Ringgold Middle School

Program of Studies
2025 - 2026

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Message from the Principal

Ringgold Middle School administration, faculty, and staff welcome you to an exciting and engaging year at RMS. The Program of Studies provides a description of the required core courses and electives offered and serves as a guide for families and students to review. Educational planning for future academic goals is a vital part of deciding which courses to schedule starting in fifth grade. This document will provide you with a course progression chart and requirements in choosing the appropriate courses. If you have any questions at all, please do not hesitate to contact any member of the building administration or guidance department.

Sincerely,

Kenneth Patterson, Principal

Grading Information

Grading Scale

All classes offered at Ringgold Middle School are graded. Grades are recorded as a percentage of points earned in each class quarterly. The final grade for the class is an average of these quarter scores. Full-year courses are four quarters. Semester classes are two quarters. Rotation classes are one quarter or 6 weeks. The grading scale is:

A 100-90%	**B** 89-80%	**C** 79-70%	**D** 69-60%	**F 59-0%**

Grade Promotion

Students are encouraged to work to exceed their academic potential every day. For a student to be promoted to the next grade level, they may fail no more than two core courses.

Academic Eligibility

Students participating in extra-curricular activities must be in good academic and behavior standing. Please refer to the Ringgold Athletic Handbook for specific details about eligibility.

Course Selection Options

Grade 5	Grade 6	Grade 7	Grade 8
ELA 5	ELA 6	ELA 7	ELA 8
Social Studies 5	Social Studies 6	Social Studies 7	Social Studies 8
Science 5	Science 6	Science 7	Science 8
Math 5 or ACC Math 5	Math 6 or ACC Math 6	Math 7 or ACC Math 7	Math 8 or ACC Math 8 or Algebra I
PE	PE	PE	PE
Health	Health	Health	Health
Electives	Electives	Electives	Electives

Notes

Math Course Placement

All students will be scored on a multi-point rubric to determine placement. During the scheduling process the students select a course, however, placement will be determined once all data has been collected.

Electives

Students will have the opportunity to participate in the Band, Orchestra or Choir. These are year-long courses. If your student is interested in participating in more than one of these performance groups, please contact your child's school counselor.

5th and 6th Grade Electives will have a rotation of electives that include Health, PE, Music, Art, STEM, FCS and Middle School Topics.

7th and 8th Grade Electives can be selected from all content areas: Art, STEM, Music, and FCS. All students will have a quarter of Health and PE.

Core Courses

English Language Arts (ELA)

ELA 5

The English Language Arts 5 course requires students to broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational texts. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students can summarize and synthesize important works to include in their compositions.

ELA 6

The English Language Arts 6 course requires students to read grade-appropriate, complex literature and informational text and cite textual evidence to support analyzes. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same with their own prose. They will be able to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They will take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

ELA 7

The English Language Arts 7 course requires students to demonstrate their ability to read challenging complex texts closely and cite multiple examples of specific evidence to support their claims. They can recognize the interplay between setting, plot, and characters and provide an objective summary of a text apart from their own reaction to it. They are adept at stepping back to compare different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. Seventh-grade students trace how an argument develops within a text and assess the validity of the evidence. They make their reasoning clear to their listeners and readers and constructively evaluate others' use of evidence while offering several sources to back up their own claims. The use of vocabulary has developed to the point where they distinguish between denotative and connotative meaning and analyze the effect of specific word choice on tone. As growing writers, students cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as effective transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

ELA 8

The English Language Arts 8 course requires students to read informational texts as well as classic works of fiction. Instruction will focus on reinforcing students' ability to read closely, annotate text, and cite textual evidence. Students will analyze points of view to determine how it is manipulated to create literary effects (i.e. irony, characterization, theme, etc.). Students will evaluate the accuracy and credibility of an author's statements. Students will be able to compare two or more texts that provide conflicting information and analyze whether the disagreement is over facts or interpretation of information. Student writing will focus on the organization of ideas and relevancy of facts with consideration toward audience and purpose. They will incorporate varied transitions and domain-specific vocabulary. Grammar will be addressed in the context of student writing and taught in mini lessons throughout the year. Students are held accountable for all prior instruction on language and writing mechanic.

Mathematics

Math 5

Math 5 will (1) develop fluency with addition and subtraction of fractions, and develop understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extend division to two-digit divisors, integrate decimal fractions into the place value system and develop understanding of operations with decimals to hundredths, and develop fluency with whole number and decimal operations; and (3) develop understanding of volume.

Accelerated Math 5
Placement Requirements: Students will be selected based on a multi-point rubric.

Accelerated Math 5 will also investigate the concepts of (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Additionally, Accelerated Math 5 will have a modified pacing and acceleration of content. Through this modified pacing students will be exposed to expanded conceptual understandings and enrichment for each module.

Math 6

Math 6 will (1) connect ratio and rate to whole number multiplication and division and use concepts of ratio and rate to solve problems; (2) complete understanding of division of fractions and extend the notion of number to the system of rational numbers, which includes negative numbers; (3) write, interpret, and use expressions and equations; and (4) develop understanding of statistical thinking.

Accelerated Math 6
Placement Requirements: Students will be selected based on a multi-point rubric.

Accelerated Math 6 will also investigate the concepts of (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Additionally, Accelerated Math 6 will have a modified pacing and acceleration of content. Through this modified pacing students will be exposed to expanded conceptual understandings and enrichment for each module.

Math 7

Math 7 will (1) develop understanding of and applying proportional relationships; (2) develop understanding of operations with rational numbers and working with expressions and linear equations; (3) solve problems involving scale drawings and informal geometric constructions and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) draw inferences about populations based on samples.

Accelerated Math 7
Placement Requirements: Students will be selected based on a multi-point rubric.

Accelerated Math 7 will also investigate the concepts of (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Additionally, Accelerated Math 7 will have a modified pacing and acceleration of content. Through this modified pacing students will be exposed to expanded conceptual understandings and enrichment for each module.

Math 8

Math 8 will (1) formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasp the concept of a function and use functions to describe quantitative relationships; (3) analyze two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean theorem.

Accelerated Math 8
Placement Requirements: Students will be selected based on a multi-point rubric.

Accelerated Math 8 will also investigate concepts of (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean theorem. Additionally, Accelerated Math 8 will have a modified pacing and acceleration of content. Through this modified pacing students will be exposed to expanded conceptual understandings and enrichment for each module.

Algebra I

Placement Requirements: Students will be selected based on a multi-point rubric.

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will also complete the Keystone Algebra Assessment. Successful proficiency of the Keystone Algebra exam is a requirement for graduation.

Science

Science 5

Science 5 course will focus on the concepts of ecosystems, matter properties, Earth systems and Earth in the universe. The students will engage in inquiry-based investigations designed to explore and model concepts. Through project-based instruction, students will develop skills to analyze and communicate observation as the basis for evidence explaining real world phenomenon.

Science 6

Science 6 course will focus on the concepts of space and astronomy; earth and geography; weather and climate; and natural resources. The students will engage in inquiry-based investigations to explore the concepts. Students will demonstrate problem-solving skills through modeling, critical analysis application, reflective thinking, and application to explain phenomenon.

Science 7

Science 7 course introduces the study of the world around you and their properties as they relate to chemistry and physics. Students will examine chemical and physical changes to materials during mixing, freezing, heating, and dissolving. During the exploration of physics, students will deepen their understanding of the structure and properties of materials. This includes the role of energy, atoms, forces, motion, gravity, waves, and radiation. Laboratory investigations model the relationship between properties and structure of matter that impact society.

Science 8

Science 8 course is an introductory life science course. Students will focus on the concepts of the cell, plants and animals; the interaction within ecosystems; genetics; and biodiversity. Students will engage in model creation and development to demonstrate the application of theory. A cornerstone of Science 8 will be the application of problem-solving skills to analysis and interpret information to solve real-world problems.

Social Studies

Social Studies 5: Geographical Representation of the United States

Social Studies 5 focuses on an introduction to the four areas of Social Studies: Geography, History, Economics, and Culture. The focus of the course shifts to the United States and the regions within it. Students will investigate the geography, history, economy, and culture of each region. Students will take responsibility for their learning by participating in problem-solving and seeking, scholarly and creative processes, critical analysis applications, reflexive thinking and the expression and defense of ideas.

Social Studies 6: Ancient Civilizations

Social Studies 6 focuses on ancient civilizations. The students will explore and gain knowledge of civilizations as advanced societies with agriculture, division of labor, multiple cities, organized religion, science/technology, some forms of government, and a written language.

Social Studies 7: Mid-Modern Civilizations

Social Studies 7 focuses on the development of more complex societies from the roots of the ancient civilizations explored in Social Studies 6. The course will examine early empires through their rise, their conquering of other societies, and their eventual downfalls. From the ancient Greeks and Romans through the medieval period, students will develop an understanding of the factors that allowed complex societies to grow, as well as the reasons these societies could not sustain themselves.

Social Studies 8: Early American History

Social Studies 8 will focus on pre-colonization Native American cultures, the exploration and colonization of North America, the thirteen original colonies and their path to independence, the formation of the United States and its government, and the precedents of the first Presidents. The focus will be on the various political developments faced by our young democracy, the economic problems faced by changing conditions, and the various social movements which have shaped the basic fabric of American society. OBJ

Electives

Elective courses listed will be scheduled at the discretion of the administration.

Adaptive Arts

Adaptive Arts

Adaptive Arts courses will allow students to investigate a wide variety of content areas. The purpose of this course is to provide opportunities for students to approach activities in PE, art, and music based on specific needs of students. Teachers will collaborate to provide enriching opportunities for students.

Middle School Topics

Middle School Topics 5 (Rotation)

Middle School Topics 5 is an introductory course for students to support students in establishing strong learning routines and develop an awareness of personal and academic goals. Students will focus on building organizational skills of utilizing a planner, keeping organized, and study skills. Additionally, students will build self-confidence as they develop strong communication skills and learn how to work collaboratively in small groups.

Middle School Topics 6 (Rotation)

Middle School Topics 6 continues to develop strong habits for students in the areas of organization, successful learning, and future planning. Students will focus on peer relationships and healthy habits. Students will continue to develop self-confidence by learning decision making skills, problem solving, and conflict resolution. Project based learning will be the centerpiece of instruction.

Middle School Topics 7 (Quarter)

Middle School Topics 7 will focus on PA Career Education and Work standards. Students will develop skills in job acquisition such as interviewing and correspondence. They will participate in career discovery and exploration. Students will also build computer skills (keyboarding and word processing) that are essential for school and work-place readiness.

Middle School Topics 8 (Quarter or Semester)

Middle School Topics 8 will focus on helping students develop career plans and entrepreneurial skills. Students will create a resume and cover letter to utilize during mock interviews. They will also learn about how to apply for a workers permit and apply for positions. Another component of this course will be entrepreneurship. Students will develop a business plan based on real-world situations. Students will continue to develop computer competencies (Digital Literacy, Word, PowerPoint, and Excel) that are essential for school and work-place readiness.

Art

Art 5 2D

This course allows students to explore their creativity through a variety of media and techniques. From drawing and painting to printmaking and collage, students will learn the fundamentals of line, shape, color, and texture. The course will introduce concepts like perspective, value, and color theory, helping students to develop their skills and express their unique artistic voices. Students will create hands-on projects inspired by different cultures, famous artists, and contemporary trends. They will also experiment with materials such as pencils, markers, watercolors, and pastels.

Art 5 3D

This course allows students to explore three-dimensional art and to create sculptures, models, and mixed-media projects. Through hands-on activities, students will experiment with a variety of materials including clay, paper mâché, wire, cardboard, and found objects. The course will introduce fundamental techniques such as molding, carving, construction, and assembling, helping students understand key concepts like form, texture, balance, and spatial awareness. Inspired by both contemporary and traditional artists, students will have the opportunity to learn about different cultural art forms while bringing their own creative ideas to life.

Art 6 2D

This course allows students to build on prior knowledge and continue to explore art-making techniques and the elements and principles of design. Additionally, students will further their understanding of art history, aesthetics, and art criticism. The course will build on concepts like perspective, value, and color theory. Students will create hands-on projects inspired by different cultures, famous artists, and contemporary trends. They will also experiment with materials such as pencils, markers, watercolors, and pastels.

Art 6 3D

This course allows students to build on prior knowledge and continue to explore art-making techniques and the elements and principles of design. Additionally, students will further their understanding of art history, aesthetics, and art criticism. Through hands-on activities, students will experiment with a variety of materials including clay, paper mâché, wire, cardboard, and found objects. The course will build on fundamental techniques such as molding, carving, construction, and assembling, helping students understand key concepts like form, texture, balance, and spatial awareness.

Art 7 (Quarter)

This course allows students to build on prior knowledge and continue to explore art-making techniques and the elements and principles of design. Additionally, students will further their understanding of art history, aesthetics, and art criticism. Students will work with a variety of media such as charcoal, pastels, paint, clay, and collage, while being encouraged to collaborate with other students on project-based lessons. Assignments and projects may include abstract sculptures, color theory paintings, perspective drawing, and an introduction to ceramics.

Art 8 (Quarter or Semester)

This course allows students to build on prior knowledge and continue to explore art-making techniques and the elements and principles of design. Additionally, students will further their understanding of art history, aesthetics, and art criticism. Students will work with a variety of media such as charcoal, pastels, various paints, ceramics, and mixed media, while being encouraged to collaborate with other students on project-based lessons. Assignments and projects may include human figure sculptures, clay face jugs and other pottery, watercolor landscapes, Pop Art-inspired paintings, assemblage, and printmaking.

Science, Technology Engineering and Mathematics (STEM)

STEM 5- Science, Technology, Engineering, and Mathematics (Rotation)

This course will introduce students to the Engineering Design Process (STEELS Standards). The purpose of this course is to allow students to discover the natural and human-made world through inquiry, problem solving, critical thinking, and authentic exploration. Students will examine real-world problems while achieving confidence in the areas of science, computers, engineering, and mathematics. Students will participate in group activities and discussions to solve problems.

STEM 6- Science, Technology, Engineering, and Mathematic 6 (Rotation)

This course will reinforce using the Engineering Design Process (STEELS Standards) to enhance students' problem-solving skills. The purpose of this course is to continue to expose students to real-world problems and engage their interest in science, computers, and mathematics. Students will become self-reliant logical thinkers, innovators, and inventors that are technically literate. Students will participate in group discussions, debates, and activities to collaboratively solve problems.

STEM 7- Science, Technology, Engineering and Mathematics 7 (Quarter)

This course will cover content pertaining to the Engineering Design Process (STEELS Standards). The purpose of this course is to focus on the interactions among technology, engineering, and the environment to assess current and emerging advancements in our society. Students will conduct research using a variety of hands-on and computer-based tools to solve real-world problems that have impacted the world of yesterday, today, and the future. The students will organize and present information for collaboration and problem-solving. The students will analyze and evaluate their solutions to problems.

STEM 8- Science, Technology, Engineering, and Mathematic 8 (Quarter or Semester)

This course will require the application of the Engineering Design Process (STEELS Standards) to explore real-world problems. The purpose of this course is to engage students in challenges, authentic investigations, and applications of science, math, and sustainability. Students will explore real-world problems that engage their interest in energy, electric circuits, water, and robotics introduction. Students will utilize skills to be problem-solvers, innovators, inventors, logical thinkers, and technologically literate. Students will analyze and self-reflect on their projects.

Family and Consumer Science

FCS 5: Introduction to Family and Consumer Science (Rotation)

This course will cover content pertaining to food science and nutrition. The purpose of this course is to help students develop a fundamental understanding of food-related topics, as well as prepare students for a course that involves food preparation. Additionally, students will explore the food groups, serving sizes, types of kitchen tools, the farm-to-table process, and taste sensations. Next, students will participate in group activities that involve reading food labels and identifying nutrition information, measuring dry and wet ingredients properly, utilizing a food scale, and recognizing safe versus unsafe kitchen practices. Finally, students will explore goal setting and factors that may impede attaining personal goals.

FCS 6: Personal Finance and Kitchen Calculations (Rotation)

The purpose of this course is to help students make informed decisions as consumers and develop the knowledge and skills to navigate financial challenges. Students will learn how to write checks, complete deposit slips, and balance a checkbook. Next, students will determine how to calculate sales tax, as well as distinguish between taxable and non-taxable items. Additionally, students will learn how to calculate the cost of items that are on sale, as well as examine the benefits of purchasing store-brand items over name-brand items. Finally, students will learn/practice the skills necessary to modify recipes. This will include working with fractions. Students who are enrolled in this course will not participate in cooking activities.

FCS 7: Cooking and Nutrition (Quarter)

The purpose of this course is to help students acquire knowledge pertaining to cooking and nutrition. Additionally, students will explore special diets and the relationship between diet and health. During the semester, students will prepare several types of baked goods, including pizza, breadsticks, and various desserts. Students will learn how to use equipment in the kitchen, as well as the use of pastry bags for piping frosting.

FCS 8: Sewing for the Home (Quarter or Semester)

The purpose of this course is to provide students with the knowledge and skills necessary to repair clothing, as well as create sewing projects independently. During the quarter, students will explore basic sewing skills, such as sewing buttons and applying running and overcast stitches. Students will complete hand-sewn projects, as well as machine-sewn projects. Time permitting, students will complete an embroidery project.

Performing Arts

Music Exploration I (Rotation)

Music Exploration I students will begin reading level music in treble clef including pitch and rhythm. Additionally, students will learn about instruments of the orchestra and folk instruments. Students will be exposed to a variety of music genres and engage in small group performances.

Music Exploration II (Rotation)

Music Exploration II will continue exploration of the treble clef and introduce students to the bass clef. Students will learn to group rhythms into measures by given time signatures. They will create their own 4-measure rhythms and perform them on classroom rhythm instruments. discuss further the variety of music genres and musicians of different eras in music history.

Music Exploration III

Music Exploration III will delve into the music history and performance. Students will expand their understanding of treble and bass clefs with rhythms. Students will learn about the development of music in the modern era. Students will learn through project-based activities and produce evidence of understanding of these modern genres and music.

Band 5, 6, 7, and 8 (A/B Rotation)

Students in these ensembles have an interest in learning or continuing to learn a band instrument. Instrument options are Flute, Oboe, Clarinet, Bass Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Trombone, Baritone, Tuba, Percussion. In-class large group rehearsals along with practice at home will allow each student to reach individual and ensemble goals.

Required Performances: Winter and Spring concerts.

Orchestra 5, 6, 7 and 8 (A/B Rotation)

Students in these ensembles have an interest in learning or continuing to learn a string instrument (violin, viola, cello or bass). Each orchestra will establish and reinforce the fundamentals of playing a string instrument. Once that is accomplished, students will continue to develop their skills to perform more difficult music. At home practice and dedication to their instrument will allow students to reach individual and ensemble goals.

Required Performances: Winter and Spring concerts.

Choir 5, 6, 7 and 8 (A/B Rotation)

Students who participate in this class will have the opportunity to sing in a large ensemble. Students will focus on diction, pitch and learn how to sing in different genres of music. Students will have the opportunity to sing in unison and two-part harmonies.

Required performances: Veterans Day, Winter Concert and Spring Concert

String Instrument Exploration 7 and 8 (Quarter or Semester)

Students who participate in this class will learn the basics of string instruments including guitar, ukulele and/or harp. Students will learn how to hold the different instruments and how to play chord progressions, individual notes, TAB and strumming patterns.

Music Production 7 and 8 (Quarter or Semester)

Students taking music tech will learn the basics of music production via Soundtrap, a music production platform allowing students to create beats and edit their original music. This class will focus on production, technology, careers within this field and lead to larger projects like podcast recording.

Physical Education/Health

Physical Education 5, 6, 7, and 8 (Quarter)

In the Physical Education courses at the Ringgold Middle School, the following activities are addressed. The promotion of health and fitness through a variety of activities designed to improve eye-hand and eye-foot coordination. Students will engage in physical and social group interaction (game strategies, cooperation, and competition). Students will be measured through the pacer test (endurance), sit-up test (abdominal strength/endurance) and push-up test (upper body strength). Students will participate in units including soccer, football, volleyball, hockey, basketball, and large group activities.

Health 5, 6, 7, and 8 (Quarter)

Health courses in middle school provide the student with the foundations of concepts and skills necessary for lifelong health. Current health concepts will be integrated with nationally recognized, health-based skills. The curriculum includes but is not limited to health maintenance and disease prevention to enhance health, interpersonal communication skills to enhance health and avoid or reduce health risks, decision-making skills to enhance health, first aid and safety (CPR), mental and emotional wellness, body systems, and drug education (risk factors). This class is coordinated with the school counselors to include social and emotional health matters.