes a diverse selection of two and three part music. The goal of the course is to teach the fundamentals of musicianship in order to promote the enjoyment of choral singing as a lifetime activity.

General Music

Students are taught an appreciation of music through a variety of instruments and media. Students may play a variety of instruments (keyboard, ukulele, etc.) at an entry level of ability with no prior experience needed and continue at appropriate levels and pacing. Other music topics may include but are not limited to: note reading, aural skills of melodic and harmonic lines, music from a variety of cultures, historical time periods, basic note reading and performing skills. Students are not required to practice at home or own the instruments but will be expected to give 100% effort during the class period.

Orchestra

The middle school orchestra provides an opportunity for string instrumentalists to develop techniques necessary to the performance of a variety of diverse repertoire. Students will build on their fundamental skills, develop creativity, and improve their musicianship as they perform in an ensemble. They are expected to continue the development of regular home practice habits. As an extension of the classroom curriculum, the orchestra performs in several major concerts each year, as well as a variety of other school functions. Student attendance is required at concerts.

SCIENCE

Science 6

Sixth grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be inferred from simple principles. These principles are related to the properties or interactions within and between systems. In Earth Science students will study rocks, minerals and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals and soil can decode the past environment in which they formed. In Physical Science students will study foundational concepts of the particulate nature of matter, linear motion, and kinetic and potential energy. In Life Science, sixth graders will study the basics of Modern Cell Theory. All organisms are composed of cells, which are the fundamental unit of life. Cells carry on the many processes that sustain life. All cells come from pre-existing cells.

Science 7

Seventh grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. Seventh grade Earth Science 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. In Physical Science students will learn about the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy. The Life Science portion of the course focuses on the impact of matter and energy transfer within the biotic component of ecosystems.

Science 8

Eighth grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. The Earth Science section of the course will focus on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics, and landforms. Students will learn about forces and motion within, on, and around the Earth and within the universe in the Physical Science portion of the course. The Life Science section focuses on continuation of the species.

Advanced Science 7

Advanced Science 7 is essentially the same course content as Science 7 but with a number of deeper investigations. Details can be found in the Science 7 course of study (<https://www.worthington.k12.oh.us/Page/2619>). The section titled "Content Statement" includes the "Learning Targets" for the Advanced course.

Advanced Science 8

Advanced Science 8 is essentially the same course content as Science 8 but with a number of deeper investigations. Details can be found in the Science 8 course of study (<https://www.worthington.k12.oh.us/Page/2619>). The section titled "Content Statement" includes the "Learning Targets" for the Advanced course.

SOCIAL STUDIES

Social Studies 6

Regions and People of the Eastern Hemisphere:

In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. 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.

Social Studies 7

World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

The 7th grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate 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. This course uses non-fiction text features and strategies in analyzing primary and secondary source documents, film clips, literature, art and maps.

Social Studies 8

U.S. Studies from 1492 to 1877: Exploration through Reconstruction

The historical focus continues in the 8th grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronological view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors. This course uses non-fiction text features and strategies in analyzing primary and secondary source documents, film clips, literature, art and maps.

WELLNESS

Wellness for Life

Sixth, seventh, and eighth grade students are required to take a semester of health and wellness education each year. Topics include: substance use and abuse, mental-emotional health (including suicide prevention), human sexuality, safety-first aid, violence prevention, nutrition for life, and physical fitness. Life-long fitness activities (workouts, goal setting, fitness testing) are taught in all grade levels. Details can be found on the Worthington website's (<https://www.worthington.k12.oh.us/Page/2619>) Grade Courses of Study under "Wellness For Life" and "Health (K-12)".

Co-Curricular & Extra-Curricular Programs and Activities

ATHLETICS

Due to the Ohio High School Athletic Association, students in 6th grade cannot participate in middle school athletics. 6th grade students are encouraged to work with our local athletic leagues, clubs, and providers to continue healthy habits in exercise.

To maximize space and be efficient with district monies, the Worthington School District created a partnering school structure that aligns with the feeder high school for grades 7 and 8 athletics. The following table represents the sports which will be either be separate or combined at each school:

	Kilbourne MS	Worthingway MS	McCord MS	Perry MS
Fall	Volleyball (Girls)	Volleyball (Girls)	Volleyball (Girls)	Volleyball (Girls)
	Combined at Worthingway MS/KMS Cross Country (@TWHS site) Gymnastics (@TWHS site) Football (@WWay site) Football Cheerleading (practice @KMS site / games @WWay site)		Combined at McCord MS/Perry MS Cross Country (@ Perry MS site) Gymnastics (@WKHS site) Football (@McCord site) Football Cheerleading (@McCord site)	
Winter	Basketball Cheerleading	Basketball Cheerleading	Basketball Cheerleading	Basketball Cheerleading
	Combined at Worthingway MS/KMS Wrestling (practice @TWHS site / meets @WWay site)		Combined at McCord MS/Perry MS Wrestling (@ WKHS site)	
Spring	Combined at Worthingway MS/KMS Lacrosse (@ TWHS site) Track & Field (@WWay site) Baseball (@McCord Park - Wilson Bridge Road) Softball (@McCord Park - Wilson Bridge Road)		Combined at McCord MS/Perry MS Lacrosse (@McCord MS site) Track & Field (@McCord MS site) Baseball (@ Perry MS site) Softball (@ Perry MS site)	

Athletic Eligibility

Participation on 7th and 8th grade interscholastic teams is governed by athletic eligibility guidelines set forth by the Board of Education and the Ohio High School Athletic Association (OHSAA). Sixth grade students are not allowed to practice or play on interscholastic teams according to OHSAA rules. All beginning seventh graders are eligible to try out for fall sports. Winter and spring eligibility will be determined by the criteria outlined below.

The OHSAA requires that student athletes receive passing grades in a minimum of five subjects for which the student received grades in the grading period immediately preceding their sport. Students must also maintain at least a 1.0 GPA.

There is an athletic participation fee for each sport.

Please note: A student athlete MUST be present for at least the second half of the school day to participate in a practice or contest on that school day. Certain absences will be considered on an individual basis (ie. funeral).

CLUBS & ACTIVITIES

Getting involved is a great way for students to explore their interests and meet new people. Our middle schools offer many different co-curricular and extracurricular activities to stretch students in a supportive and exciting environment. Students and families can get more information of each club or activity by visiting the Main Office. Students can also create a new club based on school guidelines. Speak with your Principal for more information. Here are a few clubs and activities that we offer:

- Drama Club (Play, Musical)
- Girl Talk
- Math Counts
- Principal Advisory Council
- Recycling Club
- Robotics Club
- Ski Club
- Student Council
- Where Everybody Belongs (WEB)

