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Louisville Middle School

Course Selection Guide

2025-2026



Louisville Middle School
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Louisville, Ohio 44641

Building Administration
Mr. Jason Orin & Mr. James Adkins

Louisville Middle School upholds the decades-long tradition at Louisville City Schools of high academic standards and excellence for students and staff. The educators at Louisville Middle School are dedicated to meeting the educational needs of all students while fostering 21st Century skills for their future. To achieve this goal, it is imperative for staff to align lessons to the Ohio Academic Standards and tailor content to students' academic levels. This dedication is evidenced by Louisville Middle School's earning of the *Momentum Award* from the Ohio State Board of Education for the 2015-2016 & 2017-2018 school years. This award recognized schools that have received As on every value-added measure included on the 2016 Ohio School Report Card. In addition to that, the middle school is extremely proud to have earned the "Overall A Award" from the Ohio Department of Education for earning an A on the state report card. The students at LMS made greater than expected academic progress in reading and mathematics in at least two value-added subgroups of students which include gifted, lowest 20% in achievement, and students with disabilities. In 2023, 2024, and 2025 Louisville was rated as one of the best middle schools in the nation by US News & World Reports.

Earning these awards indicates LMS students of EVERY background and ability level can achieve academic success. This subject selection guide is meant to provide valuable information in order to understand what core academic and elective courses are available during sixth, seventh, and eighth grade years. To stay further informed throughout the year, we encourage students and parents to visit the Louisville Middle School website at <http://louisvillecityschools.org> . Here you will find announcements, teacher websites and e-mail addresses, and many other helpful resources to support student success throughout the year. If you have any questions, please feel comfortable in contacting both the administration and guidance counselors at Louisville Middle School. Together, we can continue to provide a student focused, challenging academic environment that strives to meet the diverse educational needs of all students.

Mr. Jason Orin, Principal
Mr. Jim Adkins, Assistant Principal
Miss Celeste Alters, Guidance Counselor
Mrs. Amanda Scott, Guidance Counselor

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Purpose of a Course Description Guide

The Louisville Middle School course description guide is meant to be a resource to help students and parents choose courses and provide insight to the presentation of the courses offered. The courses offered at Louisville Middle School are developed to provide students with challenging learning opportunities. **All course offerings are subject to change without notification based on student enrollment and program needs.**

Typical Schedule by Grade Level

6th Grade Schedule	7th Grade Schedule	8th Grade Schedule
<ul style="list-style-type: none"> ● English/Language Arts 6* ● Math or Advanced Math 6* ● Social Studies 6* ● Science 6* ● Physical Education 6* (9 weeks) ● Art* (9 weeks) ● Adulthood 101* (9 weeks) ● Intro to STEM* (9 weeks) ● Band 6** (2 periods first semester, 1 period second semester) ● Choir 6 (all year) <p><i>*Required Course</i> <i>**Band students will be scheduled for Phys.Ed and one of the following: Art, Stem or Adulthood.</i></p>	<ul style="list-style-type: none"> ● English/Language Arts 7* ● Math 7 or Advanced Math 7* ● Social Studies 6* ● Science 6* ● Physical Education 7 (semester)** ● Art (semester) ● STEM Engineering & Robotics (semester) ● Band 7 (all year) ● Choir 7 (all year) <p><i>*Required Course</i> <i>**Physical Education needs to be taken in 7th and or 8th grade.</i></p>	<ul style="list-style-type: none"> ● English/Language Arts 8* ● Math 8 or Honors Algebra 8+* ● American History 8* ● Science 8* ● Physical Education 8** ● HS Physical Education+** ● Art 8 (semester) ● HS Art 1+ (semester) ● STEM Broadcasting (semester) ● STEM Industries(semester) ● W & F Adulthood 102 (semester) ● Band 8 (all year) ● Choir 8 (all year) ● Yearbook (all year) ● HS Spanish 1+ (all year) ● HS French 1+ (all year) ● HS Band Auxiliary+ (semester) <p><i>*Required Course</i> <i>**Physical Education needs to be taken in 7th and or 8th grade.</i> +High School Credit Courses</p>
All students must be enrolled in a minimum of five classes each quarter		

Schedule Change Policy

Course selection is an important process and course selection should be firm. Students and parents are encouraged to work with the guidance department to plan a schedule that ensures a successful transition to high school.

With scheduling starting in the winter of the preceding school year, students and parents may change class requests for the next school year as many times as they wish until the last day of school. After the school year is over in May, schedules may be changed within 5

school days of the beginning of the new school year (or beginning of second semester, for semester courses).

Any student dropping a course after the first five(5) days of school or the first (5) days of the 2nd semester courses will receive a **failing grade** in that class for the year/semester and **no credit will be given.**

After the five day period, schedule changes will ONLY be considered if one of the following is true:

1. Office error
2. Adding a class to replace an existing study hall period
3. Change of class due to medical condition or injury
4. Balance of classes between semesters
5. Class level adjustments will be considered in consultation with teachers and parents
6. Other reasons approved by the principal.

Core Academic Courses

English/Language Arts (ELA)

All ELA courses of study emphasize instruction in the processes of reading and writing structures and conventions of print. The Common Core Standards and objectives for a language arts course of study include comprehension of language, literature, and informational text, and fluency in all forms of literacy, written, visual, and oral. Students are expected to acquire and build an age-appropriate reading and writing vocabulary with the purpose of fluent communication. Students must demonstrate critical thinking throughout the argumentation and research processes when synthesizing sources and presentation of evidence. Literacy instruction increases based on difficulty of text as well as outcome to better prepare students for college or career readiness. **All students are required to take an English Language Arts course each year.**

ELA 6

Grade:6

Length: 1 year

Credit:

Prerequisite: none

Description: The curriculum of sixth grade ELA focuses on the following: reading literature, reading informational text, writing, speaking and listening, and command of the English language. Skills specific to the reading literature in sixth grade include citing textual evidence, the development of theme/setting/plot, determine meaning of unknown words, and point of view. Reading informational text skills include citing text evidence, determine the central idea, figurative/connotative/technical meanings of words, text, structure, author point of view, and the evaluation of arguments supported by evidence. Writing instruction includes planning, revising, editing, and rewriting arguments to support claims, informative/explanatory texts, narratives, research, and informal writing. Speaking and listening instruction includes collaborative discussion on grade appropriate topics/texts/issues, delineating and presenting claims and arguments, utilizing multimedia, and adapting speech to a variety of contexts and tasks. Language skills specific to sixth grade include mastering pronouns in case (subjective, objective, possessive) and number and recognizing vague and intensive pronouns. Students must also show mastery in punctuation (commas, parentheses, dashes), spell correctly, and understand grade appropriate Greek/Latin affixes and roots to determine meanings of words. Some novels that may be used during instruction include; **Hatchet, Among the Hidden, Percy Jackson** and **Iqbal**.

ELA 7

Grade: 7

Length: 1 year

Credit:

Prerequisite: none

Description: The curriculum of seventh grade ELA focuses on the following: reading literature, reading informational text, writing, speaking and listening, and command of the English language. Skills specific to the reading literature in seventh grade include citing textual evidence, the development of theme/setting/plot, determining meaning of unknown words, and point of view. Reading informational text skills include citing text evidence, determining the central idea, figurative/connotative/technical meanings of words, text, structure, author point of view, and the evaluation of arguments supported by evidence. Writing instruction includes planning, revising, editing, and rewriting arguments to support claims, informative/explanatory texts, narratives, research, and informal writing. Speaking and listening instruction includes collaborative discussion on grade appropriate topics/texts/issues, delineating and presenting claims and arguments, utilizing multimedia, and adapting speech to a variety of contexts and tasks. Language skills specific to seventh grade include mastering sentence structure (phrases/clauses/simple, complex/compound sentences), identifying and fixing misplaced and dangling modifiers, using commas to separate

coordinate adjectives, and using context and Greek/Latin affixes and roots to determine meanings of unknown words. Some novels that may be used during instruction include; **A Long Walk to Water, The Outsiders** and **The Giver**.

ELA 8

Grade: 8

Length: 1 year

Credit:

Prerequisite: none

Description: The curriculum of eighth grade ELA focuses on the following: reading literature, reading informational text, writing, speaking and listening, and command of the English language. Skills specific to the reading literature in eighth grade include citing textual evidence, the development of theme/setting/plot, understanding lines of dialogue, determining meaning of unknown words, dramatic irony and allusions to myths, traditional stories and/or religious works. Reading informational text skills include citing text evidence, determining the central idea, figurative/connotative/technical meanings of words, text, structure, author point of view, objective summarizing, and the evaluation of arguments supported by evidence. Writing instruction includes planning, revising, editing, and rewriting arguments to support claims, informative/explanatory texts, narratives, research, and informal writing. Speaking and listening instruction includes collaborative discussion on grade appropriate topics/texts/issues, delineating and presenting claims and arguments, utilizing multimedia, and adapting speech to a variety of contexts and tasks. Language skills specific to eighth grade include mastering the function of verbals (gerunds, participles, infinitives), form and use of verbs in active/passive voice, form and use of verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods, and recognizing and correcting inappropriate shifts in verb voice and mood. Other language skills include the use of the comma/ellipse/dash, grade appropriate spelling, and understanding Greek/Latin affixes and roots to determine meanings of words. Some novels that may be used include; **Lord of the Flies, Written in Bone** and **No Fear Shakespeare, A Midsummer's Night Dream**.

Mathematics

The standards for mathematics in middle school seek to develop student skills in eight areas: 1). Making sense of problems and persevere in solving them; 2). Reasoning abstractly and quantitatively; 3). Constructing viable arguments and critiquing the reasoning of others; 4). Modeling with mathematics; 5). Using appropriate tools strategically; 6). Attending to precision; 7). Looking for and making use of structure; and 8). Looking for and expressing regularity in repeated reasoning. **All students are required to take a Math course each year.**

Mathematics 6

Grade:6

Length: 1 year

Credit:

Prerequisite:

Requirement:

Description: In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Advanced Mathematics 6

Grade:6

Length: 1 year

Credit:

Prerequisite:

Requirement: Teacher recommendation

Description: Advanced Math 6 will complete the entire 6th grade mathematics curriculum and one half of the 7th grade curriculum. Its pace and requirements are more rigorous than the general sixth grade mathematics class, and its content prepares students to take Honors Algebra I at the eighth grade level. Students will learn (1) ratios, percentages, and proportions; (2) division of fractions and equations with rational numbers including negative numbers (3) writing, interpreting, and using expressions and equations; (4) Geometry including formulas for the area and circumference of a circle, angle measures and relationships; and (5) developing understanding of statistical thinking.

Mathematics 7

Grade:7

Length: 1 year

Credit:

Prerequisite:

Requirement:

Description: In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional

Science

The curriculum for science education serves as a basis for what all students should know and be able to do in order to become scientifically literate citizens equipped with knowledge and skills for the 21st century workforce and higher education. Ohio educators are provided with the content and expectations for learning upon which to base science curriculum at each grade level. By the end of high school, students should graduate with sufficient proficiency in science to: 1). know, use and interpret scientific explanations of the natural world; 2). generate and evaluate scientific evidence and explanations, distinguishing science from pseudoscience; 3). understand the nature and development of scientific knowledge; 4). participate productively in scientific practices and discourse. **All students are required to take a science course each year.**

Science 6

Grade: 6

Length: 1 year

Credit:

Prerequisite:

Requirement:

Description: Sixth grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. This course is divided into three topics which relate to the concepts that all matter is made of small particles called atoms, and the properties of matter are based on the order and organization of atoms and molecules. Topic one is earth and space science with the focus on the study of rocks, minerals and soil, which make up the lithosphere. Topic two is physical science with a focus on the study of foundational concepts of the particulate nature of matter, linear motion, and kinetic and potential energy. The third topic focuses on the study of the basics of Modern Cell Theory. All organisms are composed of cells, which are the fundamental unit of life. Cells carry on the many processes that sustain life. All cells come from pre-existing cells.

Science 7

Grade: 7

Length: 1 year

Credit:

Prerequisite:

Requirement:

Description: Seventh grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. This course is divided into three topics which relate to the concept that systems can exchange energy and/or matter when interactions occur within systems and between systems. Topic one focuses on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon. Topic two focuses on the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy. Topic three focuses on the impact of matter and energy transfer within the biotic component of ecosystems.

Science 8

Grade: 8

Length: 1 year

Credit:

Prerequisite:

Requirement:

Description: Eighth grade science focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. This course is divided into four topics which relate to the concepts that state: 1). Systems can be described and understood by analysis of the interaction of their components; 2). Energy, forces and motion combine to change the physical features of the Earth; 3). The changes of the physical Earth and the species that have lived on Earth are found in the rock record; and 4). For species to continue, reproduction must be successful.. Topic one focuses on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics and landforms. Topic two focuses on forces and motion within, on and around the Earth and within the universe. Topic three focuses on continuation of the species.

Co-Academic Courses

The co-academic offerings at Louisville Middle School are designed to expose students to a variety of opportunities during their middle school experience. The Guidance department works with students to expose them to a variety of courses to introduce them to as many art, music, science, technology, engineering, fitness, health and wellness courses as possible during their three years in middle school. . Typically, students are scheduled for physical education classes for at least 2 of their three years at middle school. All 7th and 8th grade students are required to take at least one co-academic course each semester to maintain a complete schedule. 6th grade students will be assigned co-academic courses based on the nine week rotation schedule. Students enrolled in Band will take Physical Education and one additional co-academic course to fill their schedule.

Art

Art instruction at the middle school level revolves around four enduring understandings of art. The enduring understandings are: 1). Students construct and solve problems of personal relevance and interest when expressing themselves through visual art; 2). Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways; 3). Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs; and 4). As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day

Students will be at the appropriate level: 1). Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world; 2). Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others; 3). Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints; 4). Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art; 5). Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

Art 6

Grade: 6

Length: 1 Quarter (9 Weeks)

Credit:

Prerequisite:

Requirement:

Description: Art 6 is an introductory art course to expose students to elements of art (line, shape, form, space, value, color, texture). Students will demonstrate through their artwork how to use elements of art to show movement and express feelings. Students will recognize, compare and use a variety of media to create artwork. Students will develop the ability to critique their own artwork, as well as the work of a variety of artists through the quarter. Students will apply the terms basic to art media, procedures and techniques, as well as art appreciation.

Art 7

Grade: 7

Length: 1 semester (18 weeks)

Credit:

Prerequisite:

Requirement:

Description: Art 7 is a foundational art course where students have the opportunity to develop an understanding and application of the elements of art. A variety of artists, their styles, works and history will be explored. Students will have opportunities to reflect upon their own work, as well as the work of others. Mediums explored throughout the semester include drawing, painting, collage, printmaking, 3D projects, and crafting (textiles) to name a few.

Art 8

Grade: 8

Length: 1 semester (18 weeks)

Credit:

Prerequisite:

Requirement:

Description: Art 8 is a foundational art course where students have the opportunity to develop an understanding and application of the elements of art. A variety of artists, their styles, works and history will be explored. Students will have opportunities to reflect upon their own work, as well as the work of others. Mediums explored throughout the semester include drawing, painting, collage, printmaking, 3D projects, and crafting (textiles) to name a few.

Art I

Grade: 8

Length: 1 semester (18 weeks)

Credit: ½ high school credit

Prerequisite: Art 6 and/or 7, Requirement:
preferred

Description: Art I is designed to focus on the Elements (line, shape, form, space, value, color, texture) and Principles of Design (balance, rhythm, movement, emphasis, pattern, unity, contrast). Students will explore these elements and principles through a variety of materials and techniques. Evaluation will be based on visual products as well as written critiques relating to the rules of design, In addition, proper use and care of tools and equipment including safety will be stressed.

Foreign Language

Technology has drastically increased our communications with other countries and cultures. With this comes a responsibility to teach our students the skills necessary to promote the sharing of ideas and understanding between people. Reading, writing, speaking, and listening are important, but acceptance and understanding are also essential to creating a global citizen. The courses offered provide opportunities for students to become culturally aware as well as to prepare them for future success in college.

French I

Grade: 8

Length: 1 year

Credit: 1 high school credit

Prerequisite: Students should be earning at least a B in ELA.

Requirement: Students will get off of the bus at the high school and attend class. After class, they will walk to middle school to finish their day. Students will have 10 minutes between the first and second period.

Description: The academic year begins with a five week session of basic conversational vocabulary which includes greetings, numbers, dates, weather, and alphabet. Situations are provided to allow students to show a mastery of those introductory expressions. This is also the same time when spelling is taught as it relates to the unique sounds of the language and the way they are produced. French I includes the study of basic vocabulary and grammar structures including present, imperative, immediate future, and past tense of regular and irregular verbs, adjective usage, gender of nouns, and pronouns. Cultural aspects of Francophone daily life, customs, holidays, geography, and history are introduced throughout the year. It is the student's responsibility to complete the required homework as well as participate in the daily class conversations. Although strong emphasis is placed on the skills of listening comprehension, proficiency in reading and writing skills at the elementary level are also required.

Spanish I

Grade: 8

Length: 1 year

Credit: 1 high school credit

Prerequisite: Students should be earning at least a B in ELA.

Requirement: Students will get off of the bus at the high school and attend class. After class, they will walk to middle school to finish their day. Students will have 10 minutes between the first and second period.

Description: Basic grammar concepts such as using the correct form of the verb and the way nouns and adjectives are used together are taught. Three verb tenses, then present and two different past tenses, called the preterit and the imperfect, are introduced. Vocabulary is directed towards the student's interests. Idiomatic Spanish, Spanish that does not translate work-for-word from English but rather idea-for-idea, is emphasized. At the early learning stage in the learning process much emphasis is put on oral usage of Spanish. This is done through teacher-student conversation as well as student-student conversation. Beginning skills in reading, writing, listening (comprehension), and speaking the language are developed and refined throughout this whole first year. Cultural aspects of the Spanish speaking world are studied from time to time through the use of slides, videos, and selected readings, as well as possible guest speakers.

Physical Education

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. To pursue a lifetime of healthful physical activity, a physically literate individual: 1). has learned the skills necessary to participate in a variety of physical activities; 2). knows the implications and the benefits of involvement in various types of physical activities; 3). participates regularly in physical activity; 4). is physically fit; and 5). values physical activity and its contributions to a healthful lifestyle. Students are typically scheduled for physical education at least two years during their middle school journey.

Physical Education 6

Grade: 6

Length: 1 Quarter (9 Weeks)

Credit:

Prerequisite: none

Requirement: none

Description: During the sixth grade year, students will continue to develop their skills within the Ohio standards for physical education. This includes developing a physically literate person who: 1). demonstrates competency in a variety of motor skills and movement patterns; 2). applies knowledge of concepts, principles, strategies and tactics related to movement and performance; 3). demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; 4). exhibits responsible, personal and social behavior that respects self and others; 5). recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education 7

Grade: 7

Length: 1 semester (18 weeks)

Credit:

Prerequisite:

Requirement:

Description: During the seventh grade year, students will continue to develop their skills within the Ohio standards for physical education. This includes developing a physically literate person who: 1). demonstrates competency in a variety of motor skills and movement patterns; 2). applies knowledge of concepts, principles, strategies and tactics related to movement and performance; 3). demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; 4). exhibits responsible, personal and social behavior that respects self and others; 5). recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education 8

Grade: 8

Length: 1 semester (18 weeks)

Credit:

Prerequisite:

Requirement:

Description: During the eighth grade year, students will continue to develop their skills within the Ohio standards for physical education. This includes developing a physically literate person who: 1). demonstrates competency in a variety of motor skills and movement patterns; 2). applies knowledge of concepts, principles, strategies and tactics related to movement and performance; 3). demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; 4). exhibits

Vocal and Instrumental Music

Vocal Music

Students who are enthusiastic about singing and would like to sing in an ensemble are invited to be members of the LMS Choir. The focus of the vocal music program is to help students to improve and enhance their own skills, and to be active contributors to the performance ensemble. Ensemble skills such as focusing on and following the conductor are fundamental to understanding the musical elements and expressive qualities within the music. The curriculum, guided by New York State Learning Standards for Music, fosters skills in sight-reading, ear training, and the ability to read and understand the written musical page. Emphasis is placed on vocal technique and breath control and expressive musicianship with technical accuracy. **Pay to Participate fees are required for participation.**

Choir 6

Grade: 6

Length: 1 year

Credit:

Prerequisite: none

Requirement: none

Description: This course is specifically designed to meet the needs of the developing voice. Improvement in matching pitch, intonation, part-singing, sight-singing, and basic vocal techniques are taught. A wide variety of choral literature is offered. This group has three performances throughout the year.

Choir 7

Grade: 7

Length: 1 year

Credit:

Prerequisite: none

Requirement: none

Description: This course is specifically designed to continue techniques and methods learned in 6th grade at a more advanced level to meet the needs of the developing voice. Improvement in matching pitch, intonation, part-singing, sight-singing, and basic vocal techniques are taught. A wide variety of choral literature is offered. This group has three performances throughout the year and there are also opportunities for solo and ensemble participation.

Choir 8

Grade: 8

Length: 1 year

Credit:

Prerequisite: none

Requirement: none

Description: This course is specifically designed to continue techniques and methods learned in 7th grade at a more advanced level to meet the needs of the developing voice. Improvement in matching pitch, intonation, part-singing, sight-singing, and basic vocal techniques are taught. A wide variety of choral literature is offered. This group has three performances throughout the year and there are also opportunities for solo and ensemble participation.

Instrumental Music

Band is open to students who want to learn and improve upon playing a musical instrument. Instrumental music instruction covers a broad spectrum of music, including traditional and contemporary arrangements from the standard and modern repertoire. The curriculum is designed to develop ensemble skills and to further technique on a given instrument, including a solid foundation of music theory concepts. Skills of sight-reading, ear training, and notating music are practiced in order to reach a certain level of musicianship. Critical and creative thinking skills and reflective practice are fostered and allow for personal growth and development within the ensemble setting. **Pay to Participate fees are required for participation.**

Concert Band 6

Grade: 6	Length: 1 year	Credit:
Prerequisite:	Requirement:	

Description: The concert band will be composed of all instrumentalists. This band is designed to strengthen and develop all instrumentalists. Performances for the season shall include concerts, festivals, and district contests at the discretion of the director(s). During the first semester of sixth grade, students are scheduled for two periods of band daily, so that they have time to learn how to play their instrument in small groups. The band directors rotate groups through and students have study hall time when it is not their sectional rehearsal.

Concert Band 7

Grade: 7	Length: 1 year	Credit:
Prerequisite:	Requirement:	

Description: The concert band will be composed of all instrumentalists. This band is designed to strengthen and develop all instrumentalists. Performances for the season shall include concerts, festivals, and district contests at the discretion of the director(s).

Concert Band 8

Grade: 8	Length: 1 year	Credit:
Prerequisite:	Requirement:	

Description: The concert band will be composed of all instrumentalists. This band is designed to strengthen and develop all instrumentalists. Performances for the season shall include concerts, festivals, and district contests at the discretion of the director(s).

Band Auxiliary

Grade: 8	Length: 1 semester	Credit: ½ high school credit
Prerequisite: Director invitation based on instrumental needs in marching band.	Requirement: Attendance is mandatory at all scheduled rehearsals, sectionals, and performances, including preseason drills.	

Band auxiliary members contribute the musical performance of the marching band on the field as the music dictates.

Athletics and Extracurricular Activities

Athletics

Pay to Participate fees are required for participation.

Boys	Girls
<ul style="list-style-type: none"> • Basketball (7, 8) • Cross Country (7, 8) • Football (8) • Track (7, 8) • Wrestling (7, 8) 	<ul style="list-style-type: none"> • Basketball (7, 8) • Cross Country (7, 8) • Track (7, 8) • Volleyball (7, 8)

Extra-Curricular Activities

Academic Challenge

Grade: 6, 7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement: **Pay to Participate fees are required for participation.**

Description: Academic Challenge is a quiz bowl-like competition that occurs between numerous schools in Stark County. During competitions, students participate in three different rounds of questioning. The team with the most points after all three rounds wins the match.

Adventure Club

Grade: 6, 7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement: none

Description: *Adventure Club* is an after-school group where students participate in a role playing game. Students design a unique fantasy character and become part of a team of adventuring heroes made up of other students. The game allows students to feel empowered, engage in creative problem solving, and develop social skills. Each session is designed to present students with challenges and obstacles that can have many solutions and give them an opportunity to cooperatively tell and craft stories with their peers. The game also incorporates exposure and practice in literacy, mathematics, problem solving and social skills

Builder's Club

Grade: 6, 7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement: Teacher recommendation

Description: The mission of Builder’s Club is to give students the opportunity to perform service projects, build character and develop leadership skills. The following core values are stressed in Builder’s Club and when selecting participants: 1). Character building: The ability to do the right thing, even when it might be the unpopular choice; 2). Leadership: The ability to listen, communicate, serve and guide others; 3). Inclusiveness: Accepting and welcoming differences in other people; 4). Caring: The act of being concerned about or interested in other people or situations.

Book Club

Grade: 6, 7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement: none

Description: This after-school activity in collaboration with the LMS Media Center encourages independent reading and group discussion of a pre-selected piece of literature and/or informational text. Book club reads and discusses several different books throughout the year.

Cheerleading

Grade: 7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement: Tryout and selection using approved criteria.

Pay to Participate fees are required for participation.

Description: The goal of the Louisville Middle School cheer program is to promote school spirit by enhancing the relationship between our student body and the Louisville community through interscholastic competition and cheering on our fellow athletes.

Jazz Band

Grade: 7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement: Approval of band director(s)

Description: Jazz band meets outside of the school day. Members of this group are chosen by audition or invitation. Attendance is extremely vital because each player is responsible for a part. Performances for the year shall include concerts, festivals, contest, and special performances at the discretion of the director. Jazz band members must be in band unless invited to play because of needed instrumentation.

Math Team

Grade: 6, 7

Length: varies

Credit: none

Prerequisite: none

Requirement: Teacher recommendation

Description: The LMS Math Team prepares to compete at the annual Stark County Area Math Tournament. The purpose of the Math Team is to 1). Recognize students' achievements in mathematics; 2). Provide enriched mathematical practice that extends beyond the standards; 3). Give students an opportunity to gain recognition for their mathematical skills; and 4). Provide mathematically talented students an opportunity to connect with their counterparts from other schools. Categories of competition include number sense, algebra/data analysis/probability, geometry/measurement, mental computation, and team problem solving.

Power of the Pen

Grade: 7,8

Length: varies

Credit: none

Prerequisite: none

Requirement: Teacher recommendation

Description: The mission of "**Power of the Pen**" is to provide students the opportunity to learn the necessary techniques in crafting compelling narratives. The program utilizes a combination of whole group and individualized instruction that is geared toward helping students discover and develop their own unique narrative "voices." The skills students experiment with during the program include, but are not limited to: Character development, plot development, dialogue, irony, and setting integration. Students selected by the "Power of the Pen" coach are eligible for three different competitions during the season: District, Regional, and State. These competitions really put student writing prowess to the test, as numerous schools from across the state participate in these events. School teams and individual students are eligible to receive many different awards during the season ranging from trophies all the way up to college scholarships! If your child holds a love for the written word, I strongly encourage them to check out all that Power of the Pen has to offer!

Robotics Club

Grade: 6, 7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement: Essay, teacher recommendation

Description: In the Robotics Club, students will use creativity and problem solving skills to code VEX robots to accomplish a variety of tasks. A flexible build format, combined with limitless programming possibilities, encourages students to become experts in critical thinking and prepares them to solve real-world problems. Students will design and build their own robots for VEX robotics competitions, competing against other teams in engineering games and challenges

Yearbook

Grade: 7,8

Length: varies

Credit: none

Prerequisite: none

Requirement: Teacher recommendation

Description: The yearbook documents and communicates the history of the school year in a permanently published form. Selected eighth grade students along with a faculty advisor have complete responsibility for its make-up, revision, and editing. Students take photographs, design layouts, and write grammatically correct copy. This book is printed by a professional publisher. Yearbook staff members learn responsibility, cooperation, and leadership in the area of written publication by working on the school yearbook.

Speech and Debate

Grade:6,7, 8

Length: varies

Credit: none

Prerequisite: none

Requirement:

Description: Students work with the high school coaches to prepare for middle school competitions throughout the year. Students commit to attending practice typically one day a week at the high school with the coaches. Competitions are generally held over the weekend. Students are expected to dress professionally for all competitions.