



ROCKY RIVER MIDDLE SCHOOL

# COURSE CATALOG

2025-2026

**Rocky River**  
CITY SCHOOL DISTRICT  
Caring • Exceptional • Competitive

# Rocky River

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## ROCKY RIVER MIDDLE SCHOOL

1631 Lakeview Avenue  
Rocky River, Ohio 44116

Mrs. Megan Rose  
Principal

Mr. Jeffrey Schultz  
Assistant Principal

Administration Office  
(440) 356-6870

Students with last name letters A-K  
Mrs. Julie Morriss  
School Counselor

Students with last name letters L-Z  
Mrs. Colleen Roemer  
School Counselor

Counseling Office  
(440) 356-6875

Online course catalog available at [www.rrcs.org](http://www.rrcs.org)  
Resolution #74-25



# ROCKY RIVER MIDDLE SCHOOL

1631 Lakeview Road • Rocky River • Ohio • 44116

440-356-6870 • [www.rrcs.org](http://www.rrcs.org)

**Megan Rose, Principal**

Dear Parents/Guardians and Students:

This Rocky River Middle School Course Catalog is developed to provide students and families with assistance in course selection for the following school year. This catalog is meant to be used as a reference. Please know that teachers and counselors are available throughout the course selection process to answer questions you may have about a student's placement or proposed schedule. Communication is a critical component in this process and can help make it much easier and more enjoyable.

The course selection process begins in January, as much effort goes in to planning for the following school year. Courses at Rocky River Middle School are offered, and necessary teaching staff assigned, based on the total number of student course requests. Therefore, schedule changes after the initial course selection can seriously impact class size and teacher assignments. *Please understand schedule changes will only be approved by administration if a student was misplaced, a technical error was made during data entry or there was a change in the master schedule.*

It is crucial that each family carefully consider choices made during course registration as changes are not always possible to process after these selections are submitted in February. Please take time to ask questions of our staff to ensure the most informed decisions are made.

It is my wish that each school year brings many new and exciting opportunities for every student at Rocky River Middle School. Good luck as you embark on this most important task, and if necessary, please contact us for assistance.

Sincerely,

Megan P. Rose



## INTRODUCTION

This Course Catalog presents course offerings that serve as the basis for the educational program at Rocky River Middle School. Courses and programs are designed to assist the middle school student in attaining academic excellence, and to provide a framework for emotional growth opportunities for the development of positive social relationships. All programs and courses are a continuation of work completed in Grades K-5 and will provide skills necessary for success at the middle school.

During the scheduling process, students and parents/guardians will receive information from teachers and counselors that will help them make appropriate course selections. The student's past achievement record should influence the decision making process. **Parents/guardians will finalize the course selection process electronically.**

## GRADE LEVEL TEAM ORGANIZATION

Rocky River Middle School is organized under a Team Plan. This arrangement creates a "school within a school" in which students are divided into smaller groups for instructional purposes. Each grade level consists of two academic teams with honors, academic and special education classes being taught to students on both teams. Based on the master schedule, a student may be placed on both teams. There are designated team coordinators for each 6th, 7th, and 8th grade team. In addition, there is an Essentials team coordinator who oversees Art, College and Career Readiness, Fitness/Health, Music and Technology. Learning Resources, English, Math, Science and Social Studies each have a subject coordinator.

The teaming model recognizes the student as an individual and provides an environment within which the student can have a sense of belonging. In addition, the model provides a transitional step for students as they progress from the classroom at the elementary school to the larger unit plan and departmentalized classrooms at the high school.

The academic teachers on each team have a daily common planning time allowing them to meet, plan and coordinate the activities for the instructional program. The frequent communication afforded by the teaming model also enables staff to identify and resolve student academic and behavioral concerns. The principal, assistant principal, counselors and other support personnel participate in team meetings.

## COUNSELING SERVICES

The goal of the Counseling Department at Rocky River Middle School is to meet the academic, social and emotional needs of every student. Counselors support students, parents/guardians and staff as they develop trusting relationships throughout the middle school years. Communication between students, parents/guardians and staff is a critical component to ensure positive school experiences and appropriate high school, career and college planning for all students. We hope to empower all students to achieve their educational goals, to direct their lives, and to contribute to society.

If for any reason your child would like to meet with a counselor, they are encouraged to do so during study halls or other non-academic times by securing a pass from their teacher, or emailing their counselor directly to make an appointment. Parents/guardians are welcome to meet with their child's counselor should the need arise. To make an appointment please email the counselor directly or call the Counseling Office at (440)356-6875.



## MIDDLE SCHOOL COURSE SELECTION

Course	Requirement
English Language Arts	3 years
Mathematics	3 years
Science	3 years
Social Studies	3 years
World Language or Reading	2 years
Essentials	<i>9-week course rotations</i> <b>6th Grade:</b> Art, College & Career Readiness, Exploring Technology and Study Hall <b>7th Grade:</b> Art, College & Career Readiness, Design in Technology, and Study Hall <b>8th Grade:</b> Art, College & Career Readiness, Technology Inc., and Evolution of Recorded Music
Health & Fitness	3 years
Elective Courses	Band and/or Choir



## GIFTED OPTIONS

Honors courses are offered to students who have demonstrated superior performance in the subject, in the classroom and on standardized tests. These students must possess a strong work ethic, accountability, and be internally motivated to perform. Gifted/Honors program options include:

- 6th Grade: English Language Arts Honors 6, Honors Mathematics 6
- 7th Grade: English Language Arts Honors 7, Honors Mathematics 7, Algebra 1 (this course requires specific qualifiers)
- 8th Grade: English Language Arts Honors 8, Algebra 1, Honors Geometry, Physical Science

Before determining placement into honors classes, the Kensington staff (classes for 6th grade) and the Middle School staff (classes for 7th grade and 8th grade) examine a number of criteria that may indicate potential success in an honors course. Each child is evaluated based on the indicators listed below and recommendations are made accordingly.

- Test Scores (State of Ohio mandated assessments & district assessments)
- Consistently earning A's in subject area
- Demonstration of a strong work ethic
- Teacher recommendation

***Please note: In alignment with the RRHS Course Catalog, Honors Geometry is the only Honors course offered for high school credit at RRMS and holds a 0.5 weighted value.***

## CLASS SCHEDULE

The student day begins at 8:15 a.m. and concludes at 3:18 p.m. All students will be scheduled for twenty mods of instruction including lunch. Sixth grade students are scheduled for three mods of instruction in English Language Arts, Mathematics, Science, and Social Studies. Seventh and eighth grade students will be scheduled for three mods of instruction in English and mathematics. All other classes will be scheduled for two mods and one mod will be scheduled for lunch and intervention.

## SCHEDULE CHANGES

Once course selections are made, schedule changes are discouraged due to staffing assignments and class size. In some instances, a legitimate educational reason may exist to request a change. Please contact your child's counselor if you have questions about any type of schedule change.

**Regarding Music Elective Courses:** Students enrolled in Band and/or Choir must remain in the course for the entire school year.



## DAILY BELL SCHEDULE

MOD	TIME	LENGTH	MOD	TIME	LENGTH
1	8:15 - 8:34	(19 minutes)	11	11:47 - 12:06	(19 minutes)
2	8:34 - 8:53	(19 minutes)	12	12:09 - 12:28	(19 minutes)
3	8:56 - 9:15	(19 minutes)	13	12:31 - 12:50	(19 minutes)
4	9:15 - 9:34	(19 minutes)	14	12:53 - 1:12	(19 minutes)
5	9:37 - 9:56	(19 minutes)	15	1:14 - 1:33	(19 minutes)
6	9:56 - 10:15	(19 minutes)	16	1:36 - 1:55	(19 minutes)
7	10:18 - 10:37	(19 minutes)	17	1:55 - 2:14	(19 minutes)
8	10:40 - 10:59	(19 minutes)	18	2:17 - 2:36	(19 minutes)
9	11:02 - 11:21	(19 minutes)	19	2:36 - 2:55	(19 minutes)
10	11:24 - 11:43	(19 minutes)	Intervention		
			20	2:58 - 3:18	(20 minutes)

## GRADING

Grades are quantitative statements reflecting instructor assessment of student performance. Grades represent the degree of mastery in the prescribed curriculum for a given content area or course at a given point in time in a student's educational development. Measurement of a student's performance provides a means for educators to communicate with students and parents. Grades reflect academic achievement, not necessarily ability. Assessment is a daily function so feedback, both written and verbal, is constant. Components include authentic assessments, tests, class work, homework, and class participation.

Grades are interpreted as follows:

A+ = 98% - 100% (or more)	D+ = 67% - 69%
A = 93% - 97%	D = 63% - 66%
A- = 90% - 92%	D- = 60% - 62%
B+ = 87% - 89%	F = 0% - 59%
B = 83% - 86%	I = Incomplete (must be changed within 2 weeks after the grading period ends)
B- = 80% - 82%	P = Passing (is issued for courses that do not have a credit value or with administrative approval)
C+ = 77% - 79%	EX = Excused/Exempt from taking the class
C = 73% - 76%	
C- = 70% - 72%	

Interim reports will be posted online during the fifth week of each quarter for those students whom teachers deem to be performing below expectations or ability. Report cards will be accessible in GradeBook approximately one week after each quarter ends.



## DETERMINATION OF GRADE LEVEL

A student must pass three of the four core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) in order to be promoted to the next grade. A student may be placed in another grade level or be assigned to an alternative schedule or program if it is determined that mitigating factors warrant such action.

## RECOGNITION

Each quarter, students may formally and informally earn recognition for achievement in a variety of ways. In addition, each grade level team recognizes students in unique ways throughout the school year. At the end of the school year, each grade level will host an awards assembly to recognize students for achievements. Please refer to the student handbook awards descriptions for more information.

## PLANNING FOR HIGH SCHOOL

For the most up to date information available on RRHS graduation requirements please use the link below.

[https://www.rrcs.org/HS\\_FormsLinks.aspx](https://www.rrcs.org/HS_FormsLinks.aspx)

REQUIRED COURSES AT ROCKY RIVER HIGH SCHOOL		
COURSE	CREDIT	REQUIREMENT
English	4	English 9, 10, 11, 12
Mathematics	4	Must include Algebra 2 or equivalent
Science	3	See requirements below
Health & Fitness Education	1	Health (1 semester) Fitness (2 semesters) Must include Fitness 101 and one (1) additional fitness elective
Social Studies	3.0	World History, US History, US Government
Required Electives	1	Fine Arts (visual and/or music)
Additional Electives	5.0	From any department. Financial Literacy is considered a general elective and is no longer social studies credits.
<b>TOTAL CREDITS</b>	<b>21</b>	





# ADDITIONAL GRADUATION REQUIREMENT NOTES

Note: Rocky River High School courses taught at Rocky River Middle School by a secondary certified teacher are considered high school credit.

Note: Science credits must include 1 credit of physical sciences, 1 credit of life sciences and 1 credit of advanced study in one more of the following sciences: Chemistry, Physics, other Physical Science, Advanced Biology or other Life Science, Physical Geology or other Earth or Space Science.

Note: All students must receive instruction in financial literacy during grades 9-12 and must complete at least one credit of fine arts taken during grades 9-12. Students following a career-technical pathway are exempted from the fine arts requirement.

# HIGH SCHOOL CREDIT-BEARING COURSES

## How is a grade calculated and reported?

Courses that are offered for high school credit at Rocky River Middle School receive a final grade at the end of each semester. Final semester grades that post to the transcript are calculated as follows:

Semester 1	Semester 2
First quarter grade (50%)	Third quarter grade (50%)
Second quarter grade (50%)	Fourth quarter grade (50%)

Grade	Academic Quality Point Value	Honors Quality Point Value
A+	4.0	4.5
A	4.0	4.5
A-	3.7	4.2
B+	3.3	3.8
B	3.0	3.5
B-	2.7	3.2
C+	2.3	2.8
C	2.0	2.5
C-	1.7	2.2
D+	1.3	1.3
D	1.0	1.0
D-	0.7	0.7
F	0.0	0.0

Academic	Honors
Algebra 1	Honors Geometry
French 1	
Physical Science	
Spanish 1	



- Students not meeting criteria to earn credit for a course may be required to meet with parents, administrator, counselor, and subject area teacher to determine the appropriate course of action for earning or recovering credit if needed to meet graduation requirements. Final decisions and determinations are made by the principal.
- A revised cumulative GPA is calculated at the end of each semester based on the quality points earned.
- The actual credit awarded and final semester letter grade earned are maintained on the student's high school academic transcript.
- If transferring from an Honors course to an academic level course, the student will receive a non-weighted grade on the report card and transcript.

At RRMS, students who participate in courses for high school credit have their GPAs calculated the following way:

For high school transcript purposes: only grades for courses taken for high school credit will be calculated into a high school GPA. This GPA is recalculated at the end of each semester.

## COLLEGE CREDIT PLUS

In Ohio, College Credit Plus is available to qualifying students in grades 7-12.

For more detailed information on College Credit Plus, please visit the RRHS website: [www.rrcs.org/CollegeCredit1.aspx](http://www.rrcs.org/CollegeCredit1.aspx)

In order to enroll in CCP courses, a student must:

1. Apply to the college in accordance with the college's established procedures for admission; and
2. Meet the established standards for admission and for course placement of the college/university.

*The subject matter of a course enrolled in under the CCP program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon CCP enrollee participation regardless of where course instruction occurs.*

## CREDIT FLEXIBILITY PROGRAM

For more detailed information on Credit Flexibility, please visit the RRHS website:

<https://www.rrcs.org/CreditFlex.aspx>

### What is Credit Flexibility?

Credit Flexibility (CF) is a student-driven/student-owned study option that provides customized learning of standards focused on a student's interests and needs. It is available to students in grades 7-12. Specifically, CF is a structured learning opportunity that allows students to demonstrate mastery of standards through an approved plan with defined learning standards and goals, planned learning activities, and standards for evaluating student learning. According to the Ohio Department of Education, students show what they know and move on to higher-order content they are ready to learn and have not yet mastered. They learn subject matter and earn course credit in ways not limited solely to "seat time" or the walls of a school building. They customize aspects of their learning around their interests and needs, which might include flexible schedules and a choice of modalities (e.g., online learning, work-based learning and community-based projects), as well as options to pursue niche interest areas, combine subjects and graduate early. CF can:

- Broaden the scope of curricular options available to students,
- Increase the depth of study possible for a particular subject, and
- Allow for the tailoring of learning time by providing acceleration and convenience, resulting in more options for courses during the school day.

This education option gives students a way to be in charge of their learning. For some students, they see more value in school ("Why do I have to learn this?") when they can connect learning with real world situations and future jobs. Credit flexibility is one way to increase a student's interest in school and motivation to learn. The key to this option is that the student drives the request to learn differently as well as the plan to earn the credit.

-- [Ohio Department of Education & Workforce webpage](#)

Developed by the Ohio Credit Flexibility Design Team, Ohio's "Credit Flex" plan shifts focus from evaluating student learning based on "seat time" to assessing students' demonstrated academic and skill level or performance. The plan does not eliminate Carnegie units or "seat time" requirements altogether. Rather, it retains seat time as one option and expands the number of options for earning credit by adding demonstration of subject area competency and structures that support it irrespective of any time requirements.

-- Ohio Department of Education. 2009. New Emphasis on Learning

## Why does Credit Flexibility exist?

In 2006, the Ohio General Assembly established the Ohio Core Curriculum (Senate Bill 311), which raised expectations for what all Ohio students must know and be able to do to earn a high school diploma. At the same time, Senate Bill 311 directed the State Board of Education to develop a statewide plan for implementing methods for students to earn units of high school credit based on the demonstration of subject area competency. In addition to raising the expectations for graduation, lawmakers provided flexibility to students and educators to successfully meet these higher expectations.

--Ohio Department of Education. 2009. New Emphasis on Learning

The State Board of Education adopted Ohio's Credit Flex plan in March 2009. School districts across Ohio were required to comply with provisions of the plan by the beginning of the 2010-2011 school year.

## Who is eligible to participate in Credit Flexibility?

Any student with high school status, including rising freshmen, may write a Credit Flexibility Plan (CFP) and apply for high school credit only to be awarded via CF. Students enrolled in seventh and eighth grade may write a CFP that demonstrates subject area competency to replace grade-level curriculum requirements.

## Is Credit Flexibility right for me?

Students who can answer "yes" to the following questions are ready for a CF course:

- When it comes to learning, I am a self-directed person.
- I am the only one responsible for my own learning.
- I am able to manage my study time effectively, and I easily complete assignments on time.
- I am self-disciplined and find it easy to set aside reading and homework time.
- I understand that I must maintain my status as a full-time student at all times during any CF program.
- I understand that Rocky River City School District cannot offer monetary support, supplemental materials or other support, such as hardware or software support for my technology needs, for my CF opportunity.
- I will follow the rules and student code of conduct for the Rocky River City School District while working on this CF opportunity.
- I am willing to follow the recommendations made by the committee approving my CFP, and I will revise my plan according to the specifications of the committee.
- I understand that, once approved, this learning experience will be graded. For courses that appear on a RRHS transcript, that grade will be calculated into my GPA.

Is there a limit to the number of courses I can take via Credit Flexibility throughout my time in high school?

No.

## What are my Credit Flexibility options?

In addition to taking courses during the school day, CF allows students to demonstrate mastery of standards and subject area competency in a variety of ways:

- Credit by creating a CFP for an existing RRHS course. This could include, but is not limited to taking a course from an Ohio-approved online provider, field experience, internships and mentorships. As Fitness and Economics and Financial Literacy are oftentimes courses students choose to credit flex, the district has created a template that students must use when creating a CFP for Fitness and Financial Literacy.
- Credit by creating a CFP for a new course. This could include, but is not limited to, taking a course from an Ohio-approved online provider, field experience, internships and mentorships.
- Credit by assessment for an existing RRHS or AP course.
- Replace a required curriculum class in grades 7 and 8.

## Are there deadlines for creating a Credit Flexibility Plan (CFP)?

Yes. Applications may be submitted throughout the school year. The application deadlines are 9/1, 12/1, 3/1, 4/1, 5/1 and 6/1.

Transfer students may submit approved applications from another district upon enrollment in the Rocky River City School District for committee consideration and approval.

## Who approves my CFP?

The Flexible Credit Committee (FCC) approves CFPs. The FCC is comprised of the principal or principal's designee, at least one guidance counselor, and the chairperson of the department from which flexible credit is sought or his/her designee. The FCC will appoint a highly qualified teacher of record, when applicable, for the student's CFP. In cases where the student submitting the CFP application has other legally binding education plans (e.g., IEP, 504, WEP), the case manager for that student shall also be a member of the FCC.

## If I am interested in Credit Flexibility, what should I do?

Please follow these steps for creating a CFP:

- Review the CF Guidelines, available [here](#).
- Discuss a possible CFP with your counselor and parents.
- Complete an application. A student must submit a CFP on the District's Application for Credit Flexibility form. Applications are available on the RRHS and RRMS websites.
- Download related [Academic Learning Standards from the Ohio Department of Education](#) website or [AP course descriptions and standards](#). You will need to demonstrate mastery of each standard your course requires.
- Be prepared to attend a meeting to discuss your application or to resubmit it as necessary. A student may be required to provide supporting documentation as determined by the FCC.
- Once the application is approved, you must complete your CFP coursework as approved by the FCC.



## If I am an athlete, is there anything in particular I need to keep in mind if I participate in Credit Flexibility?

Yes. Both Ohio High School Athletic Association (OHSAA) and NCAA operate independently from the Ohio Department of Education and each set specific eligibility rules for participation in high school and college sports.

Students wishing to participate in high school athletics must be aware that CF learning experiences will not be factored into their eligibility determination. OHSAA requires that student-athletes must receive passing grades in a minimum of five one-credit courses, or the equivalent, in the immediately-preceding grading period in order to be eligible to participate.

Students wishing to pursue Division I or Division II NCAA athletics eligibility are responsible for ensuring that they will meet the appropriate requirements. The NCAA has determined that they will NOT accept Credit Flexibility as an approved core course. We recommend that students continue to enroll in courses posted on the approved NCAA website to ensure eligibility for participation. See your counselor if you have any questions.

Please visit the RRMS or RRHS webpages for credit flex applications and guidelines.

## GRADE 6 CURRICULUM

### CORE ACADEMIC COURSES

#### ENGLISH LANGUAGE ARTS 6 HONORS

Honors Language Arts 6 explores four topics, self-expression, resiliency, bravery, and multiple perspectives, through a wide range of informational and literary texts. Students independently develop language, speaking and listening skills, and write for a variety of purposes and audiences in three areas, informative, argumentative, and narrative. Across these areas of writing, students independently develop a sustained, focused thesis, claim, or controlling idea, fully address a counterclaim when appropriate, utilize a purposeful organizational structure, provide specific, appropriate, and integrated support that demonstrates a nuanced understanding of gradelevel texts and purposefully employ sentence structure and word choice to enhance meaning. While accessing grade-level texts, students will learn to independently determine a theme or central idea of a text and how it is conveyed through details while providing an objective summary of the text that includes the theme or central idea and relevant details. Students also learn to independently trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not, and introduce a topic by organizing ideas, concepts, and information, using specific strategies such as definition, classification, comparison/contrast, and cause/effect.

#### ENGLISH LANGUAGE ARTS 6

Language Arts 6 explores four topics, self-expression, resiliency, bravery, and multiple perspectives, through a wide range of informational and literary texts. Students develop language, speaking and listening skills, and write for a variety of purposes and audiences in three areas, informative, argumentative, and narrative. Across the three areas of writing, students learn to sustain a focused thesis, claim, or controlling idea, include an effective organizational structure, provide relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and vary sentence structure with purposeful word choice to enhance meaning. While accessing grade-level texts, students determine a theme or central idea of a text and how it is conveyed through particular details while providing an objective summary of the text that includes the theme or central idea and relevant details, trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not, and introduce a topic by organizing ideas, concepts, and information.

#### ENGLISH LANGUAGE ARTS 6 ES

English Language Arts Extended Standards provides a multi-sensory approach to English Language Arts using grade-level content derived from Ohio's Learning Standards-Extended English Language Arts. These standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.



## **MATHEMATICS 6 HONORS**

Mathematics 6 Honors is designed for students who have demonstrated superior ability in the subject of mathematics both in the classroom and on standardized tests and are motivated to study. The course will cover the concepts and skills in Mathematics 6. An emphasis is placed on ratios, patterns, data analysis, integers and algebraic relationships. Some basic pre-algebra is introduced to the students.

## **MATHEMATICS 6**

This course emphasizes proficient computation with whole numbers, fractions, decimals, ratios, percentages, and the application of these skills to solving real world problems. This course also includes units designed to extend the students' understanding of number sense and operations, geometry, measurements, patterns, algebraic relationships, data analysis and probability.

## **MATHEMATICS 6 ES**

Extended Standards provides a multi-sensory approach to math using the grade-level content derived from Ohio's Learning Standards–Extended for Math. These standards set grade-specific standards, and define what students should understand and be able to do in their study of mathematics.

## **SCIENCE 6**

Sixth-grade science covers material in earth, physical and life sciences. Content of the course includes observation and problem-solving skills, proper use of science equipment, measurement, chemistry, geology, energy types and transfer, motion and cellular structure.

## **SCIENCE 6 ES**

Extended Standards provides a multi-sensory approach to science using grade-level content derived from Ohio's Learning Standards–Extended for Science. These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to science content standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **SOCIAL STUDIES 6**

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

## **SOCIAL STUDIES 6 ES**

Extended Standards provides a multi-sensory approach to social studies using grade-level content derived from Ohio's Learning Standards-Extended for Social Studies. These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **TRANSITION 6**

Focusing on preferences, interests, needs and strengths, this class is intended to support students in developing and implementing transition plans. The course is designed to meet the unique needs of each student and prepare them for further education, employment, and independent living to improve postsecondary outcomes. Emphasis will be on self-advocacy, self-determination skills, soft skills, and employability skills.



## ESSENTIALS COURSES

*A student will be enrolled in each of the following 9 week Essential Courses: Art 6, College and Career Readiness 6, Exploring Technology 6, and a study hall.*

### **ART 6**

This exploratory course actively involves students in drawing, painting, color theory, two-dimensional and three-dimensional design and sculpture. The activities will introduce and reinforce the basic elements of art (line, shape, form, color, space, texture and value) and the principles of design.

### **COLLEGE & CAREER READINESS 6**

In this introductory course to college and career readiness, students will learn about basic organizational habits to help support them as a student, will learn strategies to support their unique learning styles, and develop a basic understanding of financial literacy related to credit, debt, loans, financial responsibility, and expenditures. The skills learned in this course serve as a foundation for future College and Career Readiness Courses over the required middle school sequence. The 6-8 course sequence meets the requirements of integrating economics and financial literacy into the general curriculum.

### **EXPLORING TECHNOLOGY 6**

Exploring Technology 6 investigates different areas of technology. Students will gain an understanding of the alternative methods to produce energy. Students will investigate five major areas of constantly changing technology including: biotechnology, construction, engineering, communication, and transportation. Students will learn to work collaboratively in and out of the classroom as they utilize Google's online collaboration suite, a collection that includes programs similar to Microsoft Word, Excel, and PowerPoint. The importance of online safety and etiquette will also be addressed to ensure that students understand how to use the Internet and technology as a productive tool.

## FITNESS & HEALTH

### **FITNESS EDUCATION 6**

Fitness Education 6 is organized to include group games, and individual and team sports activities. Motor skill development, lower game skills, and promotion of positive socialization are the major objectives. The instructional program includes net wall games, invasion, striking and fielding and target games. Instruction is also provided in tumbling, physical fitness, group games and the promotion of lifetime fitness. Each student is required to have a gym uniform and proper tennis shoes.

### **HEALTH 6**

Health 6 is a basic introductory course in health topics appropriate for sixth-grade students. Content of the course includes physical activity concepts, decision making and goal setting, communication, safety, CPR, first aid and tobacco and alcohol abuse.



## MUSIC

Students may elect to take both band and choir, band only, or choir only. A study hall will be assigned if no music electives are selected, as well as on the day(s) of the week when band or choir does not meet.

**Regarding Music Elective Courses:** Students enrolled in Band and/or Choir must remain in the course for the entire school year.

### **BAND 6**

The sixth-grade band provides a continuation of the beginning instrumental music program for sixth-grade students who have had at least one year previous experience or have completed Beginning Band 6. Focus is on the individual development of the fundamental skills and an introduction to large ensemble performance skills. Each student in Band 6 will have up to four sectional and full band rehearsals each week with frequency of rehearsals depending on membership in choir and other schedule considerations. Sixth graders will be required to participate in two performances.

### **BEGINNING BAND - INSTRUMENT 6 (QUARTER 1 ONLY)**

This class is designed to provide an opportunity for those students who have had no previous musical experience with a band instrument. It is open to all sixth-grade students. Each student is evaluated individually to determine the student's suitability for the instrument of choice. Percussion is not an option in the beginning band. Focus is on the individual development of the fundamental skills involved in playing a concert band instrument. Beginning band is scheduled during the student's regular Essentials rotation for the first quarter. Students in the beginning band will be scheduled for this course in place of their Essentials study hall. At the start of quarter two, the schedule will be adjusted to reflect placement in Band 6.

### **CHOIR 6**

This course is a performance class designed to further develop choral skills introduced at the elementary level. Unison and two-part voicing will be the primary focus. Students will receive training in sight singing, proper posture, vowel placement, breath control, diction, pitch-matching, hearing and creating harmony, rhythmic accuracy, basic choreography and other performance techniques. Students will work to develop skills in self-discipline, listening and critiquing of their own performances as well as the performances of others. Students will perform at three major concerts.





# GRADE 7 CURRICULUM

## CORE ACADEMIC COURSES

### ENGLISH LANGUAGE ARTS 7 HONORS

Honors Grade 7 Language Arts explores five topics using a wide range of literature-based and informational texts: actions and decisions, relationships, fear, unknown exploration, and promoting positive change. Students develop a sophisticated ability to determine a theme or the central ideas of a text and analyze its development over the course of a text while providing an objective summary of the text that includes the theme/central ideas, trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims. Students explore narrative, argumentative, and informative writing while learning to thoroughly sustain a focused thesis, claim, or controlling idea, fully address a counterclaim when appropriate, utilize a purposeful organizational structure, provide specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, purposefully employ sentence structure and word choice to enhance meaning.

### ENGLISH LANGUAGE ARTS 7

Grade 7 Language Arts explores five topics using a wide range of literature-based and informational texts: actions and decisions, relationships, fear, unknown exploration, and promoting positive change. Through on grade-level texts, students learn to determine a theme or the central ideas of a text and analyze its development over the course of a text while providing an objective summary of the text that includes the theme/central ideas, trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Students explore narrative, argumentative, and informative writing while focusing on the thesis, acknowledging alternate or opposing claims, and organizing the reasons and evidence logically.

### ENGLISH LANGUAGE ARTS 7 ES

English Language Arts 7 Extended Standards provides a multi-sensory approach to English using grade-level content derived from Ohio's Learning Standards-Extended for ELA. These standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### MATHEMATICS 7 HONORS

Mathematics 7 Honors is designed for students who have demonstrated superior ability in the subject of mathematics both in the classroom and on standardized tests and are motivated to study. The course will cover the concepts and skills in Mathematics 7 as well as 3-dimensional geometry of cones, cylinders and spheres, and place an emphasis on problem solving and algebraic reasoning (writing, simplifying and solving algebraic expressions and equations).

### MATHEMATICS 7

Mathematics 7 addresses the areas of pre-algebra and geometry. Pre-algebra topics include a review of computation skills in whole numbers, fractions, decimals, percent, 2-dimensional geometry, one- and two-step equations, ratios and proportions. Integers, probability, linear equations, graphing and 3-dimensional geometry are introduced.

### MATHEMATICS 7 ES

Extended Standards provides a multi-sensory approach to math using the grade-level content derived from Ohio's Learning Standards-Extended for Math. These standards set grade-specific standards, and define what students should understand and be able to do in their study of mathematics.

### SCIENCE 7

Seventh-grade science covers material in chemistry, earth, physical and life sciences. Content of the course includes the scientific method, atmosphere, ecology, chemistry, dissection, heat transfer, and natural cycles.

### SCIENCE 7 ES

Extended Standards provides a multi-sensory approach to science using grade-level content derived from Ohio's Learning Standards-Extended for Science. These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to science content standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.



## **SOCIAL STUDIES 7**

In seventh grade, an integrated study of world history (750 B.C. to 1600 AD) is presented, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic 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.

## **SOCIAL STUDIES 7 ES**

Extended Standards provides a multi-sensory approach to social studies using grade-level content derived from Ohio's Learning Standards-Extended for Social Studies. These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **TRANSITION 7**

Focusing on preferences, interests, needs and strengths, this class is intended to support students in developing and implementing transition plans. The course is designed to meet the unique needs of each student and prepare them for further education, employment, and independent living to improve postsecondary outcomes. Emphasis will be on self-advocacy, self-determination skills, soft skills, and employability skills.

## **ESSENTIALS COURSES**

*A student will spend nine weeks in each of the following Essential Courses: Art 7, College and Career Readiness 7, Design in Technology 7, and a study hall.*

### **ART 7**

This exploratory course actively involves the students in fundamental skills, principles, and elements of art and design. The units of study will include drawing (contour and technical/perspective), painting (color theory and techniques), two-dimensional design (printmaking), and three-dimensional design (such as ceramics or sculpture techniques).

### **COLLEGE & CAREER READINESS 7**

Building on what was learned in sixth grade, students explore career clusters, additional strategies to support their unique learning styles, focus on developing effective presentations, and explore ways to appropriately develop a financial budget that includes insurance and investment strategies. Students will also learn how voluntary and involuntary deductions impact take-home pay. This course serves as the District's required career-technical education course for grade 7. The 6-8 course sequence meets the requirements of integrating economics and financial literacy into the general curriculum.

### **TECHNOLOGY EDUCATION 7**

Design in Technology Education 7 builds upon prior knowledge and skills gained from the sixth-grade curriculum as well as introduces new technological tools. Students will use SketchUp, a 3D modeling program, to design and draw various projects. As a delivery tool, students will learn how to use Google Sites to build websites including their final project, an online portfolio of their work. Web etiquette and safety will be revisited as students use these online tools. This course is designed to be hands-on and differentiated depending on each student's level of experience with technology.



## FITNESS & HEALTH

### FITNESS EDUCATION 7

Fitness Education 7 is organized around individual and team sports and activities. Skill development is a major objective focusing on a non-competitive environment. The instructional program may include net wall games, invasion, striking and fielding and target games. Instruction is also provided in developing personal and lifelong fitness. Each student is required to have a gym uniform and proper tennis shoes.

### HEALTH 7

Health Education 7 provides students with information and experiences designed to develop an understanding of nutrition, non-communicable disease, drugs, tobacco, alcohol, internet safety, decision making skills through DARE, and concepts in physical activity in order to apply sound health practices in daily living.

## MUSIC

Students may elect to take both band and choir, band only, or choir only. A study hall will be assigned if no music electives are selected, as well as on the day(s) of the week when band or choir does not meet.

**Regarding Music Elective Courses:** Students enrolled in Band and/or Choir must remain in the course for the entire school year.

### BAND 7

The seventh-grade band offers students experience in large ensemble performances. Focus is on the development of fundamental skills of large group performance through a variety of concert band experiences. Participation in seventh-grade band provides a student the opportunity to understand and enjoy music through performance. Each student in seventh-grade band will have up to four sectional and full band rehearsals each week with frequency of rehearsal depending on membership in choir and other schedule considerations. A prerequisite is participation in the sixth-grade instrumental music program or an audition with the director. Seventh graders will be required to participate in three performances.

### CHOIR 7

This course is designed to introduce choral skills needed for advancement in the choral program. Two- and three-part voicing will be the primary focus of this group. Students will receive training in sight singing, vocal production, diction, hearing and creating harmony, rhythmic accuracy, basic choreography and performance skills. Students will work to develop skills in self-discipline, listening and critiquing of their own performances as well as the performances of others.

## WORLD LANGUAGES

French 7 and Spanish 7 are offered to seventh-grade students. Taking time to select courses based on teacher recommendations is meaningful and strongly encouraged.

### FRENCH 7

Students will focus on basic French pronunciation and vocabulary in this introductory course. Students will begin to acquire cultural competence and learn about cultural products, practices, and perspectives in various Francophone countries. Given adequate time and familiar cues, students will be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. This course is aligned with the Ohio Standards for World Languages and helps provide background knowledge for students who will seek higher levels of proficiency.

### SPANISH 7

Students will focus on basic Spanish pronunciation and vocabulary in this introductory course. Students will begin to acquire cultural competence and learn about cultural products, practices, and perspectives in various Spanish-speaking countries. Given adequate time and familiar cues, students will be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. This course is aligned with the Ohio Standards for World Languages and helps provide background knowledge for students who will seek higher levels of proficiency.



# GRADE 8 CURRICULUM

## CORE ACADEMIC COURSES

### ENGLISH LANGUAGE ARTS 8 HONORS

Grade 8 English explores four topics, transformation, ways to express intelligence, sacrifice, and remembrance through a wide range of informational and literary based texts. Students develop language, speaking and listening skills, and write for a variety of purposes and audiences in three areas, informative, argumentative, and narrative. Across developed text texts, students determine a theme, including its relationship to the characters, setting and plot, or central idea of a text and analyze its development over the course of a text, while providing an objective summary of the text. They also learn to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient while recognizing when irrelevant evidence is introduced. Across the three areas of writing, students learn to sustain a compelling, focused thesis, claim, or controlling idea to examine concepts as well as fully address a counterclaim while utilizing a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts.

### ENGLISH LANGUAGE ARTS 8

Grade 8 English explores four topics, transformation, ways to express intelligence, sacrifice, and remembrance through a wide range of informational and literary based texts. Students develop language, speaking and listening skills, and write for a variety of purposes and audiences in three areas, informative, argumentative, and narrative. Across developed text texts, students determine a theme, including its relationship to the characters, setting and plot, or central idea of a text and analyze its development over the course of a text, while providing an objective summary of the text. They also learn to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient while recognizing when irrelevant evidence is introduced. Across the three areas of writing, students learn to sustain a compelling, focused thesis, claim, or controlling idea to examine concepts as well as fully address a counterclaim while utilizing a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts.

### ENGLISH LANGUAGE ARTS 8 ES

English Language Arts 8 Extended Standards provides a multi-sensory approach to English Language Arts using grade-level content derived from Ohio's Learning Standards-Extended for ELA. These standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### MATHEMATICS 8

Topics in Mathematics 8 (pre-algebra) include geometry, measurement, spatial sense, linear and non-linear relationships, data analysis and probability. Review includes numbers, number sense and operations.

### MATHEMATICS 8 ES

Extended Standards provides a multi-sensory approach to math using the grade-level content derived from Ohio's Learning Standards-Extended for Math. These standards set grade-specific standards, and define what students should understand and be able to do in their study of mathematics.

### ALGEBRA 1

Algebra 1 provides the foundation for more advanced mathematics. The real-life value of algebra as a problem-solving tool is a major theme stressed throughout the course. Technology is used to investigate algebra by giving concepts visual dimension and to verify findings. The Ohio End of Course Exam is required.

Careful consideration for enrollment in Algebra 1 should be given by the student and parent - the credit and grade earned will post to the high school transcript. Seventh-grade students that meet specified criteria may be placed into this course.

### GEOMETRY HONORS

Prerequisite: Algebra 1. This is an accelerated course for talented and diligent mathematics students. Content includes set theory and measurement and comparison of distances in lines, planes, angles, and triangles. Strong emphasis is placed on problem solving and proofs.

Careful consideration for enrollment in Honors Geometry should be given by the student and parent - the credit and grade earned will post to the high school transcript. The grade earned will hold a .5 weighted value.



## SCIENCE 8

This course consists of introductory content in physics, earth science and biology. The core content of the course centers specifically around areas of science associated with the scientific method of problem solving. Topics of study include scientific inquiry, forces and motion, geological processes, geological and fossil records, reproduction, genetics and evolutionary theory.

### SCIENCE 8 ES

Extended Standards provides a multi-sensory approach to science using grade-level content derived from Ohio's Learning Standards-Extended for Science. These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to science content standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### PHYSICAL SCIENCE

Concurrent enrollment in Algebra 1 is strongly recommended.

Physical Science is a laboratory course that provides a foundation in chemistry and physics with a continued study of space science. Topics include the composition and behavior of matter, the periodic table, nuclear chemistry, energy and waves, electricity, forces and motion, and continued study of astronomy and the universe.

Students will be automatically enrolled in an additional quarter course, Physical Science Seminar 8, in place of Evolution of Recorded Music course, to teach crucial Science 8 curriculum.

Students are recommended by the seventh-grade science teachers for physical science based on the following criteria:

1. Superior academic performance  
Expected final average of A in Science 7  
A or B average in Honors English 7 or A average in English 7  
A or B average in Honors Mathematics 7 or A average in Mathematics 7
2. Strong sustained interest in science
3. Strong work ethic
4. Self-directed independent study skills

Careful consideration for enrollment in Physical Science should be given by the student and parent - the credit and grade earned will post to the high school transcript.

## SOCIAL STUDIES 8

The historical focus continues in the eighth grade with U.S. Studies from 1492 (Exploration) to 1877 (Reconstruction). This study incorporates all four Social Studies strands (history, geography, economics, and government) into a chronological view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic, and political factors.

### SOCIAL STUDIES 8 ES

Extended Standards provides a multi-sensory approach to social studies using grade-level content derived from Ohio's Learning Standards-Extended for Social Studies. These standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### TRANSITION 8

Focusing on preferences, interests, needs and strengths, this class is intended to support students in developing and implementing transition plans. The course is designed to meet the unique needs of each student and prepare them for further education, employment, and independent living to improve postsecondary outcomes. Emphasis will be on self-advocacy, self-determination skills, soft skills, and employability skills.



## ESSENTIAL COURSES

*A student will spend nine weeks in each of the following Essential Courses: Art 8, College and Career Readiness 8, Evolution of Recorded Music, and Technology Inc. 8.*

### **ART 8**

This exploratory course actively involves the students in fundamental skills, principles and elements of art and design. The units of study will include drawing (contour and technical/perspective), painting (color theory and techniques), two-dimensional design and three-dimensional design (such as ceramics or sculpture techniques).

### **COLLEGE & CAREER READINESS 8**

This course serves as a capstone to the required college and career middle school sequence. Students will learn to prepare for a career pathway, navigate the application process, and explore the effects of marketing & consumer behavior as they analyze financial decisions when developing a monthly budget. The course concludes with an ePortfolio project. The 6-8 course sequence meets the requirements of integrating economics and financial literacy into the general curriculum.

### **EVOLUTION OF RECORDED MUSIC 8**

Evolution of Recorded Music will expose students to basic elements of music literacy and the popular genres of Western music since the turn of the 20th century. Students will gain foundational skills in how to listen to, critique, follow, read, compose and appreciate music in various genres and contexts. While this is not a performance-based class, students will participate in short, simple class performances.

### **TECHNOLOGY INC. 8**

Technology Inc. 8 is a course that focuses on creating a mock business. To promote their company, students will create documents for their businesses such as business cards, letterhead, and logos. Students will also broadcast mock radio commercials that advertise their products. Using SketchUp, students will design and create storefronts, inside lobbies, and the sales floor of their business. The culminating activity will include the creation of Google Sites to showcase and promote each student's mock business.

## FITNESS & HEALTH

### **FITNESS EDUCATION 8**

Fitness Education 8 is organized around individual and team sports and activities. Skill development is a major objective focusing on a non-competitive environment. The instructional program may include net wall games, invasion, striking and fielding and target games. Instruction is also provided in such activities as physical fitness, weight training, circuit training and skills for lifelong fitness. Each student is required to have a gym uniform and proper tennis shoes.

### **HEALTH 8**

Health Education 8 provides students with information and experiences designed to develop understanding of the human body and development, appropriate health practices and health responsibilities in order that they apply sound health practices in daily living. Units covered include studies of human development and reproduction, healthy relationships, personal health practices, fitness goal setting, nutrition, and substance use and abuse.



## WORLD LANGUAGES

There are costs involved for purchase of necessary supplemental materials. Successful completion of level 1 would make the student eligible for enrollment in level 2 of the same language upon entering the ninth grade.

### **FRENCH 8**

This course is a continuation of French 7 where middle school students continue to focus on basic pronunciation and basic vocabulary. Students will continue to acquire cultural competence and learn about cultural products, practices, and perspectives in various Francophone countries. A focus will be on essential grammar concepts that will further develop communicative competency. This course is aligned with the Ohio Standards for World Languages and helps provide additional background knowledge for students who wish to enter Level 1 for high school credit.

### **SPANISH 8**

This course is a continuation of Spanish 7 where middle school students continue to focus on basic pronunciation and basic vocabulary. Students will continue to acquire cultural competence and learn about cultural products, practices, and perspectives in various Spanish-speaking countries. A focus will be on essential grammar concepts that will further develop communicative competency. This course is aligned with the Ohio Standards for World Languages and helps provide additional background knowledge for students who wish to enter Level 1 for high school credit.

### **FRENCH 1**

Prerequisite: Successful completion of French 7. In this course, students will focus on pronunciation, vocabulary centered around themselves, identity, family, food, and familiar objects from their immediate environment. Conversational exchanges will be formulaic, using memorized phrases in familiar contexts. By the end of the course, students will have emerging mastery of verb conjugations in the present tense, notions of gender agreement, and an understanding of simple sentence structure. Students will continue to acquire cultural competence and learn about cultural products, practices, and perspectives in various Francophone countries. This course is aligned with the Ohio Standards for World Languages and helps students reach the novice-mid proficiency level on the ACTFL Proficiency Guidelines.

Careful consideration for enrollment in French 1 should be given by the student and parent - the credit and grade earned will post to the high school transcript.

### **SPANISH 1**

Prerequisite: Successful completion of Spanish 7. In this course, students will focus on pronunciation, vocabulary centered around themselves, identity, family, food, and familiar objects from their immediate environment. Conversational exchanges will be formulaic, using memorized phrases in familiar contexts. By the end of the course, students will have emerging mastery of verb conjugations in the present tense, notions of gender agreement, and an understanding of simple sentence structure. Students will continue to acquire cultural competence and learn about cultural products, practices, and perspectives in various Spanish countries. This course is aligned with the Ohio Standards for World Languages and helps students reach the novice-mid proficiency level on the ACTFL Proficiency Guidelines.

Careful consideration for enrollment in Spanish 1 should be given by the student and parent - the credit and grade earned for these courses will post to the high school transcript.





## MUSIC

Students may elect to take both band and choir, band only, or choir only. A study hall will be assigned if no music electives are selected, as well as on the day(s) of the week when band or choir do not meet.

**Regarding Music Elective Courses:** Students enrolled in Band and/or Choir must remain in the course for the entire school year.

### **BAND 8**

The eighth-grade band is the most advanced band at Rocky River Middle School. Emphasis is placed on the performance aspects of music through a varied repertoire of concert band literature. Essentials of good musicianship and the development of technique are stressed. Participation in eighth-grade band provides a student an opportunity to understand and enjoy music through performance. Each student in the eighth-grade band will have up to four sectional and full band rehearsals each week with frequency of rehearsal depending on membership in choir and other schedule considerations. A prerequisite is participation in the seventh grade band or instrumental music program or an audition with the director. Eighth graders are required to participate in four performances, one of which is the RRHS Homecoming football game halftime show.

### **CHOIR 8**

Grade 8 choir is a performance class designed to focus on three-part and four-part voiced literature. Students will continue to receive training in sight singing and performance techniques that reinforce rhythmic and melodic concepts. Students will also work towards range expansion and improvement of musicianship skills by creating rubrics that serve to critique their own performances as well as the performances of others.

## LEARNING RESOURCE SERVICES

Services for all students are provided in the classroom so that assistance can be directly related to instructional content covered by the classroom teacher. Methods of delivering these services include tutorial, intervention, collaborative teaching, consultation or enrichment. In addition to direct instruction, learning resource services include diagnosing and prescribing activities to meet individual student needs, sharing instructional materials and strategies with classroom teachers, and conferring with teachers, parents, and students. To be eligible for these courses students must meet specified criteria.

### **CENTER FOR EXCELLENCE**

The Academic Intervention class provides assistance in developing organizational skills and study habits necessary to successfully complete classwork and homework.

### **ENGLISH LEARNERS**

Instruction is provided to students whose functional language is one other than English. Major emphasis is placed on oral communication, developing survival language and usage of standard English.

### **MATH FUNDAMENTALS**

Math Fundamentals is intended for students that have an identified weakness based on classroom and/or state assessment performance. This course is in addition to student's daily required core math class. The focus is on improving areas of individual student weakness of fundamental math skills.

### **READING ENCORE**

Reading Encore is intended for students that have identified weaknesses based on classroom and/or diagnostic assessment performance. This course is in addition to the daily required core English Language Arts class. This course is a sophisticated study of word structure. It provides direct and explicit teaching of both reading and spelling. Instruction consists of a variety of interactive and multisensory activities that thoroughly teach English word patterns, including the six syllable types, prefixes, base words, and suffixes. Common Latin roots are introduced and studied in correlation to their syllable patterns. Although not its primary focus, Reading Encore includes vocabulary development, fluency practice with studied word structure, and comprehension at the sentence and paragraph levels.





## **READING INQUIRY**

Reading Inquiry is intended for students that have identified weaknesses based on classroom and/or diagnostic assessment performance. This course is in addition to the daily required core English Language Arts class. It is designed to assist with reading comprehension and vocabulary development. Creative activities and instructional strategies are used to reinforce concepts that are taught in the English Language Arts classroom.

## **READING SUPPORT**

Reading Support is an intensive intervention for students who may require more in-depth instruction due to language-based learning differences. The curriculum is based on reading research and multi-sensory structured language philosophy and principles. Students are directly taught the structure of the language, focusing first on basic word skills and then on more complex language structure, including morphological principles. Reading support provides extensive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

# **ROCKY RIVER BOARD OF EDUCATION**

**Peter Corrigan**

**Kelly Rucker Frindt**

**Lauren Negrey**

**Addie Olander**

**Jessica Wilson**

## **Board Policy 2230**

The philosophy of the Board of Education emphasizes that the professional staff will make recommendations set forth in the administrative guidelines for specific course selections for a student. Parent and student involvement is also an integral part on the course selection process. After the input of the professional staff is considered and the course expectations are explained, the parents and student have the final determination as to what the placement(s) will be. During the school year, course expectations will not be lowered, except for students with disabilities as required by applicable rules and regulations. Appropriate instructional assistance will be provided in a personalized learning environment to help all students meet course expectations.

## **EQUAL OPPORTUNITY POLICY:**

It is the policy of the Rocky River Board of Education that there shall not be any discrimination on the basis of sex, race, color, religion, age, handicap or national origin in educational programs and activities or employment. The Board has approved grievance procedures for alleged violations of equal employment opportunities and/or equal educational opportunities, outlining a detailed grievance procedure which can be followed when a parent, student, citizen, employee or other person feels that discrimination has taken place. The Compliance Officer, Executive Director of Pupil Services, may be contacted at 440-356-6000.

