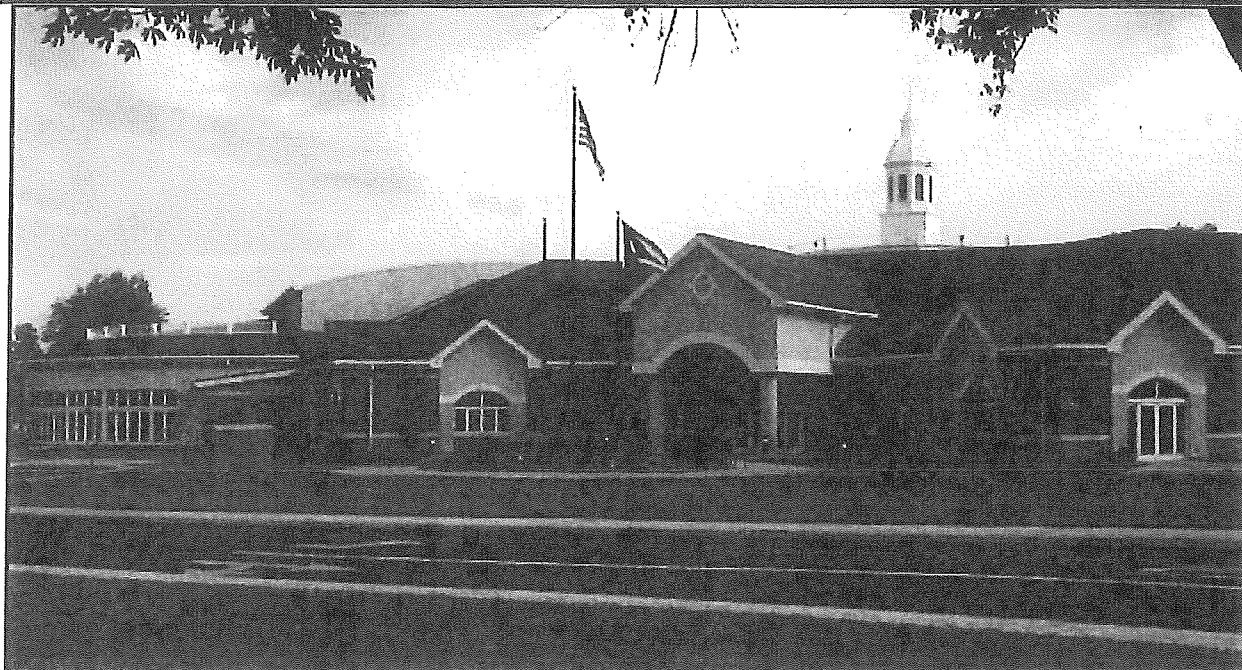


# Tiffin Middle School



2020 - 2021

Principal  
Shawn Murphy

Dean of Students  
Judd Lutz

School Counselors  
Christina Joyce  
Melissa Mellott

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## MESSAGE FROM THE PRINCIPAL

Hello to all of our TMS families!

Tiffin Middle School is a 6th through 8th grade building, which serves over 650 students. As a learning community we strive to promote academic, emotional, and social success for every child. Our students, faculty, and staff are committed to reaching higher levels of achievement as we fulfill our district mission of guaranteeing success for each student at his/her full learning potential.

Our curriculum is guided by the Board approved courses of study modeled after the Ohio Learning Standards. Our students work diligently and rigorously in the core academic areas as well as the encore classes at each grade level. TMS students are afforded the opportunity to participate in a strong music, art, library, physical education, and athletic programs. Further, our students are fortunate to work with up-to-date technology through the use of iPads, mobile computer carts, and classrooms equipped with Smart boards.

TMS is focused on creating a student centered, safe environment where students can put forth their best efforts. Further, our staff is dedicated to establishing a strong partnership with parents to ensure every child has a positive educational experience.

As principal of Tiffin Middle School, I am honored to work with the most talented group of students, staff, parent organizations, and families that Tiffin has to offer! We encourage you to visit our website often as it contains contains updated, relevant information that may be helpful throughout the school year. Lastly, if I can be of assistance, please don't hesitate to contact me. I am happy to help in anyway. You can reach me at 419-447-3358 and/or by email at [shawn\\_murphy@tiffincityschools.org](mailto:shawn_murphy@tiffincityschools.org).

I am looking forward to a GREAT school year and hope each of you share in the same excitement!

Sincerely,

Shawn Murphy  
Principal

## MESSAGE FROM THE COUNSELORS

The programs and courses contained in the 2019-2020 Curriculum Guide were carefully designed to help each of you acquire the knowledge and skills necessary to succeed in high school. This guide contains required core subjects and an array of related arts and elective choices that you will find interesting and challenging.

As you determine your course selections for next year, remember to seek the advice and direction of your current teachers, parents, and the guidance of your counselor. This will help you make wise choices that will match academic demands with your future goals.

We encourage you to select a challenging course of study while in the middle school. Building a strong foundation of challenging courses in middle school will best prepare you for the rigorous experiences you will encounter in high school and beyond. **This coursework can look different for each student. Please contact us if you feel your child may need a more tailored pathway and we would be happy to discuss options available.**

Our wish is for each of you to learn, grow, and achieve. As your counselors, we will do everything we can to help you to maximize your educational potential and have a positive and successful experience while at Tiffin Middle School.

Sincerely,  
Christina Joyce  
Melissa Mellott  
TMS Counselors

## YOU AND YOUR COUNSELOR

The Guidance and Counseling Department offers a variety of services to students, parents, faculty and administration. Students are assigned to one of two counselors based on their grade. Parents should feel free to contact the counselors with any questions they may have.

Grade	Counselor	Phone	Email
6/7	Mrs. Mellott	419-447-3358	<a href="mailto:melissa_mellott@tiffincityschools.org">melissa_mellott@tiffincityschools.org</a>
7/8	Mrs. Joyce	419-447-3358	<a href="mailto:chris_joyce@tiffincityschools.org">chris_joyce@tiffincityschools.org</a>

Counselors have responsibility for their assigned students, but are available to assist other students, when necessary.

In addition to individual academic and personal counseling, counselors consult with parents, teachers, administrators, and outside agencies as needed. All information discussed during personal conferencing is kept confidential.

## **USING THE CURRICULUM GUIDE**

The TMS Curriculum Guide contains all the essential information needed for students to plan their educational program. Prior to making course selections, both students and parents should read the guide carefully.

The courses selected each spring will determine the student's schedule of classes for the next school year. Student schedules will be mailed home during the summer.

## **COURSE READINESS**

### **Grade 5 to 6**

Before students enter the middle school, a rubric is completed to determine which students are best fit for: Honors Math 6, Advanced Math 6, Advanced Science 6, Advanced English 6, and Advanced Reading 6. The rubric is data driven using nationally normed assessments from second and fifth grade and each category is weighted. All of the scores are then ranked and students are placed into the appropriate classes.

### **Grades 6 to 7 and 7 to 8**

For students moving from sixth to seventh and from seventh to eighth grade, the course levels selected have been discussed by the student's current classroom teachers and their school counselor.

## **CLASS CHANGES**

Reasons that justify changes in a student schedule:

1. Class imbalance
2. Schedule adjustment for the educational options approved by the administration
3. Computer scheduling errors.
4. Level change (ex. dropping Honors Algebra, moving to Advance Pre-Algebra) Once a student, parent and teacher recognize that the level of difficulty is such that the student is not successful, ideally a change should occur no later than the end of the first nine weeks.
5. Elective Courses Only: Student/Parent chooses to alter the schedule prior to the drop date set forth each year by the principal.

## **HIGH SCHOOL CREDIT OFFERINGS AT TIFFIN MIDDLE SCHOOL**

The following courses taken while at Tiffin Middle School will be accepted for credit at Tiffin Columbian High School and become part of the high school GPA/transcript.

Honors Algebra I	1 Credit
Chinese I	1 Credit

Spanish I	1 Credit
American History	1 Credit
Health	½ Credit

Between seventh and twelfth grade, students must complete two semesters or the equivalent of fine arts coursework. Seventh grade Music Appreciation is one semester. If students also enroll in art, band or choir in seventh or eighth grade, they will fulfill this requirement while at TMS. **Although, if your child wishes to receive a diploma with honors at Columbian, the fine art credit needs to be on their high school transcript (a high school credit issued for completion).**

## **WEIGHTED COURSES**

Tiffin Middle School students enrolled in Honors Algebra 1 will earn grades under a weighted grading system. By weighting this honors course, students enrolled will be rewarded by receiving higher grade point averages with grades D- and above. Weighting courses at TMS helps to align us with current practice in place at Tiffin Columbian High School. **Please note that students enrolled in the course previously mentioned begin their high school grade point average and class ranking in the eighth grade.** Chinese I, Spanish I, American History, Painting, and Health are not weighted; however, they do count toward students' high school grade point average and class rank.

Listed below you will find a comparison of non-weighted vs. weighted grade point values.

Non-weighted		Weighted	
A	4.00	A+ or A	4.33
A-	3.67	A-	4.00
B+	3.33	B+	3.67
B	3.00	B	3.33
B-	2.67	B-	3.00
C+	2.33	C+	2.67
C	2.00	C	2.33
C-	1.67	C-	2.00
D+	1.33	D+	1.67
D	1.00	D	1.33
D-	0.67	D-	1.00
F	0.00	F	0.00

## **Grading System**

The grading system is based upon a twelve-point scale, as opposed to the traditional four-point scale, to allow for plus (+) and minus (-) grades to be awarded.

A+	12 (applies only to HS and weighted courses only)
A	11
A-	10
B+	9

B	8
B-	7
C+	6
C	5
C-	4
D+	3
D	2
D-	1

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

CCP replaces Ohio's Post-Secondary Enrollment Options program (PSEO) and all alternative dual enrollment programs previously governed by Ohio Revised Code Chapter 3365. Some CCP classes are weighted.

CCP requires two fundamental conditions:

- Student must be enrolled in both college and high school.
- Student will earn transcribed college and high school credit upon successful completion of the course.

Both student and parent should attend an informational meeting about CCP prior to enrolling in this program. This meeting will be held no later than February 1. The Counseling Requirement form and Intent to Participate form must be turned in to your Tiffin Middle School school counselor by April 1 of the preceding school year of participation. Students/families will be responsible for tuition and course fees in any course deemed by the university to be an F(failure), W(withdraw), or W/F(withdraw/failure). For the most current information regarding College Credit Plus, please visit the Ohio Department of Education's CCP website at <https://www.ohiohighered.org/ccp/students-families>

## **HIGH SCHOOL END OF COURSE EXAMS**

Students must earn at least 18 points on seven end-of-course state tests.

End-of-course tests are:

Algebra 1 or Integrated Math I  
Geometry or Integrated Math II  
American Government  
American History

English Language Arts I  
English Language Arts II  
Biology

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English Language Arts and six points across science and social studies.

Your school and district receive grades on the Ohio School Report Card for all students' scores and participation on state tests.

## **ENGLISH / LANGUAGE ARTS**

### **ENGLISH 6**

Sixth grade language arts is a basic course in the structure and usage of the English language with an emphasis on writing and grammar. Developing students' abilities to write and speak clearly and effectively is the central objective of this course. This knowledge gained will prepare them for future language classes in the middle school and into the high school. Exposure to the writing process, along with the development of grammar skills, vocabulary skills, and spelling will better prepare students for future life applications. This course also includes units on punctuation, usage and study skills.

### **ADVANCED ENGLISH 6**

Using critical thinking strategies, students will participate in an in-depth study of the English language including: grammar, usage, mechanics, spelling, and vocabulary. Students will create several pieces of original writing in response to different types of literature including: fiction, drama and poetry. These writing assignments stress critical thinking and the application of taught concepts. Students will be required to take responsibility for the editing and revising of writing pieces as well as the responsibility of self-evaluation. English instruction aligns to the Ohio Learning Standards.

### **ENGLISH 7**

- Effectively using the writing process
  - Continuing the study of writing conventions (grammar, usage, mechanics)
  - Applying the writing process and writing conventions to different writing applications (such as, but not limited to, personal narratives, business letters, and persuasive essays)
  - Utilization of the research process
  - Studying and utilizing listening and speaking skills
  - Reinforcing reading and vocabulary strategies to coordinate with the students' reading classes
- English instruction aligns to the Ohio Learning Standards for English/Language Arts.

### **ENGLISH EXPLORATION 7**

This class is similar to English 7 with an emphasis on a lower student to teacher ratio. English Exploration is designed to encourage more participation from the students and more individual and small group help from the teacher. English instruction aligns to the Ohio Learning Standards. Teacher recommendation required for this class.

### **ADVANCED ENGLISH 7**

Entering Required Skills and Attitudes Leading to Student Success:

- Enjoys reading, writing, and working with language
- Understands the writing process
- Mastery of basic paragraph structure
- Competent organizational and note-taking skills
- Ability to handle regularly assigned homework
- Ability to contribute appropriately to the discussion of literature
- Ability to work well with and learn from other students



Achievement focus: careful examination of literature, including fiction, drama, and poetry stressing critical thinking; projects involving critical analysis of and research on selected topics (written and oral presentation); continuing study of grammar, usage, and mechanics reinforcing language communication and application to writing development; writing for a variety of purposes; library research skills. English instruction aligns to the Ohio Learning Standards for English/Language Arts.

### **ENGLISH 8**

A primary focus of this course is to prepare students for the writing they will do in high school. Since writing is an essential communication skill in nearly every high school class, the goal is to create students who are successful writers in any academic endeavor they may pursue. Grammar is stressed, both through formal exercises and through writing students do in class. Expository, research-based, and creative writing is stressed with an emphasis on mastering the five-paragraph essay. Vocabulary is also stressed. While literature is not an emphasis of the class, short stories and poetry will be used as a way to stress vocabulary and literary responses.

### **ENGLISH EXPLORATION 8**

This class is similar to English 8 with an emphasis on a lower student to teacher ratio. The main focus of 8th grade English Exploration will be thoroughly studying grammar, usage, mechanics, spelling, and vocabulary. Students also will incorporate the writing process to finish several pieces of writing during the school year. This class also encourages and challenges students to increase their reading and to develop all the skills involved in the reading process. Finally, students will have ample opportunity to learn and practice appropriate grade level listening and speaking skills. Teacher recommendation required for this class.

### **ADVANCED ENGLISH 8**

Advanced English 8 is an accelerated course designed for students who have been selected via standardized test scores. Springboard, a special curriculum designed by the College Board, is a rigorous course of study that emphasizes upper-level critical thinking skills, which are highlighted in various higher-level reading, speaking, and composition activities. Fiction and nonfiction, poetry, drama, and non-print media are all key components of Springboard as are the novels featured throughout the year. Embedded assessments, another key component of Springboard, require students to think and write critically about the content covered in class. The course is carefully designed in a way that will both challenge the students and prepare them for the AP high school program.

## **FOREIGN LANGUAGE**

### **Requirements**

Incoming eighth graders who have a 3.5 Grade Point Average or are enrolled in Advanced/Honor level classes are given a point value on a rubric to determine which students are best fit to skip reading instruction and be placed in a foreign language class.

Students may elect to study Chinese I or Spanish I in the eighth grade. These classes may be taught at the high school building. Upon completion of this course, students are able to continue with Chinese II or Spanish II at the high school. Students who do not take a foreign language in 8<sup>th</sup> grade will be able to start a language study in the ninth grade, if they wish to do so.

Foreign Language is sequential. Foundation skills, which build toward mastery of vocabulary and grammar, are the basis for learning. Students are expected to maintain a C average or better throughout the year to assure a successful sequence of language study.

### **CHINESE I (MANDARIN)**

#### **1 Credit**

This beginning level course in the Chinese Language stresses the spoken aspect of the language, focusing on vocabulary and basic grammar. The Chinese alphabet as well as written language will be gradually introduced as students acquire basic spoken skills. Students will also explore Chinese culture and customs.

### **SPANISH I**

#### **1 Credit**

Would it surprise you to learn that the United State has the third largest population of Spanish-speaking people in the world? It's true! Being proficient in Spanish may have a direct impact on your employment in the future.

Spanish I can be your passport to the future – a chance to get to know some of the peoples, places, and cultures of the more than twenty nations where Spanish is spoken. Through class activities, as well as oral presentations, you will learn to successfully express yourself in Spanish. You will be able to discuss your family, friends, leisure activities, school, and daily life. You will also learn how to order in a restaurant, give and ask directions, and talk about what you like to do.

The class is student-focused and involves a lot of practice activities in pairs or small groups. Active participation is a must. This class is conducted entirely in Spanish and focuses on Mexico, as well as South and Central America.

## **HISTORY**

### **WORLD HISTORY 6**

Sixth graders will travel back to the ancient times of the Fertile Crescent, Egypt, India and China. In each of these places we study the areas of history, people in societies, geography, religion, economics, government, citizenship rights and responsibilities, and social studies skills and methods. We discuss the various peoples in different societies and show how their cultural practices, trading products, perspectives, Silk Road Trade, and the Crusades affected the cultures of the people involved. Geography and map skills are an integral part of the year. Students are expected to be able to share how physical features were a factor in the lives of the different peoples and places that we study. Economics covers the markets, scarcity and resource allocation and how this contributed to specialization, trade and interdependence in

ancient times. Systems of government are characterized by city-states, kingdoms and empires. Citizenship rights, responsibilities and participation differences will be explained through the study of the monarchy, dictatorship, direct democracy, and representative democracy. In sixth grade, Ancient World History will be covered until 1,000 B.C.

### **WORLD HISTORY 7**

World Studies from 1000 B.C. to 1750: Ancient Civilizations through the First Global Age. This study incorporates each of the standards: History, Geography, Economics, and Government. Students will learn that its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action shape each historic event. Students will also expand their command of social studies skills and methods. The following themes/units from this time period will be studied:

1. Greeks
2. Romans
3. African Kingdoms
4. Middle Eastern Kingdoms
5. Asia (Mongols, Chinese and Japanese)
6. Middle Ages (Europe)
7. Renaissance and Reformation (Europe)

### **ADVANCED HISTORY 7**

This course is an opportunity to work collaboratively with the students and their families to truly explore some of the most crucial, and fascinating bits of world history and American history ranging from the Greeks and Romans all the way to the Age of Exploration and the development of the 13 colonies with added depth. It's a chance to accentuate your child's unique talents while encouraging them to explore and develop new ones. The course will combine 7th Grade World History standards with 8th Grade American History standards.

### **U.S. HISTORY 8**

Students will research and learn about the history of our nation( 1600s - 1870s). The investigation will begin with the original inhabitants of the continent and its early exploration. The study will then progress to colonization, American Revolution, the inception of a nation, creation of our government, and the growth of the United States – both economically and geographically. The course will culminate with the study of the Civil War and subsequent Reconstruction.

### **AMERICAN HISTORY** (fulfills 9th grade requirement)

#### **1 Credit**

American History at Tiffin Middle School starts out with a review of significant historical documents, including the Declaration of Independence, the Constitution, and the Northwest Ordinance. The course then picks up with the Reconstruction Era after the Civil War examining the impact of this period on future race relations. The impact of urbanization and immigration are explored, as well as the reforms of the Progressive Era. The course continues with an examination of the causes and effects of U.S. involvement in World War I. The 1920s are studied with an emphasis on social and political changes leading to the economic crisis of the

Great Depression. After studying the Great Depression, World War II becomes a major focus. The relationship between the outcome of World War II and the Cold War is examined in-depth, with emphasis on the Korean War and Vietnam War. The course continues to current times, with an examination of both domestic and foreign conflicts shaping our nation today.

**Students will take the Ohio State Test for American History.**

## **MATHEMATICS**

### **MATH 6**

Sixth grade mathematics program follows Ohio Learning Standards to review and build upon previous grade level skills. It is an extension of the basic operations of whole numbers, fractions, decimals, and integers. The curriculum will also include ratios, proportions, percents, and solving one-step algebraic equations. Basic geometric figures and measurement, both customary and metric, are reviewed and introduced. Critical thinking skills and problem solving skills are developed through real-life applications. Students will be introduced to new concepts and build on them to prepare for life skills.

### **ADVANCED MATH 6**

The sixth grade math curriculum is based on the Ohio Learning Standards. These standards include: number sense and operations for whole, fractional, and decimal numbers; percent; measurement; geometry, spatial sense; patterns, functions, algebra; data analysis and probability. This course is a fast-paced version of Math 6.

### **HONORS MATH 6/7**

Honors Math program continues to follow Ohio Learning Standards to reinforce the basic operations of decimals, fractions, integers, and rational numbers. It will cover ratios, proportions, percents, statistics, and solving multi-step algebraic equations and inequalities. Geometry concepts introduce the measurement and formula processes of geometry. Statistics and probability, both experimental and theoretical, are introduced to read, write, understand, and use graphs that are pertinent to everyday life. Graphing and interpreting both linear and nonlinear equations are developed. Work with three-dimensional figures is built upon in this course. The students will be introduced to new concepts and review old ones to help them prepare for daily life experiences. This class moves at a more rapid pace to enable it to cover both the sixth grade and seventh grade courses of study.

### **MATH 7**

This class reinforces and extends the basic operations of whole numbers, integers, decimals and fractions. Students will also work with ratios, proportions, percents and algebraic equations. Basic geometric figures and measurements are explored. Students will continue to develop critical thinking and problem solving skills that reinforce mathematical concepts.

### **ADVANCED MATH 7**

This class reinforces and extends the basic operations of whole numbers, integers, decimals and fractions. Students will also work with ratios, proportions, percents and algebraic equations. Basic geometric figures and measurements are explored. Students will continue to develop critical thinking and problem solving skills that reinforce mathematical concepts. This class moves at a quicker pace and requires more individual and higher level thinking than the Math 7 course.

### **HONORS PRE-ALGEBRA 8** (Taught in Grade 7)

In this course students will explore mathematical concepts that are going to develop the foundation for success in algebra. These mathematical concepts include solving equations using integers and rational numbers, proportions, percentages, ratios, inequalities and polynomials. The foundations in geometry are reviewed, and three-dimensional geometric figures and measurements are explored. Students will also graph linear equations, use slopes and intercepts, and solve systems of equations. Students will continue to develop critical thinking and problem solving skills that reinforce mathematical concepts.

### **PRE-ALGEBRA 8**

In this course students will explore mathematical concepts that are going to develop the foundation for success in algebra. These mathematical concepts include solving equations using integers and rational numbers, proportions, percentages, ratios, inequalities and polynomials. The foundations in geometry are reviewed, and three-dimensional geometric figures and measurements are explored. Students will also graph linear equations, use slopes and intercepts, and solve systems of equations. Students will continue to develop critical thinking and problem solving skills that reinforce mathematical concepts.

### **ADVANCED PRE-ALGEBRA 8**

Advanced Pre-Algebra introduces algebraic concepts, while continuing to master basic skills: order of operations, operations of real numbers, and other Pre-Algebra concepts. Specific areas of Algebra are covered, such as solving equations and inequalities, graphs, polynomials, radicals, and geometry. Students will continue their development of problem-solving skills and develop the ability to see the relationships between the math they are learning and real-world scenarios. Higher level thinking skills will be stressed with each concept taught, emphasizing the ability for students to solve expected and unexpected situations that occur in the real world.

### **HONORS ALGEBRA I**

#### **1 Credit**

Honors Algebra develops the students' conceptual knowledge, skills, and strategies essential to understanding sophisticated mathematics. This class builds the background of knowledge crucial for ensuring that students are able to understand and solve increasingly complex problems. Some of the topics covered are properties of real numbers, solutions of linear equations and inequalities, graphing, factoring, polynomial computations, rational and irrational expressions and quadratics.

## **READING**

### **READING 6**

Sixth grade reading addresses the content in the 6<sup>th</sup> grade portion of Ohio Learning Content Standards for reading. Good readers develop a bank of strategies from which they draw upon as needed. Students will learn a variety of reading strategies to read more interactively, critically, while mastering the text. These skills will be utilized through reading a wide variety of literature, in addition to building and extending vocabulary.

### **ADVANCED READING 6**

Advanced Reading 6 addresses the Ohio Learning Standards and is designed for students who possess reading skills well-above the level of an average sixth grade student. This course meets the needs of students through individual, small group, and whole group instruction. Students focus on the use of reading skills and strategies to enhance overall comprehension and vocabulary, and to analyze text at an elevated level. Through Advanced Reading 6, students are introduced to a variety of types of prose, including fiction, nonfiction, short stories, and poetry. In addition to the textbook, students will read novels, which will prepare them for a future as successful readers.

### **READING 7**

Reading 7, which addresses the Ohio Learning Standards, is designed for students who possess reading skills slightly below, at, or slightly above the level of an average seventh grade student. This course meets the needs of students through individual, small group, and whole group instruction. Students focus on the improvement of reading skills and strategies, overall comprehension and vocabulary, and reading for a variety of purposes. Through Reading 7, students are introduced to a variety of genres of prose, including fiction, nonfiction, short stories, poetry, drama, myths, folktales, and legends. In addition to the textbook, students utilize individual novels to prepare for a future as successful readers.

### **READING EXPLORATION 7**

Reading Exploration 7 integrates the practice of writing and academic discussion in order to build students' overall literacy skills. This course targets students who possess reading skills slightly below, at, or above the level of an average seventh grade student. A combination of large group, small group, and individual reading tasks are incorporated to meet the learning needs of students. Students focus on the improvement of literacy skills through reading comprehension strategies, expanding language knowledge, and vocabulary as well as reading purpose. Through Reading Exploration 7, students will be introduced to a variety of genres of prose including fiction, non-fiction, short stories, poetry, drama, myths, folktales and legends.

### **READ 180 GRADE 7**

Read 180 is structured on Scholastic Publishing's reading program. It is designed for students who are reading at or slightly below grade level. All Read 180 students work in assigned groups after taking the SRI level test (Scholastic Reading Inventory). There are three zones each student works on each day which consist of the R book zone, the software zone, and the

independent reading zone. Students work on individualized computer programs geared to their particular needs in reading. Instructional materials include poetry, short stories, novels, nonfiction and the R book textbook. Students receive small group instruction in sound reading, writing, grammar, vocabulary, and study skills.

### **ADVANCED READING 7**

Advanced Reading 7, which addresses the Ohio Learning Standards, is designed for students who possess reading skills well-above the level of an average seventh grade student. This course meets the needs of students through individual, small group, and whole group instruction. Students focus on the use of reading skills and strategies to enhance overall comprehension and vocabulary, and to analyze text at an elevated level. Through Advanced Reading 7, students are introduced to a variety of types of prose, including fiction, nonfiction, short stories, poetry, drama, myths, folktales, and legends. In addition to the textbook, students utilize individual novels to prepare for a future as successful readers. Independent novel projects, which focus on a variety of reading skills and strategies, are also a key component of this course.

### **READING 8**

Eighth grade reading will consist of reading, responding to literature, speaking, listening and word study. During our literature study, students will learn and use reading strategies that will help them become effective readers. These strategies include predicting, questioning, making connections, inferring, visualizing, and synthesizing, as well as learning multiple strategies to help students monitor their reading comprehension. Students in this course will also learn to apply literary analysis skills as they actively read. Literature units in 8th grade center around universal themes of essential questions that help guide students toward understanding themselves and the world around them. Eighth grade students are also exposed to a variety of genres of literature including fiction, nonfiction, short stories, essays, novels, drama, and poetry. The course will follow the Ohio Learning Standards and will make each student a stronger more strategic reader.

### **READING EXPLORATION 8**

This course will consist of reading, responding to literature, speaking, listening and word study. During our literature study, students will learn and use reading strategies that will help them become effective and efficient readers. These strategies include predicting, questioning, making connections, inferring, visualizing, and synthesizing, as well as learning multiple strategies to help students monitor their reading comprehension. Students in this course will also learn to apply literary analysis skills as they actively read. Literature units in 8th grade center around universal themes of essential questions that help guide students toward understanding themselves and the world around them. Eighth grade students are also exposed to a variety of genres of literature including fiction, nonfiction, short stories, essays, novels, drama, and poetry. The course will follow the Ohio Learning Standards and will make each student a stronger more strategic reader.

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## **SCIENCE**

### **SCIENCE 6**

Sixth grade science follows the regular sixth grade academic content standards and indicators for science. This includes the study of life science, physical science, earth science. The grade band theme is order and organization. Scientific processes and investigations, safety techniques, critical thinking and problem solving, and technology will be used throughout the year.

Earth Science focuses on the study, classification, and identification of rocks, minerals and soil. Life Science focuses on the topic of cellular to multicellular and the Modern Cell Theory.

Students will explore cells, tissues, organs, organ systems, as well as organisms. Organisms will be compared to support classification into a scientifically based system. Physical Science focuses on matter and motion. Students will focus on the particle and properties of matter. Changes of state will be explained as it relates to motion and energy. Two categories of energy will be studied, potential and kinetic. Learning takes place through study of texts, videos, as well as various activities, projects, demonstrations and experiments.

### **ADVANCED SCIENCE 6**

The above listed content standards and indicators will be studied. Enrichment comes through extended lessons, project work, experimentation, and assessments.

### **SCIENCE 7**

The 7th grade students continue to refine their understanding and work with the scientific method through their exploration of topics in Earth Science, Life Science and Physical Science.

These topics are investigated with weekly experiments and activities using science skills such as reading graphs and using scientific instruments. Critical thinking and problem solving is reinforced throughout the year.

Earth Science - It will provide the students with an understanding about how Earth systems and processes interact. How the positions and motions of the objects in the universe cause predictable and cyclic events. Students will also describe interactions of matter and energy throughout the lithosphere, hydrosphere and atmosphere (e.g., water cycle, weather and pollution).



Life Science - Student will learn how energy entering the ecosystems as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment. Students will also learn how overpopulation impacts an ecosystem.

Physical Science - This will describe that energy takes many forms such as kinetic and potential energy and that during energy transformations the total amount of energy remains constant.

#### **ADVANCED SCIENCE 7**

The above listed content standards and indicators will be studied. Enrichment comes through extended project work, experimentation, and assessments.

#### **SCIENCE 8**

The eighth grade science classes learn a variety of topics in the areas of physical science, life science and Earth science during the course of the year. The areas of study and activities involved in physical science focuses on gravity and motion, forces, electric charge and static electricity, magnets and magnetism, electromagnetism and kinetic and potential energy. Life science focuses on reproduction, the theory of evolution by natural selection, the history of life on Earth and heredity. Earth science topics include topography, changes in Earth's surface, earthquakes, tectonic plates, geologic change over time, the geologic time scale, dating of Earth's materials and the structure of the earth. Emphasis is on the use of the scientific method, critical thinking, and problem solving skills. Learning takes place through study of the text, various activities, demonstrations, experiments and videos.

#### **ADVANCED SCIENCE 8**

The above listed content standards and indicators will be studied. Enrichment comes through extended project work, experimentation, journal articles and assessments.

### **SIXTH GRADE ENCORE CLASSES**

Encore classes are enrichment classes that vary by grade level. All students are required to take the following every day for one quarter:

Art

Media

Mentoring

Physical Education

### **ART 6** (one nine week period)

During the quarter of sixth grade art, students will explore art as a communication tool. Students will learn the seven elements of art, and design artwork that uses the elements to create personal expression. This hands-on class enriches students' use of art mediums such as clay, perspective drawing, painting, and collage.

### **MEDIA 6** (one nine week period)

In this course, students will complete all 34 lessons in the Type to Learn 3 program. Students will learn about internet safety, the acceptable use policy for Tiffin City Schools, and how to log in and out of gmail account with their personal tif username and password. Students will also practice sending an email to the teacher and learn how to share documents.

In regards to Using Google docs, students will be expected to access Drive in their gmail account to complete the following skills:

Documents - Type a report which includes using spell check, different fonts, different font size and spacing.

Spreadsheets- Know how to input information into the spreadsheet and compare the information.

Form- Create a form

Draw Program- Be able to create a picture or map

Slideshow- Be able to create a presentation

As part of the nine week class, students will complete a research project on a country of their choice, finish a packet, and create a slideshow. The slide show presentation must contain at least 5 slides with title, information and pictures. It must also show the ability to make transitions between slides.

As time permits and when the above objectives are completed, additional supplemental research, proofreading skills, typing games, and creative writing will take place.

### **MENTORING 6** (one nine week period)

The mentoring class is designed to develop leadership skills while supporting the academic achievement of students at TMS. This program helps students build awareness of their character, create trusting relationships, learn to connect with people, and have a positive influence on others. Further, this program will develop a student's academic strengths, organizational skills, as well as encourage positive study habits. Teachers mentor students in this nine-week course helping the student recognize academic strengths, organize themselves, set goals to improve their achievement, and celebrate successes.

### **PHYSICAL EDUCATION 6** (one nine week period)

The curriculum at the middle school includes opportunities for students to become proficient in a wide variety of movement forms (net/racquet, target, team, outdoor pursuits, individual) at modified levels of skill and complexity and to acquire beginning knowledge related to developing/improving personal fitness programs. Fitness is measured and tracked, with the goal being to achieve the gender and age group health-related physical fitness standards.

One major emphasis of this program will be placed on individual physical fitness by improving flexibility, muscular strength, and cardiovascular endurance. This will be achieved through a multitude of fitness activities, individual and group activities, and team sports, all of which promote physical fitness and teamwork. The goal of physical education is to encourage the development of knowledge and skills related to the maintenance of optimum fitness and healthy life habits through regular participation in exercise.

## **SEVENTH GRADE ENCORE CLASSES**

Encore classes are enrichment classes that vary by grade level. All students are required to take the following:

Educational Technology (one quarter)

Physical Education (one quarter)

Music Appreciation (one semester)

### **MUSIC APPRECIATION 7** (one semester)

Students will continue to develop musical skills in this semester class. Emphasis will be placed on learning to read music at a middle school level. The class will consist of 4 units using the topics of Piano, World Music, Film Music and Contemporary Music as a means to learn music terminology and develop musical skill.

### **EDUCATIONAL TECHNOLOGY 7** (one quarter)

The Educational Technology Course will provide students with hands-on experiences designed to promote basic knowledge of technology skills, applications, and functions. The student will be exposed to Google Docs, 3D Modeling, Internet, Social Media, and Hardware Components. Students will be challenged by real life problems by applying, synthesizing, and evaluating solutions. Upon completion of the course, students will have gained basic and advanced skills in technology applicable to being successful with technical skills required for high school, college, and many careers.

### **PHYSICAL EDUCATION 7** (one quarter)

The curriculum at the middle school includes opportunities for students to become proficient in a wide variety of movement forms (net/racquet, target, team, outdoor pursuits, individual) at modified levels of skill and complexity and to acquire beginning knowledge related to developing/improving personal fitness programs. Fitness is measured and tracked, with the goal being to achieve the gender and age group health-related physical fitness standards.

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### **EIGHTH GRADE ENCORE CLASSES**

Encore classes are enrichment classes that vary by grade level. All students are required to take the following:

Zulama (one quarter)

STEM (one quarter)

Physical Education (one semester)

#### **ZULAMA 8** (one quarter)

Today's professional game designers re-use dynamics from many different types of games in their blockbuster hits. This course gives you the chance to explore ancient cultures, their games, and find out how they designed games using available technology and resources. You will prototype and play games as well as get hands-on experience creating your own original game.

#### **STEM** (one quarter)

The Science, Technology, Engineering and Mathematics (STEM) program provides an opportunity for exploration in the areas of science, technology, engineering and mathematics. This project-based learning course is centered on the Engineering Design Process in order to solve a common problem. Students will accomplish design goals through collecting data, improvements, reflection and collaboration.

#### **Physical Education** (one semester)

The curriculum at TMS includes opportunities for students to become proficient in a wide variety of movement forms (net/wall games, invasion games, field games, target games, and individual fitness activities) at various levels of skill and complexity. The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

## **SIXTH GRADE ELECTIVE CLASSES**

Elective classes are supplemental classes that vary by grade level. Students have the opportunity to take the following classes based on grades, GPA, and/or teacher recommendation.

### **BAND 6** (every day)

The Tiffin Middle School Instrumental Department believes that music plays a vital role in a student's education. The skills and concepts used in band reach far beyond the walls of a classroom. The Instrumental Music Department will do the following:

- We will provide a comprehensive music education and challenge students to establish individual musical ability.
- The Instrumental Music Program will represent our school and community through good musical performances.
- Through each student's musical growth, they will develop strong character traits such as dedication, responsibility, teamwork, communication, discipline, creativity, emotional expression, and leadership.
- Foster the growth of the value of music appreciation in each student's life.
- Provide a constructive emotional outlet that offers social interaction and a constructive use of leisure time

During these rehearsals we will work on tone, balance, blend, intonation, and articulations. Band members will also take weekly small group lessons throughout the year to develop music reading skills, instrumental technique, practice methods, and musicianship. Students perform as a large group at concerts to share parents and the community what they have learned.

### **CHOIR 6** (every other day)

This yearlong class is for students who enjoy singing. An emphasis is placed on the development of choral music reading and two-part singing. Students will perform partner songs and songs with basic two-part harmony. Attendance is required for the performances in December and May.

## **SEVENTH GRADE ELECTIVE CLASSES**

Elective classes are supplemental classes that vary by grade level. Students have the opportunity to take the following classes based on grades, GPA, and/or teacher recommendation.

### **BAND 7** (every other day)

7th grade band continues what 6th grade band started. Entrance into this group is upon successful completion of 6th grade band or with director approval. Students will still rehearse

two to three days a week. The 7th grade band will play more challenging music than the 6th grade band while continuing to develop musicality and playing technique. 7th grade band students will also take weekly small group lessons to gain musical independence and sight-reading skills. Students perform as a large group at concerts to share some of the music they have prepared. 7th graders will also have the option to participate in Solo and Ensemble, middle school jazz band, and to march with 8th grade students in one or two parades.

#### **CHOIR 7** (every other day)

In this yearlong class, students will further develop their skills in reading choral music. A third part is introduced creating more complex harmonies. A special focus is placed on the boys' changing voice. Attendance is required for the performances in December and May.

#### **ART 7** (every other day)

Students will demonstrate visual literacy by using elements and principles of art and design to express an intended emotion, message, or theme. They will demonstrate increasing skill and craftsmanship when using a variety of materials to create expressive works of art. Students will use appropriate art terminology when reflecting and critiquing art. They will compare and contrast visual forms of expressive art and reflect on how the choice of medium and design affect the artist's message. They will also identify professions that use artistic problem solving skills.

### **EIGHTH GRADE ELECTIVE CLASSES**

Elective classes are supplemental classes that vary by grade level. Students have the opportunity to take the following classes based on grades, GPA, and/or teacher recommendation.

#### **BAND 8**

The 8th grade band is Tiffin Middle School's most advance ensemble for winds and percussion. Entrance into this group will come with the successful completion of 7th grade band or with the director's approval. This year long course meets blue days (2-3 days per week). Students also get a small group lesson one day a week. Through the performance of quality band literature, skills and concepts from previous years are built upon. Students will have a minimum of 2 sit down concerts a year, as well as various parades and marching band activities. Other performance opportunities include Jazz Band and Solo and Ensemble.

#### **CHOIR 8**

Students will continue to develop their skills in reading choral music during this year long class. Music will include songs with three and four part harmony with more attention focused on the male changing voice and extending the vocal range of the female voice. Attendance is required for the performances in December and May.

## **CAREER TECHNOLOGY 8**

This course provides opportunities for students to develop skills for technology based career skills. Students will create video productions and animations. They will take necessary steps to respect intellectual property and maintain a positive digital footprint. Students will work collaboratively to enhance our school and sense of community by broadcasting daily announcements, and producing videos that highlight our school. Beginning programming skills will provide a base for high school and college programming courses. Students will also explore careers relating to trending technology, as it is an ever-changing field.

## **HEALTH**

**½ credit**

An individual's belief and attitude regarding their health is fundamental in creating a higher quality of life as well as successful, life long habits. The process of development and maintenance of good health is best promoted when young people are equipped with the knowledge and skills related to accurate health information. This health course offers students content, guidance and exposure to information critical to growing and sustaining a healthful mindset and perspective.