

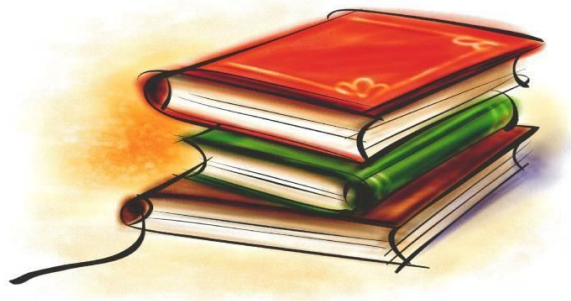


**Ankeney Middle School and Coy Middle School
Program of Studies
2019-2020**



TABLE OF CONTENTS

	<u>Page</u>
Building Information	3
Beavercreek City Schools' Mission Statement	4
College Credit Plus	5
Courses for Sixth Grade	10
Courses for Seventh Grade	13
Courses for Eighth Grade	16
Encore Classes/Electives	19
Middle School Activities	24





Ankeney Middle School

4085 Shakertown Road | Beavercreek, OH 45430

Tel: 937-429-7567 • Fax: 937-429-7685

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



Coy Middle School

1786 Dayton-Xenia Road | Xenia, OH 45385

• Tel: 937-429-7577 • Fax: 937-429-7686

Principal	Mrs. Andrea Ferguson
Assistant Principal	Mr. Josh Baker
Counselors	Mrs. Elizabeth Siders, Ext. 2536 Mrs. Lindsay Mann, Ext. 2539

BEAVERCREEK CITY SCHOOLS
MIDDLE SCHOOL MISSION STATEMENT

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

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

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

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PHILOSOPHY STATEMENT

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



WHAT IS COLLEGE CREDIT PLUS (CCP)?

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

TIMELINE:

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

ADVANTAGES OF CCP FOR STUDENTS:

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

CONSIDERATIONS FOR PARENTS AND STUDENTS: ELIGIBILITY

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

SCHEDULING

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

Federal financial aid may be impacted: federal guidelines limit the number of courses you may attempt (even if they are taken while in high school) to 150% of the number of credits needed for a degree.

- **It is the responsibility of student/parent to maintain close communication with both their BHS counselor and academic advisor at the university.**

AMOUNT OF WORK/PACE/MATURITY

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

HIGH SCHOOL GRADUATION REQUIREMENTS

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

FAILURE OR WITHDRAWAL FROM CCP COURSE

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

ACADEMIC CREDIT: CCP TO BHS

- A college course earning 3 or more semester hours = 1 HS credit.
- A college course earning less than 3 semester hours = a proportional fraction of a HS credit.
For Example:
 - 2 semester hour college course = 0.66 credits at BHS.
 - 1 semester hour college course= 0.33 credits at BHS.
- Maximum number of hours allowed per school year in CCP program at college=30 college hours AND cannot exceed 120 college credit hours over students' career.

WEIGHTED GRADES

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

ACADEMIC CREDIT: COLLEGES

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

EXTRACURRICULAR ACTIVITIES

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

COUNSELING SERVICES

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

TRANSFER OF CREDITS/TRANSCRIPTS

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

SAMPLE COLLEGE CREDIT PLUS PATHWAYS

- Below are sample College Credit Plus pathways for 15 and 30 credit hours. Students are not limited to this university or these courses.

COURSE	CRN	CREDIT
<u>French 1010</u>	<u>Beginning French</u>	<u>3</u>
<u>English 1100</u>	<u>Academic Reading and Writing</u>	<u>3</u>
<u>Math 1280</u>	<u>College Algebra</u>	<u>3</u>
<u>Chemistry 1010</u>	<u>Intro to Chemistry</u>	<u>3</u>
<u>Sociology 2000</u>	<u>Intro to Sociology</u>	<u>3</u>
<u>Subtotal</u>		<u>15</u>
<u>Second Semester</u>		
<u>Spanish 1010</u>	<u>Beginning Spanish I</u>	<u>3</u>
<u>English 2040</u>	<u>Great Books</u>	<u>3</u>
<u>Music 2140</u>	<u>Music in Western Culture</u>	<u>3</u>
<u>History 1010</u>	<u>Western Civilization to 1500</u>	<u>3</u>
<u>Physics 1050</u>	<u>Physics of How Things Work</u>	<u>3</u>
<u>Total</u>		<u>30</u>

Services for Gifted Middle School Students at Beavercreek City Schools

Gifted students have many opportunities to have their unique learning needs met at Beavercreek Middle Schools through advanced/honors courses and specialized electives. Below is a table that lists which classes provide gifted service. A student who is identified as gifted in Superior Cognitive Abilities or Creative Thinking may be challenged through any of the content area courses listed.

Gifted Identification Area	Advanced/Honors Courses	Specialized Elective Courses
Math	Scholarship Math 6 Honors Pre-Algebra 7 Scholarship Pre-Algebra 7 Scholarship Algebra 1 Honors Algebra 1 Honors Geometry	
Reading/Writing	Scholarship ELA 6 Honors ELA 6 Scholarship ELA 7 Honors ELA 7 Scholarship ELA 8 Honors ELA 8	
Science		
Social Studies		Design Thinking
Visual/Performing Arts ONLY		Band, Choir

Gifted students in grades 7-12 who are interested in coursework that is not provided at the middle school may apply to take courses through College Credit Plus. These courses, if they match a student's area of identification, are also considered gifted services.

Sixth Grade

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

- ◆ English Language Arts
- ◆ Math
- ◆ Science
- ◆ Social Studies
- ◆ Health/Physical Education (semester)
- ◆ Art 6 (semester)

All students will choose one period of elective options from the following courses.

Year-Long Courses

6th Grade Band

6th Grade Choir

Study Hall

Sixth Grade Core Classes

English Language Arts 6: Sixth grade students develop an analytical approach to reading. Students are introduced to a wide array of literary terms in order to begin using the language of the critic. Using a wide variety of texts, both informational and fiction, students will analyze how the author's style, choice of words, and selected genres blend to create meaning. Additionally, students learn to organize and develop ideas in a convincing and well-structured format for a variety of purposes and audiences. Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions.

Scholarship English Language Arts 6: Scholarship English Language Arts 6 students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both informational and fiction, students analyze how the author's style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences.

Honors English Language Arts 6: In the honors course, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will be presented with more difficult reading material, will be involved in greater depth of study at a faster pace. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher level thinking skills, creativity and excellence in performance and products.

Math 6

Sixth grade math includes studies in four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Scholarship Math 6

Emphasis for this course will be a blend of 6th and 7th grade standards, with a primary focus on the 7th grade critical standards for mathematics. Those areas are as follows: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Honors Pre-Algebra 7

The Accelerated Honors classes are an accelerated and performance-based class. These classes are designed for students who desire a challenge, who master material quickly, and can compute and think critically to solve application problems. These classes provide ample opportunity for students who are ready for higher level thinking. Honors students in math should expect to encounter an increased rigor of their workload along with challenging assignments.

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

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

This course is for students who have been through the formal acceleration process or have successfully completed Honors Math 6 while in 5th grade. Students cannot be waived into this course.

Science 6

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

Social Studies 6

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

Seventh Grade

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

- ◆ English Language Arts
- ◆ Math
- ◆ Science
- ◆ Social Studies
- ◆ Automation and Robotics (semester)
- ◆ Health/Physical Education (semester)

All students will choose one period of elective options from the following courses:

Year-Long Courses

7th Grade Band
7th Grade Choir
Study Hall

Semester Courses

Art/Media Exploration 7/8
Design Thinking 7/8
Computer Science for Innovators and Makers (PLTW)
Study Hall

Seventh Grade Core Classes

English Language Arts 7: Seventh grade students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both informational and fiction, students analyze how the author's style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize and develop ideas in a convincing and well-structured format for a variety of purposes and audiences.

Scholarship English Language Arts 7: Scholarship English Language Arts 7 students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author's style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences.

Honors English Language Arts 7: In the honors course, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will be presented with more difficult reading material, will be involved in greater depth of study at a faster pace. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher level thinking skills, creativity and excellence in performance and products.

Math 7

In Grade 7, studies include four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Scholarship Pre-Algebra 7

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

Honors Algebra 1

Honors Algebra 1 is a rigorous, advanced, and accredited high school course which includes and extends traditional algebraic concepts with an emphasis on problem solving and theory. Topics covered include linear equations, systems of equations, quadratic equations, factoring, algebraic fractions, radicals, radical equations, exponential equations, analysis of graphs and functions. Emphasis is given to applying and solving word problems algebraically. The semester and final exams are worth 20% of the overall grade. **Students will receive honors credit and the grade will be calculated into their high school grade point average.**

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

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

This course is for students who have been through the formal acceleration process or have successfully completed Honors Pre-Algebra while in 6th grade. Students cannot be waived into this course.

Science 7

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

Social Studies 7

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

Eighth Grade

Eighth grade students take the following core subjects:

- ◆ English Language Arts
- ◆ Math
- ◆ Science
- ◆ Social Studies

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

Year-Long Courses

8th Grade Band
8th Grade–Choir
Spanish I
Study Hall

Semester Courses

Computer Science for Innovators and Makers (PLTW)
App Creators (PLTW)
Flight and Space (PLTW)
Design Thinking 7/8
Art/Media Exploration 7/8
Study Hall

Eighth Grade Core Classes

English Language Arts 8: Eighth grade students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both informational and fiction, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize and develop ideas in a convincing and well-structured format for a variety of purposes and audiences.

Scholarship English Language Arts 8: Scholarship English Language Arts 8 students continue to develop an analytical approach to reading in increasingly difficult texts. Students will continue to expand their use of literary terms as they develop and refine the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author’s style, choice of words and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students will be organizing their ideas in convincing and sophisticated ways for a variety of purposes and audiences.

Honors English Language Arts 8: In the honors course, students with advanced learning abilities are provided with an enriched academic environment using a variety of instructional methods and materials. Students will be presented with more difficult reading material, will be involved in greater depth of study

at a faster pace. Students read widely in classic and contemporary selections and informational texts, as well as develop and express ideas through sophisticated and well-constructed compositions and presentations. Evaluations stress higher level thinking skills, creativity and excellence in performance and products.

Math 8

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

Scholarship Algebra 1

Scholarship Algebra 1 is a rigorous, advanced, and accredited high school course which includes and extends traditional algebraic concepts with an emphasis on problem solving and theory. Topics covered include linear equations, systems of equations, quadratic equations, factoring, algebraic fractions, radicals, radical equations, exponential equations, analysis of graphs and functions. Students should expect at least ½ hour of homework each night. The semester and final exams are worth 20% of the overall grade. **Students will receive Scholarship credit and the grade will be calculated into their high school grade point average.**

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

Honors Algebra 1

Honors Algebra 1 is a rigorous, advanced, and accredited high school course which includes and extends traditional algebraic concepts with an emphasis on problem solving and theory. Topics covered include linear equations, systems of equations, quadratic equations, factoring, algebraic fractions, radicals, radical equations, exponential equations, analysis of graphs and functions. Emphasis is given to applying and solving word problems algebraically. Students should expect at least ½ hour of homework each night. The semester and final exams are worth 20% of the overall grade. **Students will receive honors credit and the grade will be calculated into their high school grade point average.**

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

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

Honors Geometry

Prerequisite: "B" or better in Honors Algebra 1

The course will consist of the study of elements of geometry, angles, perpendicular lines, parallel lines and planes, congruent triangles, similar polygons, right triangles, circles, areas, volumes, and coordinate geometry. The first semester will emphasize writing proofs while the second semester will emphasize computational process. A scientific calculator is recommended for this course. Students should expect at least ½ hour of homework each night. The semester and final exams are worth 20% of the overall grade. **Students will receive high school credit for successful completion of Geometry and the grade contributes to their high school grade point average.**

Placement in Honors Geometry is based on the following criteria:

This course is for students who have been through the formal acceleration process or have successfully completed Honors Algebra I while in 7th grade. Students cannot be waived into this course.

Science 8

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

Social Studies 8

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

Encore Classes

Encore classes provide students with opportunities to explore interests in a variety of content areas. Certain courses are required at each grade level as part of a common exploratory experience for all Beavercreek middle school students. In addition to the required encore classes at each grade level, students will be able to choose additional encore courses to complete their schedule. Most classes are a semester in length; however vocal and instrumental music, as well as eighth grade world language courses, are year-long classes.

6th Grade Health and Physical Education

Required Encore Course

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

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

Art 6

Required Encore Course

The required semester course is a fun mix of projects that emphasizes 2D aspects and incorporates some 3D projects to explore new and exciting media (materials). Students begin to examine the Elements of Art. They will learn some foundational skills necessary for further study in Visual Art. Using a wide variety of media (materials), students will creatively problem solve and begin to develop critical thinking skills to use throughout their life. Projects in this class may include: drawing, painting, collage, printmaking, and sculpture media.

7th Grade Health and Physical Education

Required Encore Course

This continuation course provides seventh grade students with additional topics related to physical, social and emotional well-being. Additional topics include promoting overall health and well-being through adolescence and into adulthood, disease prevention, dating violence prevention, demonstrating the ability to practice health-enhancing behaviors, promoting digital citizenship, and reducing health related risks.

Students will continue physical education through engaging in sports and recreational activities with a focus on improving and developing gross motor skills, spatial awareness, and teamwork. Continued emphasis in physical fitness, strength, flexibility and cardiovascular endurance will be critical in this course.

7th Grade Automation and Robotics (Project Lead The Way – in partnership with Greene County Career Center)

Required Encore Course

Automation and Robotics

Design, Build, and Program a Robot!

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

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

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

Encore Electives

Art

Art Media Exploration 7/8

This semester elective will focus on media (materials) that aren't emphasized in Art 6. Using a wide variety of media (materials), students will creatively problem solve and begin to develop critical thinking skills to use throughout their life. Projects in this class may include: collage, fused glass, plaster, mosaic, mixed media, and clay/ceramics. Students may select this course one time during their seventh or eighth grade year, but not both.

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

Design Thinking

Design Thinking 7/8

This course investigates the world of product and service design. Students will receive instruction in using the Design Thinking process to provide solutions to real-world problems. Students will learn to exercise empathy to define and respond to specific user needs, and then collaboratively design solutions that are user-centered. Students will develop skills of visual, oral, and written communication, creative problem solving, and collaboration. This course has an emphasis on the development of 21st century communication skills.

Students will use the Design Thinking process to uncover and implement ways to improve the student experience in middle school. As members of this design community, students will work to improve areas in the school's social and academic environment. Students will learn to exercise empathy to define and respond to specific user needs, and then collaboratively design solutions that are user-centered. Throughout the course, students will develop visual, oral, and written communication, creative problem solving, and collaboration skills.

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

Instrumental Music

6th Grade Band

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

7th Grade Band

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

8th Grade Band

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

8th Grade students may also audition for a select band ensemble entitled "Symphonic Winds." This class is for students who perform at a level higher than the 8th grade band. 7th Grade students will receive information at the end of the school year about auditioning for Symphonic Winds for their 8th grade year.

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

Vocal Music

6th Grade Choir

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

7th Grade Choir

Students will be introduced to three part music, including bass clef voice parts. Students will be vocally placed into Soprano, Alto, or Baritone. The literature being sung in this class will range in difficulty from three part OMEA rated Class C to Class B. Students will be introduced to rhythmic counting, International Phonetic Alphabet, as well as building upon topics such as: vocal techniques, music literacy, ear training, piano functionality, and solfege. Attendance at performances outside the school day and OMEA are required.

8th Grade Choir

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

Project Lead the Way - in partnership with Greene County Career Center

Computer Science for Innovators and Makers

Have you ever wondered how code can be used in wearable tech, art exhibits, or mechanical devices? Students learn about programming for the physical world by blending hardware design and software development. Using microcontrollers with inputs and outputs, they develop code that brings their physical designs to life. It's time to become an innovator and maker using physical computing!

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

App Creators

Have you ever wondered how mobile apps are created?

Students learn and apply computational thinking and technical knowledge and skills to create mobile apps. Students also acquire and apply skills pertaining to the design process, problem solving, persistence, collaboration, and communication.

Go beyond being an app consumer and become an app creator!

Prerequisite: This course is open for 8th grade students only

Flight and Space

A vacation on the moon?

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

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

Prerequisite: This course is open to 8th grade students only

World Languages

Spanish I

This course consists of the basic skills of reading writing, listening, speaking in the target language, and study of the culture. Students will be presented with typical daily life situations to practice grammar, vocabulary, pronunciation, and conversational skills.

Year / 1 credit

Fee – cost of materials

Prerequisite: 8th grade students only; “B” or higher in ELA 7 or teacher recommendation

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

nature of language and culture through comparisons of target cultural practices and their own. Students will also experience multilingual communities and cultures within the larger Dayton area.

MIDDLE SCHOOL ACTIVITIES

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

ATHLETICS

Inter Scholastic

Cheerleading: 7th and 8th only

Intramurals: 6th, 7th, 8th

Basketball

Flag Football

Floor Hockey

Frisbee Golf

Softball

Fall: 7th and 8th only

Cross Country

Football

Volleyball

Winter: 7th and 8th only

Basketball

Wrestling

Spring: 7th and 8th only

Baseball

Softball

Track

FINE ARTS - 6th, 7th, 8th

Art: 6th, 7th, 8th

District Art Show

Art Club

Music: 6th, 7th, 8th

*Entourage Show Choir (7th & 8th Grade)

*New Horizons Show Choir (6th Grade)

#CMS Unaccompanied Minors A Cappella Group

*AMS Jazz Band

ACADEMICS - 6th, 7th, 8th

Geography Bee

History Bee

Spelling Bee

Math Counts

Midwest Talent Search

National Science Olympiad

Power of the Pen

Science Club

Science/Invention Fair

Various Writing

Competitions

OTHER ACTIVITIES - 6th, 7th, 8th

Drill Team

Muse Machine

Student Aide

Student Council

WEB

NJHS

*CMS Jazz Band

*OMEA Middle School Large Group Adjudicated

*OMEA Middle School Solo & Ensemble

*must be enrolled in band or choir to be eligible

#must be enrolled in choir to be eligible

MIDDLE SCHOOL FLEX PERIOD

What is Flex Period?

Flex is a non-graded course offered at Ankeney Middle School and Coy Middle School. Flex involves every student in the school and nearly every faculty member. Flex serves administrative and daily school management functions such as student record maintenance activities. It also serves as a vehicle for group guidance activities aimed at supporting a school culture of tolerance and respect for all.

Through the Flex period, we seek to prevent students from falling through the cracks by ensuring that at least one person knows the student holistically. This course could include the following activities: study time, targeted assignments, projects, character education, college and career readiness, study skills, community service, math and reading skills, science and social studies exploration, and much more.

Most grade-level assemblies and class meetings will be held during Flex, including district-level programs such as PBIS, Character Education, and Olweus (Anti-Bullying). The Flex period provides time to focus on school climate, celebrate students achievement, and deliver schoolwide messages without impacting core academic instruction. Students will be assigned to one teacher for the entire school year, however, they may end up working with other teachers throughout the year depending on their needs.

What happens during a Flex Period?

Flex periods meet daily at the end of each school day, following 7th period. The environment should be conducive to productive work.

In many cases, Flex time will be used to:

- Check in with students on their co-curricular activities, their goals, and general events going on in their lives.
- Encourage students to pull up Progress Book to check homework and ask questions/get clarification from other students about assigned work.
- Assist students with organization for all students
- Clean out and organize the Character Card Folder/Homework Folders/Agendas
- Provide interventions (reteaching, homework help, writing conferences, behavior interventions, etc.)
- Allow time for students to complete homework, make up tests and quizzes, catch up on absent or late work
- Conduct Design Thinking user interviews and test feedback sessions
- Distribute information via announcements or flyers

Specific planned activities will be provided to address building and district-wide initiatives. All efforts will be made to schedule brief club/extra curricular meetings in order to make announcements to participating students during flex period. Teachers have the flexibility to enhance the methods and means of successfully accomplishing the Flex period objectives. Teachers are encouraged to collaborate and share activities and strategies for reaching all learners.