



Middle School Program of Studies 2017-2018



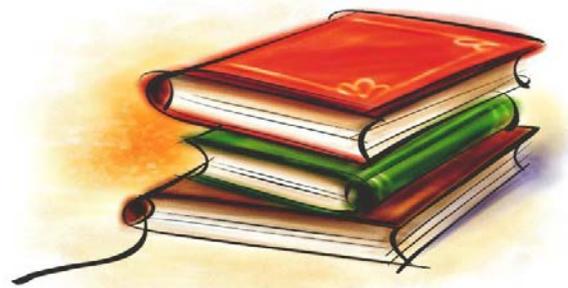
**Ankeney
Middle
School**



**Coy
Middle
School**

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Ankeney Middle School
4085 Shakertown Road | Beavercreek, OH 45430
• Tel: 937-429-7567 • Fax: 937-429-7685

Principal	Mr. Dale Wren
Assistant Principal	Mr. Brian Shimko
Counselors	Mrs. Barbara Voris, Ext. 2510
	Mrs. Nikki Dixon, Ext. 2511



Coy Middle School
1786 Dayton-Xenia Road | Xenia, OH 45385
• Tel: 937-429-7577 • Fax: 937-429-7686

Principal	Mr. Shaun Kelly
Assistant Principal	Mrs. Michelle Hight
Counselors	Mrs. Elizabeth Siders, Ext. 2536
	Mrs. Kristi Massey, Ext. 2539

**BEAVERCREEK CITY SCHOOLS
MIDDLE SCHOOL MISSION STATEMENT**

Beavercreek City Schools provide a strong foundation for the pursuit of excellence and learning for life by:

- teaching learners of all abilities and cultures essential skills in a nurturing environment;
- using the skills and talents of our educational leaders and the community to promote creative and critical thinking;
- helping students and the community fulfill their vision for education

The mission of the Middle School is to prepare all students for the academic, social, civic, and career needs of the twenty-first century. This will be accomplished by providing programs that emphasize lifelong skills necessary to continue learning and communicate clearly which will contribute to the useful and productive lives of students.

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PHILOSOPHY STATEMENT

The Middle School will be a positive climate for young adolescents by providing and promoting a shared vision and high expectations for each child. Through more flexible organizational structures and varied teaching strategies, the Middle School will offer access to curriculum that is challenging, integrative, and exploratory.



WHAT IS COLLEGE CREDIT PLUS (CCP)?

College Credit Plus is designed to help students earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to students in grades 7-12 who meet college admission requirements. As required by law, no fees will be charged to families for College Credit Plus classes taken through public universities.

TIMELINE:

Students and parents are required to inform their school district that they intend to participate in the College Credit Plus program **by March 31** for the following year.

ADVANTAGES OF CCP FOR STUDENTS:

- Students may earn college credit and high school credit upon successful completion of the course.
- Increase the rigor and challenge of course offerings while in high school
- Per HB 487, College Credit Plus courses must receive the equivalent weight as any weighted course within a given content area.
- Course tuition at public colleges/universities paid for by Beaver Creek City Schools. Students choosing to enroll in a participating private college or university may incur limited costs.

CONSIDERATIONS FOR PARENTS AND STUDENTS:

ELIGIBILITY

- In order to participate in CCP students must meet requirements established by each college/university.
- To register for a class students must meet the prerequisite requirements outlined by the university or college in which they are attending.
- A student must provide his/her own transportation if taking courses on the college campus.

SCHEDULING

- Students taking College Credit Plus courses are subject to the rules and regulations of the university they are currently attending, including add, drop, and enrollment dates. Students withdrawing from a college course after the BHS drop deadline will not be scheduled into comparable HS classes until the following semester.
- Students must schedule a full BHS schedule prior to registering for college classes. The class schedule may be adjusted at a later date. Students must have a schedule that equal full-time status.
- Students will not earn credit for college courses at the remedial level.
- BHS is not responsible for any scheduling conflicts between college courses and BHS classes and/or school activities. This includes credits needed prior to BHS commencement exercises. It is your responsibility to make sure driving time is sufficient.

- Federal financial aid may be impacted: federal guidelines limit the number of courses you may attempt (even if they are taken while in high school) to 150% of the number of credits needed for a degree.
- **It is the responsibility of student/parent to maintain close communication with both their BHS counselor and academic advisor at the university.**

AMOUNT OF WORK/PACE/MATURITY

- Courses taken on the college campus will be comprised of students of all ages enrolled at the college, not just students enrolled through CCP. While in college courses, students are introduced to a learning environment that promotes an open exchange of ideas. Course content is presented on an adult level and class discussions require a mature understanding of divergent viewpoints and the ability to think critically on controversial issues.
- Students should understand that these courses are college-level courses, and the amount of work, pace, and rigor of content in college courses may be much greater than high school courses. In addition, college course grades become a part of a student's permanent college transcript and are calculated into the college grade point average. **Poor performance in college courses may affect future university admissions and financial aid.** Therefore, it is important to perform well in college courses to realize the benefits of taking college courses while in high school.

HIGH SCHOOL GRADUATION REQUIREMENTS

- No BHS graduation requirements will be waived for any student participating in College Credit Plus but College Credit Plus courses may be used to meet BHS graduation requirements.

FAILURE OR WITHDRAWAL FROM CCP COURSE

- **If a student fails or withdraws from any college course, the cost for tuition, fees, and books will be charged to the family.**
- No credit is awarded for a failed course.
- No coursework will be given Pass/Fail as a grade.
- If the failed course is a requirement for high school graduation, it must be retaken and completed before graduation.
- Proper paperwork must be filed with the university to withdraw. Upon withdrawal, the student must meet with BHS counselors to develop a new graduation plan and schedule.
- These courses and the grades associated with them will be reported on both the student's high school transcript as well as the college transcript.
- Failure to satisfactorily complete a college course for BHS credit may result in (but not be limited to) the following consequences:
 - a. Fees for dropped or failed class will be assessed
 - b. Failure to meet graduation requirements
 - c. Loss of commencement privileges
 - d. Negative effect on GPA and class rank
 - e. Loss of extra-curricular eligibility

ACADEMIC CREDIT: CCP TO BHS

- A college course earning 3 or more semester hours = 1 HS credit.
- A college course earning less than 3 semester hours = a proportional fraction of a HS credit.

For Example:

- 2 semester hour college course = 0.66 credits at BHS.
- 1 semester hour college course= 0.33 credits at BHS.
- Maximum number of hours allowed per school year in CCP program at college=30 college hours AND cannot exceed 120 college credit hours over students' career.

WEIGHTED GRADES

- All advanced standing programs will be weighted the same within subject area.
- CCP courses will be awarded the same weight as AP courses.

ACADEMIC CREDIT: COLLEGES

- If a student attends the same college after high school graduation, full credit is transferred.
- Honors Programs may not accept credits.
- If you want to know whether the CCP course will possibly transfer to another college, you must contact that specific college and ask admissions.
- Credit is not guaranteed at out of state public colleges and private universities.

EXTRACURRICULAR ACTIVITIES

- Students who participate in extracurricular activities must still meet eligibility requirements set by the school district and the OHSAA. Students must be enrolled and receive passing grades in courses that earn a minimum of 5 credits per year toward high school graduation. Eligibility is based on the courses taken in the preceding grading period. Check with counselor if you need to remain eligible for OHSAA sports.
- If the student plans on playing a sport in college, CCP courses may not be accepted for NCAA clearing house.

COUNSELING SERVICES

- An academic advisor from the participating institution is required to meet with each student within the first two weeks of class. This may be done in a group setting.
- College transcripts can be requested by visiting the respective college or university website associated with the courses taken. Beavercreek High does not have access to college transcripts
- All BHS students (whether full or part-time) have free access to all BHS guidance services. This includes all academic, personal and post-secondary counseling services.

TRANSFER OF CREDITS/TRANSCRIPTS

- Credits earned through College Credit Plus are transferable to many public and private institutions in Ohio and out of the state.
- Students who want to transfer to another university will need to send their transcript from the Institute of Higher Learning (IHL) to the university they plan to attend.
- Many CCP courses apply towards the general education requirement or as electives at most school.
- Two websites are available to help students fully understand what courses will transfer: www.transfer.org or www.ohiomeanssuccess.gov



Sample of 15 and 30 College Credit Pathways

COURSE	CRN	CREDIT
French 1010	Beginning French	3
English 1100	Academic Reading and Writing	3
Math 1280	College Algebra	3
Chemistry 1010	Intro to Chemistry	3
Sociology 2000	Intro to Sociology	3
Subtotal		15
Second Semester		
French 1020	French II	3
English 2040	Great Books	3
Music 2140	Music in Western Culture	3
History 1010	Western Civilization to 1500	3
Earth Science 1030	Paleobiology of Dinosaurs	4
Total		31

Sixth Grade

Sixth grade students take the following core subjects and required encore classes:

- ◆ English Language Arts
- ◆ Math
- ◆ Science
- ◆ Social Studies
- ◆ Health (semester)
- ◆ Digital Media and Tech Literacy (semester)

All students will choose two periods of elective options from the following courses. This would include either two year-long courses, one year-long course and two semester courses, or four semester courses.

Year-Long Courses

6th Grade Band
6th Grade Choir
Study Hall

Semester Courses

Art 6
Learning Lab
Exploratory Languages
Physical Education 6
Study Hall

Sixth Grade Core Classes

English Language Arts 6

Language Arts for sixth grade includes reading, English, spelling, and vocabulary. Students apply reading comprehension strategies to understand informational and literary texts. In-depth study of literary elements allows students to analyze literature in a meaningful way. Students demonstrate comprehension of print by responding to questions (e.g., literal, inferential, evaluative, and synthesizing). Students acquire vocabulary through exposure to language in context through reading text as well as direct study of grade level and challenging words. Students' writing develops as they regularly engage in the major phases of the writing process. Students learn to apply their writing for different purposes and audiences. Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions.

Honors English Language Arts 6

The Honors English Language Arts classes will present more difficult reading material, will involve greater in-depth study, and will cover material at a quicker pace. Students will explain, analyze, and critique literary and informational texts to achieve deeper understanding. Students will learn to apply their writing skills in increasingly sophisticated ways.

Criteria for Honors English Language Arts 6:

The Honors English/Reading classes are accelerated and performance-based. These classes are designed for students who desire challenge and who master material quickly. These classes provide ample opportunity for students who are ready for higher level thinking. Honors students in Language Arts should expect to encounter challenging reading assignments, write effectively, and be able to discuss intellectually both controversial and non-controversial ideas.

The Honors Program is part of an overall commitment to challenge all students to the highest degree of their abilities. Therefore, the students who participate in this program must demonstrate self-motivation, persistence, and the ability to work independently. Because of the course design, students can expect homework assignments each evening.

Students in Honors Language Arts may receive a semester grade of "A" (outstanding), "B" (satisfactory), or "C" (probationary). If a student earns a "D" or an "F" for the semester, that student should be placed in a less difficult level. Any student earning a quarter average of "C" or lower in Honors Language Arts will be placed on probation, and this will be communicated to the parent and student.

In order to qualify for enrollment in Honors English Language Arts, students must meet the grade requirement (current grade of 90% in ELA or Reading average for 3 quarters) and two of the three remaining criteria:

- ◆ Percentile score from most recent MAP assessment (90th percentile or better)
- ◆ Goal Performance from most recent MAP assessment (Hi Avg. or High in Literature, Informational Text, and Vocabulary Acquisition & Use)
 - Lexile Score 970-1120 on most recent MAP assessment OR, if a new student, most recent ITBS scores in LA (95%)
- ◆ Student qualities:
 - Is an avid reader who will choose a challenging book when given an option
 - Exhibits advanced reading comprehension skills
 - Masters new grammar skills with minimal repetition
 - Masters new vocabulary with minimal direction
 - Exhibits mastery of grade-level grammar (parts of speech, parts of a sentence, etc.)
 - Exhibits mastery of grade-level writing skills (punctuation, spelling, capitalization, sentence structure, paragraph structure, etc.)

- Works quickly with minimal direction
- Is organized and prepared for class
- Exhibits strong study skills and habits
- Is self-motivated and exhibits a positive attitude about projects and assignments
- Completes assignments on time under challenging deadlines
- Manages time well, stays focused on tasks, and uses class timewisely
- Demonstrates accountability in completing make-up work when absent
- Produces products of quality beyond typical peers
- Works well with others on group assignments (i.e.: contributes, stays on-task most of the time, completes work within time-limits)
- Enjoys a challenge and appreciates opportunities to exhibit higher level thinking
- Has little to no missing assignments or late work for the year

◆ The teachers in these classrooms:

- Do not re-teach items from past curriculum, but may review them
- Provide opportunities for students to hone previously taught skills
- Facilitate forums for higher-level discussion
- Expect that students can and will learn rote information independently
- Function continually at the challenge level

Math 6

Sixth grade math includes studies in 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.

Scholarship Math 6

Emphasis for this course will be a blend of 6th and 7th grade standards, with a primary focus on the 7th grade critical standards for mathematics. Those areas are as follows: (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.

Placement in Scholarship Math 6 is based on the following criteria:

Minimum grade of 75% in Math 5 (average of 3 quarters)

At least 85th percentile on most recent MAP

Avg or above in all categories of MAP

Teacher recommendation

Accelerated Honors Pre-Algebra (not offered until 18-19)

The Accelerated Honors classes are an accelerated and performance-based class. These classes are designed for students who desire a challenge, who master material quickly, and can compute and think critically to solve application problems. These classes provide ample opportunity for students who are ready for higher level thinking. Honors students in math

should expect to encounter an increased rigor of their workload along with challenging assignments.

This class will be a blend of 7th and 8th grade standards with an emphasis on pre-algebra standards. The Grade 7 studies include three critical areas: (1) working with expressions and linear equations; (2) 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 (3) drawing inferences about populations based on samples. The Grade 8 studies include three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Placement in Accelerated Honors Math 6 is based on the following criteria:

This is a course set up to be taking by students who have been through the formal acceleration process. Students cannot be waived into this course.

Science 6

The Sixth Grade Band Theme is Order and Organization. Using scientific inquiry students will discover patterns, trends, structures and relationships that can be described by simple principles. Students in grade six continue to conduct investigations, work on technological design projects, and begin to apply mathematical skills in evaluating and analyzing variables of data. They identify basic skills of the scientific inquiry process, such as how thinking scientifically is helpful in daily life and how technological advances affect the quality of life. Under the Physical Science branch of Science, sixth grade students learn that all matter is made up of atoms. They learn the history of the atoms and parts. They develop an understanding that elements are a single kind of atom and that combinations of atoms can lead to molecules and compounds. Students will be able to explain changes of state by a model of matter composed of atoms and /or molecules that are in motion. Students will explore and develop a basic understanding of thermal energy, potential energy, kinetic energy, and speed. Under the Earth and Space branch of science, sixth grade students will identify rocks, their distinct properties, and formation and characteristic properties of the minerals that form them. They will develop an understanding of soil, how it's formed, the properties of soil and how those properties are measured. Students will also look at how rocks, minerals, and soils have common and practical uses and why they are nonrenewable resources. Finally, under the Life Science branch of science, sixth grade students will learn to recognize that a cell is the fundamental unit of life that continually divides to create new cells. Students will learn the parts and functions of the parts of a cell. Students will then take this a step further as they investigate how living systems at all levels of organization demonstrate the complementary nature of structure and function that enable organisms the ability to survive in their environments.

Social Studies 6

The sixth grade year focuses on the study of world regions. The concentration is geographic rather than historic. Students study some of the earliest people who lived in each region in order to understand how humans interacted with the environmental conditions at that time. Connections are made to present-day world regions including characteristics of government and economic interactions.

Seventh Grade

Seventh grade students take the following core subjects and required Encore classes:

- ◆ English Language Arts
- ◆ Math
- ◆ Science
- ◆ Social Studies
- ◆ Art 7 (semester)
- ◆ Physical Education (semester)

All students will choose two periods of elective options from the following courses. This would include either two year-long courses, one year-long course and two semester courses, or four semester courses.

Year-Long Courses

7th Grade Band

7th Grade Choir

Study Hall

Semester Courses

App Design and Development

Learning Lab

Exploratory Languages

Physical Education 7

Study Hall



Seventh Grade Core Classes

English Language Arts 7

Language Arts for seventh grade includes reading, English, spelling, and vocabulary. Students apply reading comprehension strategies to understand informational and literary texts. In-depth study of literary elements allows students to analyze literature in a meaningful way. Students demonstrate comprehension of print by responding to questions (e.g., literal, inferential, evaluative, and synthesizing). Students acquire vocabulary through exposure to language in context through reading text as well as direct study of grade level and challenging words. Students' writing develops as they regularly engage in the major phases of the writing process. Students learn to apply their writing for different purposes and audiences. Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions.

Honors English Language Arts 7

The Honors level classes will present more difficult reading material, will involve greater in-depth study, and will cover material at a quicker pace. Students will explain, analyze, and critique literary and informational texts to achieve deeper understanding. Students will learn to apply writing skills in increasingly sophisticated ways.

Criteria for Honors English Language Arts 7:

The Honors English Language Arts classes are accelerated and performance-based. These classes are designed for students who desire challenge and who master material quickly. These classes provide ample opportunity for students who are ready for higher level thinking. Honors students in Language Arts should expect to encounter challenging reading assignments, write effectively, and be able to discuss intellectually both controversial and non-controversial ideas.

The Honors Program is a part of an overall commitment to challenge all students to the highest degree of their ability. Therefore, the students who participate in this program must demonstrate self-motivation, persistence, and the ability to work independently. Because of the course design, students can expect homework assignments each evening.

Students in Honors Language Arts may receive a semester grade of "A" (outstanding), "B" (satisfactory), or "C" (probationary). If a student earns a "D" or an "F" for the semester, that student should be placed in a less difficult level. Any student earning a quarter average of "C" or lower in Honors Language Arts will be placed on probation, and this will be communicated to the parent and student.

In order to qualify for enrollment in Honors English Language Arts, students must meet the grade requirement (current grades of 95% in ELA or 85% in Honors ELA average for 3 quarters) and three of the four remaining criteria:

- ◆ Percentile score from most recent MAP assessment (90th percentile or better)
- ◆ Goal Performance from most recent MAP assessment (Hi Avg. or High in Literature, Informational Text, and Vocabulary Acquisition & Use)
- ◆ Lexile Score 1010-1185 on most recent MAP assessment OR, if a new student, most recent ITBS scores in LA (95%)
- ◆ Student qualities:
 - Is an avid reader who will choose a challenging book when given an option
 - Exhibits advanced reading comprehension skills
 - Masters new grammar skills with minimal repetition
 - Masters new vocabulary with minimal direction
 - Exhibits mastery of grade-level grammar (parts of speech or a sentence, etc.)
 - Exhibits mastery of grade-level writing skills (punctuation, spelling, capitalization, sentence structure, paragraph structure, etc.)
 - Works quickly with minimal direction

- Is organized and prepared for class
- Exhibits strong study skills and habits
- Is self-motivated and exhibits a positive attitude about projects and assignments
- Completes assignments on time under challenging deadlines
- Manages time well, stays focused on tasks, and uses class time wisely.
- Demonstrates accountability in completing make-up work when absent
- Produces products of quality beyond typical peers
- Works well with others on group assignments (i.e.: contributes, stays on-task most of the time, completes work within time-limits)
- Enjoys a challenge and appreciates opportunities to exhibit higher level thinking
- Has little to no missing assignments or late work for the year
 - ◆ The teachers in these classrooms:
 - Do not re-teach items from past curriculum, but may review them
 - Provide opportunities for students to hone previously taught skills
 - Facilitate forums for higher-level discussion
 - Expect that students can and will learn rote information independently
 - Function continually at the challenge level

Math 7

In Grade 7, studies include 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.

Scholarship Pre-Algebra 7

Emphasis is placed on the development of algebraic concepts, along with problem-solving and critical thinking skills. This class will be a blend of 7th and 8th grade standards with an emphasis on pre-algebra standards. The Grade 7 studies include three critical areas: (1) working with expressions and linear equations; (2) 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 (3) drawing inferences about populations based on samples. The Grade 8 studies include three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Placement in the Scholarship Pre-Algebra 7 Program is based on the following criteria:

- Minimum 75% in Honors 6 or 85% in Math 6 (average of 3 quarters)
- At least 85th percentile on most recent MAP
- Avg or above in all categories
- Teacher recommendation

Accelerated Honors Algebra 1 (not offered until 18-19)

Accelerated Honors Algebra 1 is a rigorous, advanced, and accredited high school course which includes and extends traditional algebraic concepts with an emphasis on problem solving and theory. Topics covered include linear equations, systems of equations, quadratic equations, factoring, algebraic fractions, radicals, radical equations, exponential equations, analysis of graphs and functions. Emphasis is given to applying and solving word problems algebraically. **Students will receive honors credit and the grade will be calculated into their high school grade point average.**

Students who maintain “A” or “B” averages may be recommended for Honors Geometry. Students who remain in the Honors Program will have the opportunity to enroll in Advanced Placement Calculus as seniors.

Placement in the Accelerated Honors Algebra 1 Program is based on the following criteria:

This is a course set up to be taken by students who have been through the formal acceleration process. Students cannot be waived into this course.

Science 7

Students learn to describe interactions of matter and energy throughout the lithosphere, biosphere, hydrosphere and atmosphere which has different properties at different elevations. Students determine that the formation of currents occur when the thermal energy transfers in the ocean and atmosphere which influence global climate patterns. Students learn that patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides, and phases of the moon. They continue to develop skills of scientific inquiry, explain how matter can change forms, and describe how energy can be transformed or transferred in a variety of ways but is never lost. Students apply math skills to evaluate and analyze variables and data from investigations as they draw conclusions from scientific evidence. Seventh grade students are able to recognize that technology can create environmental and economic conflicts, affect the quality of life, and that science and technology cannot answer all questions and cannot solve all human problems. Students access knowledge to explain how energy entering the ecosystems, such as sunlight, supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment. Students recognize that the number, growth, and survival of organisms and populations depend on biotic and abiotic factors.

Social Studies 7

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

Eighth Grade

Eighth grade students take the following core subjects:

- ◆ English Language Arts
- ◆ Math
- ◆ Science
- ◆ Social Studies
- ◆ Design Thinking (semester)
- ◆ Automation and Robotics/Flight and Space (semester)

All students will choose two periods of elective options from the following courses. This would include either two year-long courses, one year-long course and two semester courses, or four semester courses.

Year-Long Courses

8th Grade Band
8th Grade Choir
Study Hall
Spanish
French
German

Semester Courses

App Design and Development
Art 8
Learning Lab
Physical Education 8
Study Hall

Eighth Grade Core Classes

English Language Arts 8

Language Arts for eighth grade includes reading, English, spelling, and vocabulary. Students apply reading comprehension strategies to understand informational and literary texts. In-depth study of literary elements allows students to analyze literature in a meaningful way. Students demonstrate comprehension of print by responding to questions (e.g., literal, inferential, evaluative, and synthesizing). Students acquire vocabulary through exposure to language in context through reading text as well as direct study of grade level and challenging words. Students' writing develops as they regularly engage in the major phases of the writing process. Students learn to apply their writing for different purposes and audiences. Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions.

Honors English Language Arts 8

The Honors English Language Arts class will present more difficult reading material, will involve greater in-depth study, and will cover material at a quicker pace. Students will explain, analyze, and critique literary and informational texts to achieve deeper understanding. Students will learn to apply their writing skills in increasingly sophisticated ways.

Criteria for Honors English Language Arts 8:

The Honors English classes are accelerated and performance-based. These classes are designed for students who desire challenge and who master material quickly. These classes provide ample opportunity for students who are ready for higher level thinking. Honors students in Language Arts should expect to encounter challenging reading assignments, write effectively, and be able to discuss intellectually both controversial and non-controversial ideas.

The Honors Program is a part of an overall commitment to challenge all students to the highest degree of their ability. Therefore, the students who participate in this program must demonstrate self-motivation, persistence, and the ability to work independently. Because of the course design, students can expect homework assignments each evening.

Students in Honors Language Arts may receive a semester grade of "A" (outstanding), "B" (satisfactory), or "C" (probationary). If a student earns a "D" or an "F" for the semester, that student should be placed in a less difficult level. Any student earning a quarter average of "C" or lower in Honors Language Arts will be placed on probation, and this will be communicated to the parent and student.

In order to qualify for enrollment in **Honors English Language Arts**, students must meet the grade requirement (current grades of 95% in ELA or 85% in Honors ELA) and three of the four remaining criteria:

- ◆ Percentile score from most recent MAP assessment (90th percentile or better)
 - ◆ Goal Performance from most recent MAP assessment (Hi Avg. or High in all categories)
 - ◆ Lexile Score 1050-1260 on most recent MAP assessment
OR, if a new student, most recent ITBS scores in LA (95%)
-
- ◆ Student qualities:
 - Is an avid reader who will choose a challenging book when given an option
 - Exhibits advanced reading comprehension skills
 - Masters new grammar skills with minimal repetition
 - Masters new vocabulary with minimal direction
 - Exhibits mastery of grade-level grammar (parts of speech, parts of a sentence, etc.)

- Exhibits mastery of grade-level writing skills (punctuation, spelling, capitalization, sentence structure, paragraph structure, etc.)
- Works quickly with minimal direction
- Is organized and prepared for class
- Exhibits strong study skills and habits
- Is self-motivated and exhibits a positive attitude about projects and assignments
- Completes assignments on time under challenging deadlines
- Manages time well, stays focused on tasks, and uses class time wisely.
- Demonstrates accountability in completing make-up work when absent
- Produces products of quality beyond typical peers
- Works well with others on group assignments (i.e.: contributes, stays on-task most of the time, completes work within time-limits)
- Enjoys a challenge and appreciates opportunities to exhibit higher level thinking
- Has little to no missing assignments or late work for the year
- ◆ The teachers in these classrooms:
 - Do not re-teach items from past curriculum, but may review them
 - Provide opportunities for students to hone previously taught skills
 - Facilitate forums for higher-level discussion
 - Expect that students can and will learn rote information independently
 - Function continually at the challenge level

The Honors level classes will present more difficult reading material, will involve greater in-depth study, and will cover material at a quicker pace. Students will explain, analyze, and critique literary and informational texts to achieve deeper understanding. Students will learn to apply their writing skills in increasingly sophisticated ways.

Algebra 8A

In Algebra 8A, studies include three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem, with an emphasis on the Algebra Standards. **Students will receive a high school credit and the grade will be calculated into their high school grade point average.**

Scholarship Algebra 1

Scholarship Algebra 1 is a rigorous, advanced, and accredited high school course which includes and extends traditional algebraic concepts with an emphasis on problem solving and theory. Topics covered include linear equations, systems of equations, quadratic equations, factoring, algebraic fractions, radicals, radical equations, exponential equations, analysis of graphs and functions. Students should expect at least ½ hour of homework each night. **Students will receive Scholarship credit and the grade will be calculated into their high school grade point average.**

Students who maintain “A” or “B” averages may be recommended for Honors Geometry. Students who remain in the Honors Program will have the opportunity to enroll in Advanced Placement math courses.

Honors Algebra 1

Honors Algebra 1 is a rigorous, advanced, and accredited high school course which includes and extends traditional algebraic concepts with an emphasis on problem solving and theory. Topics covered include linear equations, systems of equations, quadratic equations, factoring, algebraic fractions, radicals, radical equations, exponential equations, analysis of graphs and functions. Emphasis is given to applying and solving word problems algebraically. Students should expect at least $\frac{1}{2}$ hour of homework each night. **Students will receive honors credit and the grade will be calculated into their high school grade point average.**

Students who maintain “A” or “B” averages may be recommended for Honors Geometry. Students who remain in the Honors Program will have the opportunity to enroll in Advanced Placement Calculus as seniors.

Students in the Honors Program may receive a semester grade of “A” (outstanding), “B” (satisfactory), or “C” (probationary). If a student earns a “D” or an “F” for the semester, that student should be placed in a less difficult level. Any student earning a quarter average of “C” or lower in Honors courses will be placed on probation and this will be communicated to the parent and student.

Placement in the Honors Algebra 1 Program is based on the following criteria:

- At least 95% in Pre-Algebra 7 or 85% in Scholarship Pre-Algebra (average of 3 quarters)
- 85th percentile or higher on latest MAP or 241 RIT
 - High or Hi Avg in all categories
- Successful completion of summer work project
- Teacher recommendation

Accelerated Honors Geometry

Prerequisite: “B” or better in Honors Algebra 1

The course will consist of the study of elements of geometry, angles, perpendicular lines, parallel lines and planes, congruent triangles, similar polygons, right triangles, circles, areas, volumes, and coordinate geometry. The first semester will emphasize writing proofs while the second semester will emphasize computational process. A scientific calculator is recommended for this course. Students should expect at least $\frac{1}{2}$ hour of homework each night. **Students will receive high school credit for successful completion of Geometry and the grade contributes to their high school grade point average.**

Science 8

Students in the eighth grade acquire knowledge to explain how the motions of objects are described relative to reference points. They discover how the magnitude and direction of forces can affect the motion of an object. Students explore magnetic, electric, and gravitational fields. They further their understanding of potential energy and how position and shape can determine an objects potential energy. Students delve into Earth’s composition as they work to understand how plate movement creates landforms. They will draw conclusions from scientific evidence that support theories related to the change of Earth’s surface. Students will be able to explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival. Students design a solution to a problem or design and build a product, given certain constraints.

Technological influences on the quality of life are also explored in this grade level.

Social Studies 8

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States, they also look at its geographic settings, economic implications, developments in government, and the role of citizens.

Encore Classes

Encore classes provide students with opportunities to explore interests in a variety of content areas. Certain courses are required at each grade level as part of a common exploratory experience for all Beaver Creek middle school students. In addition to the required encore classes at each grade level, students will be able to choose additional courses for the year that total four semesters. Most classes are a semester in length, however vocal and instrumental music are year-long classes. Study hall may be scheduled for a semester or for the entire year.

6th Grade Health

Required Encore Course

Students in grade six study the importance of maintaining lifelong health through an examination of issues appropriate to adolescence. Students will be introduced to the three components of Health: physical, social and mental / emotional, including stress management and self regulation. These health components will provide a foundation for understanding and exploration throughout the health course. Students will be provided instruction and knowledge on topics including but not limited to; healthy choices regarding hygiene, puberty, nutrition, substance abuse, sexual activity, and relationships. Students also learn about the functions of the different body systems that provide a better understanding of the human body. Students will set health goals and track individual success. Character education instructional units support the development of healthy relationships and the reasonable treatment of others. Students will be provided instruction on study skills and organizational skills that will offer students successful strategies while transitioning to a middle school environment.

6th Grade Digital Media/Tech Literacy

Required Encore Course

This course will combine instruction and practical uses of various programs, applications, and multimedia software. Computer navigation and fundamentals, online safety and communication, word processing and spreadsheets, and presentation software will give students a strong foundation for software applications used for both academic and personal reasons. In addition, a project-oriented approach utilizing a variety of mobile technology applications will introduce students to various multimedia production. Programs may include Garage Band, Keynote, Pages, iPhoto, iMovie, and others.

7th Grade Lifetime Physical Education

Required Encore Course

Physical Education prepares the student for total fitness and requires him/her to participate in a variety of sports and recreational activities that will develop his/her gross motor skills and spatial awareness while improving his/her personal fitness levels of strength, flexibility and cardiovascular endurance. Health Education prepares students to comprehend concepts related to health promotion and disease prevention; and to demonstrate the ability to practice health-enhancing behaviors and reduce health related risks.

7th Grade Art

Required Encore Course

This required semester long course is an introduction to 2D and 3D artistic media. Students will develop an understanding and explore the Elements of Art and the Principles of Design. They will build foundational skills necessary for further study in Visual Art as this class bridges their elementary art experience to their future high school classes. Through a wide variety of media, students will develop technological skills that will assist them with problem solving and critical thinking throughout their life. Projects in this class may include: drawing, painting, collage, printmaking, clay/ceramics, fused glass, and/or plaster.

8th Grade Design Thinking

Required Encore Course

This course provides instruction in using the Design Thinking **process**, based on the Institute of Design at Stanford University. Students will learn to exercise empathy to define and respond to specific user needs, and then collaboratively design and prototype solutions that are user-centered. Students will develop 21st century skills of visual, oral, and written communication, critical thinking, creative problem solving, and collaboration.

8th Grade Automation and Robotics/Flight and Space (Project Lead The Way – In Partnership With Greene County Career Center)

Required Encore Course

Automation and Robotics

Design, Build, and Program a Robot!

Students use tools such as the engineering design process, an engineering notebook, and VEX Robotics® programming software to invent and innovate.

Learn how creative thinking and problem solving can change your world!

Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Flight and Space

A vacation on the moon?

Students use tools such as the engineering design process, an engineering notebook, and computer simulations to explore, invent, and innovate. Learn how creative thinking and problem solving can change your world!

The exciting world of aerospace comes alive through the Flight and Space (FS) unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rocket fuel and a glider. Custom-built simulation software allows students to experience space travel.

Encore Electives

6th Grade Band (Beginning)

6th Grade Band is for students new to band or for those that have minimal experience on their instrument. All students will try the various instruments to help determine what each student will play. Beginning band will focus on the basics on reading music and fundamentals of good tone production and musical expression. Beginner band is a graded course, and attendance at performances is required. Students are required to purchase a beginning band book.

7th Grade Band (Intermediate)

7th Grade Band is typically for students entering their second year of playing. Students in this class will continue to develop performance-related skills by working on a varied repertoire of music. Students will demonstrate expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter. Intermediate band is a graded course, and attendance at performances is required. Students are required to purchase a second-year method book and a band polo for performances.

8th Grade Band (Advanced)

8th Grade Band is typically for students entering their third year of playing or second-year students that have completed an audition and demonstrated above-average progress and dedication to music in their first year of playing. Students in this class will continue to develop performance-related skills by working on a varied repertoire of music representing diverse genres and cultures. Students will demonstrate expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key, and meter. Advanced band is a graded course, and attendance at performances is required. Students that have not already done so will be required to purchase a band polo for performances.

8th Grade Students will have the opportunity to audition for a select band ensemble entitled "Symphonic Winds" during the first quarter of the school year. Information will be provided at that time.

****Please Note:** Students new to band in 7th or 8th grade may be placed in the grade/ability level appropriate to ability.

6th Grade Choir

This ensemble will introduce male and female students to the fundamental vocal techniques, music literacy, ear training, proper performance and rehearsal technique, introduction to piano functionality, solfege, and vocal anatomy are covered in the year-long class. The ensemble is predominately a treble ensemble singing music written in two parts. The challenge rating of music selected will be OMEA rating class C or higher. Attendance at performances outside the school day and OMEA are required.

Prerequisites: None

Prerequisites being added after the start of the year: Placement Test and Vocal Placement Test

7th Grade Choir

The ensemble will be a continuation from Beginning Choir. Students will be introduced to three part music, including bass clef voice parts. Students will be vocally placed into Soprano, Alto, or Baritone.

The literature being sung in this class will range in difficulty from three part OMEA rated Class C to Class B. Students will be introduced to rhythmic counting, International Phonetic Alphabet, as well as building upon previous topics covered in Beginning Choir such as: vocal techniques, music literacy, ear training, piano functionality, and solfege. Attendance at performances outside the school day and OMEA are required.

Prerequisites: Completion of 6th Grade Choir or Vocal Audition and Choral Director Recommendation

8th Grade Choir

This choir will be a continuation from Intermediate Choir. Students will sing three part to four part music. The literature being sung in the class will range in difficulty from three part to four part OMEA rated Class B music. The music selected for the ensemble will be more contemporary than all the other ensembles ranging from current radio hits, old classics, current composers to the popular standards of the time period. Students will be introduced to identification of intervals, key signatures, correlation of pitches in a music staff to the piano, along with building upon previous concepts from Intermediate Choir such as: vocal technique, music literacy, ear training, piano functionality, and solfege. Attendance at performances outside the school day are required.

8th Grade students will have the opportunity to audition for Una Voce, a select ensemble, after the start of the school year. Information will be provided during the first quarter.

Prerequisites: Completion of 7th Grade Choir or Vocal Audition and Choral Director Recommendation

Art 6

This semester long course is a fun mix of 2D and 3D projects exploring new and exciting media (materials). Students begin to explore the Elements of Art. They will learn some foundational skills necessary for further study in Visual Art. Using a wide variety of media (materials), students will creatively problem solve and begin to develop critical thinking skills to use throughout their life. Projects in this class may include: drawing, painting, collage, printmaking, clay/ceramics, fused glass, and/or plaster.

Art 8

This semester long course is an advanced mix of 2D and 3D artistic media. Students will review and reinforce the Elements of Art and the Principles of Design they have learned in Art 7. They will solidify their foundational skills necessary for further study, making this a perfect class for anyone intending to take Art 1 or other future art classes at Beavercreek High School. Through a wide variety of media, students will strengthen creative approaches to solving various artistic problems. Students will improve technological skills that will assist them with problem solving and critical thinking throughout their life. Projects in this class may include: drawing, painting, collage, printmaking, clay/ceramics, fused glass, and/or plaster.

App Design and Development (Project Lead The Way – In Partnership With The Greene County Career Center)

Students will discover computer science concepts and skills by creating personally relevant, visible, tangible, and sharable projects. Throughout the course, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable and plan and develop code for microcontrollers that bring their physical designs to life. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and

broaden their understanding of abstract computer science concepts through meaningful and authentic applications. Additionally, the course will introduce students to the field of computer science and the concepts of computational thinking through the creation of mobile apps. Content will challenge students to be creative and innovative as they collaboratively design and develop mobile solutions to engaging real-world problems.

Prerequisite: This course is open to 7th and 8th grade students

Learning Lab

The learning lab is designed to provide additional support for students in a variety of content areas. Learning lab students will benefit from a small class environment addressing academic areas and/or specific content courses of need. This course is scheduled on an as needed basis per teacher/counselor recommendation and designed as targeted support or intervention in place of study hall.

Physical Education – 6

Physical Education prepares the student for total fitness and requires him/her to participate in a variety of sports and recreational activities that will develop his/her gross motor skills and spatial awareness while improving his/her personal fitness levels of strength, flexibility and cardiovascular endurance.

Physical Education – 8

Physical Education prepares the student for total fitness and requires him/her to participate in a variety of sports and recreational activities that will develop his/her gross motor skills and spatial awareness while improving his/her personal fitness levels of strength, flexibility and cardiovascular endurance. Health Education components prepare students to comprehend concepts related to health promotion and disease prevention; and to demonstrate the ability to practice health-enhancing behaviors and reduce health related risks.

Exploratory Foreign Language (French, German, Spanish)

Middle school exploratory language courses will introduce students to the basics of the language and culture. The learning objectives include familiarizing students with basic vocabulary plus oral and written use of this bank of words. Students will study the culture to better understand the people and their customs.

French I

This course offers the student the opportunity to learn the fundamentals of French through reading, writing, listening, and speaking. The student will become familiar with French customs, geography, and civilization. This course supplies all of the grammatical content necessary for the study of French II.

Prerequisite: 8th grade students only; recommendation from ELA teacher

German I

This course prepares the student with basic German vocabulary, grammar, and customs through the four foreign language proficiency areas of reading, writing, listening, and speaking. Students will participate in cultural and role-playing activities, conversations, and projects to practice fluency and comprehension and make use of authentic texts, videos, music, and other materials to supplement learning

Prerequisite: 8th grade students only; recommendation from ELA teacher

Spanish I

This course is designated for the student who is beginning to study Spanish. A study of the fundamentals of Spanish will be presented through memorization of vocabulary, oral drill, idiomatic usage, cultural enrichment about Hispanic countries, and grammatical concepts with practice in pronunciation, reading, writing, and listening.

Prerequisite: 8th grade students only; recommendation from ELA teacher

Guidelines for Foreign Language: Students who take a foreign language course will earn one credit toward high school graduation. The grade will be calculated into their high school grade point average. A student may drop the course during the first two weeks of the school year. However, after the first two weeks of the school year, a student must wait until the end of the nine weeks to drop a class that receives BHS credit. If a student withdraws at the first semester, a "W/F" or "W/P" will appear on their high school transcript. No student may drop the course after the first semester. If your child fails the class, the "F" will appear on their transcript permanently. If the student retakes the class, both courses/grades remain on the transcript and are figured into the GPA. Keep in mind that your child can begin taking a foreign language course when in high school. Students of foreign language will learn to initiate and sustain spoken and written communication and will read to comprehend the main ideas and significant details in a variety of age-appropriate authentic texts written in the target language. Students will gain an understanding of other cultures, reinforce and expand their knowledge across disciplines, and develop insights into the nature of language and culture through comparisons of target cultural practices and their own. Students will also experience multilingual communities and cultures within the larger Dayton area.

MIDDLE SCHOOL ACTIVITIES

This is a basic overview of activities that may be offered in the middle school program. Activities may vary from year to year. Please contact the individual school for further information.

ATHLETICS

Inter Scholastic

Cheerleading: 7th and 8th only

Intramurals: 6th, 7th, 8th

Basketball

Flag Football

Floor Hockey

Frisbee Golf

Softball

Fall: 7th and 8th only

Cross Country

Football

Volleyball

Winter: 7th and 8th only

Basketball

Wrestling

Spring: 7th and 8th only

Baseball

Softball

Track

FINE ARTS - 6th, 7th, 8th

Art: 6th, 7th, 8th

District Art Show

Art Club

Music: 6th, 7th, 8th

*AMS Connection (Show Choir)

*CMS Guys & Dolls (Show Choir)

*AMS Jazz Band

*CMS Jazz Band

*OMEA Middle School Large Group Adjudicated

*OMEA Middle School Solo & Ensemble

ACADEMICS - 6th, 7th, 8th

Geography Bee

History Bee

Math Counts

Midwest Talent Search

National Science Olympiad

Power of the Pen

Science Club

Science/Invention Fair

Various Writing Competitions

OTHER ACTIVITIES - 6th, 7th, 8th

Drill Team

Muse Machine

Student Aide

Student Council

WEB

* must be enrolled in band or choir to be eligible