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EASTWOOD MIDDLE SCHOOL

4800 Sugar Ridge Road
Pemberville, OH 43450

Dwight Fertig, Principal

Connie Rutherford, School Counselor

www.eastwoodschools.org

Hello, Parents and Families of the Class of 2032,

We are excited to welcome your students back to the Middle School as our 7th-grade class for the 2026-2027 school year. We are very excited to get them back in the building and prepare them for the next step of their educational journey. This is an exciting roller coaster time as they break through to their teenage years and start to explore and think about their future. During these times, we want you to know that we will be here every step of the way throughout this journey.

Included are the course descriptions for middle school classes for 7th-grade students. These will include electives and core academic classes such as ELA, Math, Science, and Social Studies. These classes are designed to begin preparation for the rigor of eighth-grade and high school classes as they move toward their high school years. Finally, all students will take our 9-week health class during their 7th-grade year.

The information in this packet is based on the information that we currently have. We will strive to provide your child with a 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 accompanying your student throughout a time when we feel kids make some of the greatest growth in their middle school years.

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

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

Dwight Fertig
Principal
Eastwood Middle School
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Eastwood Middle School

7th Grade Course Descriptions

Eastwood Middle School 7th Grade

CORE CLASSES

ELA 7

ELA will include building upon previously learned reading skills. Students will examine the "why" and "how" of the author's purpose, characters, and plot elements. The use of text evidence to support thinking and responses is emphasized as students advance their reading skills. Students will read several novels, nonfiction pieces, and short stories. Students will demonstrate their learning of reading concepts through writing essays and narratives, as well as completing projects and presentations. Vocabulary development is emphasized with weekly units. Grammar is developed with daily review and through writing assignments. Multiple units will be based on social studies content with further reading exploration.

ADVANCED ELA 7

The seventh-grade advanced class is designed to challenge students and to advance reading and writing skills. Class or self-selected novels will be at higher reading levels. Students will advance their writing skills through responding to prompts and creating essays. Collaboration, class discussion, and projects are emphasized as higher-level critical thinking is used. Analysis, evaluation, synthesis, and application of reading skills will be illustrated through the use of writing, projects, and discussion.

SOCIAL STUDIES 7

Seventh-grade Social Studies covers World Studies from 750 BC to 1600 AD. We will learn about primary and secondary sources, how geography shapes history, types of governments, and how trade encourages the growth of markets. Topics covered include Ancient Greece, Rome, Medieval Europe, the Renaissance and Reformation, the Middle East (early Christianity and Islam), Medieval China, Africa, and Japan, and the Age of Discovery. Connections will be made between the contributions of the past and our world today. Students will create multiple projects and participate in simulations to demonstrate their learning.

ADVANCED SOCIAL STUDIES 7

Seventh-grade Advanced Social Studies will cover the same content as Social Studies 7, but with greater depth and more independent study. The material will be covered at a faster pace, and students will be encouraged to develop critical thinking skills. Students will be expected to participate in more discussions, student-led activities, and outside research. Finally, students will learn to analyze primary documents and draw appropriate conclusions.

MATH 7

In this course, students will study scale drawings and scale factors. Students will learn how changing the scale of a figure affects angle measures and perimeter. Students will learn how to identify proportional relationships in tables, graphs, and equations. Students will learn about the relationship between the diameter and circumference of a circle, as well as how to find the area of a circle. Students will be exposed to percent problems through real-life applications. Students will learn how to add, subtract, multiply, and divide both positive and negative rational numbers. Students will learn how to write equivalent expressions and solve equations. Students will learn about angle relationships. Students will learn how to find the probability of both single and multi-step events.

PRE-ALGEBRA 7

Approval is based on results from standardized, achievement, and/or competency test scores, classroom grades and performance, and teacher evaluation.

In this course, the student will study patterns, relations, and functions using tables, charts, graphs, and diagrams; learn problem-solving strategies; identify numbers and number relations involving integers, percents, rational and irrational numbers; calculate perimeter, area, volume, and surface area; solve linear equations with one variable; and explore statistics and probability.

SCIENCE 7

Systems can exchange energy and/or matter when interactions occur within systems and between systems. Systems also cycle matter and energy in observable and predictable patterns. These concepts will be taught through topics including: the hydrologic cycle, earth, sun and moon patterns, the Periodic Table, Laws of conservation of mass and energy, and the flow of matter and energy through biotic and abiotic components of ecosystems, including climate.

ADVANCED SCIENCE 7

Systems can exchange energy and/or matter when interactions occur within systems and between systems. Systems also cycle matter and energy in observable and predictable patterns. These concepts will be taught through topics including: the hydrologic cycle, earth, sun and moon patterns, the Periodic Table, Laws of conservation of mass and energy, and the flow of matter and energy through biotic and abiotic components of ecosystems, including climate.

Enrichment of the course will be provided through the acceleration of and study of more in-depth content. There will be more emphasis on critical thinking questions, alternative internet activities, and participation in the Student Watershed Watch program.

ROTATION CLASSES

ART 7 (9 Week Course)

The seventh-grade art program is a continuation of the sixth-grade course at a graduated level. The Elements and Principles are covered more extensively, along with new aspects and terminology. Art styles and history will be incorporated into class projects for a deeper understanding of the world of art. Students are required to keep a sketch journal for the class as part of the requirements. Art seven is differentiated each quarter to eliminate any repetition for students who are scheduled twice during the year.

RECYCLED ART (9 Week Course)

Open to 7th graders. This art class explores the elements of art and principles of design using recycled and unconventional materials. Students will have access to a wide variety of provided materials, as well as materials they bring in themselves. Projects will vary based on available resources and will include both 2D and 3D art forms. Students of all experience levels will have the opportunity to experiment, discover new artistic processes, and create one-of-a-kind works of art.

HEALTH 7 (9 Week Course)

This course focuses on preventative health measures. The topics covered in this course include: Mental & Emotional Health, Nutrition & Fitness, Violence & Injury Prevention, Alcohol, Tobacco & Other Drugs (ATOD), and Introduction to Sex Education. Students will have the opportunity to hear guest speakers in health-related fields and be involved in hands-on life skill activities. 7th Grade D.A.R.E. is incorporated into this nine-week course.

MATH ACHIEVEMENT 7 (Course Length Determined by Level of Achievement Attained)

This is a course that is taken in addition to the student's required math class. The purpose of this course is to help students build confidence in their individual skills, which will help them succeed in their present math courses and review past math skills. Students will be scheduled for the Math Achievement class based on parent/student interest in the class, standardized testing and assessments, and teacher recommendations. Limited space available.

TECHNOLOGY INTERACTIONS 7 (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 firsthand 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.

COMPUTER 7 – Online Design & Creation (9 Week Course)

This is a project-based course that will allow students to use their creativity and learn how to design, manipulate, and create images from the ground up and from the web, utilizing several different online programs. Students will be able to create these items online using their school-issued device and will utilize the lab to turn these items into 2D and 3D pieces using a variety of materials.

COMPUTER – Coding (9 Weeks each)

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, students may take the course again to continue what they've learned. They will continue building coding skills and learn how to create a game!

COMPUTER – JOURNALISM (9 Weeks – 3rd Quarter)

This course extends the traditional ELA courses and encourages students with strong language skills. Students will be expected to write daily, 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 the yearbook. Beyond writing, students will be speaking in front of peers and working with audiovisual equipment for online press exposure.

PHYS. ED. 7 (9 Week Course)

Emphasis is placed on student participation. Students will improve their skills and understand game strategies. A variety of sports and organized games are offered throughout the school year. Student participation, cooperation, and effort are expected. Classes are involved with organization, fair play, and self-discipline.

CAREER CONNECTIONS (9 Week Course)

This course will focus on identifying a student's strengths and interests in current career fields, aiding in determining what type of career they are interested in and how to obtain that career, based on their own education and training. Students will conduct in-depth research on a career of interest and communicate that information publicly. Time will be spent focusing on personal finances such as checking, savings, and credit card accounts. Students will learn the importance of insurance and how stocks work as an investment strategy. Employability skills will be discussed, as well as resumes and cover letters, all while learning strategies for filling out job applications and interviewing. Online portfolios will be created to help make their employment materials digital.

ELECTIVES

BAND 7 (Year-Long Course)

The seventh-grade band focuses on the performance of a variety of band art music, as well as the continued individual development from the sixth-grade band. Emphasis is placed on rhythm reading, scale studies, musical interpretation, intonation, and improved tone quality. Students develop discipline and technique through individual practice. The band performs concerts in December, February, and May. Students have the option of participating in the Ohio Music Education Association Solo & Ensemble Adjudicated Event. Students will develop group responsibility, confidence, leadership, and musicianship. Students who were not in the sixth-grade band may sign up for seventh-grade band only after consulting with the Director of Bands before the end of the sixth-grade year.

CHORUS 7 (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. In addition to singing, students will be asked to complete theory and sight singing assignments in class daily to further their musical knowledge, skills, and abilities. This is a yearlong course.

C. B. I. 7 (CAREER BASED INSTRUCTION) (Year-Long Course)

This course will focus on assisting students with study skills, curriculum remediation, motivation, self-esteem building, and career exploration. Students will practice study skills that are most beneficial to them and will develop and refer to short and long-term goal sheets related to academics, attitudes, and employment. They will improve research and communication skills by investigating careers and 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 to connect the importance of competent math, language, and science skills in achieving their goals.

SCHOOL BOARD POLICY SELECTION CRITERIA FOR HONORS/ADVANCED CLASSES

To make placement decisions as objectively as possible, the decision on the initial placement of a student into an advanced or honors classpath 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 is 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.