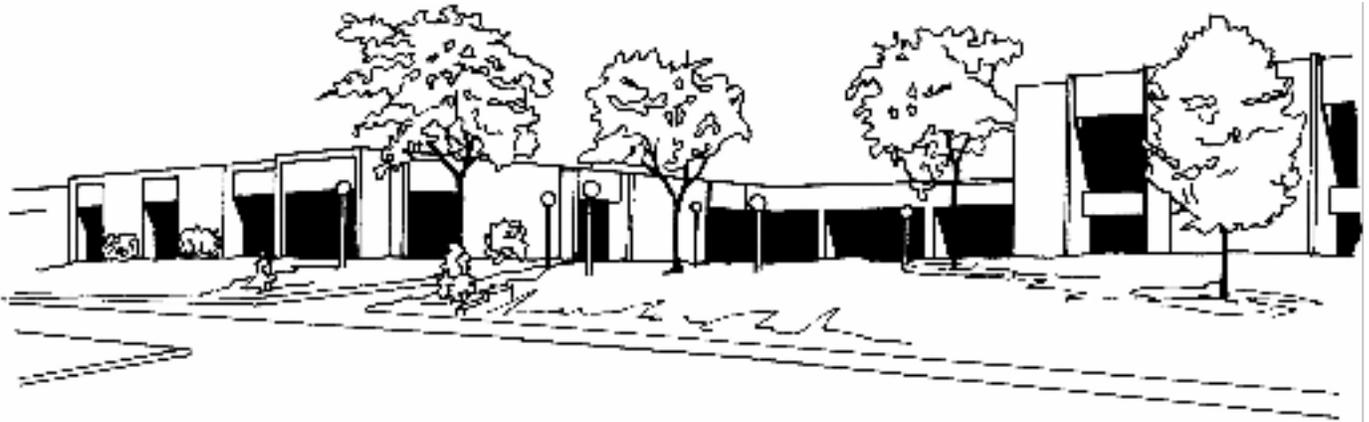


## Heskett Middle School



# PROGRAM OF STUDIES 2020-2021

Information for Students and Parents

**Dr. Andrea Celico**  
*Superintendent*

**Dr. Cassandra Johnson**  
*Assistant Superintendent*

**Kimberly D. Sterlekar**  
*Principal*

**Crystal Brooks**  
*Dean of Students, Grade 8*

**Robert Rutkowski**  
*Assistant Principal, Grade 7*

**Rasheeda Smialek**  
*Director of Special Education*



**Felice A. Willis**  
*Director of Curriculum & Instruction*

*Approved by:*

**THE BEDFORD BOARD OF EDUCATION**

*December 2019*

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

## STUDENT FEES

Fee amounts for the 2019-2020 school year are as follows:

### Seventh grade

Student Planner	\$ 8.00
Art	5.00
English/Language Arts	9.00
Science	<u>6.00</u>
	\$28.00

### Eighth grade

Student Planner	\$ 8.00
Art	5.00
English/Language Arts	9.00
Science	<u>6.00</u>
	\$28.00

The aforementioned fees are maximum amounts. If your child is not taking one of the identified electives, no fee is due for that course. The purchase of a tee shirt for physical education is only required in grade seven. With good care, the same tee shirt may be used in grade eight.

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

## PERSONAL ELECTRONIC DEVICES

Through the One-to-One Student Technology Program Bedford City School District provides students their personal Chromebook to use during the school day every day. Therefore, students are highly encouraged to leave their personal electronic devices at home. (i.e. Gaming devices, tablets, smart watches, etc.)

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

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

## SUBJECT SELECTION PROCEDURE AND GUIDELINES

The principal has the ultimate authority to make or change course placement decisions for all students. This booklet is to be taken home for the information of both student and parents. The school reserves the right to schedule those students who fail a core subject area course.

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

### 7TH GRADE COURSES

#### **\*Required Courses**

English/Language Arts  
Math  
Social Studies  
Science  
Health  
Physical Education

#### **Elective Courses**

Art  
Band  
Orchestra  
Chorus  
Career Connections  
Computer Applications  
Orchestra  
Literacy for English Learners  
Exploratory Language  
Integrated Reading

### 8th GRADE COURSES

#### **\*Required Courses**

English/Language Arts  
Math  
Social Studies  
Science  
Physical Education

#### **Elective Courses**

Art  
Band  
Orchestra  
Chorus  
Business Foundations  
Computer Applications  
American Sign Language  
Spanish I  
Literacy for English Learners  
Integrated Reading  
Exploratory Language  
Pre-Engineering Technologies (STEM)

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

## **HESKETT MIDDLE SCHOOL PHILOSOPHY**

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

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

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

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

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

## **HESKETT MIDDLE SCHOOL MISSION**

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

## **HESKETT MIDDLE SCHOOL VISION**

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

## **HESKETT MIDDLE SCHOOL CORE VALUES**

Core Values: At Heskett our students we ROAR!

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

Home of  
Mindful  
Scholars

# HESKETT MIDDLE SCHOOL

## GENERAL OBJECTIVES

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

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

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

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

## STATEWIDE TESTING REQUIREMENTS

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

- Reading
- Mathematics

The eighth grade students will complete the Ohio AIR assessments in the areas of:

- Reading
- Mathematics
- Science

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

- \*Algebra 1
- Geometry
- Business Foundations

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

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

## INTERSCHOLASTIC/EXTRACURRICULARELIGIBILITYSTANDARDS

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

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

In addition to the above criteria, the student must also have maintained at least a 2.0 GPA in the quarter prior to participation in the activity. If the required GPA is not earned, the student will be on Conditional Eligibility until grades are recorded on the next quarter's Midterm Progress Report. During Conditional Eligibility, the student may attend practices and meetings and participate in games and events. Additionally, the student must demonstrate that he/she

participated in at least three hours of approved intervention each week, leading to the Midterm Progress Report. If the student does not demonstrate attendance in approved intervention, he/she is no longer able to participate in games or events through the next report card. At the midterm of the quarter, if the student earns a 2.0 GPA or higher, he/she will be removed from Conditional Eligibility and will be in good standing until the end of the quarter. If the student fails to earn a 2.0 or higher at the midterm of the quarter, he/she is no longer able to participate in games or events through the end of the grading period. New incoming 7<sup>th</sup> graders are not required to meet this eligibility standard for Fall. However to participate in Winter and Spring sports all students must meet the eligibility requirement.

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

## **GUIDANCE PROGRAM**

### **Bedford City Schools Counseling Mission Statement**

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

### **Heskett Middle School Counseling Program**

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

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

- School Counseling Core Curriculum
  - School counselors instruct students in the classrooms monthly. Lessons are based on Naviance.
- Individual Student planning
  - School counselors work directly with students to support their academic progress and goals. Counselors often use data when helping students set immediate and long term goals.
- Small Group Counseling
  - School counselors conduct small counseling groups outside the classroom setting to respond to certain areas of interest in students' academic, career, and

social/emotional development. Groups consist of all needs, academics and attendance.

- Responsive Service
  - Crisis counseling is provided to students in crisis situations. Crisis counseling is provided in a timely manner in response to a crisis situation. When necessary, a referral is made to an appropriate community resource.
- Collaboration/consultation
  - School counselors collaborate and consult with teachers, administrators, parents and community agencies on behalf of students needs.
- School Wide Events
  - Events are planned throughout the school year that focus on the areas of academic, career, and social/emotional development. Examples include College Credit Plus Night, Red Ribbon Week, Career Day, Random Acts of Kindness Week, Academic B.U.G. (Bringing up your GPA) challenge, and attendance incentives.

### **CREDIT FLEXIBILITY**

Students currently enrolled in high school credit-bearing courses (Algebra I, Geometry, Business Foundations, Spanish I, French I and/or Pre AP English I) may earn high school credit by demonstrating mastery of essential content and skills through the Board-adopted policy and procedures for Credit Flexibility. This work may be completed through academically focused educational options, which may include: testing for credit, independent coursework, summer learning, online courses, and internships. If a student is interested in applying for this option, he/she should see their grade level school counselor for an application packet and further guidance. Deadlines for proposal submission are as follows: April 30 (full year or fall semester) or November 30 (spring semester).

### **COLLEGE CREDIT PLUS (CCP)**

The CCP program offers highly motivated students the opportunity to simultaneously earn secondary (high school) and post-secondary (college) credit for college-level courses at no cost to the students (with the exception of select private colleges). All students enrolled in grades 6-12 are eligible to apply to participate. Eligible post-secondary institutions include community colleges, post-secondary vocational technical institutions, state universities, and select private colleges and universities. Students interested in this program must meet any enrollment requirements the post-secondary institutions have. **Students must indicate to school officials (principal or guidance counselor) their intent to participate by March 30th of the year prior to the year of intended participation.** The Bedford School District will provide counseling services to 7th through 12th grade students and their parents/guardians prior to participation in the CCP Program. Counseling will address the advantages and the possible risks and consequences of participating in the program. Please contact your counselor with any questions.

## HIGH SCHOOL GRADUATION REQUIREMENTS

Fifteen (15) credits are required credits, and a minimum of six (6) credits are elective credits. Students are required to pass the state–mandated tests to be determined by the Ohio Department of Education (ODE), and complete 21 credits in order to earn a diploma. Specific requirements for graduation are as follows:

English                    4 Credits  
English I, II, III, or AP or LCCC courses; English IV or AP, or LCCC courses

Social Studies        3 Credits  
Must include World /Honors World Studies or LCCC courses, US/US Honors Studies; and Government or AP Government

Mathematics            4 Credits  
Must include Algebra II or Financial Algebra

Science                 3 Credits  
Must include Biology or LCCC Biology course

Health                  1/2 Credit

Physical Education\* 1/2 Credit  
Must include Swimming\*\*

Electives                6 Credits  
Must include fine arts or Career Tech and content including economics or financial literacy via Economics, AP Microeconomics, AP Government, Personal Finance, Financial Algebra II.

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

**\*\*A student who participates in swim team may have the swimming requirement for graduation waived.**

Also note that an additional local requirement of all students accruing 40 hours of community service over the course of their 4 years of enrollment at Bedford High School is expected in order to graduate. Please see your counselor for more details if necessary.

## GRADUATION REQUIREMENTS FOR THE CLASS OF 2023 AND BEYOND

### **STEPS TO GRADUATION:**

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

#### **STEP 1:**

#### **Complete Courses to Graduate from Bedford High School**

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

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education*	½ credit
Science	3 credits
Social Studies	3 credits
Electives	6 credits

#### **Other Requirements**

You must receive instruction in economics and financial literacy and complete at least two semesters of fine arts.

You must also accrue 40 hours of community service over your 4 year high school career in order to graduate.

\*Swimming must be successfully completed as part of this requirement

#### **STEP 2:**

#### **Show That You Are Academically Competent**

Earn a passing score on the Algebra I and English II state tests.

#### ***If testing is not your strength?***

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

#### **OPTION 1:**

**Career Focus** which includes 2 of the following: proficiency on Webxams, 12 point industry credentialing, apprenticeships, work-based learning, proficiency of WorkKey exams, earning OhioMeansJobs (OMJ) readiness seal

OR

#### **OPTION 2:**

**Enlist in the Military**

OR

#### **OPTION 3:**

**Complete College Coursework** in college level math and/or English through the College Credit Plus program (p. 8).

#### **STEP 3:**

#### **Show That You are Ready**

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

Earn one additional seal from the above OR one of the following local seals: community service, fine and performing arts, student engagement

# Please see counselor for more details.

## SERVICES FOR STUDENTS WITH DISABILITIES

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

## HESKETT MIDDLE SCHOOL RESOURCE CENTER

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

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

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

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

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

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

## **SUBJECT SUMMARIES**

### **ART**

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

#### **Art 7 & 8** (semester course)

Seventh and eighth grade students have the opportunity to take an art course for one semester while at Heskett. Students will experience art through many different mediums and perspectives, such as: bookmaking, collage, public art, comic design, perspective, sculpture, ceramics, color theory, and design. State standards will be incorporated into each lesson. We will also be addressing many art topics and cultures through art history. This curriculum will further prepare students for the art program at the high school.

## CAREER AND TECHNICAL ELECTIVES

### **Career Connections – 7**

**Semester**

**1 Period Daily**

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

### **Business Foundations – 8**

**Semester**

**1 Period Daily**

**Prerequisite: MAP Reading score of 27 or higher**

**.50 High School Credit**

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

### **Pre-Engineering Technologies – 8**

**Semester**

**1 Period Daily**

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

### **Computer Applications – 7, 8**

**Semester**

**1 Period Daily**

**.50 High School Credit**

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

## ENGLISH/LANGUAGE ARTS

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

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

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

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

### **English/Language Arts – 7** (yearlong course)

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

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

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

The Seventh Grade English/Language Arts Curriculum: reinforces content reading in core subjects; provides appropriate instruction to improve reading comprehension skills using various materials and methods; reinforces language skills (basic sentence, paragraph, essay writing, oral communication, listening and thinking skills); emphasizes classroom performance; and reviews study skills.

## **Advanced English/Language Arts – 7** (yearlong course)

Course fee: \$18.00

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

- MAP scores
- Letter grades earned in 6<sup>th</sup> grade Language Arts
- Previous AIR test scores
- Gifted identification in superior cognitive and/or Reading-English Language Arts

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

The curriculum for this course will compact the English Language Arts 7<sup>th</sup> & 8<sup>th</sup> grade curricula and will prepare students to be ready to enter Pre-AP English I as eighth graders, which is a high school credit bearing course. However, if the student earns below a C in this course, it will be highly recommended that the student take English/Language Arts 8 in grade 8. Skills and attitudes leading to student success: the enjoyment of reading, writing, and working with language; the ability to understand the writing process; the mastery of a well-developed argumentative essay; reading comprehension skills allowing the reading and understanding of challenging materials; the ability to exhibit critical reading skills (inference, interpretation, application); the ability to read and comprehend reading assignments of up to 30 pages per night, depending on the work studied; the ability to understand the structure of grammar, usage, and mechanics background; the ability to read independently two years above grade level; above average organizational and note taking skills; the ability to take ownership of regularly assigned homework; the ability to contribute significantly and tactfully to class discussions about literature; the ability to learn from other students; and the ability to read independently 200 pages per week of non-textbook literature.

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

### **English/Language Arts – 8** (yearlong course)

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

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

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

### **Pre-Advanced Placement (Pre-AP) English I**

**Yearlong Course**

**Course fee: \$18.00**

**1 Block Daily**

**1 High School Credit**

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

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

This course is the equivalent to high school freshman English and should be selected by those high ability students capable of handling a very rigorous enrichment course, and who will be following an accelerated collegiate preparatory program. Due to the breadth, depth, and complexity of course content, consistent daily attendance is extremely important to student success. This should be taken into consideration when enrolling in this course. This course will be taught by appropriately licensed staff and will earn the students who successfully complete the course 1 high school English credit. This course will closely follow the high school curriculum and will utilize high school level textbooks and supplemental materials. Complex fiction and non-fiction works will be emphasized including novels, short stories, poetry, informational articles, and speeches. It is assumed that students enrolled in this course will be able to devote many hours of out of class time for the required reading, writing, and research. This course is not only reading intensive (at times up to 40 pages per night) but also writing intensive. Students will be required to write narratives as well as informational, argumentative and literary analysis essays. Students enrolled in Pre-AP English I must conduct themselves with the maturity and responsibility appropriate to advanced study. Upon completion of the course, based on performance, students will be recommended for either English II or Honors English II as freshmen at the high school. **Summer reading may be required, and students may be required to purchase paperbacks.** Please note that this is an assignment specifically designed with the advanced student in mind and may involve additional time and effort to complete.

## WORLD LANGUAGE

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

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

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

### **Spanish I (Grade 8)** **Yearlong Course**

**1 Period Daily**  
**1 High School Credit**

#### **Prerequisite: minimum of 220 on most recent MAP reading test**

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

### **American Sign Language (ASL) (Grade 8)** **Yearlong Course**

**1 Period Daily**  
**1 High School Credit**

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

### **Exploratory World Language (Grades 7 & 8)**

#### **Semester Course**

**1 Period Daily**

This course is designed for students to explore the Spanish and French language as well as the cultures of countries who speak those languages. It will give students the opportunity to learn the basics of Spanish and French, including numbers, colors, vocabulary and conversational phrases and expressions. Students will create presentations about the topics covered during the semester. The course will provide insight to the expectations of a level I world language class. The first nine weeks are dedicated to Spanish and the second nine weeks are dedicated to French. Completion of this course will count towards the elective requirement, but does NOT show up as high school credit for transcripts.

PLEASE NOTE that this course will not meet the college requirements in World Language.

## HEALTH AND PHYSICAL EDUCATION

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

Health Education Components:

- general well-being and body systems
- mental and emotional health
- nutrition
- childhood and adolescent development
- pregnancy and child birth
- dating violence
- drug use (including legal and illegal drugs)
- communicable and non-communicable diseases-including sexually transmitted infections

Physical Education Components:

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

**7<sup>th</sup> Grade Health and Physical Education** (yearlong course)

This course will cover the health and physical education components stated above.

**8<sup>th</sup> Grade Physical Education** (semester course)

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

This course will cover the Physical Education components stated above.

**Modified Health and Physical Education** (yearlong course)

Modified health and physical education at Heskett Middle School is physical education that has been adapted or modified, so that it is appropriate for the student with a disability. The extent of the adaption or modification is dependent upon the individual needs of the student.

**Project Support** (yearlong course)

This elective course provides support to our Multiple Handicapped (MH) students in their Adaptive Health & Physical Education classroom. 7<sup>th</sup> and 8<sup>th</sup> grade students who are recommended by teachers are selected to enroll as peer mentors for this course. Peer mentors provide additional support to our students with multiple special needs, usually in a one-on-one setting. Students who are enrolled in this program will earn a grade in this yearlong course.

## INTERVENTION ELECTIVES

### **Literacy for English Learners – 7 & 8** (yearlong course)

This course will serve as an additional support to students who demonstrate limited English proficiency by the recommendations of teacher, guidance and/or administration. Course content will be aligned to Ohio's English Language Arts learning standards as well as to the English Learner proficiency standards and will assist students in communicating with others and participating effectively in the classroom and beyond. Command of English in four basic skills areas – speaking, reading, writing and listening-will be the focus. Instruction will be tailored to each student's language proficiency and grade level. All English Language Learners will take the Ohio English Language Proficiency Assessment (OELPA) each spring to determine their progress in English acquisition skills in reading, writing, listening and speaking.

According to the ODE, ELL students scoring proficient in all areas or scoring advanced for two years will qualify to exit the ELL program.

### **Integrated Reading – 7 & 8 (Semester Course)**

This blended-learning course is designed to help students who may be identified as struggling readers through standardized test scores and teacher recommendations. Whole group learning scenarios anchor the coursework, while small group work increases targeted, data-driven instruction. Students will also work with technology independently to accelerate their learning on a personalized path. Finally, the course also has a focus on independent reading for content, comprehension, and pleasure. This course focuses on mastering foundational reading and comprehension skills to help the student become a more successful reader.

## MATHEMATICS

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

The purpose of mathematics instruction is to help students apply math in solving real-life problems and to better understand their world. More than ever before, students in math classes are actively involved in investigating meaningful problems, working in groups and sharing ideas and insights, examining models, using calculators and computers in problem solving, and connecting math with other subject areas. At Heskett, students are utilizing Eureka Math. This curriculum brought together teachers and experts to craft a program based on the world's most successful math programs. Eureka was built around the core principle that students need to know more than just what works when solving a problem – then need to understand why it works. Our curriculum goes beyond facts and formulas, teaching students to think about math conceptually. This helps students become not merely literate, but fluent in mathematics. Our advanced students are utilizing College Preparatory Mathematics (CPM). CPM provides exemplary curriculum that will engage all students in learning mathematics through problem solving, reasoning, and communication. Heskett's Math Programs are designed to ensure that all students: feel confident in using quantitative and spatial information to make decisions; are able to reason logically; can apply mathematical skills to problems encountered in everyday life; and understand the connections among the different strands of mathematics while connecting high level thinking skills to other content areas.

### Seventh Grade Courses

#### Math 7 (yearlong course)

Students will concentrate on concepts that will prepare them for the required performance-based and end-of-course state assessment. Students who have successfully completed this class with a grade of "B" or better, proficient scores on the seventh grade end of year state assessment, qualifying scores on an Algebra Placement Test teacher recommendation and principal approval, will be enrolled in Algebra I in the eighth grade. All others will be placed in Comprehensive Math 8. **A scientific calculator is required.**

#### Algebra I

1 Block

Yearlong Course

1 High School Credit

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

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

This course is designed to provide an accelerated curriculum for the highly capable mathematics student. Emphasis will be on solving real world problems and mathematical problems by writing and solving non-linear equations and interpreting algebraic expressions and transforming them purposefully to solve problems. This course is equivalent to a first year high school Algebra I course. These students will select Geometry as an eighth grader. It will be highly recommended that any student who does not maintain a C average or above retake this course as an 8<sup>th</sup> grader. **A TI-84 PLUS calculator is required. Additionally as an option, students will need to access Desmos at Desmos.com and download this to an appropriate device.**

## Eighth Grade Courses

### Math 8 (yearlong course)

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

### Algebra I

**1 Block**

#### **Yearlong Course**

**1 High School Credit**

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

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

This course is designed to provide an accelerated curriculum for the highly capable mathematics student. Emphasis will be on solving real world problems and mathematical problems by writing and solving non-linear equations and interpreting algebraic expressions and transforming them purposefully to solve problems. This course is equivalent to a first year high school Algebra I course. These students will select Geometry as a ninth grader. It will be highly recommended that any student who does not maintain a C average or above retake this course as a ninth grader. **A TI-84 PLUS calculator is required. Additionally as an option, students will need to access Desmos at Desmos.com and download this to an appropriate device.**

### Geometry

**1 Block**

#### **Yearlong Course**

**1 High School Credit**

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

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

Emphasis will be on proving triangles and other figures, as well as using coordinates and equations to describe geometric properties algebraically. Students who successfully complete this course with an A or B will be recommended for Honors Algebra II as freshmen at Bedford High School. However, for any student who does not maintain a C average or higher, Algebra II will be recommended. **A TI-84 PLUS calculator is required.**

## MUSIC

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

### **Chorus 7 and Chorus 8** (semester course)

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

### **Orchestra 7 and Orchestra 8** (yearlong course)

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

### **Band 7 and Band 8** (yearlong course)

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

## SCIENCE

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

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

### **Science – 7** (yearlong course)

This seventh grade course focuses on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position of the Earth, sun and moon. Students will study the empirical evidence for the arrangement of the Periodic Table of Elements, conservation of mass and energy, and transformation and transfer of energy. Life science will be studied as students focus on the impact of matter and energy transfer within ecosystems. During this course, students will design and conduct scientific investigations allowing them to analyze and interpret real-time data.

### **Science – 8** (yearlong course)

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

### **Advanced Science - 8** (yearlong course)

Eligibility for this course will include:

- 1) Score of Accelerated on winter MAP Science
- 2) Teacher Recommendation

These classes follow the same curricular topics, as well as exposure to 9<sup>th</sup> grade physical science topics required to prepare students to enter advanced courses at the high school level. An accelerated curriculum to include enrichment materials and creative activities will be included in the course work. Students will complete one major project during the year, working either independently or in a small group situation to develop an inquiry-based investigation of their choosing to be shared with peers, parents and/or community. Note that in this course, topics will be extended upon to advance skill and knowledge, to develop higher independent thinking skills and to include 9<sup>th</sup> grade Physical Science. Students who excel in this course and receive a teacher recommendation will be recommended for Honors Biology 1 in their freshman year at Bedford High School.

## SOCIAL STUDIES

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

Specifically, the middle school social studies curriculum:

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

### **Grade 7 - World Studies from 1000 BC to 1750** (yearlong course)

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

### **Grade 8 - U. S. Studies from 1607 to 1877** (yearlong course)

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.

### **Advanced Social Studies - 8** (yearlong course) Eligibility for this course will include:

- 1) Score of Accelerated or Above on Winter MAP for Reading
- 2) Teacher recommendation

The advanced social studies course is designed for students demonstrating a strong interest in the study of U.S. history and who demonstrate the academic ability and willingness to exert the effort required for advanced study. The course addresses Ohio's Learning standards for 8<sup>th</sup> grade United States History, while also introducing critical Advanced Placement Historical Thinking Standards that are a necessity for students to make a successful transition into Bedford High School honors and Advance Placement coursework. Students in the course are instructed in document-based and visual analysis, analytical reading using text sets, sourcing, problem based learning, and student choice activities all for the purpose of historical analysis. Students who are task-oriented, proficient readers and who are seeking the challenge of an advanced course are encouraged to enroll.

Upon successful completion of this course, suggested coursework will include:

9<sup>th</sup> grade – Honors US Studies A/B

10<sup>th</sup> grade – AP World History

11<sup>th</sup> grade – AP Government

12<sup>th</sup> grade – elective (AP US History, AP Microeconomics)

## 2020-2021 Heskett Middle School Course Selection Sheet

### ART

755	Art 7/8
7600	Adaptive Art

### CAREER AND TECHNICAL ELECTIVES

695	Career Connections 7
*699	Building Foundations 8
690	Pre-Engineering Technologies (STEM)
696	Computer Applications

### ENGLISH/LANGUAGE ARTS

075G	Language Arts 7
075W	Language Arts 7
077G	Adv Lang Arts 7
077W	Adv Lang Arts 7
085G	Language Arts 8
085W	Language Arts 8
*087H	Pre-AP English

### WORLD LANGUAGE

*405	Spanish I
*404	Exploratory World Language 7
*408	Exploratory World Language 8
401	American Sign Language (ASL)

### HEALTH/PHYSICAL EDUCATION

961	Modified PE and Health
970	Health and Physical Education 7
985	Physical Education 8

### INTERVENTION ELECTIVES

800	Literacy for English Learners
597	Integrated Reading 7
599	Integrated Reading 8

### MATHEMATICS

277G	Math 7
277W	Math 7
2897	Algebra I 7
287G	Math 8
*289G	Algebra I
*289W	Algebra I
*299	Geometry

### MUSIC

857	Chorus 7
877	Orchestra 7
878	Band 7
855	Chorus 8
887	Orchestra 8
888	Band 8

### SCIENCE

375G	Science 7
375W	Science 7
385G	Science 8
385W	Science 8
387G	Adv Science 8
387W	Adv Science 8

### SOCIAL STUDIES

175G	Social Studies 7
175W	Social Studies 7
185G	Social Studies 8
185W	Social Studies 8
187G	Adv Social Studies 8
187W	Adv Social Studies 8

\*These courses are high school credit-bearing courses.

PRIDE  
TRADITION  
ACHIEVEMENT

**BCSD**

BEDFORD CITY SCHOOL DISTRICT