

Cardinal Middle School

16175 Almeda Dr., P.O. Box 879

Middlefield, OH 44062

www.cardinalschools.org

Course Selection Guide



2016-2017

Mission Statement of Cardinal Local School District

The mission of the Cardinal School Community is to provide an engaging, motivating, and safe environment for the development of all students to be successful, productive lifelong learners and responsible members of society.

Dear Parents and Students,

This course selection guide specifically describes the options students have as they progress through Cardinal Middle School and prepare for further studies. Available courses provide the necessary skills for high school courses and preparation of a career or college pathway. The content, understandings, and processes embedded in each of the courses are based on clear standards for student achievement at every level as prescribed by the Ohio Department of Education. Other pertinent information is included in this guide such as academic honor and merit roll requirements, athletic eligibility and extra-curricular clubs. We highly recommend students and parents take the time to read and discuss their future plans with each other, as well as with their teachers, counselor and administrators. Having this information will assist in the proper registration of courses that supports their interests, needs and academic goals.

According to research by ACT (2008) provided in a report entitled, *The Forgotten Middle: Ensuring That All Students Are on Target for College and Career Readiness Before High School*, the middle school years are imperative in the planning and preparation of a student's future:

Our research shows that, under current conditions, the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school. This report also reveals that students' academic readiness for college and career can be improved when students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance. (p. 2)

Please note that included in this document are the college and career pathways offered at Cardinal High School. Because our students need to be prepared for these choices and in most cases will begin high school credit courses here at CMS, we have included the high school flowcharts for each of the major content areas.

We encourage you to be an active part of the educational process and look forward to seeing you at open house, conferences, activities, performances and more. The Cardinal Local Schools operate with a student software program called Infinite Campus. You can track daily attendance, grades, assignments and more. Also, interim report and quarterly/semester grades will be shown. For login information, contact the school office or simply return the Web Access Agreement Form from the school district home page *Parent/Student* tab, *Infinite Campus Portal Information* drop down choice.

Please feel free to call 440-632-0261 to schedule a meeting with your child's teacher, counselor or administrator at any time throughout the school year. We look forward to working together!



What's Inside? Huskie Pride!

Dr. Jennifer Sabol
Principal

Mrs. Sherry Peters
Assistant Principal

Mr. James Dasher
School Counselor

Board of Education

Mr. Ken Klima, President

Mrs. Wendy Anderson, Vice President

Board Members

Mr. Greg McClain

Mrs. Katie Thomas

Mrs. Linda Smallwood

Administration

Dr. Scott J. Hunt, Superintendent

Mrs. Merry Lou Knuckles, Treasurer

Mr. Jeremy Hunter, Principal Cardinal High School

Dr. Jennifer Sabol, Principal Cardinal Middle School

Mrs. Sherry Peters, Assistant Principal Grades 5-12

Mrs. Kelly Bearer, Principal Grades K-4

Mrs. Julie Fulton, Assistant Principal Grades K-4

Mrs. Alanna Hruska, Special Education Coordinator

Mrs. Debra Iammarino, Pupil Services Director

Important Contact Information:

| | | |
|-------------------------------------|----------------------|--------------------------|
| CMS | 440-632-0261 (Phone) | 440-632-0294 (Fax) |
| Cardinal Board of Education | 440-632-0261 (Phone) | 440-632-5886 (Fax) |
| Transportation Department | 440-632-5913 | |
| Special Education Department | 440-632-0792 | *Extensions listed below |
| Snow Line | 440-632-0261 | |

Staff Contact Information:

| <u>Office Staff & Student Services</u> | | | |
|--|----------------|-------------------------------------|------|
| Secretary | Mrs. Hickox | sue.hickox@cardinalschools.org | 4000 |
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| Assistant Principal | Mrs. Peters | sherry.peters@cardinalschools.org | 4003 |
| School Counselor | Mr. Dasher | jamie.dasher@cardinalschools.org | 4004 |
| Nurse | Ms. Tribuzzo | rachel.tribuzzo@cardinalschools.org | 4005 |
| School Psychologist | Ms. Kokal | amber.kokal@cardinalschools.org | 4032 |
| Speech Pathologist | Ms. Lucas | alyssa.lucas@cardinalschools.org | 4028 |
| Gifted Services | Mrs. Barber | melody.barber@cardinalschools.org | 4027 |
| <u>Grade 5</u> | | | |
| Math | Mr. Johnson | adam.johnson@cardinalschools.org | 4016 |
| Science | Mr. Cicero | greg.cicero@cardinalschools.org | 4014 |
| Social Studies | Mr. Sherman | joe.sherman@cardinalschools.org | 4023 |
| English Language Arts | Mrs. Cameron | megan.cameron@cardinalschools.org | 4012 |
| Intervention Specialist | Mrs. Libby | sue.libby@cardinalschools.org | 4035 |

Staff Contact Information (Continued):

| <u>Grade 6</u> | | | |
|-------------------------|------------------|--|------|
| Math | Mr. McCandless | greg.mccandless@cardinalschools.org | 4018 |
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| Social Studies | Mr. Spence | shaun.spence@cardinalschools.org | 4024 |
| English Language Arts | Mr. Sadler | gregg.sadler@cardinalschools.org | 4022 |
| Intervention Specialist | Mr. Ruscitto | luciano.ruscitto@cardinalschools.org | 4034 |
| <u>Grade 7</u> | | | |
| Math | Mrs. Avalon | deena.avalon@cardinalschools.org | 4011 |
| Science | Mrs. Casavecchia | sharon.casavecchia@cardinalschools.org | 4013 |
| Social Studies | Ms. Laitman | claudia.laitman@cardinalschools.org | 4026 |
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| Intervention Specialist | Mrs. Berigan | karen.berigan@cardinalschools.org | 4033 |
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| Math | Mr. Cappelucci | daniel.cappelucci@cardinalschools.org | 4037 |
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| Social Studies | Mr. Kruse | luke.kruse@cardinalschools.org | 4017 |
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| Intervention Specialist | Ms. Karg | peggy.karg@cardinalschools.org | 4029 |
| <u>Specials</u> | | | |
| Band | Mr. Florjancic | tim.florjancic@cardinalschools.org | 4030 |
| Chorus/Music | Mr. Kitcart | joel.kitcart@cardinalschools.org | 4031 |
| Physical Education | Mr. DiMattia | joe.dimattia@cardinalschools.org | 4015 |
| Technology | Ms. Orlando | giovanna.orlando@cardinalschools.org | 4020 |

Staff Contact Information (Continued):

| | | | |
|------------------|---------------|--|------|
| Art | Mrs. Alvord | amy.alvord@cardinalschoools.org | 4010 |
| Educational Aide | Ms. Caprez | amy.caprez@cardinalschoools.org | |
| Educational Aide | Ms. Hanzel | sharon.hanzel@cardinalschoools.org | |
| Educational Aide | Ms. Schroeter | christine.schroeter@cardinalschoools.org | |

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I. COURSE OF STUDY

To plan a selection of subjects effectively each year, each student should select a course of study compatible with his/her goals. Before each content area's course descriptions, a diagram displays the CMS pathways and how they lead into the CHS pathways.

Advanced Pathway: The CMS Advanced Pathway starts in 7th grade and prepares students for the College Prep Pathway in high school. Starting in 8th grade students will be able to take Algebra I and Physical Science for High School credit, allowing them to start high school on an advanced track.

Why would this benefit my child?

A commission appointed by the Ohio Board of Regents and the State's Board of Education developed a recommended, minimum, college preparatory curriculum which includes: 4 credits of English, 4 credits of mathematics (beginning with Algebra 1 and including Algebra II or its equivalent, one of which should be taken during the senior year), 4 credits of social studies, 4 credits of science, and 2 credits of one world language. In addition, many colleges and universities require 1 credit in the fine arts. Students planning to attend either state or private colleges are encouraged to follow this curriculum as a minimum. The purpose of this recommendation is to help students with the transition from high school to college and to reduce remediation, particularly in mathematics and English, at the college level.

| Advanced Pathway | | | |
|-----------------------------|-----------------------------|-----------------------------|---------------------------------|
| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
| Math 5 | Math 6 | Pre-Algebra | Algebra I (HS Credit) |
| Language Arts 5 | Language Arts 6 | Honors Language Arts 7 | Honors Language Arts 8 |
| Social Studies 5 | Social Studies 6 | Social Studies 7 | Social Studies 8 |
| Science 5 | Science 6 | Honors Science 7 | Physical Science (HS Credit) |

Traditional Pathway: The CMS Traditional Pathway prepares students for the Career Preparatory Pathway in high school. The Career/Technical course of study is intended for those students who plan to enter the world of work immediately upon completion of high school, a technical school, the Armed Forces, or college. Technical courses are available primarily in the eleventh and twelfth grades. Careful planning needs to be done in 9th and 10th grade to ensure that graduation requirements will be met. Please see the listing of “Technical Education Programs” in the Auburn Career Center Section.

| Traditional Pathway | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
| Math 5 | Math 6 | Math 7 | Math 8 |
| Language Arts 5 | Language Arts 6 | Language Arts 7 | Language Arts 8 |
| Social Studies 5 | Social Studies 6 | Social Studies 7 | Social Studies 8 |
| Science 5 | Science 6 | Science 7 | Science 8 |

HS Graduation Requirements

Below are the graduation requirements for Cardinal High School. Seventh and eighth graders who are not in band can enter HS with as many as 2 ½ credits. Band students who opt to take PE in 7th and 8th grade can earn as many as 2 ¼ credits. Students who enter HS with credits will be able to work further into the HS curriculum.

| <u>Subject/Course</u> | <u>Credits Needed* (Class of 2020 and beyond)</u> |
|--|--|
| English | 4 |
| Math Must include 1 unit each (or the equivalent) of Algebra 1, Geometry, and Algebra 2 | 4 |
| Science Must include 1 unit each of Physical Science, Life Science, and an Advanced Science | 4 |
| Social Studies Must include 1 unit of each of World History, American History, American Government, and Economics or Financial Literacy Elective Course | 4 |
| Physical Education | 0.5 |
| Health | 0.5 |
| Fine Art | 1.0 |
| Electives At least 1 unit must be in one of the following categories: Foreign Languages, Fine Arts, Business, Career-Technical, Technology, Family and Consumer Science, or Agricultural Education | 8.0 |
| | 26 credits total |
| Community Service Requirement (transfer students – 10 hours per year at CHS) | 40 hours |

College Credit Plus

Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate. College Credit Plus replaces the PostSecondary Education Option, also known as PSEO, and redefines “alternative dual enrollment” programs as advanced standing programs.

There is no cost for the student to participate in College Credit Plus when the student is enrolled in a public college or university. Students choosing to enroll in a participating private college or university might incur costs.

This program has distinct advantages and also risks and consequences. Students must meet the college’s admission requirements. Students and parents may have several questions about this program. An appointment must be made with your School Counselor before April 1 if you intend to participate in the program.

II. GRADING SYSTEM and RECOGNITION

Letter grades will appear on all grade reports. Final Course Grades of A, B, C, D, F, P or I will appear on the student's official transcript of grades.

| Grade | Quality Points | Indicator |
|--------------|-----------------------|--|
| A | Outstanding 4.0 | Mastery of the major and minor instructional objectives at a proficiency level ranging from 90 to 100%. |
| B | Very Good 3.0 | Mastery of most major and minor instructional objectives at proficiency level ranging from 80 to 90% |
| C | Satisfactory 2.0 | Met the instructional objectives at a proficiency level ranging from 70 to 80% |
| D | Very Weak 1.0 | Difficulty in meeting the instructional objectives at a proficiency level ranging from 60 to 70%. Minimally ready for the next higher level of instruction. Considerable remedial work is necessary. |
| F | Unsatisfactory 0.0 | Has not met the minimum instructional objectives at a proficiency level below 60%. Not ready for the next highest level of instruction. Considerable remedial work is necessary. |
| P | Passing | Met the instructional objectives at a proficiency level ranging from 60 to 100%. |
| I | Incomplete | Has not completed all assigned work necessary to calculate a grade. Must be made up within two weeks or it will become an F. |

Grade Point Average (GPA) is the average grade earned by a student, figured by dividing the quality points earned by the number of credits attempted. For more information about GPA, contact the school counselor.

Straight A's, Honor and Merit Roll

Students will be recognized each quarter based on three categories: Straight A's, Honor Roll (HR) and Merit Roll (MR).

CIS/CMS (K-6):

CMS (7th & 8th):

CHS (9-12):

Straight A's ~ 4.0

HR ~ 3.5 to 3.99

MR ~ 3.0 to 3.49

Straight A's ~ 4.0

HR ~ 3.6 to 3.99

MR ~ 3.3 to 3.59

Straight A's ~ 4.0+

HR ~ 3.6 to 3.99

MR ~ 3.3 to 3.59

III. TESTING

Middle School Testing

Students will be assessed at the district level with Measures of Academic Progress (MAP) testing in the fall, winter and spring. Students will be assessed at the state level with American Institutes for Research (AIR) using the computer-based state assessments that measure student progress toward Ohio's New Learning Standards. The results show whether students have the knowledge and skills necessary to move successfully to their next steps in education or a career. State assessments per grade are:

Grade 5 English Language Arts (ELA), Math and Science

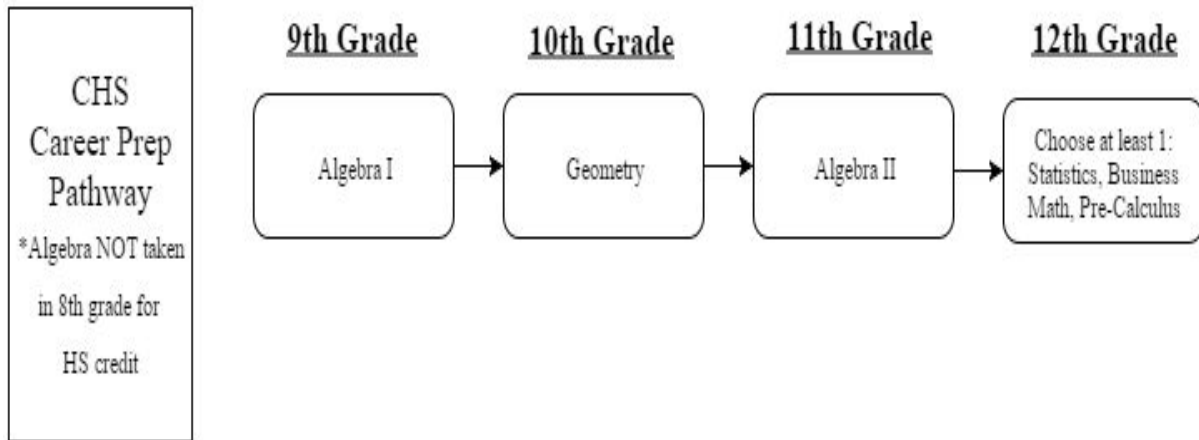
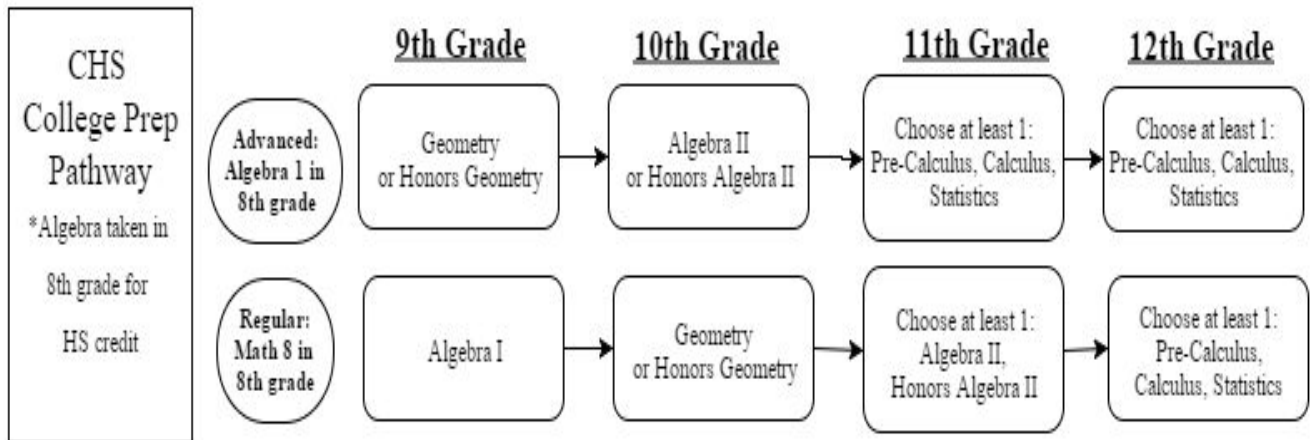
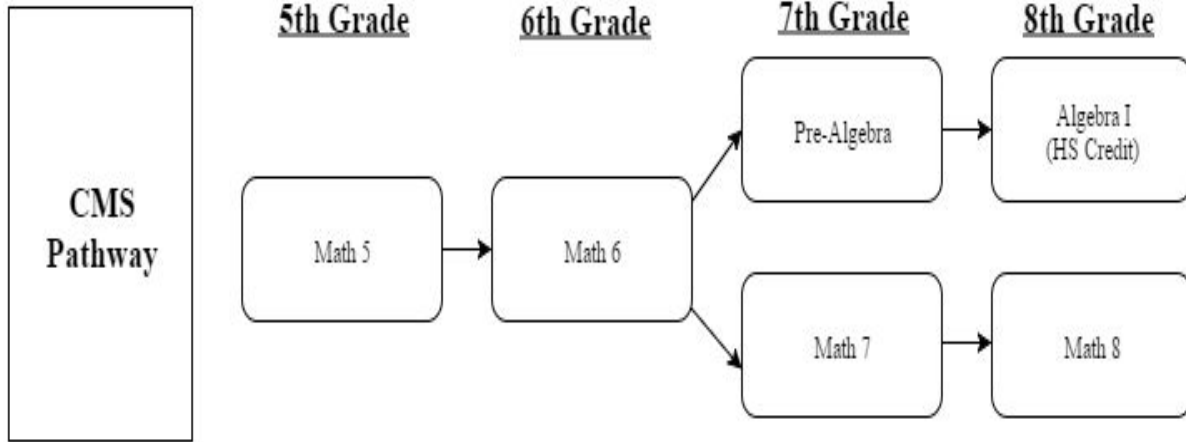
Grade 6 ELA, Math and Social Studies

Grade 7 ELA and Math

Grade 8 ELA, Math, Algebra I (if applicable) and Science

IV. CORE CONTENT AREAS

Math



5th Grade – Math 5

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

6th Grade – Math 6

Instructional time will focus on 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.

7th Grade – Math 7

In this course students will focus on developing skills in preparation for 8th grade math.

Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers (which includes positive and negative numbers, fractions and decimals) along with 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.

7th Grade – Pre-Algebra

In this course students will focus on developing skills in preparation for algebra. Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers (which includes positive and negative numbers, fractions and decimals) along with 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. In addition students will experience selected 8th grade New Learning Standards necessary for success in algebra

8th Grade – Math 8

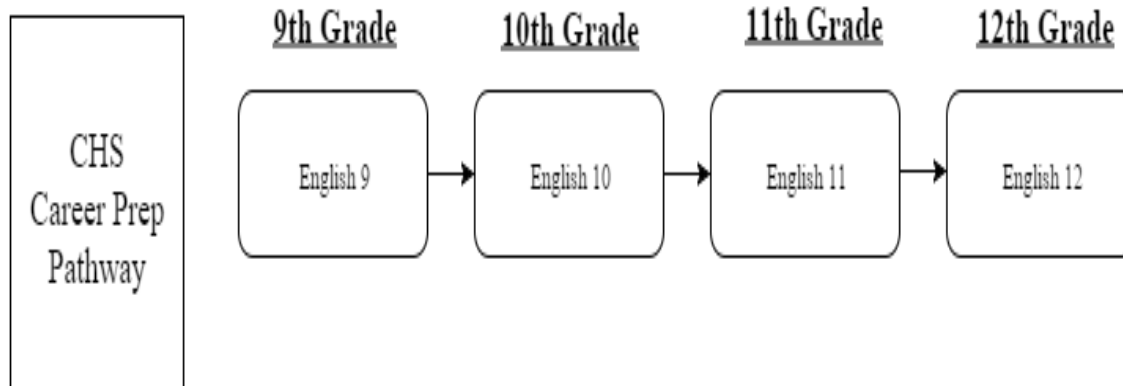
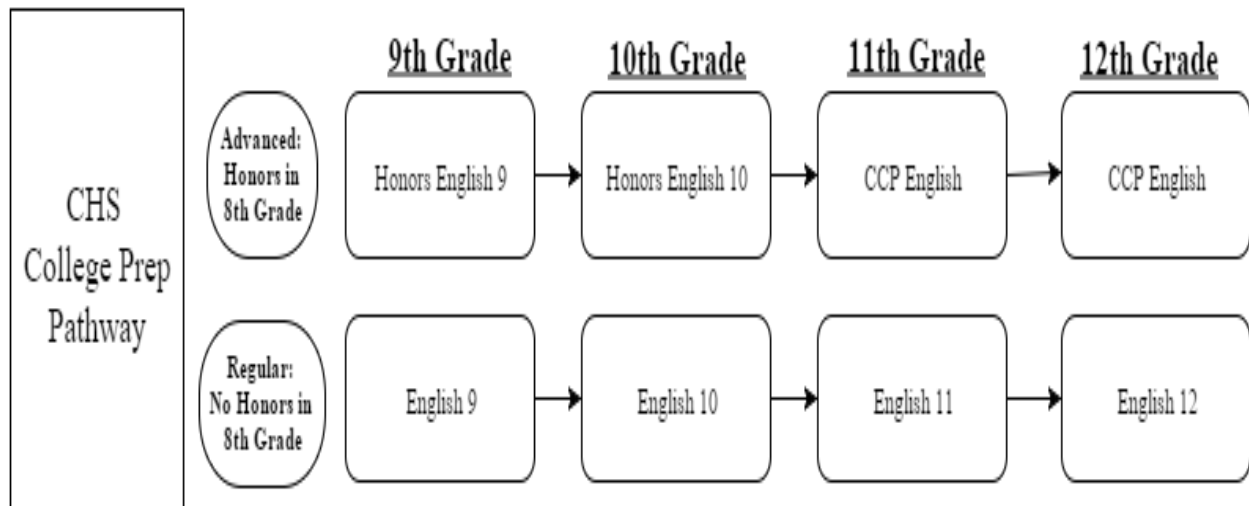
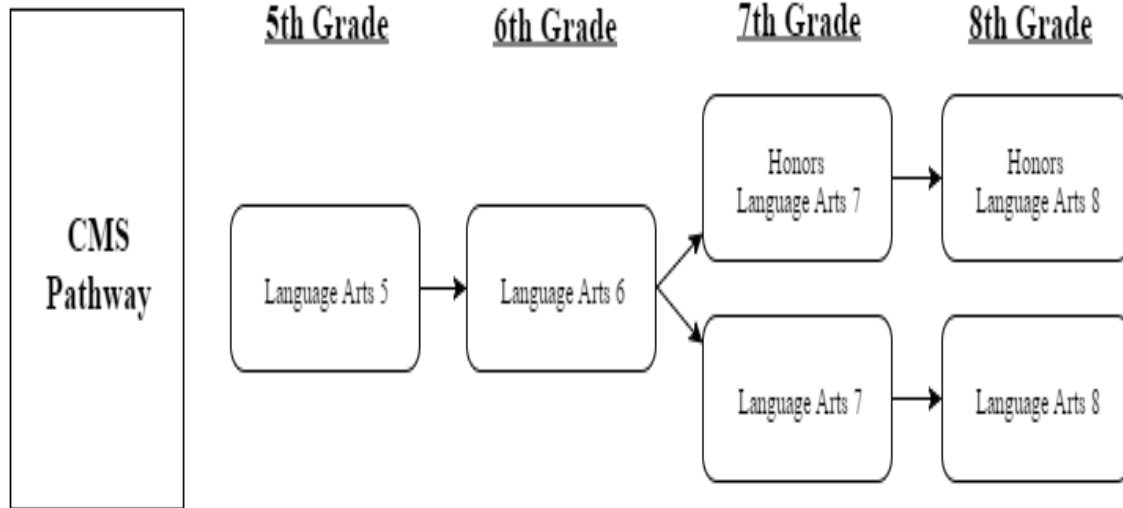
In the 8th grade math course students will continue to focus on developing skills in preparation for algebra. Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, 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.

Algebra I (8th grade course) - 1 HS credit

Prerequisite: 7th grade Pre-Algebra

This course explores beginning algebra concepts through problem solving, applications to real-world math, mathematical modeling, and/or technology. Topics include real numbers, exponents, linear and quadratic equations and inequalities, systems of linear equations and inequalities, and polynomials. When possible, algebraic concepts will be connected to geometry, data analysis, and basic probability and statistics. *A graphing calculator is required for this course. A TI-84 Plus is recommended.*

Language Arts



5th Grade – Language Arts 5

Language Arts is a literature-based comprehensive course of study that focuses on reading comprehension and writing skills. The course includes reviewing elements of grammar, syntax, mechanics and usage as well as exploring literary elements. Students will practice various forms of writing, including research based. Students will read fiction and nonfiction articles, novels and poetry. The students will be required to read independently outside of class.

6th Grade – Language Arts 6

Language Arts is a literature-based comprehensive course of study that focuses on reading comprehension and writing skills. The course includes reviewing elements of grammar, syntax, mechanics and usage as well as exploring literary elements. Students will practice various forms of writing, including research based. Students will read fiction and nonfiction articles, novels and poetry. The students will be required to read independently outside of class.

7th Grade – Language Arts 7

English is built around state mandated content standards. With the framework of these standards, students are exposed to learning activities that enhance acquisition of vocabulary, reading, writing, research and presentation skills. This program is designed to address individual student needs & interests through a variety of language experiences.

7th Grade –Honors Language Arts 7

Based on the same state mandated content standards, Honors English 7 is tailored for high-achieving students, covering topics in greater depth. The focus of this course is to develop effective oral and written communication skills, including the ability to make effective use of information and ideas learned. Students will develop their ability to analyze and synthesize a broad range of material, become more independent and critical thinkers. They will demonstrate the ability to use knowledge and logic when discussing issues or ideas, while considering the consequences of their ideas. Students will explore issues and problems in depth, given real-world, hands-on problems to explore.

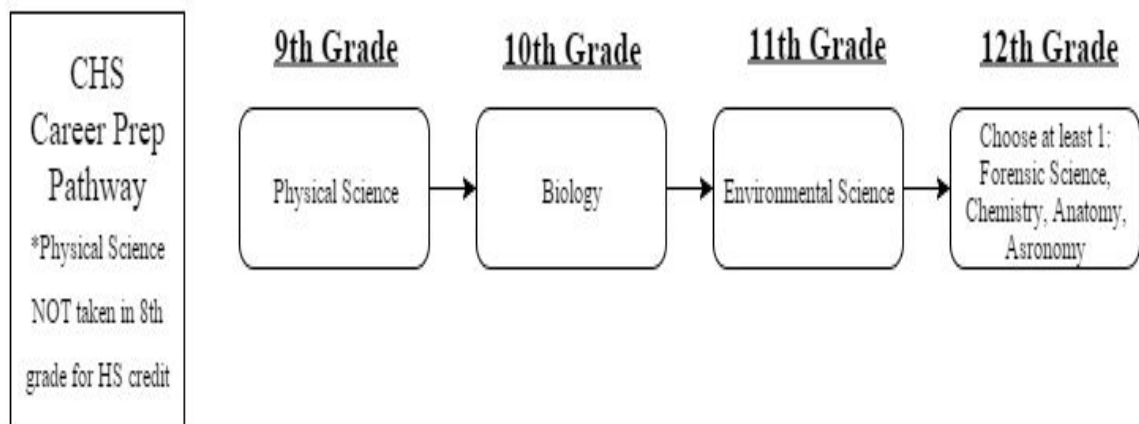
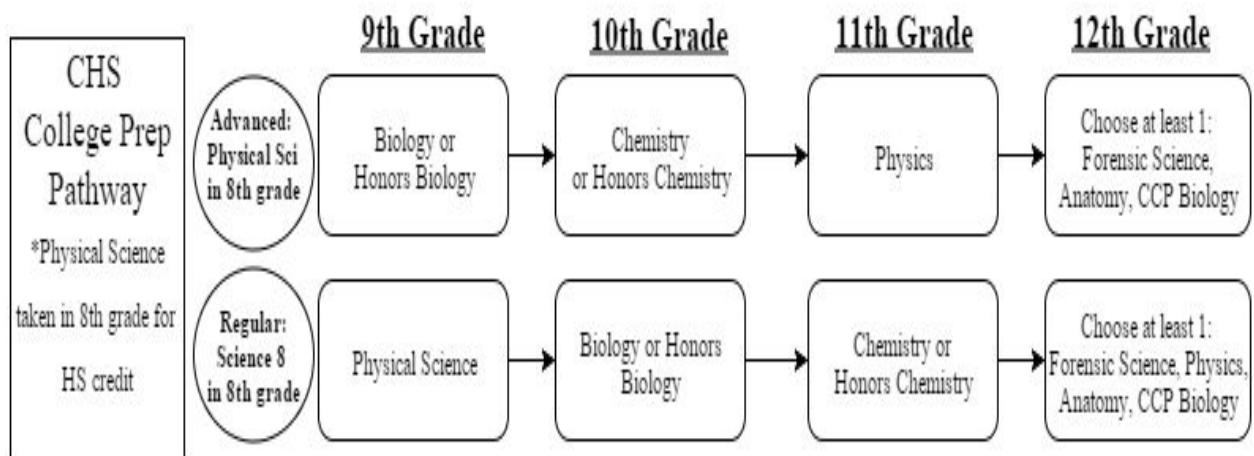
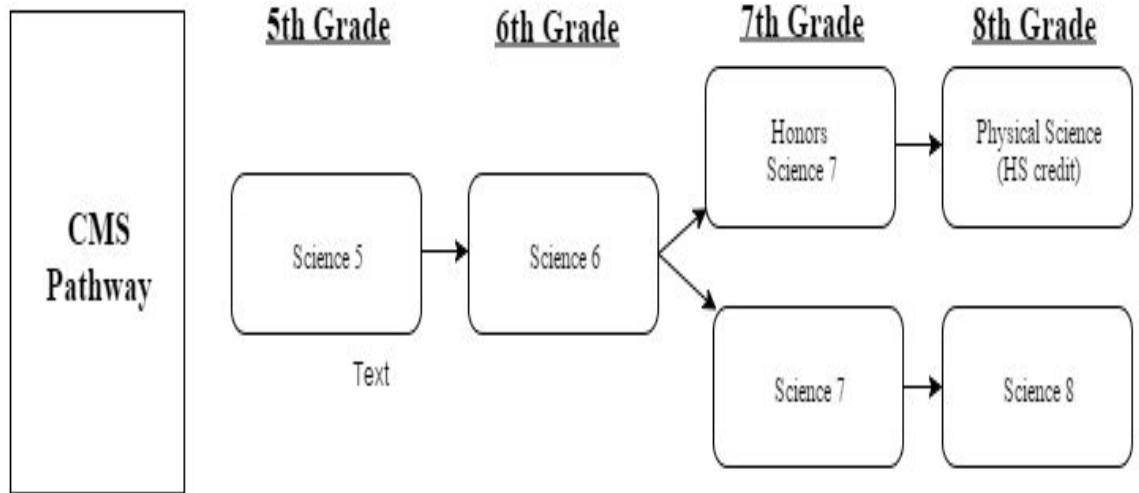
8th Grade – Language Arts 8

Students will be challenged to delve deeply into literature and informational text while expanding their personal writing skills to meet and exceed state content standards. This course embodies the development of observing, thinking, listening, speaking, reading, and writing skills. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language. The students will be required to read independently outside of class at all times.

8th Grade – Honors Language Arts 8

In addition to the experiences offered in Language Arts 8, and based on the same state mandated content standards, Honors English 8 is tailored for high-achieving students, covering topics in greater depth. The focus of this course is to develop effective oral and written communication skills, including the ability to make effective use of information and ideas learned. Students will develop their ability to analyze and synthesize a broad range of material, become more independent and critical thinkers. They will demonstrate the ability to use knowledge and logic when discussing issues or ideas, while considering the consequences of their ideas. Students will explore issues and problems in depth, given real-world, hands-on problems to explore.

Science



5th Grade – Science 5

Fifth grade science focuses on the theme of Interconnections within Systems with an emphasis on scientific inquiry and application, 21st century skills, technology, engineering and design. This theme helps students to become scientifically literate to recognize the components of various systems and then investigate dynamic and sustainable relationships within systems. Within this grade level, students will study in Earth and Space Science the topic Cycles and Patterns in the Solar System, in Physical Science the topic Light, Sound and Motion and in Life Science the topic Interactions within Ecosystems.

6th Grade – Science 6

Sixth grade science focuses on the theme of Order and Organization with an emphasis on scientific inquiry and application, 21st century skills, technology, engineering and design. This theme helps students to become scientifically literate to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. Within this grade level, students will study in Earth Science as it relates to the topics Rocks, Minerals and Soil, in Physical Science the topic Matter and Motion (graphing speed and distance) including potential and kinetic energy. In Life Science the topic Cellular to Multi-cellular including biodiversity based on structure and resources needed.

7th Grade – Science 7

This course is based on Ohio's Model Science curriculum for seventh grade. Instructional strategies will include large group instruction, demonstrations, labs, and activities. Students enrolled in this course will explore Earth Science through the cycles and patterns of the earth and the moon, the role of thermal energy in the formation of ocean currents and global climate patterns, the characteristics of the atmosphere and the hydrologic cycle through the spheres. Physical science will include a study of the properties of matter based on the arrangement of the atoms and the Law of Conservation of Energy through the transforming and transferring of energy. Life Science will address population dynamics through the study of cycles of matter energy flow in a living system and role of abiotic and biotic factors. In addition, general principles of science and science methods will be integrated throughout the year.

7th Grade - Honors Science 7

This class will mirror Science 7 in many ways. However, since it is an Advanced Pathway class that is intended to prepare students for the Physical Science class for High School credit, topics covered will be both broader in scope, and deeper in focus. Students who choose this option should enjoy challenges and intellectual engagement. In addition to the the Seventh Grade Science standards, select Eighth Grade Standards will be integrated into the course work.

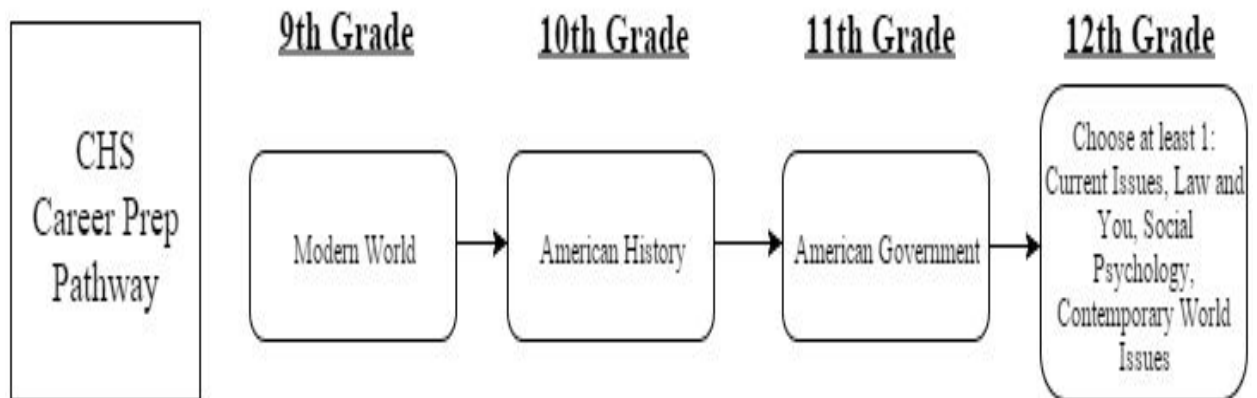
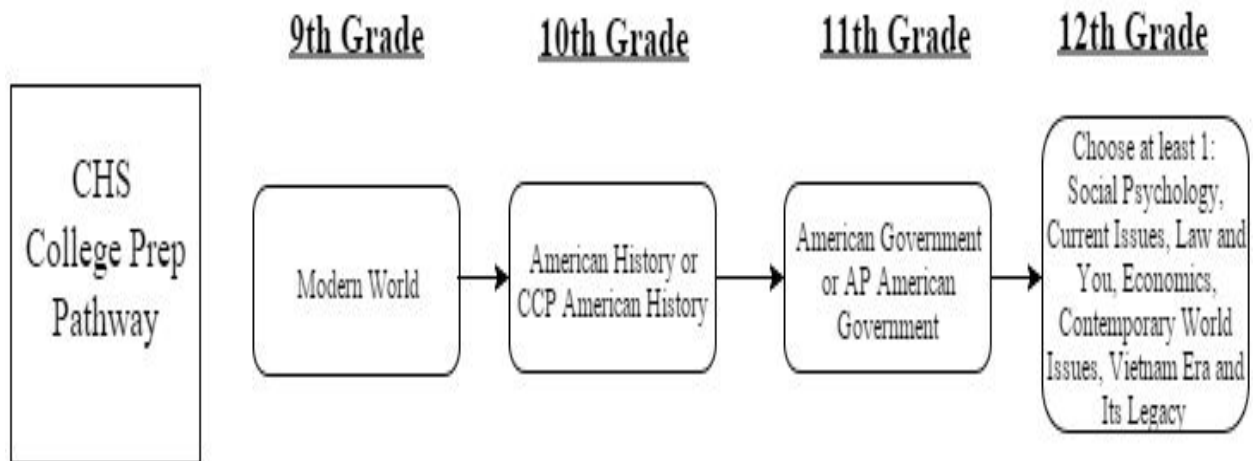
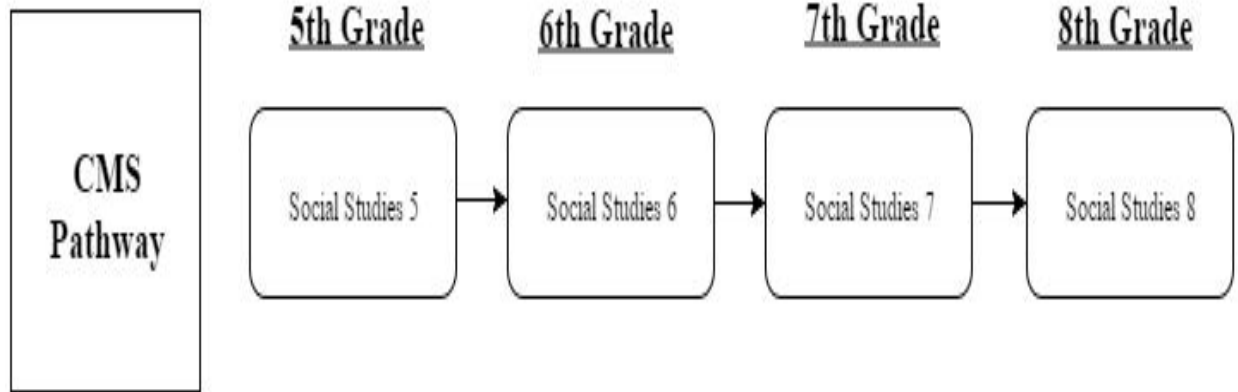
8th Grade – Science 8

Eighth grade science focuses on the theme of Order and Organization with an emphasis on scientific inquiry and application, 21st century skills, technology, engineering and design. This theme helps students to become scientifically literate to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. Within this grade level, students will study Earth and Space Science focusing on the physical features of the Earth and how they formed including the interior, rock record, plate tectonics and landforms. Additionally, students will look at Physical Science focusing on forces and motion within, on and around the Earth and within the universe along with different types of potential energy. Finally, in Life Science students will learn about the continuation of the species with discussion of diversity, evidence of fossil records, types of reproduction, and characteristics are a result of inherited traits.

Physical Science (8th grade course)- 1 HS credit

This is a physical science oriented course concerning the properties of matter and energy. The course also serves as an introduction to the ideas and concepts of the more concentrated science offerings. Examples of areas covered are forces and motion, states of matter, energy and waves, and the universe. This course is a preparatory course for the balance of the high school science curriculum.

Social Studies



5th Grade – Social Studies 5

Students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

6th Grade – Social Studies 6

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

7th Grade – Social Studies 7

The seventh grade year is an integrated study of world history, including ancient Greece and Rome and continuing through global exploration. All four social studies strands are used to illustrate how historical events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

8th Grade – Social Studies 8

U.S. Studies from 1492 to 1877: Exploration through Reconstruction

The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronological view of the development of the United States. Students examine how historical events are shaped by geographic, social, cultural, economic and political factors.

V. ELECTIVES

Art

5th Grade - Art 5

This course will offer knowledge of the Elements of Art and Principles of Design and how those are used to create an aesthetic artwork. Students will be exposed to various art techniques, media, and learn about a variety of different artists. Students will be introduced to one-point perspective and will create 2-D and 3-D works of art.

6th Grade - Art 6

This course will builds upon the concepts learned in Art 5. The course will offer knowledge of the Elements of Art and Principles of Design and how those are used to create an aesthetic artwork. Students will be exposed to various art techniques, media, and learn about a variety of different artists. Students will create 2-D and 3-D works of art.

7th Grade - Art 7

This course will builds upon the concepts learned in Art 6. The course will offer knowledge of the Elements of Art and Principles of Design and how those are used to create an aesthetic artwork. Students will be exposed to various art techniques, media, and learn about a variety of different artists. Students will be introduced to two-point perspective and will create 2-D and 3-D works of art.

8th Grade - Art 8

This course will builds upon the concepts learned in Art 7. The course will offer knowledge of the Elements of Art and Principles of Design and how those are used to create an aesthetic artwork. Students will be exposed to various art techniques, media, and learn about a variety of different artists. Students will create 2-D and 3-D works of art and will include ceramics.

Computer & Technology

5th Grade – Keyboarding & Computer Basics

In this course, 5th graders focus on proper keyboarding technique and raising their WPM and accuracy. Students also receive instruction on very basic computer skills, focusing on Gmail, Drive and Docs.

6th Grade – Computer Basics Plus

In this course, 6th graders learn Google Slides, Sheets, and Drawings. They will combine their new skills with what they learned in 5th grade to produce work that reveals their learning in this and other classes.

7th Grade – Intermediate Computers

In this course, 7th graders learn the basics and advanced techniques of Google search, and website evaluation. They complete MLA-style research and use extensions to create citations. Students will also create content such as videos (WeVideo) and blogs (Wordpress). They will do some basic coding on Code Studio.

8th Grade – Advanced Computers

In this course, 8th graders spend time on more advanced coding, using Scratch to create their own games. Students will research careers, and create content with Microsoft Office 365. If available, students will use iPads to create content with GarageBand, iMovie, and/or Book Creator.

Physical Education

5th Grade – Physical Education 5

This class will focus on basic movement patterns of the body and skills needed for lifetime sports. There will be an emphasis on following rules, showing respect for others, and active participation. Emphasis will be placed more on the skills needed to play the sport/game, rather than actual game play.

6th Grade – Physical Education 6

This class will focus on basic movement patterns of the body and skills needed for lifetime sports. There will be an emphasis on following rules, showing respect for others, and active participation. Emphasis will be placed more on the skills needed to play the sport/game, rather than actual game play.

Physical Education (Grade 7 and 8)- ¼ HS credit

The aim of Physical Education is to develop and to maintain physical efficiency, to establish desirable health habits and attitudes, to develop an interest in leisure and lifetime sports and to contribute to the social development of personalities. The course is structured around a variety of activities, and each person is expected to master not only the physical skills of the activity, but also have a working knowledge of the rules and develop good positive mental attitudes toward each activity.

Band

BAND 5

This course is for students who have had no experience in playing an instrument, but have a strong desire to be a part of a band and a willingness to practice many hours the skills taught in class. Students are expected to provide their own instruments with the exception of background instruments such as the oboe, bassoon, French horn, baritone and tuba. Students should expect some after school practices and evening performances (2 per year).

BAND 6

This course is for students who have had experience in beginning band playing an instrument, and have a strong desire to be a part of a band and a willingness to practice many hours the skills taught in class. Students should expect some after school practices and evening performances (2 per year).

BAND 7

This class is a continuation of the skills taught in Beginning Band with further development of tone production, breath support, and music reading. Students are introduced to performance skills and techniques. They are encouraged to perform as individuals and as members of an ensemble. Students should anticipate some after school practices and evening performances (2 per year).

BAND 8

This class is a continuation of the skills taught in Beginning Band with further development of tone production, breath support, and music reading. Students are introduced to performance skills and techniques. They are encouraged to perform as individuals and as members of an ensemble. Students should anticipate some after school practices and evening performances (2 per year).

Choir

5th Grade General Music

The purpose of this class is to build a firm foundation of music understanding through singing. Students will learn about the history and styles of American Music. In this class, students are expected to participate in one concert throughout the year.

6th Grade General Music

The purpose of this class is to build upon the foundation of music understanding from 5th grade. Students will learn explore the various elements of music through singing. In this class, students are expected to participate in one concert throughout the year.

7th Grade Chorus

The purpose of this course is to create an appreciation and understanding for music through singing a varied repertoire of selections. Students will learn to sing in three part harmony. Students will be expected to participate in all concerts throughout the year.

8th Grade Chorus

The purpose of this course is to create an appreciation and understanding for music through singing a varied repertoire of selections. Students will learn to sing in three part harmony and to continue to build upon what was learned in 7th grade choir. Students will be expected to participate in all concerts throughout the year.

VI. ACADEMIC SUPPORT AND ENRICHMENT

Science Fair (grade 5)

Students will explore scientific topics, conduct research and perform aligned experiments. There will be a focus on the scientific method to produce an experiment with results and data. The five stages of the scientific method; Observe, Hypothesize, Plan, Conduct, and Draw Conclusions/Results will be followed in each experiment.

Intervention (grades 5-8)

All CMS students will be scheduled for a daily period of intervention to receive assistance with current topics studied and assessment preparation. Students will be grouped strategically throughout the year to best fit their needs and interests.

Study Assist (grades 5-8)

Students who choose this elective will work on individual education goals: reading fluency and comprehension, writing skills, math problem solving and calculations. Teacher will assist with monitoring homework, planner and behavior.

Grammar and Greek/Latin Roots (grades 5-8)

Vertically aligned prefixes, suffixes, and roots will be studied in each grade level. Students will focus on the acquisition of vocabulary by applying the knowledge of roots and affixes to determine the meanings of complex words, subject area and grade level vocabulary.

Independent Math (grades 5-8)

In this differentiated and flexible math environment, students will focus on math content standards appropriate to their current level of understanding. Strengths and weaknesses will be identified through data collection and remediation or extension provided as needed.

21st Century Problem Solving and Current Issues in Social Studies (grades 6-8)

In the **6th Grade**, Students will continue their examination of current issues in social studies with a focus on state/local events. Students will analyze information from a variety of sources to determine how state and local events have an effect on their lives and the world around them. Students will use primary and secondary sources including newspapers, video clips, speeches, websites, and magazines to deepen their understanding. Students will present an in-depth report on an issue important to them. Students will have a capstone project to be determined by the

instructor focusing on solving a problem such as world hunger, urban agriculture, or transportation gridlock in major cities.

In the **7th Grade**, Students will continue their examination of current issues in social studies with a focus on world events. Students will analyze information from a variety of sources to determine how global, national, state and local events have an effect on their lives and the world around them. Students will use primary and secondary sources including newspapers, video clips, speeches and magazines to deepen their understanding. Students will present an in-depth report on an issue important to them. Students will have a capstone project to be determined by the instructor focusing on solving a problem such as world hunger or transportation.

In the **8th Grade**, Students will continue their examination of current issues in social studies with a focus on applying knowledge of the US Constitution to their learning. Students will analyze information from a variety of sources to determine how global, national, state and local events have an effect on their lives and the world around them. Students will use primary and secondary sources including newspapers, video clips, speeches and magazines to deepen their understanding. Students will present an in-depth report on an issue important to them. Students will have a capstone project applying problem solving skills and their knowledge of social studies to create a Constitutionally based government and society in a group environment.

Future City (grades 6-8)

The Future City Competition is a national, project-based learning experience where students in 6th, 7th, and 8th grade imagine, design, and build cities of the future. Students work as a team with an educator and engineer mentor to plan cities using SimCity™ software; research and write solutions to an engineering problem; build tabletop scale models with recycled materials; and 8th graders will have the opportunity to present their finding at a competition in Columbus. *Recommendation required.*

Study Tables (After school program)

Study Tables meets from 12:20-2:15 on all early release Wednesdays. All students are invited to attend. Students who are earning D's and F's in their classes are recommended to attend. Athletes who are in season are required to stay at CMS on all early release Wednesdays and attend study tables, unless parent signs permission form allowing them to leave. Cardinal High School students attend when available to provide help to CMS students. For more information contact Mr. Dasher.

VII. Eligibility Requirements

To be eligible, student-athletes must meet the criteria of both Cardinal Local Schools and the Ohio High School Athletic Association. Ultimately, the understanding and meeting of all eligibility requirements falls upon the student-athlete and his or her parents or guardians.

A student's eligibility will be in effect for a period of nine weeks. In determining eligibility, the GPA is calculated on the grades the student received during the immediately preceding grading period. It is not a cumulative GPA. Please note, interim, bi-weekly or weekly grades, and semester or final exam grades are not considered "grading periods" and have no bearing on eligibility. The final grading period will determine the first nine weeks of eligibility in the fall of the new school year. Academic credit earned while attending summer school may not be applied to athletic eligibility.

The new eligibility period begins on the fifth school day following the end of the grading period. In the fall, the new eligibility period begins the first date of fall practice. A student's eligibility will be in effect for a period of nine weeks.

High school students taking College Credit Plus (CCP) or any class outside of Cardinal High School must comply with OHSAA scholarship regulations. Students enrolled in CCP classes must be very aware of the number of credits they are enrolled in. CCP students should have their guidance counselor and the athletic director review their schedule before any semester to help them understand any concerns with eligibility. **CCP students are responsible submitting letter grades signed and verified by their college instructor to the athletic director within one week of the close of each grading period for determination of eligibility for a particular nine weeks. This may come in the middle of a semester at the college, but at the end of a grading period at the high school. After the end of the week, all non-reported grades will be calculated as an "incomplete" for eligibility purposes.**

Incomplete grades (I) that are recorded for a nine weeks grade are considered failing (F) for the purpose of interscholastic athletic eligibility and will remain so unless the incomplete was given as a result of a documented illness, tragedy, or family event. In the event the student was late for submitting work for any other reason, the student may not have eligibility restored.

State eligibility standards require all middle school students to pass five classes and all high school students to pass five credits toward graduation in the previous grading period. A student must meet state minimum standards and have a 2.0 GPA (weighted) with no F's to be eligible.

Students whose GPA falls between a 1.0 and a 1.99, or students who have a 2.0 GPA with an F, and have passed five (5) credits towards graduation, will be placed on **academic probation**. They may maintain eligibility by regularly attending school-mandated study tables. **Students on academic probation will sign study table contracts at the beginning of each nine weeks.**

For middle school, Students whose GPA falls between a 1.0 and a 1.99, or students who have a 2.0 GPA with an F, and have passed five (5) classes, will be placed on **academic probation**. They may maintain eligibility by regularly attending school-mandated study tables.

First time freshmen are eligible for high school athletics if they have passed a minimum of five (5) classes taken during the final nine weeks of the eighth grade year. First time freshman who have passed five (5) of their classes but have a GPA of less than 2.0 during the final nine weeks of the eighth grade year, or who have a 2.0 GPA with an F, will be placed on **academic probation**. They may maintain eligibility by regularly attending school-mandated study tables. The purpose of "academic probation" is to provide academic intervention to increase achievement within our student-athlete population.

The rules of study table are as follows:

- Study Table will be held two days a week after school.
- Attendance at study table is **mandatory** for all students on academic probation. Study table is **optional** for any other student with a GPA below 2.0 who wishes to take advantage of the service. Head coaches may also mandate study table attendance to any student-athlete in their program who is in need of academic intervention.
- Students who do not attend a study table are suspended from athletic participation for one week unless excused absent from school that day.
- A student who misses study table a second time will be ineligible for the remainder of the grading period.
- Study table begins promptly at the assigned time. Students who arrive after the assigned time will be marked tardy.
- Students who earn two or more tardies during a grading period will be suspended from athletic participation for one week.
- A student who is tardy to a study table a third time will be ineligible for the remainder of the grading period.
- Students must bring educational materials and school supplies with them.

- Students are expected to bring academic work to study table. Students who do not bring work with them will be removed from study table.
- A student removed for disrupting, misbehaving, or not bringing work will be suspended from athletic participation for one week.
- Students removed two times in a nine week period will be ineligible for the remainder of the grading period.

Please Note: Do not change your course schedule or drop a course without first consulting your guidance counselor or the Athletic Director to determine whether it will affect your eligibility.

Other Eligibility Requirements

The following OHSAA eligibility standards have been adopted by all member schools, including Cardinal Local Schools:

Residence

You may attend any public or non-public high school in which you are accepted when you enter a high school from a 7th-8th grade school.

Eligibility at that school is then established by:

- Participating in a contest (scrimmage, preview, or regular season game) prior to the first day of school.
- Attending the first day of school at any member school.

If there is a change of custody, you must live in the same district as your legal guardian (“legal guardian” will be defined by court paperwork).

- If your parent or guardian lives outside Ohio, you are not eligible unless you meet one of the four (4) exceptions to the residency bylaws. You and your parent or guardian should meet with your building principal and/or the athletic director to review these exceptions.

Transfer Students

If a student transfers (changes) high schools at any time after establishing eligibility as a ninth grader (either by attending a school for five days or playing in a fall sport prior to the beginning of school), the student is INELIGIBLE at the new high school for the first fifty percent (50%) of the maximum allowable regular season contests in those sports in which the student participated during the 12 months immediately preceding this transfer.

NOTE: A student is considered to have participated in a sport if he or she has entered, if for only one play, a scrimmage or contests at any level of competition/contests (e.g. freshman, junior varsity and varsity).

VIII. Extra Curricular Activities

General Information

At Cardinal Middle School, we have a variety of opportunities for students to participate in clubs and sports. Student involvement with these activities is invaluable and the importance of extracurricular activities at school is well established. The primary goals of our extracurricular activities focus on the individual student level, the institutional level, and the broader community level. These activities exist to complement the school's academic curriculum and to enhance the student's educational experience. Research clearly shows that almost any type of student involvement in middle school positively affects student learning and development.

Extracurricular activities at CMS provide a setting to become involved and to interact with other students, thus leading to increased learning, fun and enhanced development. We sincerely hope you explore and join the CMS clubs and sports!

Pay-to-Play

All sports at Cardinal Middle School cost \$300 and cheerleading costs \$150 per season. Consequently, participation is vital in order for a sports team to exist. Most sports teams at CMS hold various fundraisers throughout the year to help bring individual cost down. The prices that are listed in this book may be significantly less depending on funds raised by the team and coaches. Please contact the coach associated with the sport for more information on cost.

Eligibility

All sports at CMS have academic and behavioral eligibility requirements. Athletes and club members at CMS are also expected to act in a way that aligns with the CMS Code of Conduct, whether at practice, in a game, at a club meeting, or throughout the regular school day. Team and club members who violate the Code of Conduct can receive consequences that impact their participation on a sports team or club. For more detailed information on academic and behavior eligibility, please visit the school website for eligibility and code of conduct information.

Fall Sports

- Football
- Volleyball
- Soccer
- Cross Country
- Cheerleading

Winter Sports

- Boys Basketball
- Girls Basketball
- Cheerleading
- Wrestling

Spring Sports

- Track & Field

Clubs

- Student Council
- Builder's Club
- Christian Club
- Chess Club
- STEM Club
- Math Competition Team