

Registration and Course Guide



2021-22



Mission Statement

Inspire all students to achieve personal excellence, pursue world-class standards and be self-directed, lifelong learners.

January, 2021

Dear Parents & Students,

This registration guide specifically describes the options students have that will serve them as a bridge from middle school to high school. Available courses provide skills that students must possess in order to succeed in the future. The content, understandings, processes and skills embedded in each of the courses are based on clear standards for student achievement at every level. We strive to create a highly personalized educational environment for students. We offer students courses and experiences designed to provide them with the content and skills necessary for success within an environment that is appropriate for them.

I highly recommend that students and parents take the time to read and discuss their future plans with each other as well as with their teachers and counselors. Having this information will allow the student to register for the classes that will allow them to pursue their interests and achieve their goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Knisely".

Robert Knisely
Principal

COVID DISCLAIMER: Classroom capacity, section numbers, and courses offered may have to be adjusted based on up-to-date guidance from the Ohio Department of Health and the Lake County General Health District, These decisions will be made at the latest possible time in order to have the most accurate and up to date information are made at the discretion of the district

Using College and Career Readiness to Bridge the Gap to High School Preparing Students for the Next Steps...

Unlike any other time in the past our students have nearly free and unlimited access to information and content. It appears, sometimes, that their entire lives focus on technology, networking with friends, and sometimes even strangers. Research, collaboration and communication should be skills that our students have mastered – yet they often lack these. Schools have done a good job accelerating students through curriculum. Algebra is taught earlier and earlier, as are foreign languages. Yet our students seem to struggle with problem solving and complex linguistic tasks. How do we ensure that our students are entering college or careers with the skills vital for success?

College and career readiness means that a graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training).



To be college- and career-ready, high school graduates must have studied a rigorous and broad curriculum, grounded in the core courses, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century.

College and Career Readiness has been a focus in high schools now for a few years; however, it is clear that success lies at the middle level. Recent changes to curriculum and standards result from the need for teaching and learning that is rich in **21st Century Skills** at ALL LEVELS of education – (see image). As a matter of fact, the General Assembly has now passed legislation requiring schools to implement College and Career Readiness programs at the middle level. At Perry Middle School we have created a bridge to those pathways which we hope will allow all of our students success regardless of whether they are college or career bound.



Honors and Accelerated Programming

Perry Middle School offers courses for students who are highly motivated and high achieving. The curriculum and instruction in Honors and Accelerated classes extends and enriches the students through research-based practices designed to engage and challenge advanced learners, e.g. problem/project-based learning, research, and investigations. Classes provide opportunities to build on individual academic strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school, i.e. Honors and Advanced Placement at Perry High School.

Middle School Honors Courses are offered in Honors Algebra 1 and Language Arts (7-8), Science (8), and Social Studies (8). The honors program is designed to provide extension and rigor that goes beyond the core curriculum for students who meet high academic standards and desire to excel in their academic pursuits.

The Middle School Accelerated Program offers courses in Math (5-8), Spanish (5-8). These courses represent content and standards beyond what is offered at a student's grade level and may in some cases include high school credit.

Criteria for Honors and Accelerated Programming

It is recommended that students taking honors and/or accelerated courses at Perry Middle School be **organized, disciplined, and self-motivated learners.**

We use the following information in determining appropriate placement of students in courses that are honors, accelerated, or high school level courses:

- **Accelerated or Advanced** Score Status on state achievement tests
- **90th Percentile** or higher on MAP assessments
- Should finish the previous course with at least a final grade of B higher.
- Teacher recommendation

While we encourage students to stretch their abilities, there are situations where this is not recommended. Please review the above criteria and discuss with your child prior to scheduling.

College Credit Plus...

The College Credit Plus Program provides students in grades 7-12 with an opportunity to take classes at eligible post-secondary institutions. These institutions include Perry High School, community colleges, post-secondary vocational technical institutions, state universities, and many private colleges and universities. The purpose of the program is to promote rigorous academic pursuits and to provide a wider variety of options to high school students. You and your parents may have several questions about this program. The high school has a guide which can help answer some of them which can access at the following link - <http://www.perry-lake.org/Downloads/Updated%20PSEO%20Packet.pdf>

For more help in deciding whether this opportunity is right for you, check with your guidance counselor or principal.

Intervention & Special Services...

What is Special Education? Special Education is specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including: instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. The purpose of Special Education is to provide students with a Free and Appropriate Public Education in compliance with the Individuals with Disabilities Education Act (IDEA).

Special Education should be an ongoing collaborative process between students, teachers, families, and administrators and our belief is that all students can master difficult learning objectives if they are provided with engaging, differentiated instruction that is geared towards individual student needs.

The Perry Middle School Special Education department provides services, support and leadership for students with disabilities in order to enable each student to achieve their individualized goals and objectives within the school and community.

Our staff works collaboratively with students, parents, teachers, administrators, paraprofessionals and other service providers to ensure that each student reaches the highest possible standard of achievement and that each student obtains the skills necessary to become contributing members of our community.

Children who are not identified to receive intensive intervention through special education and related services, but who are performing below grade-level standards, will receive targeted instruction and support interventions outlined in Rule 3301-35-06 of the Administrative Code. These may involve school and/or community-based resources. These resources may include health and social services, short- and long-term counseling, case management, juvenile justice, drug and alcohol treatment, shelter, early childhood programs, faith-based resources, truancy programs, social skills program, school counseling, supplemental services, after-school programs and summer programs. All interventions are research-based or evidence-based.

CO-TAUGHT CLASS:

Co-taught classes are taught with two teachers in a general education setting. Both students with disabilities and their peers have shared access to two teachers in a general education classroom, one certified in a content area and the other in special education. Students receive

primary instruction from both teachers in the class, and have access to both teachers for reinforcement of skills. Students participating in a co-taught class continue to receive accommodations provided by their Individualized Education Plan. **Co-taught classes are placed into a student's schedule if it is present on their IEP.**

RESOURCE ROOM:

The Resource Room focuses on supporting students with disabilities who access learning through an alternative curriculum, Ohio Academic Content Standards – Extended (OACS-E) . Students who participate in the Resource Room program review the skills to successfully complete course requirements. This is accomplished through reinforcement of skills, test preparation skills instruction, building of organizational skills, and the implementation of testing accommodations. **Resource Room is placed into a student's schedule if it is present on their Individualized Education Plan.** Resource occurs in lieu of an exploratory offering.

ACADEMIC TUTORING:

There are times in which non-special education students may require additional help/support. Tutoring and intervention support should always begin with the classroom teacher. This can happen during class (Tier 1 or 2), ICE (Tier 2 or 3), or after school (Tier 2 or 3). Academic labs (Tier 3) may be established based on student need, numbers, and staffing availability. These Tier 3 Interventions are designed for students who struggle in the content areas of math and/or reading and demonstrate significant achievement gaps in the core subjects. Labs offer students the ability to work with a certified teacher in a small group setting in order to strengthen remedial skills necessary for academic success.

SPANISH PATH:

Middle School students have the opportunity to enter high school with either 1 OR 2 Foreign Language credits. Students who complete elementary Spanish and 5th grade Spanish (5FOR005) will receive one high school credit. Spanish offerings in 6th grade include an exploratory introduction to Spanish I (6FOREX) as well as an introduction to Spanish II (6FOR000). No additional credit is given for Spanish taken in 6th grade.

Students may enter the Spanish I pathway as a 7th grader and complete Spanish I as an 8th grader receiving (.5) credit per semester each year for a total of (1) high school Foreign Language credit. Spanish II is offered for those students who have completed both 5th and 6th grade Spanish. Students will earn (.5) credit per semester each year in grades 7 and 8. Students who complete Spanish in grades 5,6,7,8 have the potential to earn (2) high school Foreign Language Credits.

Course code	Course Name	HS Credit	Pre Requisite
5FOR005	Spanish 1	1 credit	IFL @ PES
6FOREX	Exploratory Spanish	No Credit	None
6FOR000	Review of Spanish 1 intro to Spanish II'	No Credit	5FOR005
7FOR005	Spanish 1 Part A	.5 credit	None
8FOR005	Spanish 1 Part B	.5 credit	7FOR005
7FOR006	Spanish II Part A	.5 credit	5FOR005, 6FOR005
8FOR006	Spanish II Part B	.5 credit	5FOR005, 6FOR005, 7FOR005

5th Grade Courses

MATH 5 5MA000

Instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimals and fractions into the place value system, developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

MATH 5/6 5MAACC

The 5/6 split class instructional time will focus on four critical areas: (1) developing fluency in finding greatest common factors and least common multiples of two whole numbers less than or equal to 100; (2) developing fluency with addition and subtraction of fractions, and developing an understanding of the multiplication of fractions and of division of fractions; (3) integrating decimals and fractions into the place value system, fluently add, subtract, multiply, and divide multi-digit decimals; (4) developing an understanding of volume

See criteria for honors/accelerated programming on page 3. Students should be prepared to move at a fast pace of learning with both grade 5 and part of the grade 6 Ohio Mathematics Curricula.

LANGUAGE ARTS 5 5LA000

Students will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and informational sources will be key to students' continuing success. Students will write stories and essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extended time frames throughout the year, they also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make themselves understood.

SCIENCE 5 5SC000

The Fifth Grade Science course has been designed to address the Ohio Model Science curriculum for grade 5. This course will utilize a variety of techniques including lectures, demonstrations, labs, and activities. Students enrolled in this course will explore Earth Science by describing the solar system including the sun and all celestial bodies that orbit the sun. Each planet in our solar system has unique characteristics. Physical Science will describe how the amount of change in movement of an object is based on the mass of the object and the amount of force exerted. Life Science will explain how organisms perform a variety of roles in an ecosystem. In Science Inquiry and Application, they will use scientific processes with appropriate safety techniques.

SOCIAL STUDIES 5 5SS000

Students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. 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 relationship between markets and available resources.

ART 5 5ART50

The Perry Middle School Art Program seeks to foster and develop students' creative expression in various media, as well as their appreciation of beauty as reflected in nature. Middle School Art focuses on basic art techniques, allowing students to develop the skills to create 2- and 3-dimensional objects. Students are exposed to concepts and movements within art history as they conceptualize and create personal projects in a studio setting. Students use the artistic process of planning, creating and reflecting upon their artwork in this course. There is an emphasis on investigating the big ideas of art from around the globe. These ideas are explored further by students as they create 2D and 3D work in a variety of media including painting, clay, photography, printmaking and sculpture. Reflection is done through critique and self-assessment resulting in the refinement of artistic skills and a deeper connection to global themes.

BAND 5 5BAND5

Middle School band students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in performance music at the high school and beyond. ***This class will meet every day with some concerts and activities occurring outside of the school day. Students may participate in both Band and Chorus.***

CHORUS 5 5CHRS5

Middle School chorus students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in vocal music at the high school and beyond. ***This class will meet every day all year with some concerts and activities occurring outside of the school day. Students may participate in both Chorus and Band***

DIGITAL LITERACY 5 5STEM5

We live in a digital society. Digital literacy is the knowledge, skills, and behaviors involving the safe and effective use of digital devices such as the ChromeBook for purposes of communication, expression and collaboration. Students are given the opportunity to develop keyboarding, word processing, and presentation skills. Students will be assessed using the standards based report card. No letter grade will be given for this class.

MUSIC 5: 5MUSC5

Students will be introduced to the basic principles of music through the use of the ukulele and possibly acoustic guitar. Students will learn to play basic songs as well as how to care for the instrument. Students will study basic rhythms as well as a few chords. This is a hands-on class with emphasis on each aspect of playing the instrument.

SPANISH – Level 1 – Intense Foreign Language (5th Grade) 5FOR005

Prerequisite for this class is Spanish – Intense Foreign Language (PES) OR teacher recommendation.

In Spanish - Level 1A – Intense Foreign Language emphasis is on learners working toward NOVICE MID/NOVICE HIGH level proficiency in the interpersonal, interpretive and presentational modes of communication. Students will work at an intense pace and will increase their proficiency in the target language. Students will continue to progress through the Spanish – Level 1 curriculum during the semester and continue their study of basic vocabulary and grammatical structures. Students may begin learning some intermediate vocabulary and grammatical structures to continue to build their foundation of understanding and communicating in the target language. To learn more about the American Council on the Teaching of Foreign Language and proficiency level descriptors, visit: http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

This course contains high school level content and will move at an accelerated pace. Upon completion of this course and passing the final exam, students will receive (1) H.S. Credit.

Healthy Living 5 5HPEYR (all year)

The foundation for healthy living is physical activity and personal fitness. Through a developmentally balanced program, the students will learn important health and fitness concepts that will encourage them to adopt a healthy and active lifestyle, outside of school and in the future. This knowledge will be acquired through physical activity/exercise, games, fitness testing, the use of various fitness equipment (e.g. treadmills, rowers, Arc trainers, T-wall, Bravo XL, TRX, iDance, T-Bow, jump ropes, flex bands, medicine balls, dumbbells, sandbells, exercise balls, etc.) and the overall promotion of a safe and healthy lifestyle. This class may be paired with a study hall and meet every other day.

Physical Education 5 5HPEMX (9 weeks)

The foundation for healthy living is physical activity and personal fitness. Through a developmentally balanced program, the students will learn important fitness concepts that will encourage them to adopt a healthy and active lifestyle, outside of school and in the future. This knowledge will be acquired through physical activity/exercise, games, fitness testing, the use of various fitness equipment (e.g. treadmills,

rowers, Arc trainers, Twall, Bravo XL, TRX, iDance, T-Bow, jump ropes, flex bands, medicine balls, dumbbells, sandbells, exercise balls, etc.) and the overall promotion of a safe and active lifestyle.

6th Grade Courses

MATH 6 6 MA000

Instructional time should 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.

MATH 6/7 ***Prerequisite for this class is Math % 6MAACC**

This course differs from the non-accelerated 6th grade course in that it contains significant content from 7th grade. While coherence is retained, in that it logically builds from the 5th grade accelerated course (5-6 Grade Math), the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into units focusing on the following 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; and (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.

See criteria for honors/accelerated courses on page 3. Students should be prepared to move at a fast pace of learning with both grade 6 and part of the grade 7 Ohio Mathematics Curricula.

LANGUAGE ARTS 6 6LA000

Students will read widely and deeply from a broad range of challenging text to develop the skill, concentration, and stamina to read independently and proficiently. They will write numerous pieces of short and extended text for a variety of purposes, conduct research, and work to expand their vocabulary. Students will receive formalized writing instruction for narrative, argument and informational writing, and will write numerous pieces of short and extended text daily using both print and electronic resources.

Students will sharpen their ability to write and speak with more clarity and coherence by focusing on how authors use language, and support their arguments with evidence and reasoning. Through exposure to a variety of genres from diverse cultures and range of time periods, students will gain academic and literary knowledge while building essential reading and critical thinking skills.

SCIENCE 6 6SC000

This science course has been designed to address the Ohio Department of Education Academic Content Standards for grade 6. This course will utilize a variety of techniques including demonstrations, labs, problem-based learning units and STEM activities designed to help students learn basic concepts and use critical thinking skills. Students enrolled in this course will explore life science standards that deal with cells (structure and function of cells individually and in larger living systems). Students will focus on physical science standards that include the study of matter with motion (graphing speed and distance, and kinetic and potential energy). Earth science standards include the study of the formation, classification, and identification of minerals, rocks and soils. In addition, general principles of science, with science inquiry and laboratory protocols with authentic and high-interest literature.

SOCIAL STUDIES 6 6SS000

Students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in the Middle East, Africa and Asia, including their governments, religions, 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.

ART 6 6ART60

The Perry Middle School Art Program seeks to foster and develop students' creative expression in various media, as well as their appreciation of beauty as reflected in nature. Middle School Art focuses on basic art techniques, allowing students to develop the skills to create 2- and 3-dimensional objects. Students are exposed to concepts and movements within art history as they conceptualize and create personal projects in a studio setting. Two- and three-dimensional art production are included in this course. Basic design, drawing, painting, and sculpture techniques will be explored. A concentration on the principles and elements of design, incorporated with art history, will be integrated into various art projects with a focus on drawing basics.

BAND 6 6BAND6

Middle School band students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in performance music at the high school and beyond. ***This class will meet every day with some concerts and activities occurring outside of the school day. Students may participate in both Band and Chorus.***

CHORUS 6 6CHRS6

Middle School chorus students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in vocal music at the high school and beyond. ***This class will meet every day all year with some concerts and activities occurring outside of the school day. Students may participate in both Chorus and Band.***

DESIGN LEARNING 6 6STEM6

The Design Learning-6 class will continue to build 21st century digital literacy skills including working with data on spreadsheets (Google Sheets) helping to meet the 6th to 8th grade technology standards. Students will develop collaboration and communication skills using both individual and team projects and presentations. Students will be introduced to programming. Within projects, students will think critically, use various technologies, solve problems and focus on science concepts to complete activities and journals. The problem solving process will be explored and utilized in the invention unit. Students will learn to work more effectively on teams to solve problems using technology. This is a semester-long class. Students will be assessed using the standards based report card. No letter grade will be given for this class.

EXPLORATORY SPANISH - 6th Grade 6FOREX

Students in Exploratory Spanish will get a taste of the Spanish language. Students will learn the basics of Spanish through the use of Comprehensible Input. While students will participate in the interpersonal, presentational and interpretive modes of communication, the focus of this course will be on the interpretive skills of reading and listening. Cultural components will be woven into this course. This class will meet as part of the Grade 6 exploratory cycle and will meet every day for a semester.

SPANISH 6 – Intro to Spanish II – Intense Foreign Language (6th Grade) 6FOR000

Prerequisite for this class is Spanish – 5th Grade – Intense Foreign Language OR teacher recommendation.

In Spanish - Intro to Spanish II – Intense Foreign Language emphasis is on learners working toward NOVICE HIGH/INTERMEDIATE LOW level proficiency in the interpersonal, interpretive and presentational modes of communication. Students will work at an intense pace and will increase their proficiency in the target language. Students will review key concepts of Spanish - Level 1 and will be introduced to the Spanish – Level 2 curriculum over the course of the semester. Students will review vocabulary and grammatical structures and will begin learning intermediate vocabulary and grammatical structures to continue to build their foundation of understanding and communicating in the target language. To learn more about the American Council on the Teaching of Foreign Language and proficiency level descriptors, visit: http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

This class will meet every day for one semester. This course contains high school level content and will move at an accelerated pace and is a prerequisite for Spanish II in 7th grade.

HEALTHY LIVING 6 6HPESX

The foundation for healthy living is physical activity and personal fitness. Through a developmentally balanced program, the students will learn important health and fitness concepts that will encourage them to adopt a healthy and active lifestyle, outside of school and in the future. This knowledge will be acquired through physical activity/exercise, games, fitness testing, the use of various fitness equipment (e.g. treadmills, rowers, Arc trainers, Twall, Bravo XL, TRX, iDance, T-Bow, jump ropes, flex bands, medicine balls, dumbbells, sandbells, exercise balls, etc.)

and the overall promotion of a safe and healthy lifestyle.

7th Grade Courses

MATH 7 7MA000

Instructional time should 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.

MATH 7/8 ***Prerequisite for this class is Math 6/7 7MAACC**

This course differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade accelerated course (Grade 6/7 math); the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Topics covered throughout this course include probability and expected value, describing variability and comparing samples, linear and inverse variation, the Pythagorean Theorem, and exponential relationships.

This is an accelerated course. Please see the honors/accelerated criteria on page 3. Students should be prepared to move at a fast pace of learning with both grade 7 and part of the grade 8 Ohio Mathematics Curricula.

LANGUAGE ARTS 7 7LA000

In 7th grade, students will analyze, define, compare, and evaluate ideas when reading, writing, speaking, and listening. They will study how writers create story through the development of plot, characters and theme. Readings will include classic and contemporary pieces that represent diverse perspectives. As maturing readers and writers, they will continue to use and cite relevant textual evidence when analyzing and supporting their interpretations of literature. Additionally, students will produce academic writing pieces as a means of exploring ideas, information and arguments of writers. Academic discussions will take place throughout the year, providing students with opportunities to grow as academic speakers.

HONORS LANGUAGE ARTS 7 7LAH00

Honors ELA is designed to provide high performing students with the complexity and rigor best suited for their needs. Students placed in this class will study within the realm of the 7th grade state standards and objectives, but at a deeper and more complex and rigorous level. The students will closely examine the decisions that writers, novelists, poets and playwrights make within a text as it relates to the plot, characters, setting and theme. Reading and writing homework will occur nightly, as well as on the weekends. Students can expect to actively participate in academic discussions and presentations. Honors ELA students are expected to be self-guided learners who are willing to maintain a strong work ethic and diligent study habits. Students entering this course from 6th grade will have required summer reading and writing.

This is a weighted course for honors credit. Please see the honors/accelerated criteria on page 3.

SCIENCE 7 7SC000

The science-7 course has been designed to address the Ohio's Model Science curriculum for grade 7 and help students develop critical thinking skills in a 21st century learning environment. This course will utilize a variety of techniques including lectures, demonstrations, labs, and activities. Students enrolled in this course will explore Biomes and Populations in Life Science to discover how matter is transferred between organisms and environments and describe how survival depends on biotic and abiotic factors. In Earth Science, students will examine the Water Cycle, Weather, and Climate to learn about how the transfer of thermal energy forms air and water currents, and how atmospheric gases cycle through air, water, and land. In Space Science, students will explore the relationship between the Earth, Moon and Sun that creates patterns such as tides, eclipses, and moon phases. Physical science concepts focusing on Electricity, Waves, and Properties of Matter will include a study of arrangement of atoms, the Periodic Table, and how matter and energy can be transferred and

transformed, but never lost. Throughout the year, students will apply inquiry skills to safely solve problems using appropriate scientific technology and equipment.

SOCIAL STUDIES 7 7SS000

The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

VISUAL ART 7 7ART70

The Perry Middle School Art Program seeks to foster and develop students' creative expression in various media, as well as their appreciation of beauty as reflected in nature. Middle School Art focuses on basic art techniques, allowing students to develop the skills to create 2- and 3-dimensional objects. Students are exposed to concepts and movements within art history as they conceptualize and create personal projects in a studio setting. Two- and three-dimensional art production are included in this course. Basic design, drawing, painting, and sculpture techniques will be explored. A concentration on the principles and elements of design, incorporated with art history, will be integrated into various art projects.

BAND 7 7BAND7

Middle School band students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in performance music at the high school and beyond. This class will meet every day with some concerts and activities occurring outside of the school day. Students may participate in both Band and Chorus.

CHORUS 7 7CHRS7

Middle School chorus students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in vocal music at the high school and beyond. This class will meet every day all year with some concerts and activities occurring outside of the school day. Students may participate in both Chorus and Band.

DESIGN LEARNING 7 7STEM7

An introduction to different facets of engineering design, this course will emphasize the following: evolution and history of design, the steps in the engineering design process, tools and techniques used to innovate or invent solutions to problems. Students will be introduced to a variety of skill building opportunities including orthographic drawing, bottle rocket and dragster design and build building and racing. that will prepare them for Design Learning-8.

SPANISH – Level 1A (7th Grade) 7FOR005

Prerequisite for this class is Spanish – 6th Grade EXP – preferred

In Spanish - Level 1A emphasis is on learners working toward NOVICE MID level proficiency in the interpersonal, interpretive and presentational modes of communication. Students will progress through Spanish – Level 1 over the course of two years and are introduced to basic vocabulary and grammatical structures that gradually builds a foundation in understanding and communicating in the target language. To learn more about the American Council on the Teaching of Foreign Language and proficiency level descriptors, visit: http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Students will earn (.5) H.S. Credit for this portion of Spanish I

SPANISH – Level 2A (7th Grade) 7FOR006

Prerequisite for this class is Spanish – 6th Grade – Intense Foreign Language OR teacher recommendation.

In Spanish - Level 2A emphasis is on learners working toward NOVICE HIGH level proficiency in the interpersonal, interpretive and presentational modes of communication. Students will progress through Spanish – Level 2 over the course of two years and are introduced

to intermediate vocabulary and grammatical structures that continue to build upon the skills acquired in Level I. Students produce the language, communicate with other students, and learn to talk and write about themselves in various tenses. Intermediate grammar concepts are introduced at this level to support effective communication. To learn more about the American Council on the Teaching of Foreign Language and proficiency level descriptors, visit:

http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

This class will meet every day for a semester. Students will earn (.5) H.S. Credit for this portion of Spanish II

ALPHA TEC001

ALPHA stands for Authentic Learning for Personal Higher Achievement. It is an exploratory course for 8th graders that uses project based learning (PBL) to provide students with opportunities to develop leadership skills via authentic problem solving. All projects are student driven and require students to be independent and giving of time outside of the regular school day. Students in ALPHA will develop skills in collaboration, communication, presentation, technology and problem solving. The course is pass/fail and students will earn 0.5 high school elective flex credit. ALPHA has a limited number of spaces available and interested students need to apply. ***This class is considered to be an independent study course with regularly scheduled contact time with the advisor.***

HEALTHY LIVING 7 7HPESX

The foundation for healthy living is physical activity and personal fitness. Through a developmentally balanced program, the students will learn important health and fitness concepts that will encourage them to adopt a healthy and active lifestyle, outside of school and in the future. This knowledge will be acquired through physical activity/exercise, games, fitness testing, the use of various fitness equipment (e.g. treadmills, rowers, Arc trainers, Twall, Bravo XL, TRX, iDance, T-Bow, jump ropes, flex bands, medicine balls, dumbbells, sandbells, exercise balls, etc.) and the overall promotion of a safe and healthy lifestyle.

PERSONALIZED LEARNING

This course allows a student to combine the power of technology (online learning) with action research to explore a topic of personal interest, future careers, and start to gain knowledge and experience in a field of study. A Perry Middle School counselor or administrator will be available to help design a learning path for each personal course offering and create a capstone project or experience that allows the student to be involved with hands-on learning in real life settings. Selections from online providers would be categorized as electives and may not take the place of core courses. Students may apply to receive up to one high school credit through the flexible credit program depending upon the level of course selected. Students considering personal learning course offerings must be self directed learners and able to manage time according to the demands of the course. Contact the assistant principal or guidance counselor to learn more. ***NOTE: A course fee might apply depending on course selection. All or parts of this course will be completed online. Students should be able to work independently.***

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8th Grade Course Guide

MATH 8 8MA000

The year will begin exploring situations that can be represented with various mathematical models, including graphs and equations. The students will examine variability and association between two numerical or categorical variables. Next, the students will focus on a

fundamentally important relationship connecting geometry and algebra called Pythagorean Theorem. The students will then focus on exponential relationships, in which quantity grows larger or smaller at a changing rate rather than a constant rate. The students will develop their understanding of congruence and similarity of geometric figures. Finally, the students will explore the topic that early algebra would focus on almost exclusively: the use of symbols. This course is designed to prepare students for Algebra 1 at the high school.

HONORS ALGEBRA I (full-year) ***Prerequisite for this class is Math 7⁶ MAT01H**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students analyze and explain the process of solving an equation. Students explore many examples of functions, including sequences. Students use regression techniques to describe approximate linear relationships between quantities. Students extend the laws of exponents. Students compare the key characteristics of quadratic functions to those of linear and exponential functions.

This is a high school level course for credit. Please see the honors/accelerated criteria on page 3. Students should be prepared to work at a faster pace and expect high school level work. Students will take the high school Algebra I End of Course (AIR) test.

LANGUAGE ARTS 8 8LA000

To prepare for bigger challenges in high school, 8th grade students must grapple with major works of fiction and nonfiction that extend across cultures and centuries. As they work to understand precisely what an author or speaker is saying, students also must learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims. They also must be able to report findings from their own research and analysis of sources in a clear manner. Finally, students need to learn to integrate good reading, writing, and speaking skills in order to create a variety of written and oral products.

HONORS LANGUAGE ARTS 8 8LAH00

Honors ELA 8 is for students on the Advanced Placement Track and is designed to provide high performing students with the complexity and rigor best suited to their needs. Students placed in this class will work with eighth grade state standards and objectives but at a deeper, more complex, and more rigorous level. The students will closely examine the decisions that writers, novelists, poets and playwrights make within a text as they relate to plot, characters, setting and theme. Reading and writing homework will occur nightly, as well as on the weekends. Students will also study narrative, argument, and research writing techniques. Students can expect to actively participate in academic discussions and make presentations. Honors ELA students are expected to be self-guided learners who are willing to maintain a strong work ethic and diligent study habits. Students entering this course from 7th grade will have required summer reading and writing.

This course is an honors weighted for the purposes of middle school GPA only. Please see the criteria for honors/accelerated on page 3. it is not for high school credit.

SCIENCE 8 8SC000

The science course has been designed to address the Ohio Science Learning Standards for grade 8. This course will utilize a variety of techniques including lectures, problem based learning, demonstrations, labs, and activities. Students enrolled in this course will explore Life Science with a focus on the continuation of a species. Students will focus on Physical Science standards that include the study of forces and motion within and on the Earth and within the universe. The final content area is Earth Science focusing on physical features of Earth and how they are formed. This includes the interior of the Earth, the rock record, plate tectonics and landforms. In addition, general principles of science and science methods will be integrated throughout the year, as will contributions of various individuals and cultures. This course prepares students to take the AIR test for 8th grade science. In addition, it prepares students for 9th grade Integrated Science at the high school level.

HONORS SCIENCE 8 8SCH00

The Eighth Grade Honors Science course has been designed to address Ohio's Science Learning Standards at a deeper level through writing, investigations, and inquiry. The course incorporates both the 8th grade learning standards and select 9th grade Physical Science standards. Students will study the relationship between force and motion, examine how Earth has changed over time, and explore how

information is passed down from one generation to the next. Preparation for class and the completion of work will occur almost exclusively outside of the classroom. This course prepares students to take the AIR test for 8th grade science. In addition, it prepares students for Honors Biology at the high school level. Admittance to this course is by teacher recommendation, previous Science AIR test results, and successful completion of Science 7.

This course will be weighted for the purposes of middle school GPA only. Please see the criteria for honors/accelerated on page 3. it is not for high school credit.

AMERICAN HISTORY 8SS000

The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronological view of the development of the United States. Students examine how historical events are shaped by geographic, social, cultural, economic and political factors.

HONORS AMERICAN HISTORY 8SSH00

The honors course in American History is designed as a precursor to the Advanced Placement program which the student might wish to pursue at the high school level. The curriculum covers the chronological course of study as per the Ohio 8th grade social studies model curriculum but with greater breadth and depth. A goal of the curriculum in social studies is for the student to develop a historical perspective utilizing historiographic methods to interpret events, identify how humans view themselves over time, and compare relationships of the past with the present. This integration of the collective stories of people, events, and situations requires that the student read a voluminous amount of primary and secondary source material nightly throughout the course of the year. A major piece of the high school AP exam is completion of a Document-Based Question (DBQ). This course introduces the process for the student to identify the source of documents, check for internal consistencies or inconsistencies, and establish the context for each document within the posed question manifest in a cogent written response. The student will also be required to reflect on various perspectives of contemporary accounts and historic observations by authors in the field; to write pieces that may be critical, persuasive, summative, etc.; and to participate within the class seminar. In addition, each student will be required to periodically read and report on topical primary and secondary resources provided by the instructor. Various projects will also be utilized to demonstrate mastery in specific content areas and will be assigned each nine weeks.

This course will be weighted for the purposes of middle school GPA only. Please see the criteria for honors/accelerated on page 3. it is not for high school credit.

VISUAL ART-8 8ART00

The Perry Middle School Art Program seeks to foster and develop students' creative expression in various media, as well as their appreciation of beauty as reflected in nature. Middle School Art focuses on basic art techniques, allowing students to develop the skills to create 2- and 3-dimensional objects. Students are exposed to concepts and movements within art history as they conceptualize and create personal projects in a studio setting.

Two- and three-dimensional art production are included in this course. Basic design, drawing, painting, and sculpture techniques will be explored. A concentration on the principles and elements of design, incorporated with art history, will be integrated into various art projects.

BAND 8 8BAND8

Middle School band students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in performance music at the high school and beyond. This class will meet every day with some concerts and activities occurring outside of the school day. Students may participate in both Band and Chorus.

CHORUS 8 8CHRS8

Middle School chorus students will be exposed to a variety of musical genres and gain the foundation and skills necessary to be successful in vocal music at the high school and beyond. This class will meet every day all year with some concerts and activities occurring outside of the school day. Students may participate in both Chorus and Band.

DESIGN LEARNING 8 8STEM8

Design Learning-8 deepens and puts into practice the engineering design process using model construction projects and LEGO Mindstorm EV3 robots. Students are challenged to design, build and program a robot to move, act smarter than the average machine, and perform complex tasks in a reliable system. Students work collaboratively and build presentation skills throughout the course, preparing them for the Design Learning/STEM Academy at Perry High School.

Within projects, students will think critically, use various technologies, solve problems and focus on science concepts to complete activities and journals. Students refine their presentation skills in front of authentic audiences.

Students will continue their introduction to computer science and programming. Students will explore and build basic programming skills through the JavaScript programming language.

SPANISH – Level 1B (8th Grade) - Prerequisite for this class is Spanish – Level 1A 8FOR005

Prerequisite for this class is Spanish – 7th Grade –Spanish - Level 1A OR teacher recommendation

Spanish - Level 1B the continued emphasis is on learners working toward NOVICE MID level proficiency in the interpersonal, interpretive and presentational modes of communication. Students will progress through Spanish – Level 1 over the course of two years and are introduced to basic vocabulary and grammatical structures that gradually builds a foundation in understanding and communicating in the target language. Basic grammar concepts are introduced at this level to support effective communication. *This class will meet every day for a semester. To learn more about the American Council on the Teaching of Foreign Language and proficiency level descriptors, visit: http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf*

Students will earn (.5) H.S. Credit for this portion of Spanish I

SPANISH – Level 2B (8th Grade) *Spanish 2A is a prerequisite for this class.* 8FOR006

Prerequisite for this class is Spanish – 7th Grade – Intense Foreign Language OR teacher recommendation.

In Spanish - Level 2B emphasis is on learners working toward NOVICE HIGH/INTERMEDIATE LOW level proficiency in the interpersonal, interpretive and presentational modes of communication. Students will progress through Spanish – Level 2 over the course of two years and are introduced to intermediate vocabulary and grammatical structures that continue to build upon the skills acquired in Level I. Students produce the language, communicate with other students, and learn to talk and write about themselves in various tenses. Intermediate grammar concepts are introduced at this level to support effective communication. Interactive computer opportunities enable direct contact to the target language and culture. *To learn more about the American Council on the Teaching of Foreign Language and proficiency level descriptors, visit: http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf*

Students may earn (.5) H.S. Credit for this portion of Spanish II

STRENGTH AND FITNESS 1 High School Physical Education credit. PED800

The purpose of this course is to learn basic skills and knowledge associated with resistance training, aerobic conditioning and anaerobic conditioning. Students will gain knowledge of the different muscle groups and which machines or activities will develop specific muscle groups. The course will also include activities to develop and improve flexibility, nutrition and wellness.

ENTREPRENEURIAL LEADERSHIP BUS033

The ***Entrepreneurial Leadership Program*** is a fun and challenging course that inspires and engages students with the perseverance and determination of an entrepreneurial mindset needed to succeed academically and in life. The course utilizes an experiential, problem-based methodology that encourages students to apply what they are learning in real-world circumstances, enabling them to develop entrepreneurial attitudes, behaviors, and skills. Students engage in the Opportunity Discovery Process - an entrepreneurial process in which they conduct small experiments by using search skills to identify problems, find solutions, and make connections. To engage in the process, students use the *Opportunity Discovery Canvas* – a tool that guides them through the entrepreneurial process. As part of the *Canvas*, students test ideas and seek additional knowledge from experienced entrepreneurs, experts, and traditional research methods. Ultimately, the course outcomes focus on the critical 21st Century Workforce Skills, including:

- Critical and creative thinking
- Effective problem solving
- Communication
- Collaboration
- Lifelong learning

Additionally, students develop entrepreneurial skills that will help them succeed in constantly changing environments, including expanding curiosity, taking initiative, improving persistence/grit, being adaptable, and cultivating leadership skills. It will be an invaluable experience that students will enjoy and remember!

HEALTH (Online) OHEA10

The health course is designed to enable students in obtaining accurate information, developing lifelong positive behaviors, and making good decisions which will impact the wellness of themselves and others. Study will include: • Health Promotion and Disease Prevention • Reducing Health Risks • Using Communication Skills to Promote Health • Setting Goals for Good Health. **All or parts of this course will be completed online. Students should be able to work independently and expect high school level work. This is a high school credit course.**

PERSONALIZED LEARNING

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Frequently Asked Questions: Updated January, 2021

1. **What are the course pathways at Perry by department?** Specific courses individual students may complete as they progress in their learning toward graduation are within [Perry Local Schools K-12 Course Maps](#)
2. **What are weighted grades?** The school recognizes that honors level classes are more rigorous and demand more student work outside of the classroom. Grades of a C or higher in any honors or accelerated class will positively affect a student's grade point average.
3. **What happens if my child decides to take a foreign language after 5 grade?** Students will have the opportunity again in grade 7 to take either Spanish or French and also again in grade 9.
4. **Why do middle schools offer high school courses?** Offering high school courses in middle school is considered one way of providing accelerated and challenging coursework to students.
5. **Can my child take a high school course that is not in this guide?** Yes, students have the ability to take classes not offered through independent study, online platforms, College Credit Plus, Personalized Learning, and at Perry HS. Please contact the guidance counselor for more information about these options.
6. **What are the advantages of earning high school credit in middle school?** Your student will earn high school credit. This may allow your child to complete graduation requirements early, allow them to take more elective courses in high school, allow for dual enrollment/postsecondary classes, and provide challenging course work to your child.
7. **What are the potential disadvantages?** Students who are not emotionally ready for the rigors of a high school course may develop negative attitudes toward both the content of the course and their abilities in the subject area.
8. **What happens if my child does poorly in the course?** If a student earns a D or F in the course, the course is repeated at high school and the same course taken in grade 8 is not reflected on the high school transcript. If a C is earned in the course, the parent/guardian has the option to repeat the course at high school.
9. **Can my child drop the course if they do not like it or are not doing well?** Schedule changes occur at the discretion of the principal and may or may not be available depending on class sizes/enrollment.
10. **Will my child be behind if he/she does not take a high school credit course?** No, your child can earn all the necessary credits needed to graduate and go to college without taking HS credit courses in middle school.
11. **Is there help in making this decision?** Yes, it is important to communicate with your child's teachers, guidance counselor and principal. It is also important to involve your child in the decision.
12. **How can students complete their fine arts requirement for high school while still in the seventh or eighth grade?** The Ohio Core requires two semesters or the equivalent of fine arts for students to graduate, unless the student is enrolled in and completes a course of study in career-technical education. Students may complete the coursework in any of grades 7 to 12. The coursework in grades seven or eight also may count for high school credit if it meets these two requirements for advanced work:
 - It is taught by a teacher licensed to teach the course at the high school level; and
 - The course content meets high school curriculum requirements, as designated by the local board of education.

Otherwise, the coursework still counts toward the two-semester completion of fine arts graduation requirement.

The Ohio Department of Education has created a form which may be used to document completion of the fine arts requirement in seventh- and eighth-grade.

- ✓ Fulfills the graduation requirement if two semesters in grades 7-8
- ✓ HS Credit – only if meets the two criteria (transcript)*

Students who take this course for high school transcript credit must meet or exceed the grade 9-12 Fine Arts learning standards.

11. **How do courses for credit affect my child's high school GPA?** Courses taken during middle school will be accepted as credits toward graduation. These classes, however, will not count towards the student's high school GPA.