

# **TIFFIN MIDDLE SCHOOL**

**Tornado Pride...We Don't Stop!**



## **2025-2026**

**Course Selection Guide**

**Principal**

Ryan Imke

**Assistant Principal**

Judd Lutz

**School Counselors**

Alisa Huffman

Melissa Mellott

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## MESSAGE FROM THE PRINCIPAL

TMS families!

Tiffin Middle School is a 6th through 8th grade building, which serves over 500 students. As a learning community we strive to promote academic, emotional, and social success for every child. Our students, faculty, and staff are committed to reaching higher levels of achievement as we fulfill our district mission of guaranteeing success for each student at his/her full learning potential.

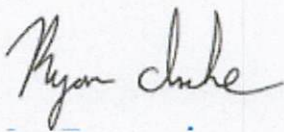
Our curriculum is guided by the Board approved courses of study modeled after the Ohio Learning Standards. Our students work rigorously in the core academic areas as well as the encore classes at each grade level. TMS students are afforded the opportunity to participate in strong music, art, technology,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

TMS is focused on creating a student centered, safe environment where students can be exposed to a variety of opportunities. Our staff is dedicated to establishing a strong partnership with parents to ensure every child has a positive educational experience.

As principal of Tiffin Middle School, I am honored to work with a tremendous group of students, staff, parent organizations, and families each and every day! We encourage you to follow our school on social media, monitor Final Forms emails and stay engaged with the website, as it has relevant information that may be helpful throughout the school year. Lastly, if we can be of assistance, please don't hesitate to contact us. We are happy to help in any way. You can reach me at 419-447-3358 and/or by email at [Ryan\\_Imke@tiffincityschools.org](mailto:Ryan_Imke@tiffincityschools.org).

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

Go Tornadoes!

A handwritten signature in black ink, appearing to read "Ryan Imke".

Ryan Imke  
Principal



## MESSAGE FROM THE COUNSELORS

The purpose of this Curriculum Guide is to help you choose an appropriate path of study. With help from parents, teachers and counselors, this information will assist you in making your choices in planning your future and meeting the requirements necessary for promotion and graduation.

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

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

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

Sincerely,  
Alisa Huffman  
Melissa Mellott  
TMS Counselors

## YOU AND YOUR COUNSELOR

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

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

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

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

## **USING THE CURRICULUM GUIDE**

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

The courses selected each spring will determine the student's schedule of classes for the next school year.

## **COURSE READINESS**

### **Grade 5 to 6**

Before students enter middle school, data is utilized to determine which students show a need for: Honors Math 6/7, Advanced Math 6, Advanced Science 6, Advanced English 6, and Advanced Reading 6. Data includes nationally normed assessments as well as current information including grades, STAR, OST, and teacher information.

**Grades 6 to 7 and 7 to 8** For students moving from sixth to seventh and from seventh to eighth grade, the course levels selected have been discussed by the student's current classroom teachers and their school counselor.

## **CLASS CHANGES**

Reasons that justify changes in a student schedule:

1. Class imbalance.
2. Schedule adjustment for the educational options approved by the administrative team.
3. Computer scheduling errors.
4. Level change (ex. dropping Honors Algebra, moving to Advanced Pre-Algebra) Once a student, parent, and teacher recognize the level of difficulty is such that the student is not successful, a change should occur no later than the end of the first nine weeks.

## **FINE ARTS REQUIREMENT**

According to the state of Ohio, students between seventh and twelfth grade must complete two semesters or the equivalent of fine arts coursework.

TMS also offers classes that are in a nine week rotation. In order to meet this requirement, a student would have to complete four fine arts courses within the nine-week-long rotations (4 courses x 9 weeks = 36 weeks of FA, the equivalent of two semesters) These courses include 7th grade Music, 8th grade Music, 7th grade Art and 8th grade Art. A full year of band or choir would also meet this 2 semester requirement. If students wish to receive a diploma with honors at Columbian, only courses seated at the high school would qualify for this type of diploma.

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

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

Honors Algebra I	1 Credit
Chinese I	1 Credit
Spanish I	1 Credit

## **WEIGHTED COURSES**

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

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

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



## **Grading System**

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

A+	12 (applies only to HS and weighted courses only)
A	11
A-	10
B+	9
B	8
B-	7
C+	6
C	5
C-	4
D+	3
D	2
D-	1

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

College Credit Plus allows students beginning in grade 7 to take a college course and earn college plus high school credit while in high school, on a full- or part-time basis. The goal of this option is to promote rigorous academic pursuits and expose students to options beyond the high school classroom. Students may take college courses taught within the high school building, at the college campus, or a course taken online. Some CCP classes are weighted.

CCP requires two fundamental conditions:

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

Both student and parent should be informed about CCP prior to enrolling in this program. Information will be updated annually and will be published on the TCHS website. The Intent to Participate form must be turned in to your TMS school counselor by April 1 of the preceding school year of participation. Students/families will be responsible for tuition and course fees in any course deemed by the university to be an F (failure), W (withdraw) or W/F (withdraw/failure). For the most current information regarding College Credit Plus, please visit the Ohio Department of Education's CCP website at <https://www.ohiohighered.org/ccp/students-families>



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

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

End-of-course tests are:

Algebra 1 or Integrated Math I

English Language Arts I

Geometry or Integrated Math II

English Language Arts II

American Government

Biology

American History

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

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

## **TMS Scope and Sequence**

Course Offerings		
6th Grade	7th Grade	8th Grade
CORE	CORE	CORE
Math (Full Year)	Math (Full Year)	Math (Full Year)
ELA (Full Year)	ELA (Full Year)	ELA (Full Year)
Science (Full Year)	Science (Full Year)	Science (Full Year)
Social Studies (Full Year)	Social Studies (Full Year)	Social Studies (Full Year)
Core + Reading Intervention	Core + Reading Intervention	Core + Reading Intervention
ENCORE	ENCORE	ENCORE
Healthy Living (Qt.)	Art (Qt.)	Art (Qt.)
P.E. (Qt.)	P.E. (Qt.)	P.E. (Qt.)
STEM (Qt.)	STEM (Qt.)	STEM (Qt.)
App Creators (Qt.)	App Creators (Qt.)	Tech Studio(Qt.)
Second Step (Qt.)	Second Step (Qt.)	Second Step (Qt.)
Health (Qt.)	Healthy Living (Qt.)	Health (Qt.)
Music Appreciation(Qt.)	Music Appreciation (Qt.)	Music Appreciation (Qt.)
Media (Qt.)	L.E.A.D (Qt.)	Career Connections (Qt.)
ELECTIVES	ELECTIVES	ELECTIVES
Band (Full Year)	Band (Full Year)	Band (Full Year)
Choir (Full Year)	Choir (Full Year)	Choir (Full Year)



## **ENGLISH LANGUAGE ARTS**

### **ELA 6**

Sixth grade English Language Arts is designed to address the Ohio Learning Standards for English Language Arts. It is focused on teaching students to learn to take on complex texts, make observations and develop ideas through reading, writing, listening and speaking. This knowledge gained will prepare them for future language classes in the middle school and into the high school. Through blending reading and the writing process, along with the development of grammar skills and vocabulary skills they will be better prepared for the future.

### **ADVANCED ELA 6**

Sixth grade Advanced English Language Arts is designed to address the Ohio Learning Standards for English Language Arts. It is focused on teaching students to learn to take on complex texts, make observations and develop ideas through reading, writing, listening and speaking. This knowledge gained will prepare them for future language classes in the middle school and into the high school. Through blending reading and the writing process, along with the development of grammar skills and vocabulary skills they will be better prepared for the future. This course engages students with greater depth than ELA 6 and encourages a path toward further advanced ELA courses.

### **CORE+ Reading 6**

Sixth grade CORE+ Reading is an intervention course for students identified to need additional support and instruction in reading. This will provide targeted intervention to students with the goal of growing them to meet grade level benchmarks. Students will be identified for this course through a matrix that utilizes state assessment data and common formative assessments.

### **ELA 7**

Seventh grade English Language Arts is designed to address the Ohio Learning Standards for English Language Arts. It is focused on teaching students to learn to take on complex texts, make observations and develop ideas through reading, writing, listening and speaking. This knowledge gained will prepare them for future language classes in the middle school and into the high school. Through blending reading and the writing process, along with the development of grammar skills and vocabulary skills they will be better prepared for the future.

### **ADVANCED ELA 7**

Seventh grade Advanced English Language Arts is designed to address the Ohio Learning Standards for English Language Arts. It is focused on teaching students to learn to take on complex texts, make observations and develop ideas through reading, writing, listening and speaking. This knowledge gained will prepare them for future language classes in the middle school and into the high school. Through blending reading and the writing process, along with the development of grammar skills and vocabulary skills they will be better prepared for the future. This course engages students with greater depth than ELA 7 and encourages a path toward further advanced ELA courses.

**CORE+ Reading 7**

Seventh grade CORE+ Reading is an intervention course for students identified to need additional support and instruction in reading. This will provide targeted intervention to students with the goal of growing them to meet grade level benchmarks. Students will be identified for this course through a matrix that utilizes state assessment data and common formative assessments.

**ELA 8**

Eighth grade English Language Arts is designed to address the Ohio Learning Standards for English Language Arts. It is focused on teaching students to learn to take on complex texts, make observations and develop ideas through reading, writing, listening and speaking. This knowledge gained will prepare them for future language classes in the middle school and into the high school. Through blending reading and the writing process, along with the development of grammar skills and vocabulary skills they will be better prepared for the future.

**ADVANCED ELA 8**

Eighth grade Advanced English Language Arts is designed to address the Ohio Learning Standards for English Language Arts. It is focused on teaching students to learn to take on complex texts, make observations and develop ideas through reading, writing, listening and speaking. This knowledge gained will prepare them for future language classes in the middle school and into the high school. Through blending reading and the writing process, along with the development of grammar skills and vocabulary skills they will be better prepared for the future. This course engages students with greater depth than ELA 7 and encourages a path toward further advanced ELA courses in high school.

**CORE+ Reading 8**

Eighth grade CORE+ Reading is an intervention course for students identified to need additional support and instruction in reading. This will provide targeted intervention to students with the goal of growing them to meet grade level benchmarks. Students will be identified for this course through a matrix that utilizes state assessment data and common formative assessments.



## **WorldLANGUAGE**

### **Requirements**

Incoming eighth graders who have a 3.5 Grade Point Average **and** are enrolled in Advanced ELA 8 have the opportunity to be placed in a world language class. Students may also be considered for enrollment based on seat availability and principal approval following a meeting with the principal and/or counselor.

**Reminder: These are high school courses and will count towards your high school GPA and class rank.**

Students may elect to study Chinese I or Spanish I in the eighth grade. Upon completion of this course, students are able to continue with Chinese II or Spanish II during their ninth grade year. Students who do not take a world language in 8<sup>th</sup> grade will be able to start a language study in the ninth grade, if they wish to do so.

World Language is sequential. Foundation skills, which build toward mastery of vocabulary and grammar, are the basis for learning.

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

#### **1 Credit**

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

### **SPANISH I**

#### **1 Credit**

Would it surprise you to learn that the United States has a large population of Spanish-speaking people? It's true! Being proficient in Spanish can have a direct positive impact on your college and career goals. Spanish I can be your passport to the future - a chance to get to know some of the peoples, places, and cultures of the more than twenty nations where Spanish is spoken. Through class activities, as well as individual projects, you will successfully express yourself in Spanish. You will be able to discuss your family, friends, leisure activities, school, and daily life. You will also learn to give and ask directions, and talk about what you like to do. The class is student-focused and involves a lot of practice activities in pairs and small groups. Active participation in class is a must. Come and join the fun!

## **Social Studies**

### **WORLD HISTORY 6**

Sixth graders will travel back to the ancient times of the Fertile Crescent, Egypt, India and China. In each of these places we study the areas of history, people in societies, geography, religion, economics, government, citizenship rights and responsibilities, and social studies skills and methods. We discuss the various peoples in different societies and show how their cultural practices, trading products, perspectives, Silk Road Trade, and the Crusades affected the cultures of the people involved. Geography and map skills are an integral part of the year. Students are expected to be able to share how physical features were a factor in the lives of the different peoples and places that we study. Economics covers the markets, scarcity and resource allocation and how this contributed to specialization, trade and interdependence in ancient times. Systems of government are characterized by city-states, kingdoms and empires. Citizenship rights, responsibilities and participation differences will be explained through the study of the monarchy, dictatorship, direct democracy, and representative democracy. In sixth grade, Ancient World History will be covered until 1,000 B.C.

### **WORLD HISTORY 7**

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

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

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

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



## **MATHEMATICS**

### **MATH 6**

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

### **ADVANCED MATH 6**

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

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

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

### **MATH 7**

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

### **ADVANCED MATH 7**

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

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

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

### **PRE-ALGEBRA 8**

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

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

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

### **HONORS ALGEBRA I** 1 HS Credit

Honors Algebra develops the students' conceptual knowledge, skills, and strategies essential to understanding sophisticated mathematics. This class builds the background of knowledge crucial for ensuring that students are able to understand and solve increasingly complex problems. Some of the topics covered are properties of real numbers, solutions of linear equations and inequalities, graphing, factoring, polynomial computations, rational and irrational expressions and quadratics. **Reminder: This is a high school course and will count towards your high school GPA and class rank.**



## **SCIENCE**

### **SCIENCE 6**

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

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

### **ADVANCED SCIENCE 6**

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

### **SCIENCE 7**

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

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

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

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

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

### **ADVANCED SCIENCE 7**

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

### **SCIENCE 8**

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

### **ADVANCED SCIENCE 8**

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

## **SIXTH GRADE ENCORE CLASSES**

Encore classes are enrichment classes that vary by grade level.

ENCORE: 6th Grade
Healthy Living (Qt.)
P.E. (Qt.)
STEM (Qt.)
Media (Qt.)
Second Step (Qt.)
Health (Qt.)
App Creators (Qt.)
Music Appreciation (Qt.)

### **Healthy Living:** (Qt.)

The Healthy Living course will encourage students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others. This is a quarter course that provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns.

**Physical Education 6th: (Qt.)**

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

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

**STEM 6th: (Qt.)**

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

**Media 6th (Qt.)**

In this course, students will complete all 34 lessons in the Type to Learn 3 program. Students will learn about internet safety, the acceptable use policy for Tiffin City Schools, and how to appropriately access and use all parts of the Google Suite.

**Second Step 6th: (Qt.)**

The research-based Second Step Middle School Program is a universal, web-based classroom program designed to help increase students' school success and help decrease problem behaviors by promoting social-emotional competence. It helps early adolescent students cope with challenges, create positive relationships, and succeed both socially and academically. Lessons provide the tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, make and follow through on good decisions, and create strong friendships while managing or de-escalating peer conflicts.

**Health 6th: (Qt.)**

Ohio law directs schools and districts to include health education and other related topics at various times throughout a student's education. This course will include topics such as:

- Emotional & Mental Health
- Tobacco, Alcohol & Other Drug Prevention
- Nutrition & Physical Activity
- Personal Health and Wellness



**App Creators 6th:** (Qt.)

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines.

**Music Appreciation 6th:** (Qt.)

This is a quarter class for all 6th-grade students. This class will help to reinforce musical learning in 5th grade while helping to prepare students for middle school music opportunities. Emphasis will be placed on skills in reading, listening to, and responding to music. The class will consist of 2, 4 week, units that will encourage increased independence in musical performance, responding to musical recordings, and use of music vocabulary in discussion and written responses.

**SEVENTH GRADE ENCORE CLASSES**

Encore classes are enrichment classes that vary by grade level.

ENCORE
Art (Qt.)
P.E. (Qt.)
STEM (Qt.)
App Creators (Qt.)
Second Step (Qt.)
Healthy Living (Qt.)
Music Appreciation (Qt.)
L.E.A.D (Qt.)

**Art 7th:** (Qt.)

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

**Physical Education 7th** (Qt.)

The curriculum at the middle school includes opportunities for students to become proficient in a wide variety of movement forms (net/racquet, target, team, outdoor pursuits, individual) at modified levels of skill and complexity and to acquire beginning knowledge related to



developing/improving personal fitness programs. Fitness is measured and tracked, with the goal being to achieve the gender and age group health-related physical fitness standards.

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

#### **STEM 7th: (Qt.)**

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

#### **App Creators 7th: (Qt.)**

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines.

#### **Second Step 7th: (Qt.)**

The research-based Second Step Middle School Program is a universal, web-based classroom program designed to help increase students' school success and help decrease problem behaviors by promoting social-emotional competence. It helps early adolescent students cope with challenges, create positive relationships, and succeed both socially and academically. Lessons provide the tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, make and follow through on good decisions, and create strong friendships while managing or de-escalating peer conflicts.

#### **Healthy Living: (Qt.)**

The Healthy Living course will encourage students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others. This is a quarter course that provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns.

#### **Music Appreciation 7th: (Qt.)**

This is a quarter class for all 7th-grade students. This class will help to reinforce musical learning in 6th grade while helping to prepare students for middle school and high school music opportunities. Emphasis will be placed on skills in reading, listening to, and responding to music. Special emphasis in this course will be on popular music styles. The class will consist of 2, 4 week units that will encourage increased independence in musical performance, responding to

musical recordings, and use of music vocabulary in discussion and written responses. Students will use music technology to enhance their study of popular music styles.

#### **L.E.A.D 7th:** (Qt.)

Tiffin Middle School Leadership Course aims to develop personal growth and community impact with our middle school students. Designed to instill the principles of leadership, community involvement, and culture-building, this dynamic class provides a platform for students to discover their potential and make a positive mark within their school and beyond.

### **EIGHTH GRADE ENCORE CLASSES**

Encore classes are enrichment classes that vary by grade level.

ENCORE
Art (Qt.)
P.E. (Qt.)
STEM (Qt.)
Tech Studio(Qt.)
Second Step (Qt.)
Health (Qt.)
Music Appreciation (Qt.)
Career Connections (Qt.)

#### **Art 8th:** (Qt.)

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

#### **Physical Education 8th:** (Qt.)

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

#### **STEM 8th:** (Qt.)

The Science, Technology, Engineering and Mathematics (STEM) program provides an opportunity for exploration in the areas of science, technology, engineering and mathematics.

This project-based learning course is centered on the Engineering Design Process in order to solve a common problem. Students will accomplish design goals through collecting data, improvements, reflection and collaboration.

**Tech Studio 8th: (Qt.)**

Students will explore studio production through hands-on opportunities to develop skills for audio-visual based careers. This course includes collaborative projects to enhance our school and sense of community by broadcasting daily announcements, and producing videos that highlight our school. By the end of this course, students will have gained foundational production skills that will empower them to communicate effectively through multimedia.

**Second Step 8th: (Qt.)**

The research-based Second Step Middle School Program is a universal, web-based classroom program designed to help increase students' school success and help decrease problem behaviors by promoting social-emotional competence. It helps early adolescent students cope with challenges, create positive relationships, and succeed both socially and academically. Lessons provide the tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, make and follow through on good decisions, and create strong friendships while managing or de-escalating peer conflicts.

**Health 8th: (Qt.)**

Ohio law directs schools and districts to include health education and other related topics at various times throughout a student's education. This course will include topics such as:

- Emotional & Mental Health
- Tobacco, Alcohol & Other Drug Prevention
- Nutrition & Physical Activity
- Personal Health and Wellness

**Music Appreciation 8th: (Qt.)**

This is a quarter class for all 8th-grade students. This class will help to reinforce musical learning in 7th grade while helping to prepare students for middle school and high school music opportunities. Emphasis will be placed on skills in reading, listening to, and responding to music. Special emphasis in this course will be on popular music styles. The class will consist of 2, 4 week units that will encourage creativity, producing music, and responding to musical recordings. Students will use music technology to enhance their study of popular music styles.

**Career Connections 8th: (Qt.)**

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

## **SIXTH GRADE ELECTIVE CLASSES**

### **Band 6** (Yearlong)

Sixth Grade Band is the first year in a seven-year program designed to develop the student's ability in instrumental music and ensemble performance. Students prepare for and participate in concerts, developing skills specific to the instrument they play. Concepts covered in this course include note reading, beginning rhythm reading, basic music vocabulary and beginning music theory. Proper posture, instrument care and rehearsal/concert etiquette are introduced and reinforced throughout the year. The band performance schedule will include home concerts and other at school performances. Weekly practice at home expected.

### **CHOIR 6** (Yearlong)

This yearlong class is for 6th-grade students who enjoy singing and working with peers in a social setting. An emphasis is placed on choral music reading, two-part singing, and independent growth in vocal production. Students will develop and grow skills in posture, breathing, tone, intonation, diction, and expression through the study of a variety of musical styles and genres. The students' work will culminate in performances at the end of each semester to demonstrate their growth as both an individual singer and as a choir for their parents and the Tiffin community. Attendance is required for the performances in December and May. The class will meet daily.

## **SEVENTH GRADE ELECTIVE CLASSES**

### **BAND 7** (Yearlong)

Seventh Grade Band is the second full year in a seven-year program designed to continue to develop the student's ability in instrumental music and ensemble performance. Students will perform music from a variety of cultures, styles and composers. Students continue to develop their music vocabulary, skills and understanding of musical concepts and terms. Music reading skills continue to be developed, as well as beginning playing technique. The band performance schedule may include parades, home concerts, Solo & Ensemble and OMEA Large Group Adjudication. Weekly practice at home expected.

### **CHOIR 7** (Yearlong)

This yearlong class is for 7th-grade students who enjoy singing and working with peers in a social setting. An emphasis is placed on choral music reading, three-part singing, and independent growth in vocal production by using music that is more complex and advanced than the prior year. In this course, students will develop and grow skills in posture, breathing, tone, intonation, diction, and expression through the study of a variety of musical styles and genres. A special focus of this class will be to guide singers through their voice change with the use of exercises and songs to build vocal skills and confidence. The students' work will culminate in performances at the end of each semester to demonstrate their growth as both an



individual singer and as a choir for their parents and the Tiffin community. Attendance is required for the performances in December and May. The class will meet daily.

## **EIGHTH GRADE ELECTIVE CLASSES**

### **BAND 8** (Yearlong)

Eighth Grade Band is the third full year in a seven-year program designed to continue to develop the student's ability in instrumental music and ensemble performance. Students will perform music from a variety of cultures, styles and composers. Students continue to develop and refine their music vocabulary skills and understanding of musical concepts and terms. Music reading skills are reinforced, as well as intermediate technique development. Students continue to refine correct posture for playing. Instrument care and proper rehearsal etiquette are also reinforced. The band performance schedule may include a football game, parades, home concerts, Solo & Ensemble and OMEA Large Group Adjudication. Weekly practice at home expected.

### **CHOIR 8** (Yearlong)

This yearlong class is for 8th-grade students who enjoy singing and working with peers in a social setting. This is the most advanced singing ensemble at TMS. An emphasis is placed on choral music reading, three and four-part singing, and independent growth in vocal production by using music that is more complex and advanced than the prior year. In this course, students will develop and grow skills in posture, breathing, tone, intonation, diction, and expression through the study of a variety of musical styles and genres. A special focus of this class will be to continue to guide singers through their voice change with the use of exercises and songs to build vocal skills and confidence. The students' work will culminate in performances at the end of each semester to demonstrate their growth as both an individual singer and as a choir for their parents and the Tiffin community. Attendance is required for the performances in December and May. The class will meet daily.