

# Field Middle School

1379 Saxe Road

Mogadore, OH 44260

330-673-4176 | [www.fieldlocalschools.org](http://www.fieldlocalschools.org)



Registration Handbook

2022 – 2023

6<sup>th</sup> – 8<sup>th</sup> Grade

## **Field Middle School**

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Mogadore, OH 44260  
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Welcome to Field Middle School! We are looking forward to working with your student next year. The transition from elementary school to middle school is an exciting time in our students' lives. The Field Middle School staff is committed to making the experience a positive one for all. We offer curricular and extracurricular activities that build upon each child's strengths, needs, and interests. Accordingly, there is "something for everyone" at Field Middle School.

The guide has been developed in collaboration with the faculty, counselors, and administration. The pages of this handbook will provide you and your student(s) with an overview of courses, programs, and policies at Field Middle School. Please use this guide as a resource to make your time at Field Middle School a time of academic, social and emotional growth.

If you have any questions, please contact us.

Susan Blake

Nicole Kosewick

Ali Gaffke

Principal

Assistant Principal

School Counselor

# CONTENTS

COUNSELING SERVICES.....	3
COLLEGE CREDIT PLUS PROGRAM.....	3
COURSE SEQUENCES AND PREREQUISITES . . . . .	4
SCHEDULE CHANGE REGULATIONS . . . . .	4
SPECIAL EDUCATION PROGRAMS . . . . .	5
GIFTED AND TALENTED PROGRAMS . . . . .	5
GUIDELINES FOR 7 <sup>TH</sup> & 8 <sup>TH</sup> GRADE ATHLETIC ELIGIBILITY. . . . .	5
GRADING POLICY . . . . .	6
COURSE DESCRIPTIONS . . . . .	4 - 14
FINE ARTS . . . . .	7 - 8
ART . . . . .	7
MUSIC . . . . .	7
CHOIR . . . . .	7 - 8
BAND . . . . .	8
BUSINESS & BUSINESS TECHNOLOGY . . . . .	9
LANGUAGE ARTS . . . . .	9 - 10
MATHEMATICS . . . . .	11-12
SCIENCE . . . . .	12
SOCIAL STUDIES . . . . .	13
HEALTH AND PHYSICAL EDUCATION . . . . .	14

## COUNSELING SERVICES

The school counseling department provides assistance to students and parents through a variety of activities which include, but are not limited to:

- o Individual counseling
- o Small group counseling
- o Classroom guidance lessons
- o High school course selection and scheduling
- o Career information services
- o Parent/teacher conferences
- o Testing and placement
- o Coordination with community agencies
- o Transcript requests

*Field Middle School complies with applicable laws prohibiting discrimination on the basis of race, religion, national origin, sex, age, and handicap.*

**Mrs. Ali Gaffke, School Counselor**  
**(330)-673-4176 ext. 4035**  
**[alexandrea.gaffke@fieldlocalschools.org](mailto:alexandrea.gaffke@fieldlocalschools.org)**

## COLLEGE CREDIT PLUS PROGRAM

The Education Reform Act

Ohio Revised Code Chapter 3365

The Ohio Revised Code Chapter 3365 establishes a program to award high school credit to students in grades 7 – 12 enrolled in post-secondary academic programs. Students have an option to either take college course work for college credit only, or to take college work for high school and college credit. The State Board of Education has a strict policy of procedures concerning the option. Students and their parents must notify the high school of intent to participate by April 1. Individual counseling is available to assist in the decision making. Parents of students who decide to participate in the program must schedule an individual counseling session with Mr. Stockley or Mrs. Schuck.

Field High School has partnered with Kent State University and the University of Akron for the College Credit Plus program. There are two pathways that each university has designed for high school students to earn college credit. Pathway 1 is designed for high school students to earn 15 college credits prior to their high school graduation. Pathway 2 is designed for high school students to earn 30 college credit hours prior to graduation. Students must meet the eligibility requirements of the college or university in order to participate in the College Credit Plus program.

## **COURSE SEQUENCES AND PREREQUISITES**

A list of courses will be given to each student in the spring of each year. Each student will choose the courses that best fit his/her needs. Many courses are required, although students may choose some electives. A student's selections will be screened to assure that he/she either fulfills the required prerequisite of a course or meets the criterion set for placement.

## **HONORS COURSES**

Honors courses are offered in the areas of Language Arts and Math for students in grades 6, 7, 8. In order to maintain academic integrity, placement in Honors courses is limited to students who perform in the top 5-8 % on group tests for at least two consecutive years AND to students who demonstrate superior classroom performance in the subject area. "Honors Language Arts" and "Honors Math" will automatically appear on schedules of students who have met the placement criteria.

## **SCHEDULE CHANGE REGULATIONS**

Requests for schedule changes without penalty will be considered under the following conditions:

- Mechanical error changes
- Changes to adjust for physical health conditions (doctor's note required)
- Changes to adjust for course failures in past years
- Changes to adjust for summer school credit
- Misplacement (Principal or Assistant Principal's approval required)

No changes will be made due to loss of interest in a subject or after the first 5 days of school.

All requests for schedule changes must be submitted in writing to the guidance office. Special permission from the principal is required for schedule adjustments after 5 school days from the beginning of the semester. If a course is dropped from a student's schedule as a result of disciplinary action and/or poor attendance, a study hall will be assigned; a withdrawal/failing grade will be assigned. Replacement courses will not be added until the next semester. Schedule changes that do not comply with the standards listed above will be subject to academic penalty ... Withdraw / Fail.

## SPECIAL EDUCATION PROGRAM

Special education services are available for eligible students between the ages of three (3) and twenty-one (21). To qualify for services students must meet eligibility criteria set forth by the State of Ohio. Depending on the individual needs of the students involved, special education services may be provided within the district, or through cooperation of another public school district. The extent of special education services and the location of delivery are determined by the Individualized Education Program (IEP) Team and are based on the students identified needs through the completion of an Evaluation Team Report. Parents having a concern that their child has a disability should contact the building principal and ask for an Intervention Assistance Team meeting to discuss their concerns. Additional information regarding special education services, confidentiality and parent rights may be obtained by contacting the building principal or the Director of Student Services.

## GIFTED ASSESSMENT

Under Ohio Law, school districts must screen students who perform or show potential for performing at high levels of accomplishment. Students are screened in the following areas: Superior cognitive ability, creativity, specific academic areas and visual and performing arts. If you would like your student screened/assessed in one or more of the above areas, please fill out a referral form available from the school's office. The deadline for the above referrals is March 18, 2022. Any student referrals received after that date will be tested during the 2022-2023 school year. Please direct questions to Mrs. Melissa Reagan, our Gifted Intervention Specialist, at [melissa.reagan@fieldlocalschools.org](mailto:melissa.reagan@fieldlocalschools.org).

## GUIDELINES FOR 7TH AND 8TH GRADE STUDENT ATHLETIC ELIGIBILITY

Please familiarize yourself with the following OHSAA Bylaws.

- All beginning seventh graders are eligible insofar as the scholarship bylaws.
- All beginning ninth graders must have received passing grades in 75% of all courses taken in the last grading period of the eighth grade.
- Eligibility for each grading period is determined by grades received the preceding grading period. **Semester and yearly grades have no effect on eligibility.**
- **Grades 7 – 8:** To be eligible, a student-athlete must be currently enrolled in a member school and have received passing grades in 5 classes in which enrolled the immediately preceding grading period.
- For eligibility, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period.

## THE FIELD MIDDLE SCHOOL GRADING POLICY

1. Letter grades A-F will be used on the report card. The grading periods are nine weeks in length. There are four grading periods each school year. Pluses and minuses will be used.
2. The grade range is:

Grade	%	Quality point / Scale
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	50-59	0.0

3. The grade scale is a 4.0 scale. Quality points ranging from 0.0 to 4.0 are assigned to the corresponding letter grade. The nine weeks grade will equal two times the weight of the exam grade when figuring semester average.
4. The GPA is always expressed as a decimal.

## ART/BAND/CHOIR

### Art 6

In this 9 week course the students will learn the fundamentals of art. They will explore creating art with a variety of materials while following the Ohio visual Art Standards. The art curriculum will include the Elements of Art and art history. Students will explore different ways and processes to create imagery for their work; through observations, imagination, and media exploration.

### Art 7

In this 9 week course the students will increase their knowledge of the Elements of Art to strengthen their artwork. They will then be introduced to the Principles of Design. A variety of media and subject matter will be explored to create 2-D and 3-D artwork.

### Art 8

In this 9 week course the students will apply their knowledge of the Elements of Art and the Principles of Design to explore a variety of media and subject matter within their work. They will be given more choice with project selection as well as group work. The Postmodern Art Principles will be taught and used in every project throughout the course.

### Art 8 Advanced

Students in this 9 week course will develop ideas to add to the school's beautification project. Students in this class will work as a group to design and paint murals around the school. Selecting this course is not a guarantee of admission. Students will be approved at a later date

### General Music 6

In this semester course, students will learn the fundamentals of reading music including note identification in the treble and bass clef, and reading simple and complex rhythms. There will also be a general overview of instruments, music history and ethnomusicology. Evaluations will be based on class participation, homework and quizzes.

### Music Appreciation 7

In this semester course of General Music 7, students will learn to recognize, identify and broaden their understanding of the world and popular and traditional music. Students will also learn to develop the necessary skills to critically evaluate the quality of a performance. Evaluation will be from in-class tests, homework, and class participation.

### Music History 8

In this semester course of 8th Grade Music History, students will be expected to expand their knowledge of the history of music from Gregorian Chant to popular music of today. An overview of the history of music from the Middle Ages, Renaissance, Baroque, Classical, Romantic and 20th Century will be presented through classroom lecture, period music and documentaries. Evaluation will be in the form of class projects, class tests, research projects, and class participation.

### Choir 6

This course is open to any student in grade 6 who wishes to explore their musical world through their singing voice. Focus will be on correct singing techniques, proper vocabulary, reading and writing music, sight singing, parts singing and performance. Concert attendance is required. *Students who take Choir 6 may not be required to take Music 6.*



### **Choir 7**

This course is open to any student in grade 7 who wishes to explore their musical world through their singing voice. Focus will be on correct singing techniques, proper vocabulary, reading and writing music, sight singing, part singing, and performance. Concert attendance required. *Students who take Choir 7 may not be required to take Music 7.*

### **Choir 8**

This course is open to any student in grade 8 who wishes to continue their musical exploration through their singing voice. Focus will be on correct singing techniques, proper vocabulary, reading and writing music, sight singing, and performance. Concert attendance required. *Students who take Choir 8 may not be required to take Music 8.*

### **Band 6**

6th grade band offers students an opportunity to learn to play a musical instrument and begin performing in the Field band program. Students will learn the basics of putting their instruments together, reading music notation and performing music. The instruments that are offered are flute, clarinet, saxophone, trumpet, trombone and percussion. Students will need to obtain an instrument for this class through a music store, relative, friend or any other option that may present itself. The band will perform on the annual Holiday Program as well as the spring Pops Concert. *Students enrolled in Band 6 may not be required to take Music 6.*

### **Bucket Drumming 8**

In this semester-long course Broadway shows like Stomp and Blue Man Group have popularized the idea of “junkyard percussion” - that is, creating music from homemade or found instruments. Our students will be using five gallon buckets, water bottles and other homemade instruments to play along with pop and rock music. They will also have an opportunity to create their own musical examples, advertise their group and perform throughout the school. Students do not need any

prior knowledge of music or music reading to join the class- just a desire to make music and throw down some beats.

### **Introduction to Band**

Introduction to band offers students an opportunity to learn to play a musical instrument and then begin performing with the existing 7th grade band. Students will learn the basics of putting their instruments together, reading music notation and performing music. The instruments that are offered are flute, clarinet, saxophone, trumpet, trombone and percussion. Students will need to obtain an instrument for this class through a music store, relative, friend or any other option that may present itself. At the completion of the one semester class the students will be scheduled into 7th grade band. Students enrolled in Introduction To Band may not be required to take Contemporary Music 7.

### **Band 7-8**

The 7th and 8th grade band experience is an extremely important time in the musical development of each band student. 7th and 8th grade bands provide a continued developmental experience for the young musicians. Harmony instruments will be introduced to the ensemble providing a new interest in performing concert music. The amount of playing time, as well as home practice and private lessons, will dramatically increase the musical ability of each student. The bands will perform on the annual Holiday Program as well as the spring Pops Concert. The opportunity to perform in solo and ensemble contest and jazz band is a new addition to each student’s list of musical experiences. *Students enrolled in 7th or 8th grade Band are not required to take General Music 6, Music Appreciation 7, or Music History 8.*

## **CODING AND TECHNOLOGY**

### **Keyboarding & Applied Google Skills (Keyb & Google Skills)**

This semester-long course is designed to help students increase speed and accuracy while typing on the computer keyboard. Lessons cover proper technique including posture, position, and use of the home row. Once keys are learned, the focus is on improvement through practice. We will use these skills to help us improve upon basic and more advanced tools. Through using the Applied Digital Skills program, we will learn about the different applications Google has to offer, how to use them and how they will apply to our current work and future careers. This course also contains an introduction to Internet Safety; cyberbullying, sexting, safe gaming, etiquette, among other topics.

### **Computer Science Discoveries (CS Discoveries)**

This semester-long course will introduce students to computer coding using Code.org, as well as other STEM programs to allow students to create a website using basic coding and programming, problem solving, logic, physics and more. We will also be incorporating other STEM activities to enhance what we are learning. This course will continue to build on internet safety and etiquette skills using the Everfi Internet Safety Program.

### **Interactive Animations & Games**

This semester-long course for 8th graders will continue to expand upon the coding done in 7th grade using Code.org. Students will move on to create animations and games, work on the design process and use other STEM programs to allow students to create a website using basic coding and programming, problem solving, logic, physics and more. We will also be incorporating other STEM activities to enhance what we are learning. We will watch some internet safety videos and have a discussion with our school resource officer.

### **Tech Elective 7**

This semester long course will build STEM mindsets by improving computational thinking and technical ability. We will use CoderZ, building interactive sensors using the UBTECH UKit and learning about Artificial Intelligence. This class is truly for the inquisitive mind.

### **Tech Elective 8**

This semester-long course will continue to build upon the skills learned in Tech Elective 7. If you did not take Tech Elective 7, you will learn those lessons this year.

## **HEALTH AND PHYSICAL EDUCATION**

### **Healthy Lifestyles**

Students will learn about all aspects of health and how to adjust and balance their life to achieve a healthier lifestyle. The unit in this class will focus on Physical, Intellectual, Social, Mental and Environmental Health. Students will learn by working individually and in groups by participating in physical fitness and a variety of class projects.

### **Physical Education 6-8**

The Physical Education program is based on the total development of the individual. Physical, mental and social development can be achieved in the program of activities both individually and on a team. The rules of various games and the basic skills of each student are emphasized. The program consists of activities such as soccer, eclipse ball, volleyball, basketball, physical conditioning (FitnessGram), and many low organization games such as kickball, ultimate Frisbee and ultimate football.

# LANGUAGE ARTS

## English Language Arts 6

Language Arts 6 is based on Ohio’s Learning Standards. Students will receive instruction on basic reading and comprehension skills, punctuation, and writing. The students will produce letters, narratives, and reports. There will be a focus on persuasive writing and journaling. Outside projects and oral presentations will be required in connection with some units. Summer reading assignments may be required.

## English Language Arts 7

Language Arts 7 is based on Ohio’s Learning Standards. Students will receive instruction on building reading, writing, speaking, and listening skills. The curriculum will be presented in units that may include novels, short stories, dramas, poetry, mythology, and various informational texts. Outside projects will be required in connection with these units. Additional lessons will concentrate on strengthening vocabulary, developing grammar knowledge, and improving research skills. Summer reading assignments may be required.

## English Language Arts 8

Language Arts 8 is based on Ohio’s Learning Standards. Students will receive instruction on the use of the English language in reading, writing, and speaking. Thematic units include novels, short stories, poetry, drama, and informational texts. Writing will focus on creating formal and informal essays and journals based in narrative, informational, and argumentative writing. Outside projects and oral presentations will be required in connection with most units. Summer reading assignments may be required.

## Honors English Language Arts 6

Honors Language Arts 6 is a rigorous course that will cover the same curriculum benchmarks as Language Arts 6, but the pacing will be accelerated as students explore the benchmarks in depth. Extra reading and writing assignments will require

students to be self-motivated. Summer reading assignments may be required. In order to maintain academic integrity, placement in Honors Language Arts 6 is limited to students who perform in the top 5-8 % on group tests for at least two consecutive years AND to students who demonstrate superior classroom performance in the subject area. “Honors Language Arts” will automatically appear on schedules of students who have met the placement criteria. In order to maintain the academic integrity of this course, student progress will be reviewed each quarter to ensure that placement is appropriate.

## Honors English Language Arts 7

Honors Language Arts 7 is a rigorous course that will cover the same curriculum benchmarks as Language Arts 7, but the pacing will be accelerated as students explore the benchmarks in depth. Extra reading and writing assignments will require students to be self-motivated. Summer reading assignments may be required. In order to maintain academic integrity, placement in Honors Language Arts 7 is limited to students who perform in the top 5-8 % on group tests for at least two consecutive years AND to students who demonstrate superior classroom performance in the subject area. “Honors Language Arts” will automatically appear on schedules of students who have met the placement criteria. In order to maintain the academic integrity of this course, student progress will be reviewed each quarter to ensure that placement is appropriate.

## Honors English Language Arts 8

Honors Language Arts 8 is a rigorous course that will cover the same curriculum benchmarks as Language Arts 8, but the pacing will be accelerated as students explore the benchmarks in depth. Extra reading and writing assignments will require students to be self-motivated. Summer reading assignments may be required. In order to maintain academic integrity, placement in Honors Language Arts 8 is limited to students who perform in the top 5-8 % on group tests for at least two consecutive years AND to students who demonstrate superior classroom performance in the subject area. “Honors Language Arts” will automatically appear on schedules of students who have met the placement criteria. In order to maintain the academic integrity of this course, student progress will be reviewed each quarter to ensure that placement is appropriate.

# MATHEMATICS

## Math 6

This course is aligned to the sixth grade Ohio's New Learning Standards for Mathematics. Students will be taught mathematics from each of the following areas: Ratio and Proportion, Number System; Expressions and Equations, Statistics and Probability, and Geometry. Students will learn these math concepts in depth with emphasis on how to apply them to real life situations. Technology will be integrated into learning these standards.

## Math 7

This course is aligned to the seventh grade Ohio's New Learning Standards for Mathematics. Students will be taught mathematics from each of the following areas: Ratio and Proportion, Number System; Expressions and Equations, Statistics and Probability, and Geometry. Students will learn these math concepts in depth with emphasis on how to apply them to real life situations. Technology will be integrated into learning these standards.

## Math 8

This course is aligned to the eighth grade Ohio's New Learning Standards for Mathematics. Students will be taught mathematics from each of the following areas: Number System, Expressions and Equations, Statistics and Probability, Functions, and Geometry. Students will learn these math concepts in depth with emphasis on how to apply them to real life situations. Technology will be integrated into learning these standards.

## Honors Math 6

Honors Math 6 is a rigorous course that will cover the same curriculum benchmarks as Math 6, however, the pacing will be accelerated as students explore all benchmarks in depth. Self-motivation is required. In order to maintain academic integrity, placement in Honors Math 6 is limited to students who perform in the top 5-8 % on group tests for at least two consecutive years AND to students who demonstrate superior classroom performance in the

subject area. "Honors Math 6" will automatically appear on the schedules of students who have met the placement criteria. In order to maintain the academic integrity of this course, student progress will be reviewed each quarter to ensure that placement is appropriate.

## Honors Math 7

Honors Math 7 is a rigorous course that compacts the grade 7 Math curriculum and part of the 8th grade Math curriculum into a single school year. The pacing is accelerated as students explore the benchmarks in depth. Self-motivation and the ability to function consistently above the Math 7 curriculum are required. In order to maintain academic integrity, placement in Honors Math 7 course is limited to students who perform in the top 5-8 % on group tests for at least two consecutive years AND to students who demonstrate superior classroom performance in the subject area. "Honors Math 7" will automatically appear on the schedules of students who have met the placement criteria. In order to maintain the academic integrity of this course, student progress will be reviewed each quarter to ensure that placement is appropriate.

## Algebra 1

Honors Algebra 1 is a rigorous course that compacts part of the grade 8 Math curriculum and the Algebra curriculum into a single school year. This course provides a foundation of algebraic topics and is intended for students who demonstrate advanced achievement in mathematics. Topics include foundations for functions; linear functions and relations; nonlinear expressions, equations and functions; advanced functions and equations; and data analysis. TI 84+ calculator required. Upon completion of the course, the student earns high school credit. The pacing is accelerated as students explore the benchmarks in depth. Self-motivation, along with the ability to function consistently above the Math 8 curriculum is required. In order to maintain academic integrity, placement in Algebra 1 is limited to students who perform in the top 5-8 % on group tests for at least two consecutive years AND to students who demonstrate superior classroom performance in the subject area. "Honors Algebra 1" will automatically appear on schedules of students who have met the placement criteria.

## SCIENCE

### Science 6

Sixth grade students will engage in group work and hands-on activities, as the predominant mode of learning, to explore the nature of matter and energy in Physical Science. Earth Science will include the study of minerals and the rock cycle, including how and where minerals form rocks. The study of Life Science will involve microorganisms, cells, tissue, organs, reproduction, and heredity. A week in the spring is devoted to RSVP (Responsible Social Values Program) which is an abstinence based program addressing the four “risky” behaviors.

### Science 7

Seventh Grade Science students will explore the conservation of mass and energy, cycles of matter and flow of energy. Special emphasis will be placed on the hydrological cycle, ocean currents, current and climate patterns, atmosphere of Earth, energy transformation, transfer of matter, biomes, and abiotic/biotic factors in the environment. There will also be a focus on how systems can exchange and energy and/or matter when interactions occur within systems and different systems. There will be an emphasis on application of knowledge, graphical and numerical analysis of data, and problem solving. Students will experience STEM challenges and activities throughout the year.

### Science 8

Eighth grade science focuses on aspects of life sciences, geology, and force and motion. In the life science aspect of class, the students will focus on cell division, genetics, and natural selection. The geology portion of the curriculum will concentrate on forces that create landforms through plate tectonics. Science 8 will also delve into gravity and concepts of forces.

## SOCIAL STUDIES

### Social Studies 6

In grade six, 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.

### World Studies 7

Seventh grade students will study world history from 750 B.C. to 1600 A.D. They will use maps and other geographic representations to trace the development of human settlement, movement of people and products over time. They will see how trade routes connecting Africa, Europe and Asia caused the spread of technology and major world religions and the growth of empires. Greece and Rome will be studied focusing on law and government, engineering and technology, art and architecture and literature. Students will look at the feudal and manorial systems and how they developed as a result of Germanic invasions on the Roman Empire. They will understand what influenced the European Renaissance and that it introduced revolutionary ideas, leading to cultural, scientific, and social changes. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economics.

### American Studies 8

In grade eight, American Studies begins in 1492 with Exploration of the New World and ends in 1877 with Reconstruction. This course incorporates the state of Ohio’s New Learning Standards which include history, geography, government, and economics. This study follows the journey of our country from exploration, through colonization, to the making of a new nation and government, the Constitution, early Presidencies, westward expansion, the Civil War, and Reconstruction. Projects and research will reinforce understanding.