

Course Description / Scheduling Guide



“We commit to high achievement for all students.”

424 North Street Chardon, OH 44024

PHONE: 440.285.4062 FAX: 440.286.0461

The Chardon Middle School Course Description Guide is now online:
www.chardonschools.org

Additional Scheduling Information can be found at:
http://www.chardonschools.org/CMS_Guidance.aspx



VISION

Chardon Local Schools will be a model school district by 2028.

MISSION STATEMENT

We commit to high achievement for all students.

CORE BELIEFS

In the Chardon Local Schools, we believe ...

- Learning is a lifelong endeavor.
- High-quality learning experiences are essential for all students.
- Collaborative relationships allow us to work more effectively.
- Community connections build stronger schools.
- Safe and secure environments are critical for all stakeholders.

Table of Contents

Welcome & General Information	page 4
Required Core Courses:	
English / Language Arts Course Sequence	page 6
Enriched / Accelerated ELA Placement Chart	page 7
English / Language Arts Course Descriptions	page 8
Mathematics Course Sequence	page 10
Accelerated Mathematics Placement Chart	page 11
Mathematics Course Descriptions	page 12
Science Course Descriptions	page 14
Social Studies Course Descriptions & Financial Literacy Programming	page 15
4th Grade Specials Classes	page 16
5th Grade Specials Classes	page 17
6th Grade Scheduling Form and video link	page 19
6th Grade Specials / Electives Classes	page 20
7th Grade Scheduling Form and video link	page 22
7th Grade Grade Specials / Elective Classes	page 23

Welcome to Students and Parents

The purpose of this Course Description Guide is to assist students and parents in understanding the wealth of opportunities offered at Chardon Middle School. We offer a balanced program of required and exploratory courses designed to gradually release choices to the student that will encourage our students' growth and prepare them for their academic careers.

Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with a school counselor. Information in this guide is subject to change at any time due to local, state, and federal policy updates.

The availability of courses listed in the description guide depends on student requests, staffing, class sizes, and other resources.

General Information

Chardon Middle School serves students enrolled in grades 4-7 in the Chardon Local School District. CMS sets high expectations for student performance by implementing educational experiences that ensure rigor to maximize the learning potential of all students. Chardon Middle School is committed to providing the best possible transition from elementary to secondary education for your child. There are opportunities within and beyond the school day for students to have increased instructional time for intervention, support, and enrichment. Chardon Middle School provides a continuum of instructional opportunities at the middle school level. Enrichment opportunities are available for all students with the ability, potential, or motivation to attempt a challenging program.

Daily Schedule

The middle school day is 7 hours 5 minutes. All students take 4 core classes, 2 specials, a FLEX (Focused Learning Experiences) period, and a lunch and recess. There are no study halls at CMS.

Teaming

Chardon Middle School is generally organized into teams in all grades. Two-teacher teams in grades 4 and 5; four-teacher teams in grades 6 and 7. This "gradual release" of the teaming model is designed to help students increase independence as they move through CMS. The middle school interdisciplinary team structure exists to create a child-centered school that is congruent with meeting the key developmental needs of our students. This type of educational approach provides opportunities for a team of teachers to communicate about and collaborate closely to resolve curricular, instructional, and other developmental issues for a group of students that they have in common. Teachers on the interdisciplinary teams have a common team planning time and meet regularly with the appropriate school counselor to discuss student concerns and engage in instructional planning. Because of its focus on the individual student and the increased communication that occurs between professionals who share the same students, this approach ultimately benefits both the students and professionals who work with them. The team structure ensures a comfortable, nurturing, and challenging student environment.

Inclusion Classes

Inclusion classes in English / Language Arts and Mathematics are conducted by a content area teacher and an intervention specialist working together as “co-teachers.” This creates a successful learning environment for all students in the class, including special education students who may need additional support. All students in these classes are challenged to reach the same academic goals and are evaluated by the same rigorous assessments.

Gifted / Accelerated Classes

In our effort to meet all learners’ needs, CMS offers extensive enrichment and acceleration opportunities to students who meet minimum criteria in grades 4-7. Beginning in 5th grade, students may qualify for accelerated math placement. By following this path, students may be either 1 or 2 years ahead in their math curriculum by the time they leave CMS. Our ELA enrichment program in fourth grade keeps students on “grade level” but provides instruction via a research-based gifted curriculum designed to engage the student through more rigorous reading and written assignments. Starting in fifth grade through seventh grade, students continue to work through the gifted curriculum but also work at an accelerated pace to take the next year’s state assessment. While course placement is dictated by assessment scores, after grade 5, grade 6, and grade 7 students can “opt-in” to the next level of math through the successful completion of an optional summer learning program.

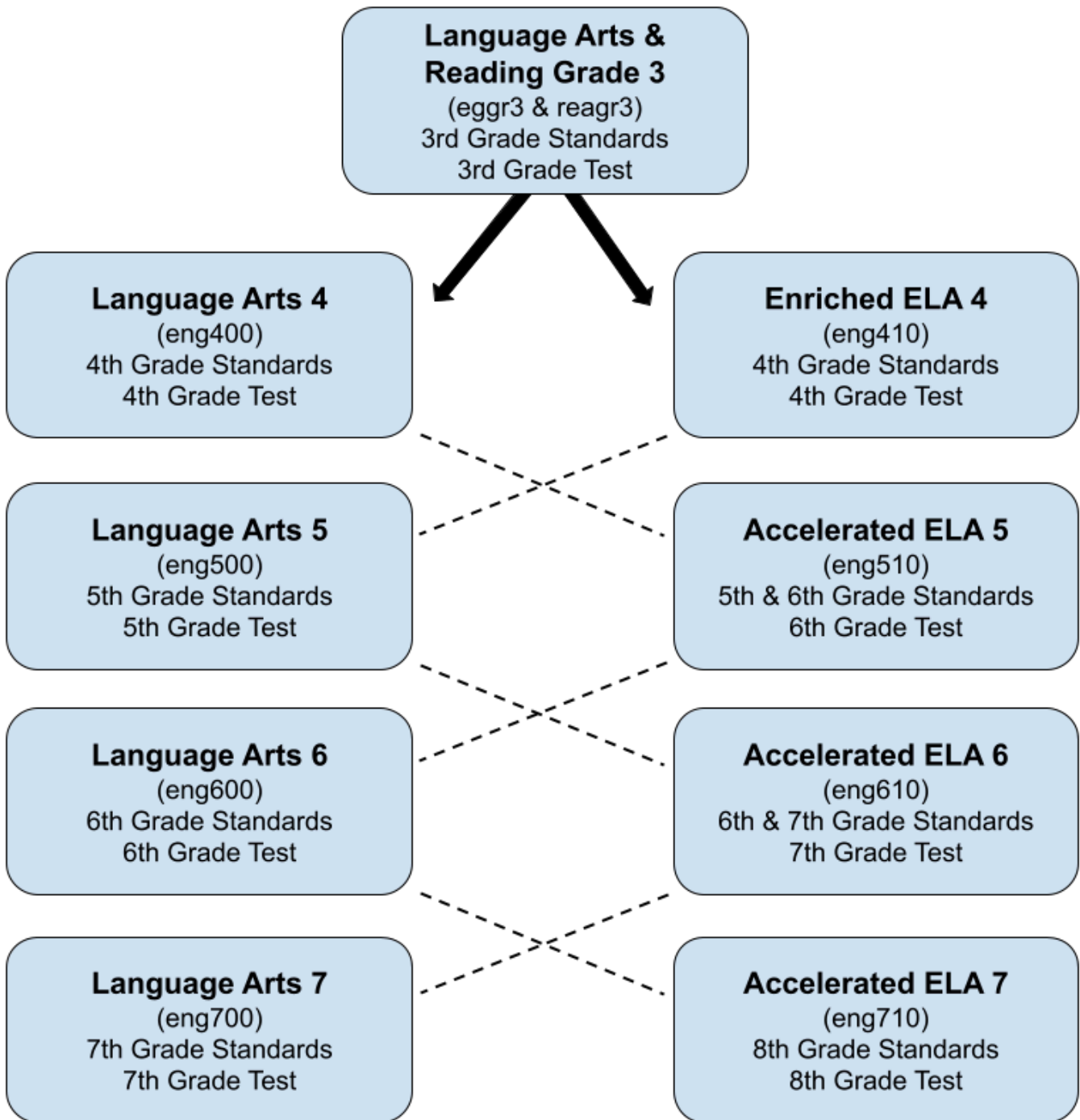
Student Schedules

Schedules are provided to students approximately one week before the first day of school or upon enrollment. Schedules are based on student’s needs and available class space. Students may be denied course enrollment due to a lack of available space or the need for the student to pass prerequisite assessments or courses. Parents and students are not permitted to request specific teachers. Schedule changes have a serious impact on staffing, class size, teacher assignments, and the overall master schedule. After the close of a school year, schedule changes/requests will only be considered if a compelling educational reason exists.

School Counseling Services

Middle school counselors help students make the transition from elementary to middle school and from middle school to high school. Each student is assigned a school counselor based on his/her assigned grade. School counselors help students with course selection through academic advising and assist with day-to-day school challenges. The school counseling program is designed to facilitate academic planning appropriate to each student’s abilities, interests, and life goals. School counselors advocate for students by implementing appropriate intervention techniques and by connecting families to educational and community resources as needed. School counselors provide individual and group counseling, academic advising, crisis intervention, prevention issues, and career awareness programs.

ELA Course Sequence



*** please see placement criteria for each course*

Enriched / Accelerated English Language Arts Placement Criteria

4th grade	<i>Enriched Language Arts 410; Ohio Learning Standards ELA Grade 4; 4th grade Ohio State Test</i>
	Must meet <u>one</u> (1) of the following criteria for placement:
	• 90%ile or above on any previous administration of an approved assessment during the past two years
	• Score of 120 or above on verbal subtest of CogAT with 85%ile or above on any 3rd grade MAP administration
	• Identified as superior cognitive AND have a reading test score at or above 85%ile
	• MAP Reading test scores of 90%ile or above on TWO (2) administrations of MAP assessment in 3rd grade
5th grade	<i>Enriched Language Arts 510; Ohio Learning Standards ELA Grade 5 & 6; 6th grade Ohio State Test</i>
	Must meet <u>one</u> (1) of the following criteria:
	• 90%ile or above on any previous administration of MAP Reading assessment from 4th grade on.
	• Score of 120 or above on verbal subtest of CogAT with 85%ile or above on any 4th grade MAP administration
	• Identified as superior cognitive AND have MAP Reading test score at or above 85%ile from 4th grade
	OR
	• Successful completion of Enriched Language Arts 410
6th grade	<i>Accelerated Language Arts 610; Ohio Learning Standards ELA Grade 6 & 7; 7th grade Ohio State Test</i>
	Must meet <u>one</u> (1) of the following criteria:
	• 90%ile or above on any previous administration of MAP Reading assessment from 5th grade on.
	• Score of 120 or above on verbal subtest of CogAT w/ 85%ile on MAP Reading in 5th grade
	• Identified as superior cognitive AND have a MAP Reading test score at or above 85%ile from 5th grade
	OR
	• Successful completion of Accelerated Language Arts 510
7th grade	<i>Accelerated Language Arts 710; Ohio Learning Standards ELA Grade 7 & 8; 8th grade Ohio State Test</i>
	Must meet <u>one</u> (1) of the following criteria:
	• 90%ile or above on any previous administration of MAP Reading assessment from 6th grade on.
	• Identified as superior cognitive AND have a reading MAP score at or above 85%ile from 6th grade
	OR
	OR
	• Student/parent request AND score of accelerated or above on 6th grade ELA AIR Test

English / Language Arts Course Descriptions

English / Language Arts 400

Prerequisite: NONE

Students will focus on reading, writing, language, and speaking and listening skills. The curriculum is aligned to the Ohio Learning Standards. In this course, students are expected to master and generalize the phonological processes learned in earlier grades to read increasingly complex texts, and to read and comprehend literary and informational texts in the mid 4-5 grade text complexity ranges (770-980 Lexile) by the end of the year. Students will learn to identify the author's or a character's point of view in reading selections and, in literary selections, will describe how a character contributes to the sequence of events in a story. Students will learn skills to determine the meaning of words in text. In their writing, students will compare and contrast 1st-hand and 2nd-hand accounts of a topic or event and will produce multi-paragraph essays using reasoning and evidence to report on an author's stance within the text.

English / Language Arts 500

Prerequisite: NONE

Students will focus on reading, writing, language, and speaking and listening skills. The curriculum is aligned to the Ohio Learning Standards. In this course, students are expected to read and comprehend literature and informational texts at the high 4-5 grade text complexity ranges (770-980 Lexile). Students will begin to focus more on reading with feeling and emotion than strictly fluency measured by words per minute. Students continue to identify points of view in reading passages and will analyze multiple accounts of the same event or topic. Students will explore language in fiction and non-fiction texts, in addition to their own writing through the use of figurative language (metaphors and similes). Students will begin to use quotations as they cite textual evidence in their writing and will work to develop five-paragraph essays through the writing process as they develop and support a claim in their written work.

English / Language Arts 600

Prerequisite: NONE

This course is designed around high-quality literary and informational texts to develop students' skills in reading, writing, speaking, and listening which are the foundation for creative and purposeful expression in language. This course is aligned with the 6th grade Ohio Learning Standards for English Language Arts. Students will learn how to proficiently read grade-appropriate complex literature and informational texts at the low 6-8 grade text complexity ranges (955-1155 Lexile) while further developing the ability to cite textual evidence to support analyses. Students examine how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence. Students will read a variety of genres and compare and contrast the storylines across them. Students also share their findings in class discussions and formal writing, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive while trying to influence readers with their own writing. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students' writing will focus on multi-paragraph essays making claims via a multi-point thesis and supporting those claims with an analysis of the textual evidence that supports that claim. Students will be introduced to the idea of varying sentence patterns in their writing while focusing on the style and tone of their work.

English / Language Arts 700**Prerequisite: NONE**

Students will demonstrate an emerging sophistication in their ability to analytically read increasingly complex texts in the mid 6-8 grade text complexity ranges (955-1155 Lexile). By the end of grade seven, students should be able to recognize the interplay between setting, plot, and characters and provide an objective summary of a text apart from their own reaction to it. They become adept at stepping back to compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information, and choosing to highlight certain facts over others. In the Speaking and Listening Standards, in discussions and in writing, students make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. Their vocabulary has developed to the point where they can distinguish between denotative and connotative meanings and can analyze the effect of specific word choices on tone. The Writing Standards specify that students can cite several sources of specific, relevant evidence when supporting their point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as varied and appropriate transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism. Students will be introduced to the idea of limiting word redundancy in their writing. Students will engage in both short and extended research projects to provide written analysis and present findings.

Enriched English / Language Arts 410**Prerequisite: See Page 7**

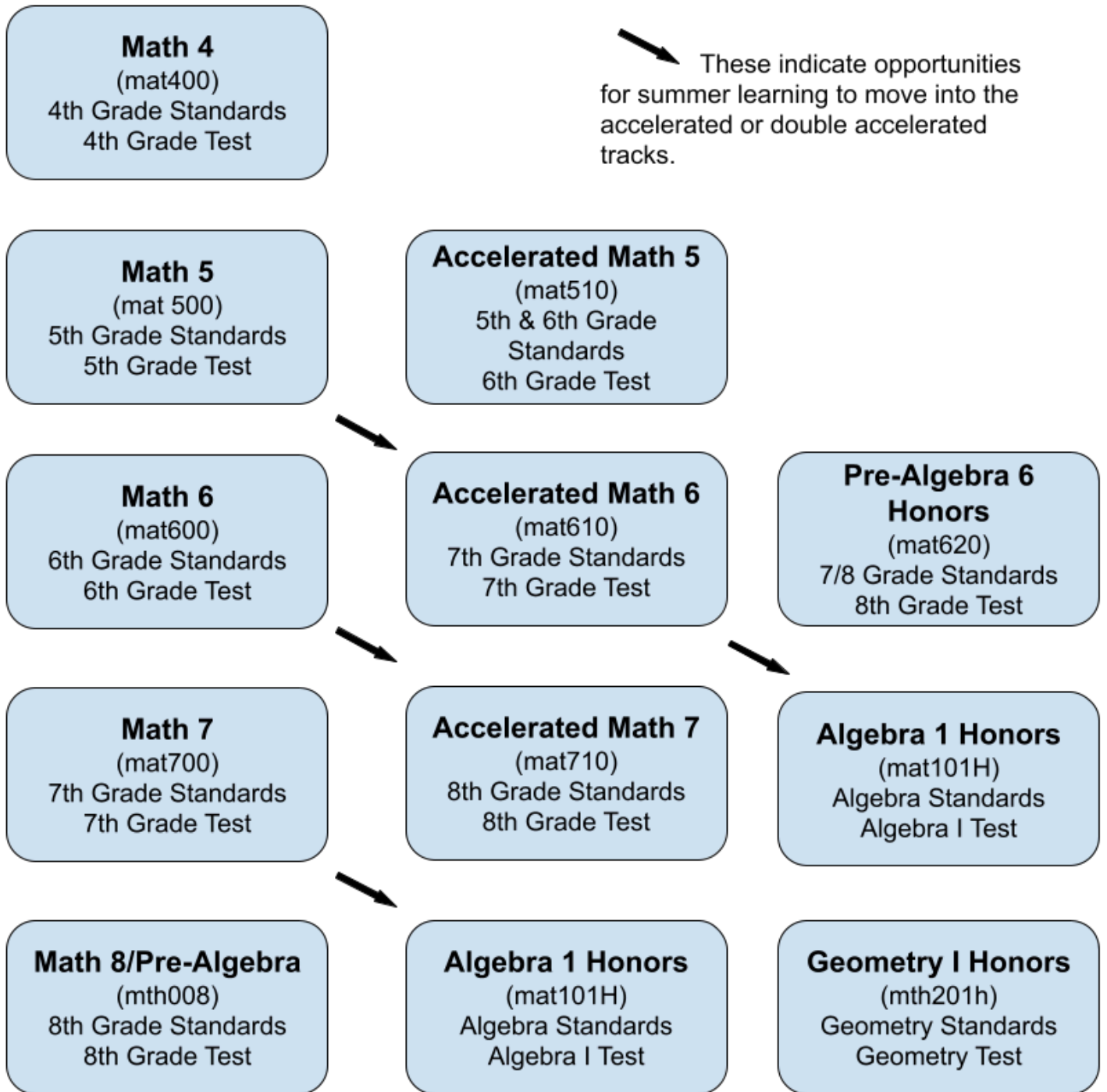
In addition to the content described above for the grade-level course, students in the enriched courses will be presented with more complex reading, writing, speaking and listening, and research tasks from the College of William and Mary's Center for Gifted Education curriculum. These resources are designed to *“develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication as well as to strengthen students' reasoning skills and understanding of the concept of change. The units engage students in exploring carefully selected, challenging works of literature from various times, cultures, and genres; and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections to the language arts and to conduct research around issues relevant to their own lives.”*

Accelerated English / Language Arts 510, 610, and 710**Prerequisite: See Page 7**

In addition to the content described above for the **Enriched English** course, students in the accelerated courses will be presented with state standards from the next higher grade level and will take the next grade's state assessment.

****Please note that Lexile numbers provided are simply a quantitative measure and are not the only measure of text complexity. Teachers will use their knowledge of various literary and informational texts, with guidance from the Common Core Exemplars list, to determine the appropriateness of texts used in instruction.***

Mathematics Course Sequence



** please see placement criteria for each course

Accelerated MATHEMATICS Placement Criteria

5th grade	<i>Advanced Mathematics 510; Ohio Learning Standards Math 5 and Math 6; 6th grade Ohio State Test</i>
	Must meet one (1) of the following criteria for placement:
	<ul style="list-style-type: none"> • 90%ile or above on any previous administration of MAP Math assessment from 3rd grade on • Average of 120 of both quantitative and nonverbal CogAT subtests from 4th grade administration
6th grade	<i>Advanced Mathematics 610; Ohio Learning Standards Math 7; 7th grade Ohio State Test</i>
	<ul style="list-style-type: none"> • Successful completion of Advanced Mathematics 510
	OR
	Must meet one (1) of the following criteria AND participate in the 6th grade math summer program:
	<ul style="list-style-type: none"> • 90%ile or above on any previous administration of MAP Math assessment from 3rd grade on • Average of 120 of both quantitative & nonverbal CogAT subtests
	OR
	<ul style="list-style-type: none"> • Successfully pass 6th grade summer math program assessment.
	<i>Honors Pre-Algebra Mathematics 620; Ohio Learning Standards Math 8 Model; 8th grade Ohio State Test</i>
	Must meet ALL criteria for placement in to double accelerated class:
	<ul style="list-style-type: none"> • 95%ile or above on any previous administration of MAP Math assessment from 3rd grade on • Average of 125 of both quantitative and nonverbal CogAT subtests from 4th or 5th grade
7th grade	<i>Honors Pre-Algebra mat710; Ohio Learning Standards Math 8; 8th grade Ohio State Test</i>
	Must meet one (1) of the following criteria AND successful participation in 7th grade math summer program:
	<ul style="list-style-type: none"> • 90%ile or above on any previous administration of MAP Math assessment from 3rd grade on • Average of 120 of both quantitative and nonverbal CogAT subtests from 4th grade administration
	OR
	<ul style="list-style-type: none"> • Successful completion of Advanced Mathematics 610
	OR
	<ul style="list-style-type: none"> • Successfully pass 7th grade summer math program assessment
	<i>Honors Algebra 1 mat720; Ohio Learning Standards Algebra 1; Algebra 1 End of Course Exam</i>
	Must meet ALL criteria for placement in to double accelerated class:
	<ul style="list-style-type: none"> • 90%ile or above on any previous administration of MAP Math assessment • Average of 125 of both quantitative and nonverbal CogAT subtests from 4th grade administration • Successful completion of mat620 Honors Pre-Algebra
	OR
	<ul style="list-style-type: none"> • Successful completion of mat610 AND successfully pass 8th grade summer math program assessment

Mathematics Course Descriptions

Math 400

Prerequisite: NONE

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing an understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Math 500

Prerequisite: NONE

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing an understanding of the multiplication of fractions and of the division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Accelerated Math 510

Prerequisite: See Page 11

The curriculum encompasses all of the 5th and 6th grade Ohio Learning Standards in one year. For a description of those standards read the course descriptions of Math 500 and Math 600.

Math 600

Prerequisite: NONE

This course will enhance the basic mathematical skills students have learned in the elementary grades by presenting more challenging computations, equations, and mathematical problems. It will address the sixth-grade Ohio Learning Standards. It will focus on the number system including division of fractions, computing fluently with multi-digit numbers, finding common factors and multiples, and exploring integer concepts and absolute value; ratios and using ratio reasoning to solve problems; expressions and equations including extending previous understandings of arithmetic to algebraic expressions, solving one-variable equations and inequalities, and representing and analyzing quantitative relationships between dependent and independent variables; geometric concepts involving real-world problems involving area, surface area, and volume; and statistics and probability including developing an understanding of statistical variability and summarizing and describing data distributions.

Accelerated Math 610

Prerequisite: See Page 11

This fast-paced course begins to build the foundation necessary for success in the study of algebra. The curriculum encompasses both sixth and seventh-grade Ohio Learning Standards while preparing students for success on the 7th-grade state test. It will focus on the number system including integers and rational number operations; expressions and equations including inequalities; ratios, percents, and proportional relationships; geometric concepts including describing geometrical figures and describing the relationships between them and solving real-life problems involving angle measure,

area, surface area, and volume; and statistics and probability including random sampling to draw inferences and developing, using and evaluating probability models.

Honors Pre-Algebra 620

Prerequisite: See Page 11

This fast-paced course builds the foundation necessary for success in the study of algebra. The curriculum encompasses sixth, seventh, and eighth-grade Ohio Learning Standards in one year while preparing students for success on the 8th-grade state test. It will focus on the number system including rational and irrational numbers and radicals; expressions and equations including multi-step equations and laws of exponents; graphing linear equations and slope including solving systems of linear equations; geometric concepts including Pythagorean Theorem and transformations; and an introduction to bivariate statistics including creating and interpreting scatterplots. This course requires the use of an eighth-grade text, and as such, necessitates strong reading and writing skills.

Math 700

Prerequisite: NONE

This course aims to start building the foundation necessary for success in the study of algebra. It will address the seventh-grade Ohio Learning Standards. It will focus on the number system including integers and rational number operations; expressions and equations including inequalities; ratios, percents, and proportional relationships; geometric concepts including describing geometrical figures and describing the relationships between them and solving real-life problems involving angle measure, area, surface area, and volume; and statistics and probability including random sampling to draw inferences and developing, using and evaluating probability models.

Accelerated Math 710

Prerequisite: See Page 11

This course builds the foundation necessary for success in the study of algebra. It will address the eighth-grade Ohio Learning Standards. It will focus on the number system including rational and irrational numbers and radicals; expressions and equations including multi-step equations and laws of exponents; graphing linear equations and slope including solving systems of linear equations; geometric concepts including Pythagorean Theorem and transformations; and an introduction to bivariate statistics including creating and interpreting scatterplots. This course requires the use of an eighth-grade text, and as such, necessitates strong reading and writing skills.

Honors Algebra I **High School Course*

Prerequisite: See Page 11

This rigorous course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; factoring polynomials; exploring other functions graphically, numerically, symbolically and verbally including sequences; and, using regression techniques to analyze the fit of models to distributions of data.

Science Course Descriptions

Science 400

Required Course

The science curriculum is an open-ended and sequential process of investigating the biological and physical world. By using the scientific method, students will explore the Earth's surface, living things and their environments, matter, forms of energy, and electricity. A guided inquiry program allows students to explore topics and concepts through investigations and technology.

Science 500

Required Course

Throughout the 5th grade, students will use scientific processes and inquiry skills, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas. Students will study the cycles, patterns, and characteristics of celestial bodies in our solar system and universe. Life science will cover the interactions of living and nonliving factors within ecosystems. This topic focuses on the foundational knowledge of the structures and functions of ecosystems including food chains, food webs, and the importance of photosynthesis. Forms of energy that will be covered are light, sound, and forces of motion. Focus will be on the forces that affect motion, and that light and sound energy move in predictable ways depending upon the matter through which they move.

Science 600

Required Course

6th-grade science focuses on the theme of Order and Organization with an emphasis on scientific inquiry and application, 21st-century skills, technology, engineering, and design. This theme helps students to become scientifically literate to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. Within this grade level, students will study in Earth and Space Science the topic Rocks, Minerals and Soil, in Physical Science the topic of Matter and Motion, and in Life Science the topic of Cellular to Multicellular.

Science 700

Required Course

7th-grade science focuses on order and organization. The three major branches of science will all be investigated, including life, earth, and physical. The common theme that connects all disciplines is that matter and energy can be transferred between and within systems but can neither be created nor lost and that systems cycle in observable and predictable patterns. Topics include the atmosphere, the periodic table, biomes, ecosystems, photosynthesis, waves, the physics of motion, and cycles and patterns of the earth, sun, and moon.

While the content throughout the school year will vary, all units will share the common themes of The Scientific Method and its process. The development and performance of valid scientific experiments are important skills in which students will strengthen during this course.

Social Studies Course Descriptions

Social Studies 400

Required Course

The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government, and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

Social Studies 500

Required Course

In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development, and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products, and ideas, and cultural diversity. Students develop their understanding of economic decision-making and financial literacy.

Social Studies 600

Required Course

In grade six, students study the Eastern Hemisphere (ancient Mesopotamian, Egyptian, Chinese, and Indian civilizations), its geographic features, early history, cultural development, and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures, and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products, and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources, and competition.

Social Studies 700

Required Course

The seventh-grade year is an integrated study of world history, beginning with ancient Greece, the rise and fall of Rome, the Middle Ages, the Renaissance, the Reformation, and continuing through global exploration. All five social studies strands are used to illustrate how historical events are shaped by geographic, social, cultural, economic, and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today. Additionally, students will develop and/or reinforce their social studies knowledge and skills through reading, writing, research, and document analysis.

Junior Achievement Financial Literacy Programming

Chardon Middle School encourages student financial literacy and awareness in each grade level aligned to the grade-level social studies standards. Throughout the year, students will participate in *Junior Achievement* financial literacy lessons using the following programs:

4th grade: JA Our Region

5th grade: JA Our Nation

6th grade: JA Economics for Success

7th grade: JA Global Marketplace

4th Grade Specials Course Descriptions

All Courses are required for all 4th-grade students

ART400 - Art 4

Required Course

In 4th grade art, students will have a variety of art projects both 2-dimensional and 3-dimensional. The students will be introduced to the elements of art -line, shape, color, texture, value, space, and form. The Elements of Art are the building blocks of art and where all art comes from. Students will have the opportunity to experiment with new materials and improve their skills in previously used materials.

COM400 - Computers 4

Required Course

To encourage appropriate technology use as a lifelong skill and to help students develop specific functional 21st-century technology skills needed for success in school and future work situations. Units for this class will include computer care and basics, computer history, keyboarding, Google Drive overview, word processing, Internet safety, research skills, and preventing plagiarism.

MUS400 - Music 4

Required Course

In 4th-grade music, students work towards the following Progress Points for the 3-5 grade level band:

- Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony, and timbre create meaning.
- Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- Identify and classify voices, musical instruments, composers, roles, and careers of musicians.
- Participate in one grade-level program during the school year outside the regular school day.

PE400 - Physical Education 4

Required Course

Students will continue to learn the basics of physical fitness, team sports, and refinement of fine and gross motor skills. All activities will be aligned to the Ohio PE Standards 3-5 Grade Band. Students will be asked to complete tasks related to performing a creative movement pattern; throwing; catching; striking, receiving / dribbling, passing with feet; skill application in games; basics of physical fitness, activity tracking, and healthy choices; FITT Principles; and, Teamwork and collaboration.

5th Grade Specials Course Descriptions

REQUIRED SPECIALS COURSES

ART500 - Art 5

Required Course

This year will be filled with a variety of art projects both 2-dimensional and 3-dimensional. This class will introduce the students to the Principles of Design - emphasis, balance, rhythm, proportion, variety, unity, harmony, and movement. The Principles of Design are the building blocks of art and where all art comes from. Students will have the opportunity to experiment with new materials and improve their skills in previously used materials.

PE500 - Physical Education 5

Required Course

Students will continue to learn the basics of physical fitness, team sports and refinement of fine and gross motor skills. All activities will be aligned to the Ohio PE Standards 3-5 Grade Band. Students will be asked to complete tasks related to performing a creative movement pattern; throwing; catching; striking, receiving / dribbling, passing with feet; skill application in games; basics of physical fitness, activity tracking, and healthy choices; FITT Principles; and, Teamwork and collaboration.

STEM500 - STEM 5

Required Course

STEM is a course for students to explore science, technology, engineering, and math all in one curriculum. This course offers an innovative approach to learning in which students use problem-solving skills to tackle hands-on learning activities. Students experience the design process as they invent devices to solve various problems. Skills in this course will improve critical thinking skills and will propel students toward a successful career in the STEM fields.

STUDENT CHOICE SPECIALS COURSES

Students MUST select one of the following music classes in 5th grade.

BAN500 - Band 5

The fifth-grade class is an introduction to instrumental performance. This class includes a study of instrumental performance skills. Students will choose and obtain a band instrument with the assistance of the band director and commit to learning it all year. The principles of good posture, efficient breathing, and tone quality in an ensemble will be stressed. This class will also focus on learning the elements of music through performance. Students will play their instrument in class every day and continue to build their performance skills. Students will be required to attend two evening concerts (second and fourth quarters). The performance schedule is distributed during the first week of classes.

CHO500 - Choir 5

The fifth-grade class is an introduction to vocal performance. During chorus, we work to improve individual singing skills and to develop musical literacy through musical performance. We work as a team to put forth exciting and interesting programs. An interest in learning about music and being a

part of the team is a must. Students are expected to actively participate in classroom activities as they work to improve their abilities. Students are required to participate in two (2) evening concerts per year.

MUSIC500 - Music Foundations 5

Students will explore musical concepts such as rhythm, melody, notation, and performance through the study of World Drumming, Ukulele, Recorder, Guitar, and music theory supplementation. Students may also continue to develop their vocal technique as well. This class will have two (2) required evening performances a year.

6th Grade Scheduling Sheet

2024-2025 6th Grade Course Request Form

STUDENT NAME: _____ ADVISORY TEACHER: _____

****This form should be completed with your parents/guardians and is due to your advisory teacher****

If you DO NOT want to do band or choir please choose THREE classes below.	
ARTC601 - 6th Grade Art 1	ART602 - 6th Grade Art 2 (only after 1)
CHO601 - Semester Choir	SPAN600 - Introductory Spanish
STEM600 - STEM	
COMP600 - Digital Design	
	(half year)

If you DO band or choir please choose ONE class in <u>each</u> box below. OR you can choose both BAND and CHOIR with <u>no other selections</u>		
BAN600 - Band	ART601 - 6th Grade Art 1	COM600 - Digital Design
CHO600 - Choir	CHO601 - Choir (semester)	STEM600 - STEM
	SPAN600 - Introductory Spanish	
(full year)		(half year)

Please choose **ONE** alternate class from the list above in case the course you requested is full: _____

****This form should be completed with your parents and brought back to school for online scheduling with your school counselor****

REQUIRED 6TH GRADE SPECIAL

All students will be enrolled in Physical Education 6

PE600 - Physical Education 6

Required Course

One of the Physical Education Department's primary goals is to introduce students to a wide variety of sports and recreational activities that could lead to a lifetime of enjoyment, fitness awareness, and physical activity.

The sixth-grade students will focus on developing and/or improving their *basic* skills in a variety of Invasion games (i.e., Soccer, Floor Hockey, Lacrosse), Net/Wall games (i.e., Badminton, Volleyball, Ping Pong, Tennis, Pickle Ball), Striking/Fielding games (i.e., Cricket, Diamond Ball, Softball), Target games (i.e., Golf, Striker Ball), and Outdoor Adventure Activities (i.e., Rock Climbing, Orienteering).

The P.E. Curriculum will include, but will not be limited to:

- Invasion game (ie: lacrosse)
- Striking @ Fielding (ie: cricket)
- Net / Wall game (ie: tennis)
- Team Building / Cooperatives (action based learning)
- Fitness (healthy living, healthy goals using fitness components)
- Target game (ie: golf)
- Individual Sport (ie: track & field)
- Outdoor Education (ie: orienteering)

6th Grade Elective Course Descriptions

Students should choose the equivalent of 1.5-semester courses

ARTC601/602 - Art 6

One Semester or Full-Year Course

6th Grade Art will be filled with artistic experiences that will broaden and strengthen students' art skills as well as develop 21st-century skills. The students will experiment with a variety of media and create an array of 2D and 3D projects. Not only will they create, but they will write about their art, self-assess their work, reflect, critique, collaborate, critically think, and create personal masterpieces. They will focus on color theory and all that it entails. They will investigate why art is important and what skills it brings to those who experience it. ART IS NOT JUST ABOUT DRAWING AND COLORS...it teaches life skills that will help them to be successful in every aspect of their lives from family to employment and beyond.

BAN600 - Band 6

Full-Year Course

This class includes a study of instrumental performance skills. The principles of good posture, efficient breathing, and tone quality in an ensemble will be stressed. This class will also focus on learning the elements of music through performance. Performances outside of the school day are required for this class. Students will play their instrument in class every day and continue to build their performance skills. Students will participate in several required evening concerts per year. The performance schedule is distributed during the first week of classes. Ideally, though not required, students will have participated in the 5th-grade band or have taken private lessons over the summer. This course is taught with the expectation that students have had one (1) year of playing experience and are making a full-year commitment to the course.

CHO600 - Choir 6**Full-Year Course**

All CMS students have the opportunity to participate in the chorus. During chorus, we work to improve individual singing skills and to develop musical literacy through musical performance. We work as a team to put forth exciting and interesting programs. No prior musical experience is required for this course. An interest in learning about music and being a part of the team is a must. Students are expected to actively participate in classroom activities as they work to improve their abilities. There is required participation in two (2) evening concerts per year (December and May).

COMP600 - Digital Design**One Semester**

Students will learn how to design exciting content about events happening in their school and community as well as make connections with the curriculum they are currently studying. They will use programs such as Canva, Cricut Design Space, and Google Applications to showcase designs digitally. Students will work individually and collaboratively to create meaningful content across a variety of platforms. All students will also leave the course with their personal mug.

STEM600 - STEM 6**One Semester**

STEM is a course for students to explore science, technology, engineering and math all in one curriculum. This course offers an innovative approach to learning in which students use problem-solving skills to tackle hands-on learning activities. Students experience the design process as they invent devices to solve various problems. Skills in this course will improve critical thinking skills and will propel students toward a successful career in the STEM fields.

Additionally, students in STEM 6 will explore the areas of:

- Robotics and Automation
- Renewable and Nonrenewable Energy Resources
- Civil Engineering (human water supply)
- Prototyping through 3D Printing

SPAN600 - Introductory to Spanish**One Semester**

Introductory to Spanish for 6th Grade is a dynamic and comprehensive semester-long course designed to introduce students to the fundamentals of the Spanish language. By the end of the course, students will have acquired a foundation in the Spanish language, laying the groundwork for further language exploration in subsequent grades.

7th Grade Scheduling Sheet

This form should be completed with your parents and brought back to school for online scheduling with your school counselor

2024-2025 7th Grade Course Request Form

STUDENT NAME: _____ ADVISORY TEACHER: _____

This form should be completed with your parent/guardian and brought to school on or before 3/14*

If you DO NOT do band or choir please choose THREE classes below.	
CHO701 - Semester Choir	MEDPRO700- Media Production
PE701 - Phys. Ed 1	PE702 - Phys. Ed 2 (only after 1)
ART701 - Semester 1 Art	ART702 - Semester 2 Art (only after 1)
SPAN700 - Introductory Spanish	STEM700 - 7th Grade STEM

If you DO take band or choir, choose ONE class in <u>each</u> box below		
BAN700 - Band CHO700 - Choir (full year)	ART701 - Art 1 STEM700 - STEM MEDPRO700 - Media Production	PE701 - Phys. Ed SPAN700 - Introductory Spanish (half year)

Please choose **ONE** alternate class from the list above in case the course you requested is full: _____

REQUIRED 7TH GRADE SPECIAL
All students will be enrolled in Health 7

HEA700 - Health 7

Required Course

This course focuses on the impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. Activities in this course may include but are not limited to nutrition, physical fitness, lifetime activities, individual and team sports, stress management, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on others.

7th Grade Elective Course Descriptions

Students should choose the equivalent of 1.5-semester courses

ART700 - Art 7

One Semester or Full-Year Course

7th Grade Art will build upon the skills learned in 6th-grade art and will be a class filled with artistic experiences that will broaden and strengthen students' art skills as well as develop 21st-century skills. The students will experiment with a variety of media and create an array of 2D and 3D projects. Not only will they create, but they will write about their art, self-assess their work, reflect, critique, collaborate, critically think, and create a personal art portfolio filled with their 7th-grade art experiences. They will further their understanding of color theory and focus on the elements of art and the principles of design and all that it entails. The elements and principles are used every single day of our lives when we make artistic choices and the students will learn how and why. They will learn to interpret and judge artwork in both written and oral form. They will work collaboratively with their classmates to create giant food sculptures which will prepare them with the skills necessary to work with their colleagues in their future employment.

BAN700 - Band 7

Full-Year Course

This class includes a study of instrumental performance skills for students in their third year of playing. The principles of good posture, efficient breathing, and tone quality in an ensemble will be stressed. This class will also focus on learning the elements of music through performance. Performances outside of the school day are required for this class. Students will play their instrument in class every day and continue to build their performance skills. Students will participate in several required evening concerts per year (typically one per quarter) and have the opportunity to participate in several optional opportunities. The performance schedule is distributed during the first week of classes. Ideally, students have participated in 5th and 6th-grade band or have previously or are currently committed to taking private lessons to the point of being able to play level 2-2.5 band music. This course is taught with the expectation that students have had two (2) years of playing experience and are making a full-year commitment to the course.

CHO700 - Choir 7

Full-Year Course

All CMS students have the opportunity to participate in chorus. During 7th grade choir, we build on skills previously developed, working to strengthen individual singing skills and musical literacy. We work as a team to put forth exciting and interesting programs. No prior musical experience is required for this course. A willingness to contribute to the team's success is a must. Students are expected to actively participate in classroom music making. Students are required to participate in two (2) evening concerts per year (December & April/ May).

COMP700 - Media Productions 7

One Semester

Media Productions is an opportunity for those who want to learn to create, edit, and publish digital content and other forms of media. Students will create videos, edit videos and programs of various school productions (students will not be required to attend extra events to assist in recording, though this will be an extended learning opportunity for motivated students), edit and create digital content of choice, create digital visual projects displayed on the TV monitors throughout the district and on G-TV, and learn various production tools and software programs. *This course offering will be dependent upon student interest/enrollment.*

STEM700 - STEM 7

One Semester

STEM is a course for students to explore science, technology, engineering, and math all in one curriculum. This course offers an innovative approach to learning in which students use problem-solving skills to tackle hands-on learning activities. Students experience the design process as they invent devices to solve various problems. Skills in this course will improve critical thinking skills and will propel students toward a successful career in the STEM fields.

Additionally, students in STEM 7 will explore the areas of:

- Advanced 3D printing and prototyping
- Careers in STEM-related fields
- Mechanical Engineering
- Civil Engineering
- Environmental Land Management
- Researching, developing, and communicating a semester-long Capstone/Passion Project

PE700 - Physical Education 7

Full-Year Course and One Semester

One of the Physical Education Department's primary goals is to introduce students to a wide variety of sports and recreational activities that could lead to a lifetime of enjoyment, fitness awareness, and physical activity.

The seventh-grade students will focus on developing and/or improving their *intermediate* skills in a variety of Invasion games (i.e., Soccer, Floor Hockey, Lacrosse), Net/Wall games (i.e., Badminton, Volleyball, Ping Pong, Tennis, Pickle Ball), Striking/Fielding games (i.e., Cricket, Diamond Ball, Softball), Target games (i.e., Golf, Striker Ball), and Outdoor Adventure Activities (i.e., Rock Climbing, Orienteering).

The P.E. Curriculum will include, but will not be limited to:

- Invasion game (ie: lacrosse)
- Striking @ Fielding (ie: cricket)
- Net / Wall game (ie: tennis)
- Team Building / Cooperatives (action based learning)
- Fitness (healthy living, healthy goals using fitness components)
- Target game (ie: golf)
- Individual Sport (ie: track & field)
- Outdoor Education (ie: orienteering)

SPAN700 - Introductory to Spanish

One Semester

Introductory to Spanish for 7th Grade is a dynamic and comprehensive semester-long course designed to introduce students to the fundamentals of the Spanish language. By the end of the course, students will have acquired a foundation in the Spanish language, laying the groundwork for further language exploration in subsequent grades.



424 North Street
Chardon, OH 44024

PHONE: 440.285.4062 FAX: 440.286.0461

Craig Caroff, Principal
Tracy Paroubek, Assistant Principal