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Hello Parents and Families of the Class of 2031,

We are excited to welcome you as our 8th-grade class for the 2026-2027 school year. These next steps are an exciting time as your child will begin to formulate a plan and positive habits to prepare for their high school years. This time is also marked as a time where we have expectations for them as the leaders of our building. The students have endured some difficult times and have grown in many ways to get them to this point. We are excited to see how they lead our building.

Included in this packet are the course descriptions for both middle school and optional high school classes. There are elective classes that can be taken for high school credit. It is important to know that the grades earned in these classes will be a part of their high school transcript. Other classes that may be on your child's schedule are academic achievement classes. These classes will be provided to students to encourage growth in basic core academic skills. They will stem from progress monitoring and state testing results. These are designed to begin preparation for the rigor of eighth-grade and high school classes as they move towards their high school years.

The information in this presentation is based on the information that we currently have. We will strive to provide your child with the combination of choice and exposure to various classes and programs. These are the goals of the middle school experience as students begin to learn about themselves, their interests, and their strengths.

Thank you for the pleasure of working with your child and your family this school year. We look forward to watching your child grow and mature into the individual that they are striving to become during their educational experience.

If you have any questions, please contact me or the School Counselor, Mrs. Rutherford.

Thank you, and welcome to the Eastwood Middle School 2026-2027 School Year.  
Let's Go Eagles!!

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*Eastwood  
Middle School*



*8th Grade  
Course Descriptions*

## *Eastwood Middle School 8<sup>th</sup> Grade*

### **CORE COURSES**

#### **READING 8**

This course is designed to prepare students to read and interact with texts at the eighth-grade level and beyond. Students will be asked to independently read and comprehend a range of fiction and nonfiction works, novels, memoirs, short stories, and informational articles. Using said texts, students will be asked to learn and apply skills related to inferential and higher-order thinking. Efforts are made to integrate other curricula where appropriate.

#### **ADVANCED READING 8**

This course is designed to challenge identified students with a curriculum rooted in texts written at the high school and post-high school levels. Students will be asked to independently read and comprehend a range of fiction and nonfiction works, novels, short stories, and informational articles. Using said texts, students will be asked to learn and apply skills related to inferential and higher-order thinking. The pacing of this course will be accelerated and may mimic high school classes. Efforts are made to integrate other curricula where appropriate.

#### **LANGUAGE ARTS 8**

The focus of eighth-grade Language Arts is to prepare students for the demands of High School English and other real-world applications. The course will concentrate on strengthening academic writing abilities, developing vocabulary awareness and grammar usage, and improving speaking and listening skills. Efforts are made to integrate other curricula where appropriate.

#### **ADVANCED LANGUAGE ARTS 8**

This course is designed to further challenge identified students with quality enrichment experiences in all Language Arts areas beyond the eighth-grade curriculum. Pacing will be accelerated and may mimic High School English classes when permitted. A strong emphasis will be placed on the written analysis of complex texts, and students will also be provided with multiple opportunities to investigate and interact with research topic areas of interest that result in several significant written compositions. Students will also continue to develop vocabulary awareness and grammar usage in addition to speaking and listening skills.

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

This course is an in-depth study of the early years (1500-1877) of our country. While students are studying a particular historic event in the U.S. from early exploration through reconstruction, they also look at its geographic settings, economic implications, developments in government, and its citizens' roles. Students will use technology to research, present, and review, as well as for some assessments.

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

This course will meet the same standards as regular History 8, but in more depth by practicing more critical thinking and analysis of primary sources. Students in this course will also focus on debate skills and citing evidence to support their arguments/point of view.

#### **MATH 8**

In this course, students will study and investigate a variety of topics surrounding linear equations and linear functions. This includes: rate of change, slope, y-intercept, proportional vs. non-proportional relationships, and linear vs. nonlinear relationships. Students will be asked to compare and contrast a variety of real-life situations using graphs, tables, equations, and descriptions. Students will be solving equations involving square and cube roots, as well as solving systems of equations using multiple methods. Students will also study geometry topics such as congruent and similar figures, volume, translations, parallel line properties, and the Pythagorean Theorem. In addition, students will receive basic information surrounding financial literacy. Students must maintain a "B" average in this class and be recommended for Algebra I as a freshman. Algebra A is an additional option for freshmen, and placement in this class will be based on grades and teacher recommendation.

## **ALGEBRA I (1 H.S. credit)**

**Prerequisite: Pre-algebra and teacher approval.**

This accelerated course places emphasis on algebraic properties, equation-solving techniques, and application of those skills. Students will explore linear, exponential, and quadratic equations, graphing, data analysis, radicals, integer exponents, relationships between algebra and geometry, and applications of the above-mentioned. This is the same course of study that is offered at the high school level. High school credit is given for the successful completion of this course. Students must maintain a “B” or better to remain in the class and to be recommended for Geometry.

## **SCIENCE 8**

This class is designed to meet local, state, and national standards in an integrated, investigative approach. Different units that will be covered in this course include Earth systems, adaptation and survival, forces and motion, and the universe. Students will seek evidence as they consider current science issues impacting society.

## **ADVANCED SCIENCE 8**

This section will meet the same standards as regular Science 8, but will do so in more depth and at a faster pace. Projects may require additional skills, including the demonstration of various technologies, group projects, and presentations.

# **ROTATION CLASSES**

## **ART (9 Week Course)**

The art class for eighth grade is built upon the previous years, but it is not a prerequisite. This course is more advanced with a higher level of art terminology, and the projects are designed for maximum results of creativity and skill. Students will learn and experience related projects that may include such areas as sculpture, abstractions, design, and other types of works of art. Emphasis is on the principles of design and review of the elements of art. Students are required to keep a sketch journal for the class as part of the requirements. Classes are differentiated by the types of projects created to eliminate any repetition for students who are scheduled for two art courses.

## **PAINTING: 8 (9 Week Course)**

Open to 8<sup>th</sup> graders only. This hands-on course will introduce students to a wide range of painting styles, techniques, and approaches. Students will; work with various types of paint, including acrylic, tempera, watercolor, and gouache while focusing on the principles of design. They will draw inspiration from famous painters and gain plenty of practice with different painting methods. Whether students are beginners or have prior experience, they’ll have the opportunity to experiment, deepen their understanding of painting, and create their own unique works of art.

## **CERAMICS 8 (9-Week Course)**

Open to 8<sup>th</sup> graders only. This course would focus on making all projects out of clay. Different types of clay will be used. Earthenware, Stoneware, and Terracotta, along with air-dried and kiln-fired. Various types of techniques used with clay will allow students to experience this three-dimensional art medium.

## **MATH ACHIEVEMENT (Course Length Determined by Level of Achievement Attained)**

Math Achievement is a course provided for students needing additional assistance in math. Students will practice basic math skills as well as participate in activities surrounding their regular math class. The purpose is to help students build confidence in their individual skills, which will help them succeed in future math classes. Students must be motivated to work and actively participate in class. Students are scheduled for the Math Achievement class based on teacher recommendation.

### **TECHNOLOGY INTERACTIONS (9 Week Course)**

Learning by seeing, thinking, and doing! Modular Technology Education students take an active role in the learning process. Students gain practical knowledge through hands-on activities. Working with texts, videotapes, computer software, and first-hand laboratory experiments, students learn theories, concepts, and practical applications that provide an exploratory background in the technologies applied in today's marketplace. Modular studies range from aerospace to robotics.

### **CONSTRUCTION TECHNOLOGY (9 Week Course)**

This course is offered to 8th-grade students interested in residential construction and remodeling. Students will be introduced to blueprint reading, estimating jobs, construction materials, tools, assembly techniques, and terminology associated with residential construction. Students will experience framing, roofing, siding, door and window installation, and basic electrical.

### **PHYSICAL EDUCATION (9 Week Course)**

Emphasis is placed on student participation. Students will improve skills, gain an understanding of game strategies and mechanical principles, and transfer strategies from one sport to another. A variety of sports and organized games are offered throughout the school year, and every student is involved in these activities. Student participation, cooperation, and effort are expected. Classes are involved with organization, fair play, and self-discipline to make the classes worthwhile and enjoyable.

### **COMPUTER - EAGLE DESIGN (9 Week Course)**

This project-based course is similar to 7th grade's Online Design and Creation. This year, we will take it up a notch and begin to explore marketing and create printed and 3D projects for our school community, beginning with the Eagle Way Store, school spirit groups, and more! The ideas are endless!!

### **COMPUTER - CODING (9 Week Course)**

This is an entry-level course in coding and game animation that begins with an understanding of how computers and apps work to solve problems. As we understand the problem-solving process to address puzzles, challenges, and real-world scenarios, we will begin to explore how computers input, output, store, and process information. The quarter ends with students learning how to create images, animations, interactive art, and games, and how this ties in with programming concepts and the design process. After completing Coding I, students may take the course again to continue what they have learned. They will continue building coding skills and learn how to create a game.

### **COMPUTER - JOURNALISM 8 (9-Week Course)**

This course is meant to extend the traditional ELA course and encourage students with strong language skills. Students will be expected to write on a daily basis, with a focus on writing for a specific audience. Students taking this course will be responsible for creating the school yearbook, as well as scheduling and conducting interviews to write stories for both the yearbook and for Stuck in the Middle, a student-produced podcast. Beyond writing, students will be speaking in front of peers and working with audiovisual equipment for online press exposure.

### **CODING II (9 Week Course)**

This course is an extension of the Coding course (and it is highly recommended that you have completed that course). Students who have an understanding of basic coding concepts will be able to continue with these skills in an online program to create and engage with interactive media content while completing virtual projects and exploring the possibilities of 3rd dimension.

### **COMPUTER – STEAM (9 Week Course)**

STEAM is an acronym for Science, Technology, Engineering, Arts, and Math Education. This is a hands-on, problem-based learning experience that will be interdisciplinary and allow students to identify the skills needed to compete in a variety of careers based on their interests. Students will utilize the knowledge from their core subject areas to complete projects that emphasize real-world problem -solving, critical thinking, teamwork, and communication. An end-of-course project will entail an interactive job fair presentation for 6th graders.

### **BAND 8 (Year-Long Course)**

The 8th-grade band focuses on the performance of a variety of band art music, as well as continued individual development from the 7th-grade band. Emphasis is placed on advanced rhythm reading, scale and technique studies, musical interpretation, intonation, and improved tone quality. Students will develop group responsibility, confidence, leadership, and musicianship. The band performs concerts in December, late February/early March, and May. Students have the option to participate in the Ohio Music Education Association Solo & Ensemble Adjudicated Event held in the spring. Students are prepared to enter high school band following their 8th-grade year by observing, interacting, and playing with the high school band at functions like 8th Grade Marching Band Night, 8th Grade Pep Band Night, and the annual Mixer. The 8th-grade performs in the high school band at Memorial Day ceremonies at the end of the 8th-grade year. Students who were not in the 7th-grade band may sign up for the 8th-grade band only after consulting with the Director of Bands before the end of the 7th-grade year.

### **CHORUS 8 (Year-Long Course)**

This course is designed for those students who love to sing, are interested in improving their singing skills, and want to become better musicians. This group performs three annual concerts, with the possibility of additional school or community performances. Students will learn and perform a variety of choral literature. Students will also have the possibility of performing solos and working together with other students in small ensembles for local vocal competitions. Students will also be asked to complete theory and sight singing assignments in class daily to further their musical knowledge, skills, and abilities.

### **C.B.I., CAREER-BASED INSTRUCTION (Year-Long Course)**

This course will focus on assisting students to develop better study and test-taking skills, to improve motivation and self-esteem, and to develop pre-employment/work maturity skills, better preparing them for the world of work. It will also enhance their knowledge of careers. They will improve research and communication skills by investigating careers, listening to, and interviewing skilled and professional tradespeople. The students will evaluate their interests, abilities, and skills to identify careers they may be interested in pursuing. They will investigate the education and training necessary for careers and connect the importance of competent math, language, and science skills in achieving their goals. They will realize the importance of transferable skills and a strong work ethic in surviving today's competitive world of work.

## ***HIGH SCHOOL ELECTIVE COURSES***

**HIGH SCHOOL COURSES:** The following courses will be offered to eighth-grade students as space allows. Upperclassmen will be scheduled first. Enrollment in these courses will be determined by availability of space, student grades, and teacher recommendations. High school credit is given for the successful completion of high school courses.

### **SPANISH I - 068 (1 H.S. credit)**

Level 1 introduces students to the two standards of Communication and Cultures. Students acquire the language through oral repetition, dialogue, short composition, dictation, reading, and written exercises while learning about the target culture. Students will be assessed using integrated Performance Assessments (IPAs) that focus on the following language skills: interpretive (reading and listening), interpersonal (oral), and presentational (formal presentation/writing) communication skills. Each assessment will address one or more standards. The instructor will use 90+% target language in the classroom in an effort to increase language acquisition by the students.

### **GERMAN I - 072 (1 H.S. credit)**

Level 1 introduces students to the four standards of communication, culture, connections, and comparisons. Students acquire skills through oral repetition, dialogue, short composition, dictation, reading, and written exercises while learning about the target culture. Students will be assessed on all four standards, including interpretive (reading and listening), interpersonal (oral), and presentational (formal presentation/writing) communication skills. Each assessment will address one or more standards.

### **SCHOOL BOARD POLICY SELECTION CRITERIA FOR HONORS/ADVANCED CLASSES**

To make placement decisions as objectively as possible, the decision on initial placement of a student into an advanced or honors class path will be made by a three-person committee using a variety of information, which may include standardized achievement test scores, grades in the previous class in that subject area, and teacher recommendations. Students already participating in an advanced placement or honors class may continue on this path as long as adequate progress continues to be demonstrated. Adequate progress is defined as maintaining a B average in the honors/advanced placement class.

In any special program, we know that from time to time, questions and concerns may arise. This is only normal. When those times arise, the classroom teacher will work with the students and parents on a one-on-one basis to help resolve any concerns or problems. A parent, teacher, or student may ask for a review of a placement decision through a written request to the building principal. The building principal, in cooperation with the gifted coordinator and guidance counselor, will review the student's records and determine whether further assessment is necessary or whether the placement decision was appropriate.

If a serious problem persists that cannot be worked out, withdrawal procedures may need to be initiated. By the first midterm of the academic school year, contact between the classroom teacher and parents should occur. If a student is not maintaining a minimum of a "B" average in the honors/advanced placement class, the classroom teacher will initiate the withdrawal procedure. Withdrawal procedures may result in an agreement to withdraw the student from the class or placement of the student on probation for a time period to be determined by the placement team. Failure to improve performance to an adequate level within the probationary time period will result in the student being withdrawn from the class.