BRUNSWICK MIDDLE SCHOOLS
COURSE GUIDE
2015-2016

Edwards
Mrs. Heidi Armentrout,
Principal

Mrs. Jessica Boytim,
Asst. Principal

Mrs. Bridget Butzier,
Guidance Counselor

Visintainer
Mr. Brian Sharosky,
Principal

Mrs. Jessica Boytim,
Asst. Principal

Mrs. Kathy Rhoads,
Guidance Counselor

Willetts
Mr. Brian Miller,
Principal

Mrs. Lee Ann Petry,
Asst. Principal

Mrs. Heather Keller,
Guidance Counselor

Mr. Michael Mayell, Superintendent
Dr. Nancy Duelley, Director of Education

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Edwards Middle School
1497 Pearl Road
Brunswick, OH 44212
Phone: 330.273.0488
Fax: 330.273.0519

Visintainer Middle School
1459 Pearl Rd.
Brunswick, OH 44212
Phone: 330.273.0402
Fax: 330.273.0400

Willetts Middle School
1045 Hadcock Rd.
Brunswick, OH 44212
Phone: 330.273.0489
Fax: 330.273.0222

Brunswick Board of Education
3643 Center Road
Brunswick, OH 44212
Phone: 330-225-7731
Fax: 330-273-0507

Dr. Nancy Duelley, Director of Education
nduelley@bcsoh.org

Donna Amato, Asst. Director of Education
damato@bscoh.org

Dr. Gale Harr, Director of Student Services
gharr@bcsoh.org

Janice Kollar, Coordinator of Gifted Services
jkollar@bcsoh.org

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Standardized Grading Scale - Grades 3-12

Brunswick middle schools use a standardized grading scale in all classes:

Brunswick middle school teachers use the district guideline of 90/10 to determine report card grades. 90% of the grade reflects content mastery and 10% reflects work habits.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Ranges</th>
<th>Point-by-Point Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
<td>A+ = 100 - 97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A = 96.9 - 93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A - = 92.9 - 90</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
<td>B+ = 89.9 - 87</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 86.9 - 83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B - = 82.9 - 80</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
<td>C+ = 79.9 - 77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 76.9 - 73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C - = 72.9 - 70</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
<td>D+ = 69.9 - 67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 66.9 - 63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D - = 62.9 - 60</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
<td>F = Below 60</td>
</tr>
<tr>
<td>IP</td>
<td>In-Progress or Incomplete</td>
<td></td>
</tr>
</tbody>
</table>

GPA SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular (L2)</th>
<th>Honors (L3)</th>
<th>Advanced Placement (L4) &amp; College Credit Plus*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>3.2</td>
<td>3.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>2.8</td>
<td>3.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>2.2</td>
<td>2.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>1.8</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>1.2</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Available for CCP classes if BHS offers advanced standing courses in the same subject area. When no advanced standing courses are available within the same subject area, regular GPA will apply. See Registration Guide for more info.

Middle school students who are eligible may enroll in high school math and world language courses. High school courses successfully completed will earn credit towards graduation. All high school courses attempted will be calculated in the student’s high school cumulative grade point average. Only GPA on high school courses count toward high school GPA, class rank and honors toward graduation. Grades earned in high school courses taken in middle school will also be calculated into students current GPA.

Progress Book

Parents and students can access grades for classes by visiting the school website and clicking the Progress Book link. Please contact the building secretary for information to access your account.
ATHLETIC ELIGIBILITY

Eligibility is based on the following criteria:

Criteria 1. A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, a student in grade 7 or 8 must be currently enrolled in school the immediately preceding grading period and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

Criteria 2. Students must have a 1.8 GPA from the preceding quarter (NOT cumulative, not including summer school).

If Criteria 1 & 2 are met the student is eligible for that season. If Criteria 1 is not met students are ineligible for the entire 9 weeks - rest of the season. If Criteria 1 is met but Criteria 2 is not met (i.e., all "D's") student is placed on probation until midterm or end of quarter. A student on probation will be monitored weekly. Eligibility will be verified at the end of each quarter. Any student may be removed from any extra-curricular activities if they do not maintain a 1.8 GPA.

MIDDLE SCHOOL COURSES

EXPLANATION OF LEVELS (Advanced Middle School and High School classes)

One of the primary goals of our instructional program is to provide educational experiences which can meet the wide variety of needs existing in our large student population. An emphasis is placed on individualizing instruction in all courses to the extent that is possible.

In an effort to further address our commitment to meeting the unique individual needs of a small percent of our students, courses have been designed with different difficulty levels. Factors used to determine an appropriate course placement might include previous grades in a given subject, academic ability as suggested through standardized test results and teacher recommendations.

An explanation of the levels follows. Most students in Brunswick Middle Schools will be appropriately placed in regular middle school courses. However, a limited number of middle school advanced and high school courses exist for those students who demonstrate a need for a more challenging course experience.

ADVANCED

Middle school courses are designed to meet the needs of middle school students who are academically ready to take on more of a challenge, but not yet ready for high school level course work. Enrollment is limited and based on specific academic criteria in the subject area (high academic achievement and motivation as exhibited by previous grades, academic ability shown through standardized tests and teacher recommendations).
HIGH SCHOOL LEVEL 2 (L-2)

**High school courses** designed to meet the needs of students who are academically prepared for the challenge of high school level course work. Enrollment is limited to only those students who demonstrate high academic achievement and motivation as exhibited by previous grades, academic ability shown through standardized tests and teacher recommendations. Upon successful completion of the course, high school credit will be earned.

HIGH SCHOOL HONORS LEVEL 3 (L-3)

**High school honor courses** designed to challenge the truly accelerated student population. Enrollment is limited to only those students who demonstrate high academic achievement and motivation as exhibited by previous grades, academic ability shown through standardized tests and teacher recommendations. Upon successful completion of the course, high school credit will be earned.

College Credit Plus (CCP)

CCP replaces Ohio's Post-Secondary Enrollment Options program (PSEO) and all alternative dual enrollment programs previously governed by Ohio Revised Code Chapter 3365. Beginning with the 2015-2016 school year, 7th, 8th, 9th, 10th, 11th, and 12th grade students in public high schools who are college-ready and qualify for college admissions may participate.

Counseling services indicating the possible risks and consequences as well as the benefits of the program will be provided to 6th, 7th, 8th, 9th, 10th and 11th grade students and their parents prior to participation.

Information regarding the CCP program can be found on the high school's website at http://www.bcsoh.org/Page/5443.

LANGUAGE ARTS

**All Language Arts Students will be required to complete summer reading assignments.**

6th GRADE

**LA-10600 - Sixth Grade Language Arts**

In grade 6, the Common Core State Standards call for students to proficiently read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence to support analyses. Students focus on examining how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Additional Standards for Reading Literature and Standards for Reading Informational Text offer detailed expectations for student academic performance in preparation for college and careers.

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According to the Speaking and Listening Standards, students also share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students’ vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words.

Students in grade 6 are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. The Writing Standards specify that students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

**LA-10610 - Sixth Grade Advanced Language Arts**

This class follows the same course of study as described in the Sixth Grade Common Core Standards. However, students in this class are expected to exhibit higher-level critical thinking processes, which will be displayed through deeper questioning techniques, group discussions, and the reading of higher Lexiled text. Students will be expected to: read 3-6 book length texts of higher complexity; write 4-6 major writings, which may include competitive writing (the writings will be complex and demonstrate depth of knowledge, quality and abstract thought); give 2-3 presentations; complete in depth author studies. To enroll in this class, students will need to meet specific criteria in the areas of academic achievement in the classroom, achievement on standardized tests and teacher recommendations.

**7th Grade**

**LA-10700 - Seventh Grade Language Arts**

In grade 7, the Common Core State Standards call for students to demonstrate an emerging sophistication in their ability to read challenging complex texts closely such that they can cite multiple instances of specific evidence to support their assertions. By the end of grade 7, students should be able to recognize the interplay between setting, plot and, characters and provide an objective summary of a text apart from their own reaction to it. They become adept at stepping back to compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. In similar fashion, students can trace how an argument develops within a text and assess the validity of the evidence. Additional Standards for Reading Literature and Standards for Reading Informational Text offer detailed expectations for student academic performance in preparation for college and careers.

Following the guidelines in the Speaking and Listening Standards, in discussions and in writing, students make their reasoning clear to their listeners and readers, constructively evaluating others’ use of evidence while offering several sources to back up their own claims. Their vocabulary has developed to the point where they can distinguish between denotative and connotative meaning and can analyze the effect of specific word choice on tone.
Their growing maturity as writers (as reflected in the expectations of the Writing Standards) means students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as useful transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

**LA-10710 - Seventh Grade Advanced Language Arts**

This class follows the same course of study as described in the Seventh Grade Common Core Standards. The biggest difference is this course will be enhanced with materials designed for them to read independently and of a higher Lexile score. There will also be projects that will be designed to highlight the material being studied with regards to advanced reading, research, and writing. Students will be expected to: read 3-6 book length texts of higher complexity; write 4-6 major writings, which may include competitive writing (the writings will be complex and demonstrate depth of knowledge, quality and abstract thought); give 2-3 presentations; complete in depth author studies. To enroll in this class, students will need to meet specific criteria in the areas of academic achievement in the classroom, achievement on standardized tests and teacher recommendations.

**8th GRADE**

**LA-10800 - Eighth Grade Language Arts**

In grade 8, the Common Core State Standards call for students to grapple with high-quality, complex nonfiction texts and great works of literature. Starting in grade 8, the focus of informational texts begins to shift from narrative to exposition. Students who leave grade 8 know how to cite the textual evidence that most strongly supports an analysis or critique. Students in grade 8 are primed to question an author's assumptions and assess the accuracy of his or her claims, and by the end of grade 8, they are adept at reading closely and uncovering evidence to use in their own writing. Students can, for instance, analyze in writing two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They can analyze how point of view can be manipulated to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea.

Additional Standards for Reading Literature) and Standards for Reading Informational Text offer detailed expectations for student academic performance in preparation for college and careers.

The Speaking and Listening Standards detail how students are to draw explicitly on their reading and research in discussions. They respond to questions constructively by offering up relevant evidence, observations, and ideas. By grade 8, students have developed a rich vocabulary of academic words, which they use to speak and write with more precision.

In addition, grade 8 students write with increasing sophistication, focusing on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. The Writing Standards specify that students should
be able to distinguish their claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons, and evidence.

**LA-10810 - Eighth Grade Advanced Language Arts**
This class follows the same course of study as described in the Eighth Grade Common Core Standards. Students are expected to exhibit critical thinking processes through higher level questions, discussions, and texts. Students will be expected to: read 3-6 book length texts of higher complexity; write 4-6 major writings, which may include competitive writing (the writings will be complex and demonstrate depth of knowledge, quality and abstract thought); give 2-3 presentations; complete in depth author studies. To enroll in this class, students will need to meet specific criteria in the areas of academic achievement in the classroom, achievement on standardized tests and teacher recommendations.

**MATHEMATICS**

In mathematics, teaching the Common Core curriculum means three major changes. Teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow the students to master important ideas and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.

The 8 mathematical practices will be the focus of all lessons.

1. Attend to precision.
2. Make sense of problems and persevere in solving them.
3. Construct viable arguments and critique the reasoning of others.
4. Use appropriate tools strategically.
5. Model with mathematics.
6. Reason abstractly and quantitatively.
7. Look for and express regularity in repeated reasoning.
8. Look for and make use of structure.

**6th Grade**

**Math-20600 - Sixth Grade Math**
Mathematics in the sixth grade focuses on five critical areas: connecting ratios, rates and percents to real world problems; dividing fractions and extending the notion of numbers to the system of rational numbers, which includes negative numbers; writing, interpreting and using expressions, equations and inequalities; and developing an understanding of geometric statistical thinking. Each critical area
integrates writing and modeling with application and problem solving, while applying the eight mathematical practices.

**Math-A-20610 - Sixth Grade Advanced Math**

This class is designed to provide a rigorous challenge in the area of mathematics and offers thought-provoking lessons and activities that are based on sixth and seventh grade topics. Mathematics in the sixth grade focuses on five critical areas: connecting ratios, rates and percents to real world problems; dividing fractions and extending the notion of numbers to the system of rational numbers, which includes negative numbers; writing, interpreting and using expressions, equations and inequalities; and developing an understanding of geometric statistical thinking. Each critical area integrates writing and modeling with application and problem solving, while applying the eight mathematical practices.

**7th Grade**

**Math-22700 - Seventh Grade Math**

Mathematics in the seventh grade focuses on five critical areas: developing an understanding of and applying proportional relationships; developing an understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, working with two and three-dimensional shapes to solve problems involving area, surface area and volume; drawing inferences about populations based on samples, and investigate chance processes using probability models. Each critical area integrates writing and modeling with application and problem solving while applying the eight mathematical practices.

**Math-A-22710 - Seventh Grade Advanced Math**

This class is designed to provide a rigorous challenge in the area of mathematics and offers thought-provoking lessons and activities that are based on seventh and eighth grade topics. Students will maintain and strengthen skills previously developed and will increase their ability to apply concepts and solve practical problems. Students will learn and use algebraic and geometric reasoning to write and solve equations and inequalities including those involving multiple steps. Students will gain understanding of new topics in number systems, geometry, probability and data analysis while improving their use of problem solving strategies. Emphasis is on understanding process and justification of answers. Each area integrates writing and modeling with application and problem solving, while applying the eight mathematical practices.

**ALG-H-28720 - Algebra I Honors (L3) (1 CR)**

Algebra concepts and skills are essential for success on the End of Course Exams (EOC) and preparation for college & career. Algebra is a necessary course for college-bound students. This course parallels Algebra I, but in greater depth and at a faster pace. Some of the topics covered are computation with variable expressions, writing and solving equations and inequalities, graphing of relations and functions...
and applications of these topics to real life problems. Introductory topics in probability and statistics will also be studied. Each area integrates writing and modeling with application and problem solving, while applying the eight mathematical practices. Honors Geometry is the next course in sequence.

Upon successful completion of the course the student will earn one high school credit.

Students with below a “C” average, at the end of the year, will be counseled as to their options which may include taking the class over in the 8th grade and not receive high school credit for this course. *7th graders enrolled in this course must meet the criteria found on page 12.

8th Grade

Math-26830 - 8th Grade Math
Mathematics in eighth grade focuses on the following topics: solving multi-step equations and inequalities; functions and their graphs; working with radicals, integer exponents and polynomials; solving systems of linear equations; applying congruence, similarity, volume and the Pythagorean Theorem. Each area integrates writing and modeling with application and problem solving, while applying the eight mathematical practices. Upon successful completion of this course students are prepared to pursue a more detailed study of Algebra I in high school.

ALG-28800 - Algebra I (L2) (1 CR)
Algebra concepts and skills are essential for success on the End of Course Exams (EOC) and preparation for college & career. Algebra is a necessary course for college-bound students. Some of the topics covered are computation with variable expressions, writing and solving equations and inequalities, graphing of relations and functions and applications of these topics to real life problems. Each area integrates writing and modeling with application and problem solving, while applying the eight mathematical practices. Geometry is the next course in sequence.

Upon successful completion of the course the student will earn one high school credit.

ALG-H-28820 - Algebra I Honors (L3) (1 CR)
Algebra concepts and skills are essential for success on the End of Course Exams (EOC) and preparation for college & career. Algebra is a necessary course for college-bound students. This course parallels Algebra I, but in greater depth and at a faster pace. Some of the topics covered are computation with variable expressions, writing and solving equations and inequalities, graphing of relations and functions and applications of these topics to real life problems. Each area integrates writing and modeling with application and problem solving, while applying the eight mathematical practices. Honors Geometry is the next course in sequence.

Upon successful completion of the course the student will earn one high school credit.

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Guidelines for Middle School Advanced Math Placement

High ability students entering the middle school in grade 6 have two placement options for their math course. They may be subject accelerated to seventh grade honors math or they may be placed in an advanced sixth grade math course.

**Subject acceleration criteria (sixth grader taking seventh grade advanced math)**

- Must have superior cognitive gifted identification (scored at or above 128 on the fifth grade InView or CogAt or have scored at or above 128 on an individual IQ test.)
- Must have scored at or above the 95%ile on the fall administration of the MAPS test and the fall administration of the Terra Nova test.

Students who meet this criteria will be invited to take the Iowa Algebra Aptitude Test. If the student scores at or above the 80%ile on the test, the student will qualify for subject acceleration. Parents will be informed of these results and can choose to have the student remain in advanced sixth grade math if they do not feel comfortable with the placement recommendation.

**Advanced sixth grade math**

In order for a student to be considered for advanced 6th grade math, the rubric below will be used:

<table>
<thead>
<tr>
<th>Fall MAPS Scores</th>
<th>95%ile</th>
<th>96%ile</th>
<th>97%ile</th>
<th>98%ile</th>
<th>99%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points awarded</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Spring MAPS Scores</td>
<td>95%ile</td>
<td>96%ile</td>
<td>97%ile</td>
<td>98%ile</td>
<td>99%ile</td>
</tr>
<tr>
<td>Points awarded</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Terra Nova</td>
<td>95%ile</td>
<td>96%ile</td>
<td>97%ile</td>
<td>98%ile</td>
<td>99%ile</td>
</tr>
<tr>
<td>Points awarded</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

*The number of sections of advanced math will determine the total number of students eligible for this placement at each building.*

If there are extra seats available in a building, the following rubric will be used to rank order the remaining students to determine eligibility.

<table>
<thead>
<tr>
<th>Fall MAPS Scores</th>
<th>&lt; 91%ile</th>
<th>92%ile</th>
<th>93%ile</th>
<th>94%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points awarded</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Spring MAPS Scores</td>
<td>&lt;91%ile</td>
<td>92%ile</td>
<td>93%ile</td>
<td>94%ile</td>
</tr>
<tr>
<td>Points awarded</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Terra Nova</td>
<td>&lt;91%ile</td>
<td>92%ile</td>
<td>93%ile</td>
<td>94%ile</td>
</tr>
<tr>
<td>Points awarded</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Cognitive Score (CSI)</td>
<td>&lt;124</td>
<td>125</td>
<td>126</td>
<td>127</td>
</tr>
<tr>
<td>Points awarded</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

A records review can be requested for students who do not meet all of the above criteria. The gifted coordinator will conduct a review and involve parents, teachers, and administrators to determine final placement.

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SCIENCE

6th GRADE

SC-30600 Sixth Grade Science
This is a year-long course that will expose students to the many wonders of the scientific world. Students will focus on several different aspects of science including topics dealing with life science, physical science, earth & space sciences and scientific inquiry/ways of knowing. Students learn the curriculum through various labs, class discussions, worksheets, activities, homework assignments and assessments.

7th GRADE

SC-30700 - Seventh Grade Science
Students will continue to improve scientific skills and processes. Focuses of study include: scientific inquiry, water, pollution, energy in ecosystems, transformation of energy, conservation of matter, chemistry, global climate change and astronomy.

8th GRADE

SC-30800 - Eighth Grade Science
Students in eighth grade will build upon skills and content obtained from the 6th and 7th grade science courses, while working to prepare for future courses at the high school level. These skills will be used to gain an understanding of the following general topics: the history of the earth, its formation, and the forces that continually shape the surface of the earth; the effects that various forces have on the motion of objects; predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits.
SOCIAL STUDIES

6th GRADE

SS-40600  - Sixth Grade Social Studies
This curriculum consists of analyzing and describing the early eastern civilizations of Mesopotamia, Egypt, India and China. We will focus on unique governments, economic systems, social structures, religions, technologies and agricultural practices. Students will analyze a variety of sources, read and interpret maps/globes and graphs and be able to utilize 21st century skills in reading and writing.

7th GRADE

SS-40700  - Seventh Grade Social Studies
Students begin their four-year historical sequence with a study of the ancient world. The students will learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. 7th grade social studies focuses on the historical events from the ancient civilizations through the first Globe Age (1000 BC to 1600 AD).

8th GRADE

SS-40800  - Eighth Grade Social Studies
This course involves a chronological study of the history of the United States from 1600 - 1900. The class explores the colonization of America through the Revolutionary War, the development of our Constitution, expansion of the United States, leading to the Civil War and the rebuilding of our country. Through these topics students will investigate the history, government and economics as well as the interactions of people in society and the practical application of social studies skills such as evaluation of sources.
ENCORE CLASSES

ART

6th GRADE

ART-90600 - Sixth Grade Art
Students will work with different art mediums such as colored pencils, ceramics, oil pastels, acrylic paints and watercolor paints. Student will also discover different artists and their styles through art history.

7th GRADE

ART-90700 - Seventh Grade Art
Students will continue to develop their art skills from sixth grade using different and unique mediums. Students will explore two and three dimensional media in their studio projects. Students will also gain a better understanding of art history and their own art criticism.

8th GRADE

ART-90800 - Eighth Grade Art
Students will begin developing their own personal style of art through the use of different art mediums. Students will explore two and three dimensional media in their studio projects. Students will study art history and develop an understanding of art criticism.

HEALTH

The middle school health education program provides instruction in many different health topics which address the physical, mental, emotional, and social needs of the adolescent child. The courses are designed to improve the students' understanding of health concepts, help students apply those concepts to their own life and promote a positive lifelong attitude towards their health.

6th GRADE

HLTH-72600 - Sixth Grade Health
The sixth grade curriculum includes topics such as the changes that happen during adolescence and puberty as well as ways to improve one's self-esteem during this difficult time. It also focuses on the issue of the students' nutritional choices, as well as common infectious and non-infectious diseases and the preventions for those diseases.

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7TH GRADE

HLTH-72700 – Seventh Grade Health
The seventh grade curriculum includes substance abuse and prevention for tobacco, alcohol, and drugs. Also, seventh grade will learn about positive social skills such as communication, conflict resolution, diversity and tolerance for others. It also focuses on the topics of first-aid and safety procedures.

8TH GRADE

HLTH-72800 – Eighth Grade Health
The eighth grade curriculum includes emotional health issues such as dealing with feelings, stress and mental illness. It also focuses on the topics of building healthy relationships, identifying characteristics of abusive relationships, and the negative consequences of unhealthy sexual choices. Students will also learn about body systems and the diseases that can affect them.

PHYSICAL EDUCATION

Physical Education is directed and centered on the total well-being of the student. Units and activities in the class include team sports, leisure sports and fitness. Team sports include Soccer, Hockey, Basketball, Volleyball and Softball. Leisure sports include Table Tennis, Badminton and 4-Square. The fitness portion of PE consists of flexibility exercises, agility, muscular strength and endurance. Students will be assessed on written skills and fitness tests, as well as sportsmanship, participation and effort.

6TH GRADE

PE-74600 Sixth Grade Physical Education
Students will focus on introductory skills and concepts including basic technique and rules of the team sport.

7TH GRADE

PE-74700 – Seventh Grade Physical Education
Students will expand their knowledge from 6th grade PE by gaining advanced skills and adapting tactical influences in the sport or activity.

8TH GRADE

PE-74800 – Eighth Grade Physical Education
Students will encompass all the developmental skills from 6th and 7th grade and apply this knowledge into a competitive game setting in team sports and personal goal setting in fitness related activities.
TECHNOLOGY

6TH GRADE

68600 - Sixth Grade Digital Citizenship and Applications
Students will demonstrate proper keyboarding techniques and sufficient keyboarding skills to be able to type alphabetic characters on a keyboard using correct typing techniques. Students will also learn word processing software through projects. Digital Citizenship will also be discussed as it applies to protecting personal information.

7TH GRADE

68700 - Seventh Grade Digital Citizenship and Presentations
Students will demonstrate presentation and spreadsheet skills using software and web tools for a variety of school projects. Digital Citizenship will be emphasized as it applies to identity theft and online security issues.

8TH GRADE

68800 - Eighth Grade Digital Citizenship and Digital Images
Students will be able to design, create and edit digital images to be used in a variety of school related projects. Video editing and layering of different types of digital images will also be covered. Students will discuss Digital Citizenship related to cyber bullying, and copyright infringements as it applies to plagiarism.

MUSIC CLASSES*

* Dropping a music class can only be considered after student and parent(s) conference with the music teacher and the guidance counselor and receive permission from the principal. Changes are not possible after the first two weeks of school due to class size limits in other classes.

BAND

6TH GRADE

BAND-82600-Sixth Grade Band
Sixth grade band is a performance based class; therefore, most of the learning will be experienced through playing instruments and performing varied repertoire. Students will review the skills learned in 5th grade, and build on skills such as reading rhythms and pitches, recognizing music terminology, posture, and developing a characteristic quality of sound. The curriculum is based off the National Music Standards and the Ohio State Music Standards. This course lasts one full school year and all performances, both in school and after school, are mandatory for all participants.
7th GRADE

BAND-82700—Seventh Grade Band
Seventh grade band is a performance based class; therefore, much of the learning will be experienced through playing instruments and performing varied repertoire. Students will review the skills learned in 5th and 6th grade, build on skills such as reading rhythms and pitches, refining a characteristic quality of sound, reading and understanding expressive markings, and will perform more challenging repertoire. The curriculum is based off the National Music Standards and the Ohio State Music Standards. This course lasts one full school year and all performances, both in school and after school, are mandatory for all participants.

8th GRADE

BAND-82800—Eighth Grade Band
Eighth grade band is a performance based class; therefore, much of the learning will be experienced through playing instruments and performing varied repertoire. Students will review the skills learned in 5th, 6th and 7th grade, build on skills such as performing expressively, sight-reading, refining a characteristic quality of sound, and will perform more challenging repertoire. Eighth grade band students will receive a more comprehensive musical experience to prepare them for high school music, and also have more exciting performance opportunities. The curriculum is based off the National Music Standards and the Ohio State Music Standards. This course lasts one full school year and all performances, both in school and after school, are mandatory for all participants.

CHOIR

6th GRADE

CHR-86600—Sixth Grade Choir
The 6th grade choir is a non-audition group with the focus on learning the basic fundamentals of singing within a group setting. These fundamentals are structured and based off the 9 National Music Standards. The focus of this course is on singing and the overall encompassing idea of the course is to have students continuing in choir with a better understanding of their voice and how to apply it in song. Therefore, the music sung is of quality and focuses on unison and 2 part singing. This course lasts all year and performances (in school and after school) are a mandatory and part of the student’s grade.

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7th GRADE

CHR-86700 – Seventh Grade Choir
The 7th grade choir is a non-audition group with focusing on the continuation of building basic fundamentals of singing and basic musicianship skills within a group setting from the 6th grade year. Like the 6th grade choir, these fundamentals are structured and based off the 9 National Music Standards. Therefore, the music sung is of quality and focuses on unison, 2 part and 3 part singing. This course lasts all year and performances (in school and after school) are a mandatory and part of the student’s grade.

8th GRADE

CHR-86800 – Eighth Grade Choir
The 8th grade choir is a non-audition group with focusing on the continuation of building basic fundamentals of singing and basic musicianship skills within a group setting from the 6th and 7th grade years. Like the previous choirs, these fundamentals are structured and based off the 9 National Music Standards. The focus of this course is on part singing, performing more challenging music and more public performances. The overall encompassing idea is to have students continuing in choir with a stronger understanding of their voice from previous two years and how to apply it to their specific voice part (soprano, alto, and/or baritone) and the importance of their participation within the group. Therefore, the music sung is of quality and focuses on 3 and 4 part singing. This course lasts all year and performances (in school and after school) are a mandatory and part of the student’s grade.

ORCHESTRA

6th GRADE

ORCH-84600–Sixth Grade Orchestra
6th grade Orchestra is a non-auditioning group that is continuing skills from the 5th grade year. Orchestra is open to any student who can satisfactorily perform on a violin, viola, cello, or string bass. The focus of this course is developing skills as individual players and as orchestra musicians. Students will refine posture, intonation and rhythm skills as well as expand their knowledge of major and minor scales through the study of quality middle school orchestra music. This course lasts all year and performances (in school and after school) are mandatory and part of the student’s grade.

7th GRADE

ORCH-84700–Seventh Grade Orchestra
7th Grade orchestra is a non-audition group that is continuing skills from the 6th grade year. Orchestra is open to any student who can satisfactorily perform on a violin, viola, cello, or string bass. The focus of this course is developing skills as individual players and as orchestra musicians. Students will refine posture, intonation and rhythm skills as well as expand their knowledge of major and minor scales through the study of quality middle school orchestra music. Students will begin to develop more advanced skills including shifting and vibrato. This course lasts all year and performances (in school and after school) are mandatory and part of the student’s grade.
8th GRADE

ORCH-84800—Eighth Grade Orchestra
8th Grade orchestra is a non-audition group that is continuing skills from the 7th grade year. The focus of this course is developing skills as individual players and as orchestra musicians. Orchestra is open to any student who can satisfactorily perform on a violin, viola, cello, or string bass. Students will refine posture, intonation and rhythm skills as well as expand their knowledge of major and minor scales through the study of quality middle school orchestra music. Students will continue to refine more advanced skills including shifting and vibrato. This course lasts all year and performances (in school and after school) are mandatory and part of the student’s grade.

ACADEMIC ASSIST / HOMEROOM

Academic Assist is designated as an organizational time period for all students. This time may be used for, but not limited to, the following: to talk to teachers, ask questions, work on homework, read silently, participate in small group interventions as requested by a teacher and/or participate in test preparation for the statewide tests. Students will also have the opportunity to be in RTI (Response to Intervention) groups during academic assist.

Middle School Gifted Services

Students that meet the criteria for direct services are eligible for Middle School Gifted Services and will attend Edwards Middle School. Direct Gifted Services will be provided by a Gifted Intervention Specialist. Students will be clustered on one team and the Gifted Intervention Specialist will plan daily with the teachers on the team. The Gifted Intervention Specialist will provide direct instruction through an Integrated Language Arts Class and additional gifted courses.

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PROGRAM PHILOSOPHY
Children, emerging adolescents, and young adults who are academically talented are a unique population. They differ from their age peers in abilities, interests, and sensitivities. In order to excel and achieve their potential, academically talented youth require different and diverse experiences to meet their educational needs.

The aim of the EXCEL program is to provide accelerated and enriched opportunities that replace, supplement, or extend learning beyond the standard curriculum and incorporate a variety of modes of instruction. These opportunities will encourage and develop creative and critical thinking, provide practice in problem formation and solution, develop responsibility to self and others, and enhance the appreciation of life-long learning.

Services – Edwards Middle School
Brunswick Middle School Criteria
Cognitive Ability Composite Score of 130 plus Specific Academic Gifted Identification (95th percentile) in Reading/Language Arts or Social Studies.

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<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<tbody>
<tr>
<td>Integrated Language Arts/Social Studies</td>
<td>Gifted Language Arts</td>
<td>Gifted Language Arts</td>
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<tr>
<td>Gifted Language Arts-GIS</td>
<td>Honors Algebra 1 (L-3)-GIS</td>
<td>Gifted Science cluster-GIS</td>
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<tr>
<td>6th Grade Section of Advanced Pre-Algebra</td>
<td>GIS participates in Team Planning and supports</td>
<td>GIS participates in Team Planning and supports</td>
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<td>Gifted Social Studies-GIS</td>
<td>differentiation and meeting the needs of gifted learners in the other classes</td>
<td>differentiation and meeting the needs of gifted learners in the other classes</td>
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<tr>
<td>Some inclusion and flexible grouping with the Advanced Language Arts teacher on the team.</td>
<td>GIS participates in Team Planning and supports the needs of gifted learners in the other classes</td>
<td>GIS participates in Team Planning and supports the needs of gifted learners in the other classes</td>
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WRITTEN EDUCATION PLANS (WEP)

All students receiving Direct Gifted Services will have a Written Education Plan. The plan will be reviewed annually and shared with parents at parent teacher conference in the fall. All Written Education Plans will include the following:
- Description of Services
- Annual Goals
- Progress Monitoring
- Missed Work/Homework Policy

WRITTEN ACCELERATION PLANS (WAP)

Any student that has been formally accelerated by subject or whole grade in accordance with the District Acceleration Policy will have a Written Acceleration Plan. The plan will include the following:
- Type of Acceleration
- Placement
- Transition Period
- Strategies to ensure successful transition
- Strategies to insure continuous progress
- Requirements and procedures for earning High School Credit prior to entering High School (if Applicable)
- Summary of evaluation results

For more information about the Middle School Gifted Services program, please contact the Coordinator of Gifted Services at the Board of Education Offices.

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EARLY BIRD (High School)

Some students may have the option to take a limited number of courses at the high school, referred to as Early Bird. Students are recommended for Early Bird courses based on previous grades, academic ability shown through standardized tests and/or teacher recommendations.

Middle school students who are eligible may enroll in high school math and world language courses. High school courses successfully completed will earn credit towards graduation. All courses attempted will be calculated in the student’s high school cumulative grade point average. Grades earned in high school courses taken in middle school will also be calculated into students current GPA.

A student may withdraw from a high school level course, within the first 4 weeks without penalty. If a course is dropped after the first 4 weeks, a grade of "F" will be recorded.
Current options include:

**MATHEMATICS**

**222 GEOMETRY HONORS (1 CR.) L-3**
Prerequisite: Honors Algebra I L-3
This course is the successor to Honors Algebra I. It covers all the topics of Geometry and the OGT, but at a faster pace and in greater depth. The next course in sequence is Honors Algebra II.

**WORLD LANGUAGE**

**510 FRENCH I (1 CR.) L-2**
Prerequisite: "B" or better in 7th grade Language Arts
This is the introduction of a four-year course which prepares the student to speak, read, listen and write with proficiency. The student learns conversational French to use in everyday situations with oral practice. The French culture is also introduced.

**511 GERMAN I (1 CR.) L-2**
Prerequisite: "B" or better in 7th grade Language Arts
In German I, the students are invited to join the European Union’s largest language community through a course of study that focuses on the development of all four language skills: listening, speaking, reading and writing. The first year of study focuses on conversational German to use in everyday situations with oral practice. Emphasis is placed upon discovering connections with and drawing comparisons between the German-speaking world and its historical legacy in North America.

**512 LATIN I (1 CR.) L-2**
Prerequisite: "B" or better in 7th grade Language Arts
Latin I introduces students to the language and culture of the Roman world through basic vocabulary and syntax. Students will read about the Roman family customs, slavery, architecture, travel in the Roman world and legendary heroes of early Rome. This course is recommended for students who plan on careers in law, medicine, journalism, government, the health field and science.

**513 SPANISH I (1 CR.) L-2**
Prerequisite: "B" or better in 7th grade Language Arts
In Spanish I, the student is introduced to the language and culture of the Spanish-speaking world. Stress is placed on the development of all four language skills: listening, speaking, reading and writing.
SPECIAL EDUCATION SERVICES

Students with disabilities are eligible for special education programs and related services. Eligibility is determined by a team of educators, following an individual multi-factored evaluation of the student. An IEP, or Individualized Education Program, is developed for each eligible student. The program may include any combination of courses in the general education or special education programs.

Special education restructuring efforts throughout Ohio and the nation through the Individuals with Disabilities Education Improvement Act (IDEIA, P.L. 101-476), encourage educating children with disabilities alongside their non-disabled peers to the maximum extent appropriate. Consequently, special education programming in the Brunswick City Schools is determined by each disabled child’s unique needs rather than a disability label. Unlike special education programming of the past, students with different disability labels, but similar educational needs may receive instruction in the same “room” or location - and often with non-disabled peers.

Middle School special education programs may serve students with any of the following disabilities: autistic, deaf-blind, deaf, hearing impaired, Intellectually Disabled (Mentally Retarded), multiple-handicapped, orthopedically handicapped, other health impaired, seriously emotionally disturbed (severe behavior handicapped), specific learning disabled, speech/language impaired, visually impaired/blind and traumatic brain-injured. However, students whose disabilities require moderate to intensive levels of intervention are served only at Willetts Middle School.

Depending on the unique educational needs of each student with a disability, the special education delivery options available to them may include:

INCLUSION INSTRUCTION IN REGULAR EDUCATION CLASSES
In order to integrate students with disabilities into the regular classroom, both the regular and special education teachers use a variety of instructional strategies such as cooperative learning, use of study guides and increased individualized attention to provide a positive educational setting for all students.

SUPPLEMENTAL SERVICES TEACHER (SST)
The SST shall provide supplemental aids and services necessary to enable a child with a disability to receive an appropriate education in the regular classroom. The SST does not provide direct instruction to the student, but rather functions as a resource and consultant to the regular classroom teacher in modifying the classroom environment for the disabled child.

SUPPLEMENTAL SPECIAL EDUCATION TUTORING
Students eligible for supplemental special education tutoring receive their primary instruction in the regular education classroom and additionally receive supplemental tutorial services. The tutor provides assistance with regular class work and remedial instruction in reading, spelling, mathematics or writing.
**SPECIAL EDUCATION CLASSROOM**
Students eligible for this programming receive instruction in basic academic coursework from a certified special education teacher for either some or all of their subjects. The subject grade is given by the special education teacher rather than the regular education teacher.

**HOME INSTRUCTION**
Home instruction is an individual special education program provided to a student with a disability which prevents the individual from attending a regular or special education program even with the aid of special transportation.

The contents of this guide are accurate at the time of printing. Changes will occur as courses are updated, rules are revised and new laws are enacted. The Guidance Office will provide current information to students and parents as it becomes available.