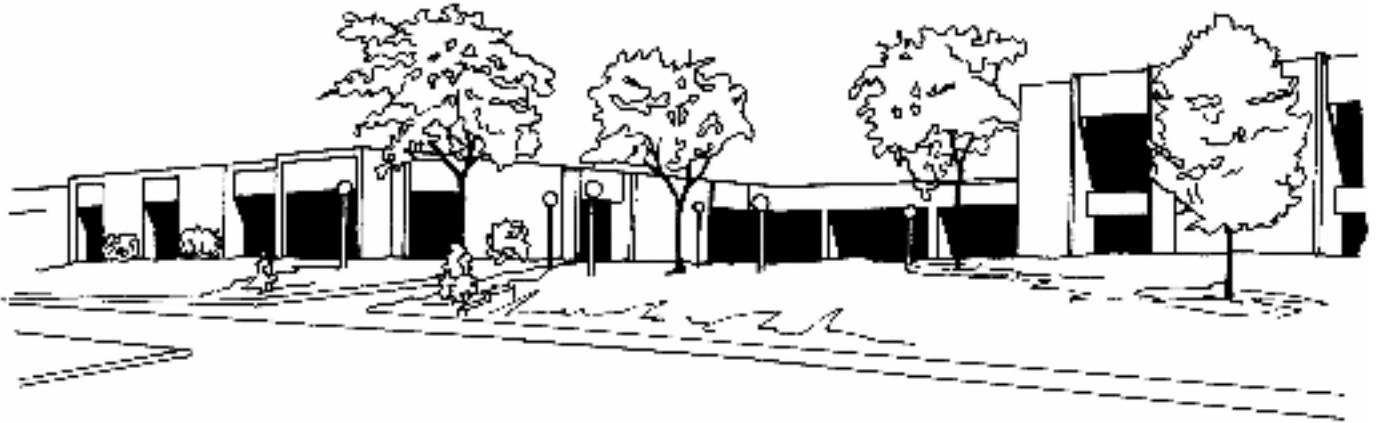


Heskett Middle School



**PROGRAM OF
STUDIES 2025-2026**

Information for Students and Parents

Dr. Cassandra Johnson
Superintendent

Tawanna Hamm
Principal

Antonio Gaines
Associate Principal



Approved by:

THE BEDFORD BOARD OF EDUCATION

November 7, 2024

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Sharyn Macklin, Vice President
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The Bedford Board of Education, in compliance with the Title IX/Section 504 regulations, will not discriminate on the basis of gender, race, color, religion, age, disability or national origin in education programs and activities or in employment practices. Inquiries concerning the application of the Title IX/Section 504 regulations may be referred to the district's Title IX/Section 504 coordinator, Kenneth Elder, at 475 Northfield Road, Bedford, OH 44146.

STUDENT FEES

Fee amounts for the 2025-2026 school year are as follows:

Sixth, Seventh, and Eighth grades

Student Planner	\$ 8.00
Art	<u>\$ 7.00</u>
Total	\$15.00

Students taking band, orchestra, World Language, Advanced English 6, Advanced English 7, and/or Pre-AP English classes are charged for an additional workbook. In addition, all instrumental music students using a school-owned instrument will be assessed an annual usage fee of \$25.

PERSONAL ELECTRONIC DEVICES

Through the One-to-One Student Technology Program Bedford City School District provides students their personal Chromebook to use during the school day every day. Student devices need to be in school with students daily and fully charged for the instructional day. Students are highly encouraged to leave their personal electronic devices at home. (i.e. Gaming devices, tablets, smart watches, etc.)

A "Student Device Permission/Responsibility Acknowledgement", signed by the student and parent, must be on file.* Students granted permission must agree to abide by all terms and conditions outlined in the Bedford City School District's Acceptable Use Policy. Anyone who fails to abide by the terms and conditions will be subject to disciplinary action.

Note: The Bedford City School District is NOT RESPONSIBLE for personal devices that are lost, stolen, or damaged.

*Parent's signatures will be filed electronically through the district back to school portal.

SUBJECT SELECTION PROCEDURE AND GUIDELINES

The principal has the ultimate authority to make or change course placement decisions for all students. The school reserves the right to schedule those students who fail a core subject area course.

Please note: Any courses listed below are subject to change based on student enrollment, district finances and other circumstances.

	6TH GRADE COURSES	7TH GRADE COURSES	8TH GRADE COURSES
REQUIRED COURSES	English/Language Arts Math Pre-Algebra Social Studies Science Physical Education	English/Language Arts Math Social Studies Science Health	English/Language Arts Math Social Studies Science
ELECTIVE COURSES	Band Orchestra Chorus General Music (students must take one of the above music classes) Technology Art Social Health World Cultures Accelerated Science 6 ELA Intervention Math Intervention	Art African American Experience Band Orchestra Chorus Career Connections Literacy for English Learners Exploratory Language Pre-Engineering Technologies (STEAM) +Health +Physical Education ELA Intervention Math Intervention	Art African American Experience Band Orchestra Chorus Business Foundations Computer Applications American Sign Language Spanish I Literacy for English Learners Exploratory Language Pre-Engineering Technologies (STEAM) +Health +Physical Education

*Note that the master schedule provides for block scheduling that allows Heskett's students to have extended time in the core areas of Math and English/Language Arts.

+Note: Health and Physical Education are required to take at least once in 7th or 8th grade.

HESKETT MIDDLE SCHOOL PHILOSOPHY

Heskett Middle School recognizes the uniqueness of the preadolescent and the adolescent. It is cognizant of the special needs these students have academically, personally, physically, socially, and emotionally.

During the middle school years, students undergo rapid maturational changes that can make this a time of anxiety and uncertainty. It is the role of the school to foster an atmosphere of support and opportunities for students to develop self-discipline, self-confidence, and a positive self-image. This support and these opportunities are provided through the combined efforts and interactions of the students, their parents, and the staff.

Recognizing the right of all students to learn, the school offers a program that will build and expand upon the basic skills developed at earlier levels using technology. We also provide learning experiences in disciplines designed to extend the horizon of our students and prepare them for learning in the 21st century. Students are encouraged and counseled to accept responsibility for self-control and academic achievement, while respecting the rights of others.

We are aware of, and do affirm, the vital role of the parents, the staff, and the entire community in the education of our children. Effective communication is necessary among the students, the home, the school, and the community, to enhance student opportunities for success. To this end, we encourage the development of mutual respect among those interested groups in order to identify and meet the unique needs of our students, in collaboration with those of our community.

It is this partnership of the home, the school, and the community that will enable our students to achieve self-discipline, respect for others, and academic skills. Then, we can prepare our students to learn to live and participate in a responsible manner, in a democratic society.

HESKETT MIDDLE SCHOOL MISSION

We welcome students into a diverse, rigorous and safe educational setting where success is necessary for all.

HESKETT MIDDLE SCHOOL VISION

All students will leave Heskett Middle School prepared socially, emotionally and academically to succeed in High School.

HESKETT MIDDLE SCHOOL CORE VALUES

Core Values: At Heskett our students ROAR!

Respect is universal
Open Minds have endless possibilities
Achievement to our fullest potential
Responsibility and accountability to one another

Home of
Mindful
Scholars

HESKETT MIDDLE SCHOOL

GENERAL OBJECTIVES

The objectives of Heskett Middle School are natural outcomes of the philosophy of the school and the understood characteristics of the preadolescent and adolescent student:

1. Provide a staff that is intellectually skilled in their profession, technology responsive to the needs of the students and the community, and able to gain respect from and provide respect for students personally, as well as professionally.
2. Encourage and stimulate students in developing a process for learning in the 21st century to become creative, effective communicators, strong collaborators, and critical thinkers.
3. Develop not only a respect for the individual to learn and grow, but also a respect for all individuals to this same right regardless of education, race, religion, sex, abilities, and interests.
4. Build upon the students' mastery of basic skills, to provide exploratory experiences in many disciplines, and to develop a readiness in the students for the high school experience. The curriculum will include, but not be limited to, the basic skill areas of English/language arts, social studies, mathematics, science, fine arts, keyboarding, business and career foundations, health, physical education, vocal and instrumental music, and counseling services.
5. Provide a highly flexible program to include opportunities for experiences in
 - Developmental Reading
 - Gifted and Talented Services
 - Individualized Learning
 - Intervention Programs
 - Technology Skills

In addition, the services of other trained specialists are included in our program:

- School Counselors
 - Media Center Personnel
 - Psychologists
 - Speech and Language Therapists
 - Social Workers
 - Mental Health Therapists
6. Motivate our youth toward goal-oriented work attitudes by integrating career awareness throughout the curriculum.
 7. Provide the least restrictive environment for all special education students.

STATEWIDE TESTING REQUIREMENTS

In preparation for graduation from Bedford High School, sixth, seventh, and eighth grade students will complete the prescribed state tests as determined by the Ohio Department of Education. These assessments measure the progress students are making in mastering Ohio's Learning Standards for science and social studies, as well as in math and English language arts. These online assessments will include multiple choice, short answer, open response questions as well as performance-based tasks. During the school year, sixth and seventh grade students will complete the Ohio State Tests (OST) in the areas of:

- Reading
- Mathematics

The eighth grade students will complete the Ohio State Tests (OST) in the areas of:

- Reading
- Mathematics
- Science

Students taking the following high school credit bearing courses will also be required to take a performance-based and/or end of course exam for each respective course:

- *Algebra 1
- Business Foundations
- Geometry

*(*Scores on this exam will count toward high school graduation for students. Please see your school counselor if you have any questions.)*

Additional information can be found at the Ohio Department of Education's (ODE) website. Go to <http://education.ohio.gov/>. Once on the site, testing information can be found by entering *Ohio State Tests* in the search box. For more information about the increased rigor of Ohio's Learning Standards, please consult the ODE website as well.

INTERSCHOLASTIC/EXTRACURRICULAR ELIGIBILITY STANDARDS FOR STUDENTS IN GRADES 7-8

In order to be eligible for any interscholastic/extracurricular activity, the student athlete must meet the requirements set forth by the Ohio High School Athletic Association (OHSAA).

Students in grades 7-8 must have passed five (5) classes in the preceding grading period.

(Sixth grade students are not eligible to participate in interscholastic athletic teams per OHSAA.)

In addition to the above criteria, the student must also have maintained at least a 2.0 GPA in the quarter prior to participation in the activity. If the required GPA is not earned, the student will be on Conditional Eligibility until grades are recorded on the next quarter's Midterm Progress Report. During Conditional Eligibility, the student may attend practices and meetings and participate in games and events. Additionally, the student must demonstrate that he/she participated in at least three hours of approved intervention each week, leading to the Midterm Progress Report. If the student does not demonstrate attendance in approved intervention, he/she is no longer able to participate in games or events through the next report card. At the midterm of the quarter, if the student earns a 2.0 GPA or higher, he/she will be removed from Conditional Eligibility and will be in good standing until the end of the quarter. If the student fails to earn a 2.0 or higher at the midterm of the quarter, he/she is no longer able to participate in games or events through the end of the grading period. New incoming 7th graders are not required to meet this eligibility standard for Fall. However to participate in Winter and Spring sports all students must meet the eligibility requirement.

Please note: Summer school coursework does not count toward 1st quarter eligibility. First quarter eligibility is strictly based on 4th quarter grades of the prior school year.

SCHOOL COUNSELING PROGRAM

Bedford City Schools Counseling Mission Statement

The mission of the Bedford City Schools comprehensive counseling program is to empower and support all students in their academic, career and social-emotional development in a safe and nurturing environment. We deliver a data-driven developmental program, advocate for our students, collaborate with stakeholders, & provide equitable access to resources in preparation for lifelong success.

Heskett Middle School Counseling Program

The major focus of counseling services at Heskett Middle School is to implement a comprehensive school counseling program. The goal of the comprehensive school counseling program is to assist in the development of students' academic, career and social/emotional maturation. Our program is based on the American School Counselor Association (ASCA) National Model and is driven by student data. The comprehensive school counseling program is evaluated annually by analyzing school data and trends and our program is modified as needed to reflect those changes.

School counselors provide direct services to students through core curriculum, small group counseling, individual counseling, and responsive services.

- School Counseling Core Curriculum
 - School counselors instruct students in the classrooms monthly. Lessons are based on student needs in the areas of academics, career, and social emotional learning.
- Individual Student planning
 - School counselors work directly with students to support their academic progress and goals. Counselors often use data when helping students set immediate and long term goals.
- Small Group Counseling
 - School counselors conduct small counseling groups outside the classroom setting to respond to certain areas of interest in students' academic, career, and social/emotional development. Groups may support academics, attendance and social emotional needs.
- Responsive Service
 - Crisis counseling is provided to students in crisis situations. Crisis counseling is provided in a timely manner in response to a crisis situation. When necessary, a referral is made to an appropriate community resource.
- Collaboration/consultation
 - School counselors collaborate and consult with teachers, administrators, parents and community agencies on behalf of students' needs.
- School Wide Events
 - Events are planned throughout the school year that focus on the areas of academic, career, and social/emotional development. Examples may include Career Day, Random Acts of Kindness Week, Start with Hello Week, and other attendance and academic incentives.

CREDIT FLEXIBILITY

Students are able to earn high school credit by enrolling in high school credit-bearing courses (Algebra I, Geometry, Business Foundations, Computer Applications, Spanish I, ASL I (American Sign Language), and/or Pre AP English I). In addition, students may also earn high school credit by demonstrating mastery of essential content and skills through the Board-adopted policy and procedures for [Credit Flexibility](#). This work may be completed through academically focused educational options, which may include: testing for credit, independent coursework, summer learning, online courses, and internships. If a student is interested in applying for this option, he/she should see their grade level school counselor for an [application packet](#) and further guidance. The Deadline for proposal submission is April 30 (full year or fall semester).

COLLEGE CREDIT PLUS (CCP)

The CCP program offers highly motivated students the opportunity to simultaneously earn secondary (high school) and post-secondary (college) credit for college-level courses at no cost to the students (with the exception of select private colleges), except transportation. All students enrolled in grades are eligible to apply to participate. Eligible post-secondary institutions include community colleges, post-secondary vocational technical institutions, state universities, and select private colleges and universities. Students interested in this program must meet any enrollment requirements of the post-secondary institutions. **Students must indicate to school officials (principal or school counselor) their intent to participate by March 30th of the year prior to the year of intended participation.** The Bedford School District will provide counseling services to 7th through 12th grade students and their parents/guardians prior to participation in the CCP Program. Counseling will address the advantages and the possible risks and consequences of participating in the program. Please contact your counselor with any questions.

CAREER BASED INTERVENTION

The Career Based Intervention (CBI) program is an Ohio Department of Education Career-Technical Education program designed for students ages 12-21 in grades 7-12. The program is designed to help students improve academic competency, develop professional skills, and implement a career plan that will serve them on the path to graduation and beyond.

The CBI program utilizes a combination of in-class educational and on-site experiential learning opportunities to maximize student success. Local program design varies based on the needs of students and districts. CBI is an intervention program, not a complete career field pathway. It emphasizes early awareness and recovery. The goal of the CBI program is to assist and prepare students for successful high school graduation, additional career-technical education and training, postsecondary education, and/or a meaningful career.

This program is only available to students who are accepted into the Excel Program. Questions about this program can be directed to the Excel staff.

HIGH SCHOOL GRADUATION REQUIREMENTS

REQUIREMENTS FOR GRADUATION

Students are required to pass the state–mandated tests to be determined by the Ohio Department of Education (ODE), and complete 21 credits in order to earn a diploma. Specific requirements for graduation are as follows:

Subject	Required Credits	Approved courses
English	4 Credits	English I, II, III, or AP or LCCC courses; English IV or AP, or LCCC courses
Mathematics	4 Credits	Must include Algebra II or equivalent
Science	3 Credits	Must include 1 credit of Biology or Tri-C Biology course and 1 credit of a Physical Science (Physical Science, Chemistry, Physics)
Social Studies	3 Credits	Must include World Studies or LCCC courses, US/ Honors US Studies; and Government or AP Government
Health	1/2 Credit	
Physical Education*	1/2 Credit	
Financial Literacy	1/2 Credit	
Electives	5.5 Credits	Must include fine arts or Career Tech electives.

All students transferring into Bedford High School should see their assigned counselor to obtain a “Graduation Plan” prior to course selection. This will help delineate courses which will and/or will not count towards your graduation from Bedford High School.

A credit is defined as one Carnegie unit of instruction earned for satisfactorily completing a year's work in a subject. No more than four one–quarter credits of Physical Education may apply toward graduation requirements.

***A student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons is not required to complete any PE courses. However, that student is still required to complete and earn the ½ credit in another course of study.**

GRADUATION REQUIREMENTS FOR THE CLASS OF 2023 AND BEYOND

STEPS TO GRADUATION:

To earn a high school diploma, you must complete courses (Step 1) and then complete Steps 2 and 3 as outlined hereafter:

STEP 1: CREDITS

Complete Courses to Graduate from Bedford High School

You must take and earn a minimum of 21 credits in specific subjects.

English language arts	4 credits
Health	½ credit
Personal Financial Management	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social Studies	3 credits
Fine Art*	1 credit
Electives	5½ cdt

*Students in a CTE Pathway do NOT need a Fine Art credit.

AND

STEP 2: COMPETENCY

Show That You Are Academically Competent

Earn passing score (684) on the Algebra I and English II state end of course exams, **OR** score a 500 on the ELA and/or Math AASCD, as determined by the IEP Team.

If testing is not your strength?

You have the option to show academic competence through one of the following three options:

OPTION 1:

Career Focus which includes 2 of the following: cumulative score of proficient or higher on 3+ Webxams within a career pathway, 12 point industry credentialing, Ohio-registered apprenticeship, work-based learning, proficiency of WorkKey exams, earning OhioMeansJobs OMJ) readiness seal

OR

OPTION 2:

Enlist in the Military via passage of the ASVAB and a contract (DD Form 4).

OR

OPTION 3:

Complete College Coursework in non-remedial math and/or English through the College Credit Plus program.

OR

OPTION 4:

ACT or SAT Remediation Free Scores by earning any of the following:

Subject	ACT	SAT
English Language Arts	English subscore of 18 (or higher)	Evidence-Based Reading and Writing score of 480 (or higher)
	Reading subscore of 22 (or higher)	
Mathematics	Subscore of 22 (or higher)	Score of 530 (or higher)

AND EVERYONE must also complete STEP 3:

AND

STEP 3: READINESS

Show That You Are Ready

Earn one diploma seals from the following Ohio seals options: OMJ, industry credential, state-issued license, college ready, military, citizenship, science, honors diploma, biliteracy, technology,

AND

Earn one additional seal from the above OR the following local seal: community service.

PLEASE SEE COUNSELOR FOR MORE DETAILS!

SERVICES FOR STUDENTS WITH DISABILITIES

Special education services are provided to students with identified disabilities, as delineated on the Individualized Education Plan. The full continuum of service delivery options are provided at Heskett Middle School. Students receive services in resource classrooms, co-taught math and language arts classes, as well as in therapy rooms. Additional interventions relative to social skill development as well as teacher assisted intervention programs are also available.

HESKETT MIDDLE SCHOOL RESOURCE CENTER

The philosophy of the Heskett Resource Center is to support the faculty, students and administrators, and to enhance the curricula in all subject areas.

All students receive an orientation to the Resource Center at the beginning of the school year. Teachers regularly bring their classes to the Resource Center to do research. Throughout the school year, lessons are presented on the Online Public Access Catalog (OPAC), the electronic card catalog, as well as on Information Literacy Skills based on Ohio's Academic Guidelines for Educational Media. Useful Internet sites are introduced when needed to support the curricula. Students receive group instruction and individualized instruction throughout the year.

Computer workstations are available for faculty and student use. Word processing, the card catalog and other programs are available. Research applications such as SIRS Discoverer, Proquest, and American National Biography are provided through the INFOHIO website.

The Librarian provides information literacy through book talks, individual reading guidance, and individualized assistance.

The Resource Center is available to students before school, after school and during lunch periods. Students may use the Resource Center during the day with their teacher's permission.

The Bedford City School District uses a filter to limit access to unacceptable web sites. An AUP (Acceptable Use Policy) Form must be electronically filed for any student who wishes to use the Internet.

CORE SUBJECT SUMMARIES

ENGLISH/LANGUAGE ARTS

The ability to learn is inherent in individuals of all ages. All students are expected to become competent readers, writers, speakers, and listeners in every area of the curriculum. Growth in literacy is necessary so students can enrich their own lives and function in a changing world. An essential goal of education is to convey appreciation and an understanding of written and verbal communication through reading, writing, speaking, and listening.

The student is the center of the learning process. Students, parents, and teachers are responsible for recognizing individual needs and building on strengths. They work collaboratively to set goals, develop instruction and assess progress. Students are encouraged to become reflective self-evaluators who move beyond basic literacy to critical and creative thinking. Students will become 21st Century learners through the use of effective communication and collaboration.

All educators are teachers of language and are responsible for modeling and nurturing the process of language development. Strategies for learning, such as applying the conventions of language, study skills and test-taking strategies, need to be taught within the context of curricular materials and life experiences. Language-proficient students are more likely to become effective communicators who are also independent, lifelong learners.

Students gain confidence and expertise as they learn to make connections using their reading and language abilities. In the English/Language Arts classrooms, students learn to connect reading and language skills and apply study skills and test-taking strategies to other curricular areas to promote academic success. They engage in an ongoing appreciation of literature that will encourage lifelong learning. They connect their reading and language skills to their personal success in achieving life goals.

English/Language Arts – 6 **Yearlong**

Entering skills and attitudes leading to student success: the enjoyment of reading, writing, and working with language; the ability to understand the writing process; the introduction of basic essay structure; and the ability to read and understand reading assignments of up to 10 pages per night, depending on the difficulty of the reading; organizational and note-taking skills; the ability to contribute appropriately to the discussion of literature; and the ability to learn from other students.

Achievement focus: instruction and practice in reading a variety of genres; projects involving written and oral presentation; the study of grammar; formal study of vocabulary; writing for a variety of purposes including introduction to narrative, informational, and argumentative writing; library and internet research skills; writing short and extended answers in response to textual readings; reading independently up to 50 pages per week of non-textbook literature.

Summer reading may be required as a part of this course curriculum.

Pre-Advanced Placement (Pre-AP) English – 6 **Yearlong**

Course fee: \$18.00

Students will be recommended by teachers for this course using a matrix that is multifaceted and weights the following criteria for enrollment:

- iReady scores
- Letter grades earned in 5th grade Language Arts
- Previous AIR test scores
- Gifted identification in superior cognitive and/or Reading-English Language Arts

This course is designed for high ability students capable of and willing to handle a very rigorous

course, and who will be following an accelerated collegiate preparatory program upon entrance into high school. Due to the breadth, depth, and complexity of course content, consistent daily attendance is extremely important to student success. This should be taken into consideration when enrolling in this course.

The curriculum for this course will compact the English Language Arts 6th & 7th grade curricula.

English/Language Arts – 7

Yearlong

Entering skills and attitudes leading to student success: the enjoyment of reading, writing, and working with language; the ability to understand the writing process; the mastery of the basic essay structure; reading comprehension skills; the ability to read and understand reading assignments of up to 20 pages per night, depending on the difficulty of the reading; competent organizational and note-taking skills; the ability to contribute appropriately to the discussion of literature; and the ability to learn from other students.

Achievement focus: examination of literature with dual focus on fiction and non-fiction; projects involving written and oral presentation; continuing study of grammar, reinforcing language communication and application to writing development; formal study of vocabulary; introduction and development of the argumentative essay; writing for a variety of purposes; library and internet research skills; writing short and extended answers in response to textual readings; reading independently up to 100 pages per week of non-textbook literature.

Summer reading may be required as a part of this course curriculum.

The Seventh Grade English/Language Arts Curriculum continues the instructional program offered in the sixth grade.

Pre-Advanced Placement (Pre-AP) English – 7

Yearlong

Course fee: \$18.00

Students will be recommended by teachers for this course using a matrix that is multifaceted and weights the following criteria for enrollment:

- iReady scores
- Letter grades earned in 5th grade Language Arts
- Previous AIR test scores
- Gifted identification in superior cognitive and/or Reading-English Language Arts

This course is designed for high ability students capable of and willing to handle a very rigorous course, and who will be following an accelerated collegiate preparatory program upon entrance into high school. Due to the breadth, depth, and complexity of course content, consistent daily attendance is extremely important to student success. This should be taken into consideration when enrolling in this course.

The curriculum for this course will compact the English Language Arts 7th & 8th grade curricula and will prepare students to be ready to enter Pre-AP English I as eighth graders, which is a high school credit bearing course. However, if the student earns below a C in this course, it will be highly recommended that the student take English/Language Arts 8 in grade 8. Skills and attitudes leading to student success: the enjoyment of reading, writing, and working with language; the ability to understand the writing process; the mastery of a well-developed argumentative essay; reading comprehension skills allowing the reading and understanding of challenging materials; the ability to exhibit critical reading skills (inference, interpretation, application); the ability to read and comprehend reading assignments of up to 30 pages per night, depending on the work studied; the ability to understand the structure of grammar, usage, and mechanics background; the ability to read independently two years above grade level; above average organizational and note taking skills; the

ability to take ownership of regularly assigned homework; the ability to contribute significantly and tactfully to class discussions about literature; the ability to learn from other students; and the ability to read independently 200 pages per week of non-textbook literature.

Achievement focus: careful examination of literature, including fiction, drama, poetry, and non-fiction texts, stressing critical thinking; projects involving critical analysis of and research on selected topics (written and oral presentations); continuing study of grammar, usage and mechanics reinforcing language communication, and application to writing development; formal study of vocabulary; successful development of the multi-paragraph essay for a variety of purposes; library/internet research skills; writing short and extended answers in response to textual readings. **Summer reading may be required as a part of this course curriculum.** Please note that this is an assignment specifically designed with the advanced student in mind and may involve additional time and effort to complete.

English/Language Arts – 8 **Yearlong**

Entering skills and attitudes leading to student success: the enjoyment of reading, writing, and working with language; the ability to understand the writing process; the mastery of the unified and basic expository paragraphs; average reading comprehension skills; the ability to read and understand assignments of 20 pages per night, depending on the difficulty level of the reading; the ability to understand the structure and background of grammar, usage, and mechanics; competent organizational and note taking skills; the ability to contribute appropriately and meaningfully to the discussion of literature; and the ability to learn from other students.

Achievement focus: examination of literature with dual focus on fiction (novel, short stories, Great Book anthology) and non-fiction. Projects involving written and oral presentation; continuing study of grammar, usage, and mechanics reinforcing language communication and application to writing development; formal study of vocabulary; introduction and development of the argumentative multi-paragraph essay; writing for a variety of purposes; library/internet research skills; writing short and extended answers in response to textual readings; reading independently up to 150 pages per week of non-textbook literature. **Summer reading may be required as a part of this course curriculum.**

The Eighth Grade English/Language Arts Curriculum continues the instructional program offered in the seventh grade.

Pre-Advanced Placement (Pre-AP) English I – 8 **Yearlong**

Course fee: \$18.00

1 Block Daily
1 High School Credit

Students will be recommended by their teacher for this course and identified for placement using a matrix that weights the following criteria for enrollment:

- Letter grades earned in ELA in grade 7
- Previous AIR reading test
- iReady scores
- Gifted identification in Reading- English Language Arts or Superior Cognitive

This course is the equivalent to high school freshman English and should be selected by those high ability students capable of handling a very rigorous enrichment course, and who will be following an accelerated collegiate preparatory program. Due to the breadth, depth, and complexity of course content, consistent daily attendance is extremely important to student success. This should be taken into consideration when enrolling in this course. This course will be taught by appropriately licensed staff and will earn the students who successfully complete the course 1 high school English credit. This course will closely follow the high school curriculum and will utilize high school

level textbooks and supplemental materials. Complex fiction and non-fiction works will be emphasized including novels, short stories, poetry, informational articles, and speeches. It is assumed that students enrolled in this course will be able to devote many hours of out of class time for the required reading, writing, and research. This course is not only reading intensive (at times up to 40 pages per night) but also writing intensive. Students will be required to write narratives as well as informational, argumentative and literary analysis essays. Students enrolled in Pre-AP English I must conduct themselves with the maturity and responsibility appropriate to advanced study. Upon completion of the course, based on performance, students will be recommended for either English II or Honors English II as freshmen at the high school. **Summer reading may be required, and students may be required to purchase paperbacks.** Please note that this is an assignment specifically designed with the advanced student in mind and may involve additional time and effort to complete.

MATHEMATICS

Mathematics is an important part of our daily lives. The purpose of the Heskett Mathematics Program is to ensure that all students have an opportunity to learn and become informed citizens capable of understanding issues in a technological society. To ensure that the mathematics taught in school is relevant to the needs of our students, mathematics curriculums across the country are changing.

The purpose of mathematics instruction is to help students apply math in solving real-life problems and to better understand their world. More than ever before, students in math classes are actively involved in investigating meaningful problems, working in groups and sharing ideas and insights, examining models, using calculators and computers in problem solving, and connecting math with other subject areas. Heskett's Math Programs are designed to ensure that all students: feel confident in using quantitative and spatial information to make decisions; are able to reason logically; can apply mathematical skills to problems encountered in everyday life; and understand the connections among the different strands of mathematics while connecting high level thinking skills to other content areas.

Sixth Grade Courses

Math – 6 Yearlong

The major focus on this course is on students' number sense while introducing proportional relationships, integers, algebraic expressions and basic equations. Concentration on these concepts will prepare them for the required state performance-based assessment.

Pre-Algebra - 6 Yearlong

This course is designed to provide an accelerated curriculum for the highly capable mathematics student. Emphasis will be on solving real world problems and mathematical problems aligned with the 7th and 8th grade Common Core Standards. Concentration on proportional relationships, rational numbers, and algebraic expressions and equations will prepare students for the required state assessment. Upon successful completion of the course, students will be recommended for Algebra I in 7th grade.

Seventh Grade Courses

Math – 7 Yearlong

The major focus of this course is on proportional relationships and rational numbers as well as on algebraic expressions and equations. Concentration on these concepts will prepare them for the required state performance-based and end-of-course assessment. Upon completion of this course, students may be recommended for either Math 8 or Algebra I in eighth grade.

Algebra I – 7 Yearlong

1 Block

1 High School Credit

(Students who successfully complete this course will be required to take the end-of-course state assessment which will earn points to fulfill HIGH SCHOOL graduation requirements.)

Placement in Algebra I will be recommended using a matrix that is multifaceted and weights the following readiness criteria: letter grades in Math 6, previous End of Year state assessment scores, gifted identification in superior cognitive and/or mathematics, and Algebra Placement Test.

This course is designed to provide an accelerated curriculum for the highly capable mathematics

student. Emphasis will be on solving real world problems and mathematical problems by writing and solving non-linear equations and interpreting algebraic expressions and transforming them purposefully to solve problems. This course is equivalent to a first year high school Algebra I course. These students will select Geometry as an eighth grader. It will be highly recommended that any student who does not maintain a C average or above retake this course as an 8th grader.

Eighth Grade Courses

Math – 8

Yearlong

This is an integrated course where emphasis will be placed on preparing students for the eighth grade performance-based and end-of-course state assessment and for entering Algebra I in the ninth grade.

Algebra I – 8

Yearlong

1 Block

1 High School Credit

(Students who successfully complete this course will be required to take the end-of-course state assessment which will earn points to fulfill HIGH SCHOOL graduation.)

Placement in Algebra I will be recommended using a matrix that is multifaceted and weights the following criteria: previous End of Year state assessment scores,, Algebra placement test, course grades in Math 7.

This course is designed to provide an accelerated curriculum for the highly capable mathematics student. Emphasis will be on solving real world problems and mathematical problems by writing and solving non-linear equations and interpreting algebraic expressions and transforming them purposefully to solve problems. This course is equivalent to a first year high school Algebra I course. These students will select Geometry as a ninth grader. It will be highly recommended that any student who does not maintain a C average or above retake this course as a ninth grader.

***Students will need to have access to a graphing calculator. The TI-83 or TI-84 is preferred.**

(Additionally as an option, students will need to access Desmos at Desmos.com and download this to an appropriate device.)

Geometry

Yearlong

1 Block

1 High School Credit

(Students will also be required to take the end-of-course state assessment which will earn points to fulfill HIGH SCHOOL graduation requirements.)

Prerequisites: successful completion of Algebra I, advanced or accelerated score on the state assessment, advanced iReady scores, teacher recommendation and principal approval.

Emphasis will be on proving triangles and other figures, as well as using coordinates and equations to describe geometric properties algebraically. Students who successfully complete this course with an A or B will be recommended for Honors Algebra II as freshmen at Bedford High School.

However, for any student who does not maintain a C average or higher, Algebra II will be recommended.

SCIENCE

A strong foundation in science education enables students to increase their knowledge, skills, and understanding of the world in which they live—from their home to their community, state, country, and world. The middle school science curriculum focuses on building scientific knowledge:

- Students will develop an understanding of the unity and diversity of the natural world;
- Students will foster an understanding of the nature of science, the development of science processes, the principles of science, and the connections between the physical, life, and Earth and space sciences;
- Students will be prepared to use appropriate scientific processes and principles in making personal decisions;
- Students will engage intelligently in public discourse about matters of scientific and technological concern; and
- Students will be able to increase their future economic productivity through the use of scientific knowledge, understanding, and skills in their careers.

Science – 6

Yearlong

The purpose of this class is to learn the basic concepts common to the disciplines of Earth, Life, and Physical Sciences as well as to understand and apply the skills of scientific inquiry. In this method of inquiry, students will gather and analyze scientific data and conduct scientific investigations. Students will develop an understanding of scientific concepts pertaining to the Earth and its origins, life and its interactions with Earth, matter, and the forces that govern it, and how scientific knowledge develops and changes over time.

Science – 7

Yearlong

This seventh grade course 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 of the Earth, sun and moon. Students will study the empirical evidence for the arrangement of the Periodic Table of Elements, conservation of mass and energy, and transformation and transfer of energy. Life science will be studied as students focus on the impact of matter and energy transfer within ecosystems. During this course, students will design and conduct scientific investigations allowing them to analyze and interpret real-time data.

Science – 8

Yearlong

This eighth grade course focuses on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics and landforms. Students also build upon their prior physical science knowledge as they focus on forces and motions, within, on and around the Earth and universe. In life science, the students focus on continuation of the species by studying diversity, fossil records, reproduction and traits of organisms. During the course, students will design and conduct scientific investigations allowing them to analyze and interpret real-time data.

Accelerated Science – 6

Yearlong

Eligibility for this course is based on a rubric that includes:

1. Gifted identification
2. 5th grade MAP scores
3. Previous science grades
4. Previous State Testing scores
5. Attendance

This course will condense the entire curriculum of 6th grade science and some of 7th grade science into one school year. Sixth grade content can be reviewed above. Seventh grade content covered will include exposure to several 7th grade topics and concepts. This course will expand upon topics that are covered in a 6th grade general science classroom in order to develop advanced science skills and knowledge. Students that are eligible for and enrolled in this course will be placed on a Written Acceleration Plan (WAP). Successful students will be recommended to take Accelerated Science - 7 the following year.

SOCIAL STUDIES

Effective social studies integrate history, geography, economics, political science, and other social sciences and humanities in order to prepare students to be participating citizens.

Specifically, the middle school social studies curriculum:

- helps students develop the ability to make informed and reasonable decisions for themselves and for the common good;
- prepares students for their role as citizens and decision makers in a diverse, democratic society;
- enables students to learn about significant people, places, events, and issues in the past in order to understand the present; and
- fosters the students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

World Studies Early Civilizations - 6

Yearlong

In the sixth grade, students focus on how early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, and agricultural practices and products. Students examine how the cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. This study incorporates each of the seven standards into the chronology. Students learn that geographic setting, culture of the people, economic conditions, governmental decisions, and citizen action shape each historic event. Students also expand their command of social studies skills and methods.

World Studies from 1000 BC to 1750 – 7

Yearlong

In the seventh grade, students begin the four-year historical sequence with a study of the ancient world. This study incorporates each of the seven standards into the chronology. Students learn that geographic setting, culture of the people, economic conditions, governmental decisions, and citizen action shape each historic event. Students also expand their command of social studies skills and methods.

U. S. Studies from 1607 to 1877 – 8

Yearlong

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology.

While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government, and the role of citizens.

ART ELECTIVES

Heskett Middle School visual arts provide opportunities for the development of each student to the highest level of his/her maturity and capability. Through various techniques, mediums and projects, students will develop an interest and appreciation of art. The classes will stimulate thinking and observation, as well as encourage creativity.

Art - 6

9 Weeks

Students will create artwork that demonstrates understanding of materials, processes, tools, media, techniques, and available technology. They will come to understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Art - 7, 8

9 Weeks

Students have the opportunity to take an art course for one quarter while at Heskett. Students will experience art through many different drawing, sculpture, painting, collage, ceramics, and digital arts. Students will learn different techniques with many different mediums throughout the course. We will also be addressing many art topics and cultures through art history. This curriculum will further prepare students for the art program at the high school.

Modified Art

The 7th and 8th grade Modified Art Class allows students to explore all visual arts media to increase creativity, observation, self-expression, focus, perseverance and collaboration. Participating in a modified art class can help students manage behaviors, process feelings, reduce stress and anxiety, and increase self-esteem. Students will attend class in a supportive, safe and nurturing environment. Students are placed in this course by teacher recommendation only.

BUSINESS ELECTIVES

Computer Applications – 7, 8 **Semester**

1 Period Daily
.50 High School Credit

This course is intended for computer users not computer programmers. Students receive hands-on experience in Microsoft Word, Excel, Power-Point, and Access. Students will focus on practical use of these programs for personal, school and work related activities.

Technology – 6 **9 Weeks**

1 Period Daily

This course aims to prepare our 6th grade students for technology use in the classroom and in life, encouraging best practices, internet safety, proper search techniques and digital citizenship. Students will focus on using a variety of Google applications and more advanced features of the programs that will allow them to be successful within their classes. Students will also review internet safety and the issues surrounding cyber bullying. Students will review and identify the parts of the Google environment, including Google Docs, Google Sheets, and Google Slides, along with working in their Google Drive learning how to share documents, organize documents into folders, change colors of folders, copy and move files, and rename files.

CAREER AND TECHNICAL EDUCATION

Business Foundations – 8 **Semester**

1 Period Daily
.50 High School Credit

Prerequisite: Winter MAP Reading score of 220 or higher, or an iReady reading score of 616 or higher.

This is the first course for the Business Management, Finance and Marketing career fields, all of which are career tech programs offered at Bedford High School. This course will introduce students to specializations within those three career pathways. Students will obtain fundamental knowledge and skills in general management, human resource management, operations management, business informatics and office management. They will learn about business operations, economics and business relationships. Students will use technological tools and applications to develop business insights. Employability skills, leadership, communications and personal financial literacy will also be addressed. Students will be required to take the state's end-of-course technical skill assessment at the end of this course.

Career Connections – 7

9 Weeks

1 Period Daily

An introductory course in which students will explore their career interests through embedded activities. This course will demonstrate how classroom learning translates into marketable employment skills. Through hands-on learning, exploration activities and involvement from local businesses, students will be introduced to and engaged in career-related experiences in various career fields. This course will provide students with tangible experiences to begin career decision making as well as exposure to the various career technical programs available to them at Bedford High School. Students will create a career plan, which will focus on their career aspirations and goals, as well as help them to gain an understanding of their post-secondary needs. Please note that all students will be required to have a set of headphones or earbuds for this course.

Family and Consumer Science - 8

Semester

1 Period Daily

Personal Wellness (Family and Consumer Science, Semester Course) 8 In this course, students will develop a personalized approach to healthy living. An emphasis will be placed on developing personal health for an adolescent that can be used as an individual transitions through life. Additional topics will focus on problem-solving, work ethic, nutritional and food selections, family dynamics, and personal health.

Pre-Engineering Technologies (STEAM) – 7, 8

Grade 7 – 9 Weeks

1 Period Daily

Grade 8 – 9 Weeks

Students will acquire knowledge and skills in problem solving, teamwork and innovation. Students explore STEM careers as they participate in project-based learning, as well as discovery and exploratory learning, designed to challenge and engage the natural curiosity and imagination relative to technology, physics, robotics, invention science and coding. Teams design, test their ideas, and redesign as necessary, just like scientists and engineers in the real world.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education provides students with the knowledge and understanding needed to maintain physical, mental, social and emotional well-being throughout their lifetime. Students will grasp knowledge about how the body works and how to maintain their personal health and well-being.

NOTE: *Students are required to take both physical education and health at least once during their middle school experience.*

Health Education Components:

- general well-being and body systems
- Total Health Triangle (mental/emotional, physical, and social health)
- nutrition
- childhood and adolescent development
- pregnancy and childbirth
- teen dating violence
- drug use (including legal and illegal drugs)
- communicable and non-communicable diseases-including sexually transmitted infections

Physical Education Components:

- self and social conduct in group settings
- fitness components, testing, and goal setting
- physical activity needs, planning, and advocacy
- cooperative/team activities
- tactical concepts of net games (volleyball, 4-square, table tennis, badminton)
- tactical concepts of striking games (kickball, wiffle ball)
- tactical concepts of invasion games (basketball, soccer, etc.)
- movement patterns
- target games (bowling)
- body control and agility

Physical Education – 6

Semester

Physical education is a semester-long course that provides students with the knowledge and understanding needed to maintain physical well-being throughout their lifetime. Students will grasp knowledge of fitness, personal and social responsibility, and how a variety of sports and games are played. Themes and commonalities across topics will be discussed so that students gain a foundational knowledge that will help them learn/play other sports and games. Activities, skills, and assessments covered through the semester are in line with the Ohio Department of Education Physical Education content standards.

Course Components:

- self and social behavior in group (class) settings
- physical activity advocacy
- physical activity planning
- fitness components, testing, and goal setting
- sport or physical activity skill breakdown
- tactical concepts of net games (e.g. 4-Square, badminton, table tennis, volleyball)
- tactical concepts of striking games (e.g. kickball, softball)
- tactical concepts of invasion games (e.g. soccer, scooter soccer, basketball)

Physical Education – 7, 8

9 Week

Physical Education provides students with the knowledge and understanding needed to maintain physical well-being throughout their lifetime. Students will grasp knowledge of fitness, personal and social responsibility, and how a variety of sports and games are played as well as commonalities across topics that can help them learn/play other sports and games.

This course will cover the Physical Education components stated above with age appropriate progressions.

Modified Physical Education – 7, 8

Semester

Modified physical education at Heskett Middle School is physical education that has been adapted or modified, so that it is appropriate for the student with a disability. The extent of the adaptation or modification is dependent upon the individual needs of the student. Students are placed in the course by teacher recommendation only.

7th Grade Health – 7

Semester

7th Grade Health provides students with the knowledge and understanding needed to maintain physical, mental, social, and emotional well-being. Students will learn concepts and tools that apply to their daily lives and help lead to a healthy future.

Throughout the semester, we will cover:

- Wellness: Foundations of Physical, Mental, Emotional, and Social Health
- Nutrition: Essential Nutrients, MyPlate, Food additives
- Communicable Diseases: Signs, Symptoms, and Transmission of Bacteria and Viruses including Sexually Transmitted Infections (STIs)
- Reproductive Systems: Diagrams and Functions
- Drugs: Effects and Restrictions of Legal and Illegal drugs
- Dating Violence: Dating Violence Warning Signs and Characteristics of Healthy Relationships
- Physical Activity Needs, Planning, and Advocacy: ODE PE Standard 3A and Standard 5

(All students are required to complete a Health course in either grade 7 or grade 8. Enrollment in grade 7 is highly recommended.)

8th Grade Health - 8

Semester

8th Grade Health provides students with an extension of the knowledge and understanding gained in 7th Grade Health. Students will review and build on concepts previously taught to maintain and build upon their personal physical, mental, social, and emotional well-being. Upon completion of this course, students will have the tools necessary to help lead a healthy lifestyle.

Throughout the semester, we will cover:

- Wellness: Personal Application of Physical, Mental, Emotional, and Social Health
- Nutrition: Facts Labels, Serving vs. Portions, Calories
- Communicable Diseases: World Pandemics and the Impact of Sexually Transmitted Infections (STIs) on Personal Wellness
- Non-Communicable Diseases
- Reproductive System: Pregnancy and Childbirth
- Drugs: Effects and Restrictions of Legal and Illegal drugs, Drug classifications
- Dating Violence: Dating Violence Warning Signs, Characteristics of Healthy Relationship, and Conflict Resolution

MUSIC ELECTIVES

Heskett Middle School's Music Department encourages appreciation and participation in several musical offerings during and after school. Chorus, Band and Orchestra develop young musicians and help them to work together toward excellence in performance. General Music is a means to explore and experience a wide variety of musical styles, as well as some hands-on participation. The Hand bell Choir and Jazz Band are extracurricular activities which enhance performance through different styles and media. The goal of the program is aesthetic awareness and increased musicianship toward a lifetime of musical enjoyment. **Please note that all instrumental music students using a school-owned instrument will be assessed an annual usage fee of \$25.00.**

Chorus – 6, 7, 8

Semester

The goals of chorus include vocal development, as well as learning to read music and sing in harmony. The various elements of music are emphasized, such as pitch, diction, phrasing, timbre and rhythm. The singers work together toward the required performance at the end of the semester. The repertoire reflects a variety of styles and levels of difficulty.

Orchestra – 6, 7, 8

Yearlong

The Orchestra consists of students who have been playing instruments for two to three years or can show sufficient proficiency. The Orchestra is made up of both seventh and eighth grade students. The group performs at two concerts annually. Students increase performance skills by perfecting both popular and classical repertoire. A workbook will be required at an additional cost.

Band – 6, 7, 8

Yearlong

The band consists of students in the seventh and eighth grade. The band rehearses a variety of music every day, learns basic skills necessary for participation in high school and performs two concerts for parents, as well as possible assemblies for Heskett Middle School's students or the community. Percussion students will be required to bring stick bags to school every day. A band book will be required at an additional cost.

General Music – 6

Semester

This course will continue to build on students' prior music education and will integrate further opportunities for musical exploration, student expression, and a deeper focus on applying and building musical skills on various classroom instruments such as xylophones, drums (djembes/bucket drums), ukuleles, and recorders. Students will grasp basic music fundamentals and apply them when learning various parts on instruments within the classroom. Group building and communication skills will also be grown as students work together to perform music, but also will work to develop their own autonomous musicianship. Course topics include music theory, music listening, body percussion/movement, various instrument playing, ensemble playing, musical improvisational/composition, music technology, and music history.

WORLD LANGUAGE ELECTIVES

Eighth grade students may have the opportunity to study a world language. This is a one-year course and is equivalent to a first-year high school language course. Students who successfully complete the program at the middle school will earn a high school credit. These students may continue their world language studies by electing to take French II as a freshman at Bedford High School.

Successful world language students have good reading and writing skills. Students will be expected to complete homework and projects, as well as demonstrate their understanding through tests, quizzes, and classroom oral participation.

World language is sequential. Foundation skills, building toward mastery of vocabulary and grammar, are the basis for learning. Students are expected to maintain a passing grade throughout the year if they are to find success in world language.

Spanish I – 8

Yearlong

1 Period Daily

1 High School Credit

Prerequisite: minimum of 220 on most recent MAP reading test, or a Winter iReady reading score of 616 or higher.

Spanish I introduces the student to the pronunciation and basic grammar structures of the Spanish language. This introduction enables the student to develop a foundation in the four basic skills: listening, speaking, reading, and writing. Discussion of the history, geography, and culture of the Hispanic people is also an important element of this course.

American Sign Language I (ASL) – 8

Yearlong

1 Period Daily

1 High School Credit

The American Sign Language will introduce students to communicative proficiency skills in ASL, the language of the American Deaf Community. The course will focus on frequently used signs, questions, commands and other simple sentence structures as well as further explore the deaf community and culture. Emphasis will be placed on conversational receptive and expressive skills.

Exploratory World Language - 7, 8

9 Weeks

1 Period Daily

This course is designed for students to explore the world's languages as well as the cultures of countries who speak those languages. It will give students the opportunity to learn the basics of a variety of world languages, including numbers, colors, vocabulary and conversational phrases and expressions. Students will create presentations about the topics covered during the quarter. The course will provide insight to the expectations of a level I world language class. Completion of this course will count towards the elective requirement, but NOT as high school credit for transcripts. PLEASE NOTE that this course will not meet the college requirements in World Language.

World Cultures - 6

9 Weeks

1 Period Daily

This course will have students examine their culture as well as expand their knowledge of others' cultures. Learning about other customs and cultures will enrich the experiences of our students.

ADDITIONAL ELECTIVES

African American Experience – 8

9 Weeks

1 Period Daily

This course is designed to explore African cultures and to promote understanding, increased awareness, tolerance and appreciation of African American heritage. The course will focus on the cultural experience of African Americans in the United States. This multidisciplinary overview will explore major African American contributions to literature, sports, music, and art in their historical context.

Social Health - 6

9 weeks

1 Period Daily

Social Health is a quarter-long course designed to teach students key components and foundational skills in social health. Students will acquire tools that will help them maintain a positive social well-being. Lessons and activities cover self-awareness, self-management, social awareness, relationship skills, and responsible decision making. This course is an integral part of the students' overall middle school experience and can have lasting effects on their personal and educational growth. Course content aligns with the Ohio Department of Education Social Emotional Learning (SEL) Standards.

Math Intervention – 6-7

Semester

This learning course is designed to help students who have been identified as struggling through the previous years Ohio Standardized Test scores, and current iReady Math Diagnostic results. Small group learning stations, 1-1, and independent technology stations will anchor the data-driven instruction. This course focuses on providing students with the skills and strategies they need to help students develop critical reading and comprehension skills to increase student outcomes and close the grade level gap in their learning.

English/Language Arts Intervention – 6-7

Semester

This learning course is designed to help students who have been identified as struggling readers through the previous years Ohio Standardized Test scores, Current iReady ELA Diagnostic, and Dibels scores. Small group learning stations, 1-1, and independent technology stations will anchor the data-driven instruction. Finally, the course also has a focus on independent reading and writing for content and comprehension. This course focuses on providing students with the skills and strategies they need to help students develop critical reading and comprehension skills to increase student outcomes and close the grade level gap in their learning.

2023-2024 Heskett Middle School Course Selection Sheet

ENGLISH/LANGUAGE ARTS

Language Arts 6
Pre-AP English 6
Language Arts 7
Pre-AP English 7
Language Arts 8
*Pre-AP English 8

MATHEMATICS

Math 6
Pre-Algebra 6
Math 7
Algebra I 7
Math 8
*Algebra I 8
*Geometry 8

SCIENCE

Science 6
Accelerated Science 6
Science 7
Science 8

SOCIAL STUDIES

Social Studies 6
Social Studies 7
Social Studies 8

ART ELECTIVES

Art 6
Art 7
Art 8
Modified Art

BUSINESS ELECTIVES

*Computer Applications 8
Technology 6

CAREER & TECHNICAL EDUCATION

*Business Foundations 8
Career Connections 7
Family & Consumer Science 8
Pre-Engineering Technologies (STEAM) 7, 8

HEALTH/PHYSICAL EDUCATION

Physical Education 6
Physical Education 7
Physical Education 8
Modified PE 7, 8
Health 7
Health 8

MUSIC ELECTIVES

Chorus 6
Orchestra 6
Band 6
General Music 6
Chorus 7
Orchestra 7
Band 7
Chorus 8
Orchestra 8
Band 8

WORLD LANGUAGE ELECTIVES

World Cultures 6
Exploratory World Language 7
Exploratory World Language 8
*Spanish I 8
*American Sign Language (ASL) I 8

ADDITIONAL ELECTIVES

African American Experience 7, 8
Social Health 6
Math Intervention 6, 7
ELA Intervention 6, 7

*These courses are high school credit-bearing courses.

