

Upper Arlington Middle School

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Middle School Programming

Personalized Learning

In order to prepare our students for the world beyond our classrooms, it is essential that we personalize learning to provide them with the tools and the opportunities that will both enhance educational experiences and ensure their readiness for the next phase of their lives. The use of technology is a critical tool that will allow us to achieve this goal for every student.

Students in grades six through eight use iPads. The middle schools and high school follow a process of explaining district and classroom expectations of device care and use, and ensuring students understand digital safety and security. Teachers have and will use numerous digital resources, including: PowerSchool, Canvas and Google Docs.

For more information about the program, please go to:

<http://www.uaschools.org/personalizedlearning>

Service Learning

The Strategic Plan promotes the use of service learning as a teaching strategy for 100% of our students every year.

- Three of our buildings have the honor of being named National Service-learning Leader Schools: Hastings Middle School, Jones Middle School and Upper Arlington High School.
- For over 10 years, Upper Arlington has had the distinction of being one of six service-learning model districts in Ohio.
- Each building has designated staff who serve as Service-learning Leaders. These trained educators model high-quality service-learning with their students and act as coaches for colleagues.
- High-quality professional development in the form of graduate courses are offered to all staff members providing inspiration and knowledge about service-learning techniques.

Student Services

Intervention Services

Our Student Services Department is committed to supporting “every student, every step of the way.” We believe ALL students possess unique strengths, and we are wholeheartedly committed to building upon each child’s gifts in a caring and supportive manner. We value the close collaboration of both parents and staff members to design individualized educational programs (IEPs) that maximize student success. Above all, we are committed to the implementation of evidence-based strategies that research has shown works best for students with exceptional needs.

Our special education program is designed to identify students with disabilities and implement programs and services to support their educational needs.

You may find more information on Special Education Services [here](#).

Multi-Tiered System of Supports (MTSS)

MTSS is a student support system that builds on and strengthens best practices in education for personalizing learning for every student. Educators deliver high quality instruction and interventions that meet students where they are so they can achieve at their highest possible levels in all facets of their school experience.

Through the MTSS framework, teams of educators — including classroom teachers, intervention specialists and other specialized educators, and school counselors — ask themselves: How can we reflect on our teaching practice and adjust instruction to meet student needs? They evaluate students' strengths and areas of opportunity, develop plans of action to help them reach their highest potential and then constantly monitor these plans, making adjustments as needed, to keep students moving forward.

Parents and guardians are important partners in their students' education and in the MTSS process. Teachers work collaboratively with parents and guardians of students who need support outside of the typical classroom experience.

Gifted Services

Gifted education is an intervention placement that is designed to meet the unique needs of students who score significantly above their age peers on state-approved, nationally-normed achievement and ability tests. All students who are identified as gifted receive basic services through differentiated instruction in the classroom. Classroom teachers provide differentiated services to students in a variety of ways.

In grades six through eight, students who score two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group cognitive abilities test and who attain a total score at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test are eligible to participate in the gifted program. In middle school, gifted services are delivered in a replacement English Language Arts class taught by a gifted intervention specialist.

School Counseling

Services provided by the counseling program are for ALL students. School counselors are available to every student who wishes to discuss such matters as career planning, educational planning, college planning, and emotional and social development issues. Each student is encouraged to talk with a school counselor whenever questions or problems arise.

Individual Counseling

Sometimes, students go through difficult times academically, socially, or personally. Counselors are available for individual counseling sessions with students to support them through difficult times. If, as a result of working with a child, a counselor believes a referral for further counseling is warranted, the counselor will discuss this with the student and family.

Group Counseling

Each year middle school counselors run a variety of counseling groups for students. Group topics each year depend on the needs and interests of students and recommendations from teaching staff or parents. Group topics range in variety, from topics like living with divorce, handling stress, experiencing grief to skill building (social skills, leadership skills, etc.). Parent permission for group participation is required.

Classroom Counseling

Each year counselors go into the classroom to teach various lessons. Topics may include but are not limited to, Organizational Strategies, Bullying and Cliques, and Depression and other mood disorders. Other classroom lessons and visits can occur as needed throughout the middle school experience.

Parent/Guardian Support

Supporting parents as they navigate the middle years with their children is a big part of a counselor's daily work. As the advocate who follows the entire class throughout their three years of middle school, the counselor

gets to know students and their parents well. Counselors are typically a family's first phone call or email when they have a question or concern that goes beyond a typical communication with a classroom teacher.

Teacher Support

The teaching teams have a team planning period every day, and counselors meet with teams as frequently as possible. This allows teachers and counselors to quickly identify any concerns they may have with an individual or a group of students. It also helps to identify all the good things that are happening on a daily basis! When teachers observe a particular concern with a student, they typically go to the grade-level counselor to discuss the concern whether it is academic or social. Together, teachers and counselors determine the best approach to support the student through whatever difficulty they may notice.

Policies and Procedures

Acceleration

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

High School Credit Earned in Middle School

Students who successfully complete high school courses in middle school will be granted one high school unit of credit for each course completed. Credit will be awarded and calculated in cumulative grade point average upon entrance to the high school. Students may elect to retake the course at the high school. If a course is retaken, the grade earned in middle school will be removed from the transcript and from the calculation of the GPA and will be replaced by the grade earned at the high school.

Fees

The Board of Education has approved instructional fees for certain grade levels, courses, and for participation in the one-to-one technology program. Information regarding specific course fees can be found with the course description. Fees will be due at the beginning of the school year. Families may pay online using SPS EZPay at www.spsezpay.com/upperarlington or by a check made payable to Upper Arlington Schools.

Families with a financial need who cannot pay their fees should contact their counselor or building administrator.

Athletic Fees

There is a \$75 pay-to-participate fee per sport for students who participate in school-sponsored athletics. Fees must be paid after a team has been selected and before the first interscholastic contest.

Social Fees

Each school collects a social fee per grade level to provide social events during the school year. These events take different forms from class parties to off-campus events during the 8th grade year. By charging these fees at the beginning of the year students do not have to worry about buying tickets or providing additional funding for these events.

Technology Fee & Technology Protection Plan

The technology fee is \$25 for each student who participates in the program. Families may also choose to purchase coverage for their student's district-owned device through the technology protection plan. More information about the technology protection plan is available [here](#)

Method of Determining a Grade Point Average (GPA)

A student's Grade Point Average (GPA) is determined by converting all semester letter grades to the numerical value assigned to these grades (see chart on this page) then adding these points to determine a total point value. The next step is to determine the total number of credits associated with the converted grades. Dividing the total point value by the total number of credits will provide the student's GPA. Courses taken for Audit, Pass/Fail and Satisfactory evaluations are not included in computing grade point average. Additionally, semester examinations are reported in numerical percentages and are to constitute 1/5 (20%) of a semester letter grade. High school honors classes are weighted at 4.4.

Standard Grading Scale Numerical Grade Percentage GPA

| Grade | Percentage | Grade Point |
|-------|------------|-------------|
| A+ | 97-100 | 4.0 |
| A | 93-96 | 4.0 |
| A- | 90-92 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.7 |
| D+ | 67-69 | 1.3 |
| D | 63-66 | 1.0 |
| D- | 60-62 | 0.7 |

| | | |
|---|----------|-----|
| E | Below 60 | 0.0 |
|---|----------|-----|

Honor Roll

The following procedures will be used in determining Honor Roll status:

1. A student will achieve Honor Roll status by earning an average of 3.5 GPA or higher
2. The student must not have any incomplete grades
3. Honor Roll status may be revised if an Incomplete is satisfactorily completed.

Athletic Eligibility

Participation in 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 Board of Education requires all student-athletes to have earned a minimum 2.0 grade point average in the grading period immediately preceding their athletic season. The OHSAA requires that student-athletes receive passing grades in a minimum of four subjects for which the student received grades in the grading period immediately preceding their sport.

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 (11:30 a.m. until 3:20 p.m.) to participate in a practice or contest on that school day.

In addition, students involved in co-curricular and extra-curricular activities must meet the academic requirements as indicated under the 2.0 policy below.

2.0 Policy

It is important that students meet the following academic requirements in order to participate in athletics, extracurricular or co-curricular activities in grades 7-12.

- A student must earn at least a 2.0 grade point average (GPA) in order to be eligible for participation.
- A student's eligibility will be determined according to his or her GPA for each quarter.

A student's eligibility will be determined by examining each quarter GPA independent of prior grading periods. The individual quarter GPA's value will be used by itself to determine a student's eligibility. Eligibility can be maintained, gained, or lost each grading period. Provisions may be made for individual students with special needs and/or extenuating circumstances. An eligibility board will review such situations on an individual basis and may waive certain requirements as appropriate. This provision is intended to meet unique situations of students with special or adjusted educational needs. The eligibility board will hear requests of students and/or parents in regard to special needs, extenuating circumstances such as long-term illness, and/or appeals regarding eligibility.

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 coursework at the same time. College Credit Plus replaces Ohio's Post-Secondary Enrollment Options program (PSEO) and all dual enrollment programs. Students must qualify academically and Upper Arlington Schools will bear all tuition costs, including summer coursework.

For the student who is eligible for College Credit Plus, he/she must be academically ready for college-level courses and be willing to follow the procedures outlined by the university while still in middle or high school.

Students will enjoy the following benefits:

- Students may earn (transcribed) college credit and high school credit upon successful completion of the course
- Accelerate achievement of educational goals
- Eliminate duplication of high school and college course content
- Increase the rigor and challenge of course offerings while in high school
- Decrease the cost of college with course tuition paid for by Upper Arlington Schools

Contact Upper Arlington High School to learn more about College Credit Plus opportunities.

Graduation Requirements



Ohio's High School Graduation Requirements

Classes of 2029 and Beyond

| FIRST FULFILL COURSE REQUIREMENTS | SECOND DEMONSTRATE COMPETENCY | THIRD SHOW READINESS |
|--|--|---|
| Earn 21 credits | Show competency through one of the following options | Earn 2 seals, including at least 1 state seal |
| ENGLISH LANGUAGE ARTS 4 credits | Earn a minimum score of 684 on the Algebra I and English II end-of-course tests Must attempt Algebra I & English II state tests twice before pursuing options below Additional exams are required based on course enrollments. | STATE SEALS BILITERACY CITIZENSHIP COLLEGE READY HONORS DIPLOMA INDUSTRY-RECOGNIZED CREDENTIAL |
| MATHEMATICS 4 credits Must include Algebra I, Geometry & Algebra II | | |
| SCIENCE 3 credits Must include 1 credit each of Life Science & Physical Science | Demonstrate two career-focused activities, including at least one foundational skill | LOCAL SEALS COMMUNITY SERVICE FINE & PERFORMING ARTS STUDENT ENGAGEMENT |
| SOCIAL STUDIES 3 credits Must include 1 credit each of American History; Politics, Economics & Government; & Global History | Earn credit for one college-level math or college-level English course through Ohio's free College Credit Plus Program | |
| FINANCIAL LITERACY 0.5 credit | Enlist in the military | |
| GLOBAL LANGUAGE, ED TECH, INDUSTRIAL TECH, OR BUSINESS 2 credits | Obtain a remediation-free score in the math or English subject areas on the ACT or SAT To demonstrate competency in English II, a student must be remediation-free in both English and reading on the ACT. | |
| ARTS: VISUAL ART, MUSIC OR THEATER 1 credit | | |
| HEALTH 0.5 credit PHYSICAL EDUCATION 0.5 credit (Or PE Waiver) | | |
| CAPSTONE OR IB DIPLOMA EXTENDED ESSAY 0.5 or 0 credit Must include one of the above, completed by the end of senior year | | |
| ELECTIVES 2 credits or 2.5 credits if using PE Waiver | | |
| ONLINE COURSE 0.5 credit | | |

WWW.UASCHOOLS.ORG/GRADUATIONREQUIREMENTS.ASPX

[Graduation requirements detail website link](http://www.uaschools.org/graduationrequirements.aspx)

Course Offerings

Art

| Subject | 6th Grade | 7th Grade | 8th Grade |
|---|-----------|-----------|-----------|
| Art (Meets daily; 1 semester, elective) | Art 6 | Art 7 | Art 8 |

6th Grade Art

6th Grade Visual Art in Upper Arlington makes relevant connections across subject areas, promotes the use of technology, self-direction, formative assessment and provides a personally gratifying study of aesthetics, arts criticism and history. The Course of Study allows for varied entry points to student understanding in the arts, whether through observation, experimentation, reflection on personal and professional artworks, and the opportunity to express unique ideas. Students will have the opportunity to explore varied mediums (such as printmaking, ceramics, digital media and more) and develop their individual techniques in this standards-based course.

7th Grade Art

7th Grade Visual Art in Upper Arlington makes relevant connections across subject areas, promotes the use of technology, self-direction, formative assessment and provides a personally gratifying study of aesthetics, arts criticism and history. The Course of Study allows for varied entry points to student understanding in the arts, whether through observation, experimentation, reflection on personal and professional artworks, and the opportunity to express unique ideas. Students will have the opportunity to explore varied mediums (such as printmaking, ceramics, digital media and more) and in this standards-based course.

8th Grade Art

8th Grade Visual Art in Upper Arlington makes relevant connections across subject areas, promotes the use of technology, self-direction, formative assessment and provides a personally gratifying study of aesthetics, arts criticism and history. The Course of Study allows for varied entry points to student understanding in the arts, whether through observation, experimentation, reflection on personal and professional artworks, and the opportunity to express unique ideas. Students will have the opportunity to explore varied mediums (such as printmaking, ceramics, digital media and more) and expand their individual skills in preparation for medium specific arts courses at UAHS.

Life Skills

| Subject | 6th Grade | 7th Grade | 8th Grade |
|---|---------------|---------------|---------------|
| Life Skills (Meets daily; 1 semester, elective) | Life Skills 6 | Life Skills 7 | Life Skills 8 |

Life Skills 6

Students in Life Skills 6 can develop personal assets that make them caring, healthy and responsible people. They will learn techniques to resist unhealthy influences; observe the impact of technology on relationships; respond to conflict without hostile intent; establish boundaries; respect diversity; resolve conflict peacefully; and show concern for individuals, family and community. These assets contribute to healthy interactions with peers and adults; establishing good friendships; and building relationships that make a productive workplace. Students will learn basic skills in food preparation and the importance of kitchen safety and sanitation to prevent food-borne illness.

Life Skills 7

In Life Skills 7, students will gain critical knowledge and skills to help them function as informed, educated, and responsible consumers. They determine needs based on values, critique the media's accurate representation of goods and services, compare and judge the quality of products in order to make responsible decisions, and exercise their consumer rights as needed. Students will understand the decision-making process and recognize decision-making skills needed to achieve goals. Students will continue learning skills in food preparation and safety in the kitchen. Students will learn personal safety skills. Students will demonstrate professional skills in using a variety of equipment, tools and supplies for apparel and textile construction and repair.

Life Skills 8

Life Skills 8 focuses on helping students develop an individual academic career plan based on their aptitudes, skills and interests. Students will learn to develop goals and the needed resources to fulfill them. They will explore a variety of career clusters and identify education and training opportunities needed for specific careers. Students will identify job search skills, begin a resume, and explore career possibilities through volunteer activities. Students will be able to describe various financial institutions and services by comparing banking services. They will be able to develop budget plans and be able to identify attitudes, behavior, and skills that lead to financial satisfaction. Students will be able to explain how MyPlate guides healthy food choices, demonstrate knowledge of nutrient functions in the body, and recognize how physical activity and sleep affect a healthy lifestyle. Students will be able to demonstrate use of problem-solving to make healthy lifestyle choices by examining restaurant menus. Students will recognize the importance of proper food and beverage handling techniques related to food-borne pathogens.

Global Languages

| Subject | 6th Grade | 7th Grade | 8th Grade |
|--|--|--|---|
| Global Language (Meets daily for 1 semester in Grade 6; Meets daily all year in Grades 7 and 8; Elective) | Global Language Survey 6 weeks of French 6 weeks of German 6 weeks of Spanish | Novice French 7 or Novice German 7 or Novice Spanish 7 | Novice French 8* or Novice German 8* or Novice Spanish 8* |

*Students who successfully complete these courses will earn one (1) high school global language credit.

Global Language Survey

In an effort to help students make an informed choice in seventh grade and to help them experience how to learn a Global Language, sixth graders will participate in 6-weeks each of French, German, and Spanish. This non-credited course allows students to explore the languages offered at the middle school before making a

selection for seventh grade. It also allows them to practice skills that are important to learning a Global Language. These skills are further developed in seventh and eighth grades and many of them can be transferred to and used in other subject areas.

Novice Level French, German, or Spanish

At the Novice Level, emphasis is on learners becoming proficient at a basic level in the three modes of communication (interpretive, presentational and interpersonal). Students are introduced to high-frequency vocabulary and grammatical structures and gradually build a foundation in order to understand and communicate in the target language. Students begin to create with the language, communicate with other students, and learn to speak and write about their personal interests and activities. By reading simple texts and listening to native speakers discuss familiar topics, students develop comprehension of authentic language as well as insight into cultural similarities and differences. Fundamental grammar concepts are introduced at this level to help students develop insight into the nature of language and to support effective communication. Students learn strategies to facilitate and enhance their language acquisition and help them become independent learners.

At the middle school level, Novice Level Global Language is taught over the course of two years. Students who successfully complete Novice Level French, German, or Spanish in both 7th and 8th grades will receive one (1) high school global language credit.

Language Arts and Reading

| Subject | 6th Grade | 7th Grade | 8th Grade |
|---|-----------------|-----------------|-----------------|
| Language Arts (Meets daily all year; Required each year) | Language Arts 6 | Language Arts 7 | Language Arts 8 |
| Reading (Meets daily for 1 semester; required Grade 6; Full-year elective Grades 7 and 8) | Reading 6 | Reading 7 | Reading 8 |

Reading 6

Reading at the sixth-grade level is a semester course designed for middle school students to strengthen reading skills. This course is a literacy program emphasizing developmental reading instruction across the curriculum. This course focuses on reading strategies such as predicting, making connections, questioning, visualizing, inferring, determining importance, and synthesizing to aid in the comprehension of grade-level texts. Reading skills such as fluency, decoding, literal comprehension, summarizing, and drawing inferences are stressed. This course emphasizes building and strengthening the foundations strategic readers use while stressing the importance of reading for various purposes.

Reading 7

Reading at the seventh-grade level is a year-long course designed for students who require additional support to build successful reading skills. The course emphasis is on building the foundations of vocabulary development, comprehension, text reading, word recognition, and fluency with a wide variety of genres with grade-level readability levels. During this course, students are taught various comprehension strategies

such as predicting, making connections, questioning, visualizing, inferring, determining importance, and synthesizing to aid in the comprehension of grade-level texts. Students enrolled in seventh grade reading will progress to the eighth-grade reading course.

Reading 8

8th Grade Reading is a full-year course designed for students who would benefit from additional support to build successful reading skills. Reading skills such as decoding multisyllabic words and increasing multidimensional fluency are stressed. The goal is to expand and build upon comprehension strategies covered in the 7th Grade Reading Course. Emphasis is on reading and analyzing short stories, novels, and nonfiction texts for literary elements and inferential comprehension components. The class also supports readers by practicing reading strategies in content area reading.

Language Arts 6

Students will develop concepts and strategies in language arts through the integration of literature, language, and writing. The course encompasses the study and analysis of fiction and nonfiction-based literature, mechanics of writing, writing techniques, public speaking, and listening skills. Students will focus on descriptive, expository, argumentative, and narrative writing, as well as research skills. Additionally, the course emphasizes literature appreciation, analysis, synthesis, and evaluation.

Language Arts 7

Students will develop concepts and strategies in language arts through the integration of literature, language, and writing. They will use process and writing skills such as pre-writing, drafting, and editing to increase their writing abilities. Emphasis will be placed on building vocabulary, utilizing complex sentence structures, and developing higher order thinking skills.

Major areas of concentration will be the study and analysis of fiction and nonfiction based literature, building a stronger grammatical foundation, writing techniques, oral presentations that include various media formats, and listening skills. Descriptive, expository, argumentative, and narrative writing will be completed in various styles and forms, including the effective use of research skills when applicable.

Language Arts 8

Students will review 7th grade grammar and have an introduction of more complicated grammatical concepts, development of vocabulary, contextual meaning of words, and an emphasis on composition, including style, sentence variety and various kinds of exposition.

The development of composition will also include a focus on the writing process through expository, narrative/descriptive and argumentative pieces. Literary skills needed for reading nonfiction and fiction materials are emphasized through the study of literature units, cross-curricular units, and independent reading. Students will develop the ability to interpret literary elements and apply learned concepts that will be evaluated through various types of formative and summative assessments.

Concilium 6-8

Students are offered Concilium if they meet the requirements set forth by the Upper Arlington Board of Education. Gifted Language Arts or Concilium is the academic replacement subject concerned with the development and comprehension of written and oral language. The five strands of language arts recognized by the National Council of Teachers of English include reading, writing, speaking, listening, and visual literacy, and at the middle school level, all five strands are addressed in the curriculum using numerous resources and

approaches to learning. The intended outcome of gifted language arts instruction is for students to value and demonstrate literacy through multiple genres and forms of expression.

Mathematics

| Subject | 6th Grade | 7th Grade | 8th Grade | Geometry |
|---|-----------|-----------|---------------------------------------|--|
| Math (Meets daily all year; Required each year) | Math 6 | Math 7 | Pre-Algebra or Algebra 1 [^] | Geometry [^] and Honors Geometry [^] |

[^] Students who successfully complete these courses will earn one (1) high school mathematics credit.

Mathematics 6

Math 6 will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics 7

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

Pre-Algebra

Pre-Algebra will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra 1

The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in middle grades. The students will continue to apply the eight Mathematical Practices through their study of linear, quadratic, and exponential functions. In particular, they will compare and contrast these families of functions through in-depth analysis. In addition, other topics include systems of equations, inequalities, polynomials, data analysis and statistics, exponent rules, and radicals. Students who successfully complete Algebra 1 will earn one (1) high school mathematics credit.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. In addition to traditional topics of dimension, measurement, congruency, similarity, and 2-D and 3-D shapes, transformation and logic concepts

are emphasized early and thoroughly. Students who successfully complete Geometry will earn one (1) high school mathematics credit.

Honors Geometry

The fundamental purpose of this Common Core course is to formalize and extend student's geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, including formal mathematical arguments and proof. Honors Geometry requires students to be able to think deeply about mathematics. Due to the rigorous nature of **Honors Geometry**, a course where students are expected to not only acquire new skills but to apply them in context, a teacher recommendation is required.

Performance Based Music Classes

| Subject | 6th Grade | 7th Grade | 8th Grade |
|--|----------------------------------|----------------------------------|----------------------------------|
| Music (Meets every day all year; elective) | Band 6 or Choir 6 or Orchestra 6 | Band 7 or Choir 7 or Orchestra 7 | Band 8 or Choir 8 or Orchestra 8 |

Band 6

Students have the opportunity to become familiar with and perform a variety of instrumental music literature. Students are expected to improve their playing technique by daily practice of lesson material. Students will work individually, in small groups, and large groups. Attendance and appropriate attire at all performances are required.

Band 7

During the 7th grade year, students continue to develop the individual skills acquired during 6th grade. The focus is on group instruction in the full band experience. Students will work individually, in small groups, and large groups. Attendance and appropriate attire at all performances are required.

Band 8

8th grade band is a continuation of the playing skills developed in 6th and 7th grades, in addition to the development of more advanced ensemble skills. Students will work individually, in small groups, and large groups. Attendance and appropriate attire at all performances are required.

Choir 6

6th grade Choir is a performance based class that meets daily and is open to all students (no previous music experience is needed). Students will explore the foundations of choral singing, including pitch matching, range, tone, rhythmic/melodic sight reading, and learning to sing together as an ensemble in unison and harmony. Students will learn and perform songs from a diverse range of musical styles while having fun making music together! Daily participation, appropriate concert attire, and attendance at concerts are required.

Choir 7

7th grade Choir is a performance based class that meets daily and is open to all students. Students continue to build on choral techniques learned in 6th grade with a focus on the adolescent expanding voice. Students will work in both full and small group settings to train the voice for healthy singing and work on sight-reading

skills. Students will sing a diverse range of musical styles in 3-part harmony while having fun making music together. Daily participation, appropriate concert attire, and attendance at concerts are required.

Choir 8

8th grade Choir is a performance based class that meets daily and is open to all students. Students work on advanced choral techniques to support their maturing voices. Students use sight reading skills to prepare songs in a diverse range of musical styles to perform at multiple events throughout the year. Daily participation, appropriate concert attire, and attendance at concerts are required.

Orchestra 6

6th Grade Orchestra offers beginning instruction on violin, viola, cello, and string bass with a focus on developing skills necessary for long-term success. Fundamentals are established by studying basic instrument technique and a diverse variety of music. Students will work individually and in groups to foster musical growth and a lifelong appreciation of music. Students will perform 2-3 times during the year. Attendance and appropriate attire are required at all performances.

Topics/skills included: Introductory string instrument technique, music literacy, music history, instrument care, rehearsing within a musical ensemble, musical community building.

Orchestra 7

7th Grade Orchestra offers instruction for students who have prior experience on violin, viola, cello, and string bass. Fundamental skills are reinforced, and intermediate concepts are introduced through the study of a diverse variety of music. Students will work individually and in groups to develop musical growth and a lifelong appreciation of music. Students will perform 2-3 times during the year. Attendance and appropriate attire are required at all performances.

Topics/skills included: Shifting and extended string technique, music literacy, music history, rehearsing within a musical ensemble, musical community building.

Orchestra 8

8th Grade Orchestra offers instruction for students who have prior experience on violin, viola, cello, and string bass. Students expand their musical foundation and apply intermediate techniques to a diverse variety of music. Students will work individually and in groups to foster musical growth and a lifelong appreciation of music. Students will perform 3-4 times, with a greater emphasis placed on performance opportunities than in previous years. Attendance and appropriate attire are required at all performances.

Topics/skills included: Shifting and extended string technique, music literacy, music history, rehearsing within a musical ensemble, musical community building.

General Music

| Subject | 6th Grade | 7th Grade | 8th Grade |
|--|-----------------|-----------------|-----------------|
| General Music (Meets daily; 1 semester, elective) | General Music 6 | General Music 7 | General Music 8 |

General Music Grades 6-8

This class is for students who have an appreciation for music but do not want to participate in a performance-based class. Students will explore the art of music through music theory, performance observations, iPad apps, web-based instruction, listening, classroom instruments, and more. The student's grade is generated primarily by effort and participation in class.

Science

| Subject | 6th Grade | 7th Grade | 8th Grade |
|--|-----------|-----------|----------------------------------|
| Science (Meets daily all year; Required each year) | Science 6 | Science 7 | Science 8 or Physical Science**° |

*Students who successfully complete this course will earn one (1) high school science credit.

°Students enrolled in this course must be concurrently enrolled in Algebra 1, or Geometry. Students will be expected to complete summer work to prepare for this course.

Science 6

Students will develop scientific inquiry skills throughout the 6th grade course. Students will develop these skills through content areas related to earth and space, physical and life sciences. Earth and space will include the study of rocks, minerals, soil and their everyday uses. Physical science will include the study of matter, motion, potential energy and kinetic energy. Life science examines the study of biology on the cellular level.

Science 7

The 7th grade course of study includes the themes of Earth and Space Science, Physical Science, and Life Science. The Earth and Space Science topics include the hydrologic cycle, climate, the atmosphere, ocean tides, and moon phases relationship with the sun. The Physical Science topics include matter and energy flow, periodic table/basic chemistry, conservation of energy, and energy transfer. The Life Science topics include biomes, ecosystems and the energy flow within them. A large component of 7th grade science involves helping students make connections and relationships among these topics.

Science 8

The 8th grade course of study includes the themes of physical Earth, forces and motion, and species and reproduction. Physical Earth topics include the composition and properties of Earth's interior, plate tectonics, constructive and destructive forces that shape our Earth, and the geologic time record. The forces and motion topic includes the study of force interactions and different types of potential energy. The theme of species and reproduction includes the study of gradual changes in species over time, the fossil record, reproduction and the success of a species, and how traits are passed from one generation to the next.

Physical Science

Physical Science is the introductory course in the High School science program and is strongly encouraged for all students prior to enrolling in any other science course. Students enrolled in Physical Science will explore

themes related to matter, energy, and the universe. Physics topics covered include mechanics, kinematics, heat, energy, electricity, and waves. Chemistry topics covered include atomic structure, physical and chemical properties/changes, classification of matter, bonding, nomenclature, conservation of mass and matter, and nuclear properties/changes. Universe concepts include galaxy and star formation, stellar evolution, and the Big Bang Theory.

Due to the emphasis on different math skills in physical science, students who select Physical Science will be required to complete work over the summer to ensure they do not skip Science 8 content. Students who successfully complete Physical Science will earn one (1) high school science credit.

This course is intended for the student who is interested in a general treatment of physical science processes and concepts. The course is activity oriented, allowing for student involvement in exercises that will increase scientific knowledge and learning skills. The student must often perform laboratory experiments, interpret information, explain experimental evidence, and graph or tabulate data.

Honors Physical Science

Like students enrolled in Physical Science, the honors course will explore themes related to matter, energy, and the universe, through a deep dive into the same physics and chemistry topics. Due to the emphasis on different math skills in the two levels of physical science, students must be enrolled in Algebra 1 or higher concurrently.

This course is intended for the student who is science-oriented and interested in an in-depth, mathematical treatment of physical science concepts. The course is activity-based and is taught using a laboratory approach that requires the interpretation and communication of information using data and analysis. Most labs are inquiry-based and/or require the student to problem-solve and think critically about their experimental design. There is also an emphasis on using mathematical relationships to illustrate and clarify the concepts taught. Students selecting this course should have strong mathematical skills related to graphing, solving algebraic equations, and identifying mathematical relationships. Students who successfully complete Honors Physical Science will earn one (1) high school science credit.

For further clarification between Physical Science and Honors Physical Science review [this document from UAHS](#).

Social Studies

| Subject | 6th Grade | 7th Grade | 8th Grade |
|---|------------------|------------------|------------------|
| Social Studies (Meets daily all year; Required each year) | Social Studies 6 | Social Studies 7 | Social Studies 8 |

Social Studies 6

In Social Studies 6, students study the Eastern Hemisphere, 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

Social Studies 7 is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands (history, geography, government and economics) 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.

Social Studies 8

The historical focus continues in the eighth grade with the study of the early years of the United States from 1492 to 1877. 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.

Technology and Engineering

| Subject | 6th Grade | 7th Grade | 8th Grade |
|---|----------------------------|----------------------------|----------------------------|
| Technology & Engineering (Every day, 1 semester, elective) | Technology & Engineering 6 | Technology & Engineering 7 | Technology & Engineering 8 |

Technology & Engineering 6

Students in Technology & Engineering 6 acquire knowledge and skills in problem solving, teamwork and innovation. Students participate in a project-based learning process, designed to challenge and engage the natural curiosity and imagination of middle school students. Teams design and test their ideas using modeling while exploring energy and the environment.

Topics/skills covered: basic tool and machine use, 3D modeling/printing, basic coding/computer science, robotics, vinyl cutting, in-depth video production.

Technology & Engineering 7

Students in Technology & Engineering 7 are introduced to an engineering curriculum that challenges, inspires, and offers students variety and flexibility. Students get rigorous and relevant experiences through activity, project, and problem-based learning. They use industry leading technology to solve problems while gaining skills in communication, collaboration, critical thinking, and creativity.

Topics/skills covered: graphic design & laser engraving, 3D modeling , basic coding/computer science, robotics, vinyl cutting, in-depth video production.

Technology & Engineering 8

Students in Technology & Engineering 8 further explore design and engineering. Students learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students utilize mathematics and science concepts to develop solutions to practical problems and extend human capabilities by designing and building real-world objects.

Topics/skills covered: advanced 3D modeling/printing, product development, graphic design, marketing, branding, coding/computer science, robotics, vinyl cutting, in-depth video production.

Wellness

| Subject | 6th Grade | 7th Grade | 8th Grade |
|--|----------------------|-----------|----------------------|
| Physical Education (Each day, 1 semester, elective) | Physical Education 6 | | Physical Education 8 |
| Health (Each day, 1 semester, elective) | | Health 7 | Health 8 |

Health 6

Health 6 provides students with the opportunity to explore various aspects of their social, emotional/mental, and physical health. Students will study the processes around goal setting, decision making, body systems, and stress management. This course will allow students to explore topics around self esteem, mental health, communication, and healthy relationships.

Health 7 - Required

Health 7 provides students with the opportunity to explore their personal health while making connections to a healthy lifestyle. Students will obtain knowledge around the health triangle which includes their social, mental/emotional and social health. Students explore the effects of alcohol, tobacco and other drugs, and learn decision-making and refusal skills in how to avoid these harmful substances. Additional topics will also be addressed: the relationship spectrum, disease prevention, body systems, and basic hygiene for puberty and beyond.

Health 8

Health 8 provides students with the opportunity to comprehend concepts related to health promotion and disease prevention to enhance overall health. Students will demonstrate the ability to access valid information, products, and services to enhance their personal health and that of the community. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Using this knowledge, students will demonstrate the ability to advocate for personal, family, and community health.

Physical Education

Physical Education is required for all 6th grade students. Students participating in Middle School Physical education will learn through various games and activities how to:

- make informed decisions regarding a healthy lifestyle,
- be prepared to be physically active members of society,
- develop the ability to work cooperatively with others while being physically active, and
- set goals and reflect on personal performance.

Units will consist of individual and team sports as well as activities that stress teamwork, cooperation, personal challenge and fitness concepts (cardiovascular endurance, flexibility, muscular strength, and muscular

endurance). Possible activities may include: invasion and fielding games, net and target sports and individualized athletic performance.

Other Electives

As staffing resources allow, students will be offered additional elective opportunities that are of interest to them. Details of these course offerings will be communicated to students and families during the scheduling process.