

# **GLEN ROCK MIDDLE SCHOOL**



**Course of Study  
2019-2020**



# GLEN ROCK MIDDLE SCHOOL

## GUIDANCE DEPARTMENT

600 Harristown Road  
Glen Rock, New Jersey 07452  
201 445-7700 Ext. 8918

May 2019

Dear Parents and Students:

The Guidance Department will soon begin scheduling students for the 2019-2020 school year. This *Course of Study* booklet is an information guide that should answer many of your questions concerning Glen Rock Middle School and the middle level educational program. As you review the pages, you will find a brief description of the courses offered at each level. As you can see, the middle school experience offers a diversified program of study to our students.

Each student will receive a *scheduling worksheet*. The purpose of the scheduling worksheet is to verify the courses your son or daughter will be taking next year. The school reserves the right to cancel courses due to insufficient enrollment or due to staffing issues.

All scheduling forms and Google Forms are due back to the Guidance Office as instructed by your counselor. Students will be notified of their classes by the end of August. To ensure that scheduling goes smoothly for your child, *please adhere to all deadlines*.

If you have questions, or would like to email, have a telephone conference, or schedule a meeting with your child's counselor, please contact them at their information below:

Grade 7 - Deborah Hamilton, ext. 8916 [hamiltond@glenrocknj.org](mailto:hamiltond@glenrocknj.org)

Grade 8 - Erin Theodorou, ext. 3307 [theodoroue@glenrocknj.org](mailto:theodoroue@glenrocknj.org)

Grade 6 - Carol Abbitt, ext. 8913 [abbittc@glenrocknj.org](mailto:abbittc@glenrocknj.org)

Thank you in advance for your cooperation in maintaining our deadlines.

Sincerely,

*Lawrence A. Wolff*

Lawrence A. Wolff  
Director of Student Personnel Services

**GLEN ROCK MIDDLE SCHOOL**  
**Course of Study**  
**2019-2020**

Glen Rock Middle School has established a clear identity and a pivotal transitional role between the solid foundations provided by the elementary school and the complex, multi-dimensional middle school curriculum. These programs are designed to provide students with rich experiences, which allow them to grow academically, socially, and emotionally.

For sixth grade students, an orientation program culminating with a self-directed Discovery Game in late August, sharply reduces the normal anxiety students experience leaving the elementary school. The academic program, with Language Arts and Social Studies block-scheduled, serves to provide stability and interdisciplinary experiences. A Writers Workshop class provides students with a variety of differentiated writing experiences. Two exploratory offerings, one providing instruction with computers and health, the other an innovative integration of visual arts, music, drama, and dance, offer students opportunities to explore their creativity and problem solving skills in a cooperative, hands-on atmosphere. Students who wish to learn a musical instrument can do so with weekly lessons. An interactive mathematics program continues to embrace and emphasize national standards and concepts. Science stresses the integration of biology, chemistry, earth science, physics and environmental science through problem-solving and hands-on investigations. Sixth grade continues the study of World Languages, as students can take French, Latin, Chinese or Spanish in classes that emphasize cultural awareness and oral development. Please be aware that the choice of World Language is maintained from grades 6 to 8.

Seventh grade continues the study of the student selected World Language. Pre-Algebra offers a wide scope of topics and skills, and begins the introduction to Algebra and Geometry. Cooperative teaching and learning experiences are found in the core academic subjects, as interdisciplinary units in English, Mathematics, Science and Social Studies reinforce comprehension. Closely coordinated with the English program is Writers Workshop 7. The student's creative side is also addressed as they complete a second year of Visual Arts, Music, Drama, and Dance. Students studying a musical instrument can do so with weekly lessons during the exploratory arts cycle. Technology continues in the Fundamental Computers course.

Students in eighth grade are on the threshold of high school, and therefore begin to think of the many choices available at the next level. Along with completing a third year of World Language, Algebra 8 will provide the opportunity for students to make a smooth transition to some second-level courses in high school. As they are offered electives this year, students will rank their elective preference from 1 – 5, with 1 being their first choice, from among Dance, Drama, Visual Art, and two forms of music. Please note that we will do our best to honor the first choice and to accommodate the others. Along with health, these electives will provide a creative and interesting balance to the core academic subjects. English, Social Studies, Mathematics, Science, and World Language encourage the use of technology as a learning and research tool by providing appropriate experiences and assignments.

Eighth graders conclude their middle school experience in June with a promotional exercise and a HSA sponsored picnic/pool party.

Finally, flexible and diverse programs of extra and co-curricular experiences challenge the intellectual and creative potential of our students while nurturing their social and emotional growth. These on-going activities include an active student government that provides leadership and decision-making opportunities; a gifted and talented (Academic Advancement Program) plan with appropriate acceleration and competitive programs; a structure and sequential English as a Second Language Program (ESL), and interscholastic and intramural sports. In addition, a number of well-planned and organized social functions are supported by the HSA which round out the program. In fact, the middle school program addresses the uniqueness of Glen Rock students as it conforms to the best thinking nationally about middle level education. Success and growth for each student is the essence of the program.

#### **ACADEMIC HONOR ROLL CRITERIA AND PROCEDURES**

- **High Honor Roll**

A student shall be placed on the High Honor Roll upon achievement of a grade of A in all subject areas except one, and that one grade shall be no less than a B. A student must receive a passing grade in Physical Education and Health.

- **Honor Roll**

A student shall be placed on the Honor Roll upon achievement of a grade of A in at least one subject area and B in all other subject areas. No grade shall be less than a B. A student must receive a passing grade in Physical Education and Health.

## **NATIONAL JUNIOR HONOR SOCIETY CRITERIA**

The Middle School National Junior Honor Society is open to seventh and eighth grade students with an overall grade point average in the core academic classes (English, Math, Science, Social Studies, and World Language) of 3.75 or higher during that academic year. It is important to note that the GPA requirement has increased to stay aligned with the high school. Students who meet this requirement will get an application in May to join and must write an essay that shows they have leadership, service, character and citizenship qualities, as well as proof of at least 3 hours of community service. A faculty selection committee reviews each candidate's qualifications, and the principal provides final approval.

## **MIDDLE SCHOOL SCHEDULING**

**Please note that while all attempts are made to honor first choices, classes fill quickly and we cannot guarantee placement into any course.**

**For each year in attendance, pupils must maintain a full schedule according to the following guidelines:**

- Sixth grade pupils will be pre-scheduled into all required classes. They will have the opportunity to select a World Language (on a Google Form), in which they will stay enrolled for each year of middle school. Students may also elect to participate in a music program.
- Pupils in Grades 7 and 8 will also be pre-scheduled into required courses; however, as abilities and programs vary, students may be eligible to take higher levels of certain subjects. More information will be provided by the administration, guidance counselors, and classroom teachers as to the requirements for individual subjects. In addition, students entering Grade 8 will have the opportunity to select elective courses.
- Student schedules are developed in the spring of each school year. Guidance Counselors and the faculty will assist students with their selections; the process includes input from students, parents, teachers, counselors, and administrators. Students are expected to honor their commitments and to attend and satisfactorily complete the courses in which they enroll. **After September 1<sup>st</sup>, schedule changes will not be honored. In addition, after September 1<sup>st</sup>, no pupil will be permitted to change from one elective course to another.**

**PLEASE NOTE: The administration reserves the right to review any request to alter a schedule based on individual merit.**

- No pupil will be permitted to transfer from any class if the transfer results in a course (section) cancellation. Minimum class (section) sizes will be those mandated by Board Regulation 6151 as stated:

*Middle and high school classes shall be reviewed when they reach the parameters specified in this regulation.*

**MIDDLE SCHOOL**

- a) Class sizes below 15 and above 28;
  - b) Classes with specialized work stations, such as science labs and computer labs, if the number of pupils exceeds the available work stations.
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- Annual course selection sheets, for each pupil in the middle school must be approved and signed by the parent/guardian.

**Due Process:**

Students or the parents/guardians who wish to appeal a decision by local school officials may bring their appeal to the Superintendent of Schools. If dissatisfied with the Superintendent's decision, students or their parents/ guardians may appeal to the Board of Education.

**SCHOOL DAY**

Arrival: 7:50 AM  
Dismissal: 3:07 PM  
Lunch: 45 Minutes  
Passing Time: 4 Minutes  
Subject Periods: 45 Minutes



# MIDDLE SCHOOL PROGRAM

**2019-2020**

**The school reserves the right to cancel courses due to insufficient enrollment or staffing changes.**

<u>GRADE 6</u>	<u>GRADE 7</u>	<u>GRADE 8</u>
Language Arts – 180 days	English – 180 days	English – 180 days
Writers' Workshop – 90 days	Writers' Workshop – 180 days	Structured Individual Time – 90 days
Social Studies – 180 days	Social Studies – 180 days	Social Studies – 180 days
Mathematics – 180 days	Mathematics – 180 days	Mathematics – 180 days
Science – 180 days	Science – 180 days	Science – 180 days
World Language – 180 days (Chinese, French, Latin, or Spanish)	World Language – 180 days (Chinese, French, Latin, or Spanish)	World Language – 180 days (Chinese French, Latin, or Spanish)
Physical Education – 90 days	Physical Education – 90 days	Physical Education – 90 days
Health – 45 days	Health – 45 days	Health – 45 days
Fundamental Computers 6 – 45 days	Fundamental Computers 7 – 45 days	Pre-Engineering – 90 days
Family and Consumer Science – 45 days	Family and Consumer Science – 45 days	

<b>Grade 6 Exploratory Arts – 180 days</b>	<b>Grade 7 Exploratory Arts – 180 days</b>	<b>Grade 8 Electives (students are to select two)</b>
<ul style="list-style-type: none"> <li>♦ Dance – 45 continuous days</li> <li>♦ Drama – 45 continuous days</li> <li>♦ Visual Art – 45 continuous days</li> <li>♦ Music – 45 continuous days</li> </ul>	<ul style="list-style-type: none"> <li>♦ Dance – 45 continuous days</li> <li>♦ Drama – 45 continuous days</li> <li>♦ Visual Art – 45 continuous days</li> <li>♦ Music – 45 continuous days</li> </ul>	<ul style="list-style-type: none"> <li>♦ Visual Arts – 90 days</li> <li>♦ Desktop Publishing – 90 days</li> <li>♦ Dance 8 – 90 days</li> <li>♦ Drama 8 – 90 days</li> <li>♦ Music General – 90 days</li> <li>♦ Music Choral – 90 days</li> <li>♦ Home Economics – 90 days</li> <li>♦ Marching Band – 180 days</li> <li>♦ Strings 8 – 180 days</li> </ul>

## **GRADE 6 PROGRAM**

The school reserves the right to cancel courses due to insufficient enrollment or staffing changes.



### **LANGUAGE ARTS 6:**

The purpose of language arts in grade six is to enhance the student's language development through an integrated language arts approach. In Reading Workshop, students respond to their reading, develop reading strategies and interface with their teachers and peers in an on-going dialogue about literature. Other language arts areas of study include the study of poetry, and the development of spelling, vocabulary, and grammar.

### **WRITING WORKSHOP 6:**

Writing Workshop provides students with a variety of writing experiences following the writing process method. Elements of the Workshop include lessons in which students learn effective writing strategies, maintain a "writer's notebook" in which they jot down strategies and ideas for writing, and where they practice and develop their craft. Students publish writing in a variety of genres in an environment which allows them to pursue their own topical interests and work at their own pace and ability level.

### **SOCIAL STUDIES 6:**

The goal of the grade six social studies program is to provide students with an awareness of our Nation's past, and help them make relevant connections to daily life. Students will trace the emergence of the United States as a new nation and its establishment of democracy. Also explored are the causes, events, influential figures, and outcomes of the Civil War. Students will develop an understanding of the geographical and political issues of the fifty states, and will discuss local, national, and world current events and issues. Opportunities for cross-curricular connections will help students appreciate the impact of social studies on other disciplines.

**MATHEMATICS 6:**

The focus of this course is to develop a strong foundation of various mathematical concepts, including number sense, decimals, fractions, percentages, geometry, probability, and problem solving. Students will develop computational skills and will build an understanding of the connections among the topics. Additionally, students begin developing an understanding of algebraic concepts, which will help them transition into future courses such as Pre-Algebra and Algebra I.

**INTEGRATED SCIENCE 6:**

The focus of grade 6 Integrated Science is to introduce students to the scientific disciplines by exploring the relationship between concepts in physics, chemistry, biology, and earth science. Topics of instruction include scientific methods, measurements, classification, models and structure, systems and interactions, and environmental science. Students will begin developing problem-solving skills and techniques for higher level thinking through hands-on laboratory experiences.

**WORLD LANGUAGE 6:**

The focus of the world language program in the 6<sup>th</sup> grade is to begin the study of the French, Spanish, Chinese and Latin languages. The program will foster the four language skills: listening, speaking, reading, and writing with additional alternative assessment activities related to the cultural, geographical, historical, and social heritage for each of the targeted languages.

**PHYSICAL EDUCATION 6:**

The 6<sup>th</sup> grade physical education program focuses on learning experiences that further the understanding of the functioning of the human body, assess performance more precisely, develop a strategic plan for improvement, and, use technology to aid in measuring and regulating performance.

**HEALTH 6:**

The focus of this course is to build awareness of total health, with emphasis on the interrelationship of the physical, mental, and emotional health of the student. Positive lifelong health attitudes are introduced as a way of life. Students attain an understanding of major health concepts and issues, a sense of responsibility for their own health, and the skills needed to implement positive health actions. Important topics from family life education are also studied.

**COMPUTERS 6:**

This course will enable students to learn and manipulate the computer keyboard using the touch method. The focus of the course is to develop computer confidence in the students. Topics introduced will include the concept of keyboard, software, and generic computer literacy in an exploratory manner.

### **FAMILY AND CONSUMER SCIENCE 6:**

In 6<sup>th</sup> grade the emphasis will be an introduction to *foods and nutrition*, safety and sanitation of food handling, and the use and care of equipment. Students will learn basic cooking concepts, measurements, terms, tools, techniques, and reading a recipe as they prepare a variety of breakfast and healthy snack foods.

*Financial literacy* will be introduced into the curriculum and will include the concept of budgeting, understanding of saving, spending, and earning; essentially which involves the students' financial health and well-being.

An introduction to *basic sewing* skills & tools, safety, fabric identification & purchase, and laundering will allow students to take care of personal clothing repairs. In addition, reading a pattern and using hand sewing techniques to construct a simple project.

Finally, *social skills* and teamwork will be reinforced throughout the course.

### **EXPLORATORY ARTS PROGRAM 6:**

All students in grade 6 participate in the Exploratory Arts Program, which involves the disciplines of Music, Visual Arts, Dance and Drama. The students spend equal time – one full marking period, in each area. This schedule allows for an increase in their understanding of the respective art forms. Students of various interest levels are encouraged to explore, develop, and respect their own creativity.

### **BAND 6:**

Students will review and build upon skills gained in elementary school. Students will be taken out of class on a rotating schedule for a weekly, small-group lesson. ***Taking this course requires participation in the Middle School Band as well as rehearsals on a rotating basis after school.*** The band performs 3-4 times during the year.

### **STRINGS 6:**

This course is designed for the inexperienced as well as the experienced string player. Students will review previously learned concepts as well as learn new skills on their instruments. Students will be pulled out of Exploratory Arts for a weekly, small group lesson. The String Ensemble will perform for concerts during the school year (TBA).

## **GRADE 7 PROGRAM**

The school reserves the right to cancel courses due to insufficient enrollment or staffing changes.



### **ENGLISH FUNDAMENTALS 7:**

This program instructs students to integrate and build their language arts skills of reading, speaking, listening, viewing, and writing through a variety of skill-building activities. Students will read, analyze, and respond to a wide variety of writing genres including short story, novels, newspaper and magazine articles, poetry, and student-selected independent reading. Writing tasks, (including expository, informational/explanatory, persuasive, and poetry writing), are inspired and generated through literature studies following the process-writing model. Conventions of English grammar, usage, mechanics, and spelling, as well as vocabulary development are studied in the context of reading and writing instruction.

### **WRITER'S WORKSHOP 7:**

Writers' workshop will be coordinated with the English 7 curriculum to build on the foundation that was established in sixth grade writers' workshop. Students will work to strengthen their writing skills in a variety of genres including poetry, personal narratives and memoirs, persuasive essays, and research report writing. A process writing approach is used in which students receive support in organizing ideas effectively, using evidence to support ideas, and varying writing styles and purposes to suit different audiences. Students will have opportunities to revise and edit their pieces with teacher and peer conferences. Authors will be encouraged to share and publish their final pieces.

### **SOCIAL STUDIES 7:**

In this course, students will study world cultures focusing on geography, history, and current issues. Students will explore the beginnings of civilization, from pre-historic times through the Middle Ages. Greece and Rome will be topics of study, as well as the ancient civilizations of Africa, the Middle East, China, India, and South America. This course will incorporate physical and cultural geography throughout all units. Learning is enhanced through cross-curricular research projects.

**PRE-ALGEBRA 7:**

This course is designed to lay the foundation to which students will build upon in Algebra and other upper level math courses. Throughout this course, students will develop important algebraic reasoning skills, a strong understanding of variables and how they are used, as well as continue to improve basic mathematic skills that will be applied to solving real life problems. A few major topics of study include real numbers and algebra, proportional reasoning, geometry and measurement, probability and statistics, and linear/nonlinear functions. The New Jersey National Core Standards will be followed.

**PRE-ALGEBRA 7 INTENSIVE:**

This rigorous course requires detail and effort. Students must come into this course with strong computation skills as we move at a much faster pace and more challenging problems will be incorporated. You must place into this course.

This course is designed to lay the foundation to which students will build upon in Algebra and other upper level math courses. Throughout this course, students will develop important algebraic reasoning skills, a strong understanding of variables and how they are used, as well as continue to improve basic mathematic skills that will be applied to solving real life problems. A few major topics of study include real numbers and algebra, proportional reasoning, geometry and measurement, probability and statistics, and linear/nonlinear functions. The New Jersey National Core Standards will be followed.

**INTEGRATED SCIENCE 7:**

The purpose of the Grade 7 Integrated Science curriculum is to develop scientific literacy by exploring the relationship between physics, chemistry, biology, earth sciences, and technology. The students will learn how these disciplines are relevant and part of their everyday experiences. There will be emphasis on hands-on laboratory activities that will allow the students to experience independence in scientific inquiry and at the same time develop their ability to work cooperatively with their peers.

**WORLD LANGUAGE 7:**

The purpose of the world language program in the 7<sup>th</sup> grade is for students to continue their studies of the Chinese language and culture; the French language and culture; the language and culture of the Spanish-speaking world; or the Roman culture and Latin language, as the basis of both the modern Romance languages and the English language. The program will foster the four language skills: listening, speaking, reading, and writing in the target language.

**PHYSICAL EDUCATION 7:**

Seventh grade physical education continues to create learning experiences that further student development and critical thinking through mastery of an appropriate body of knowledge; a healthy lifestyle based on concepts of wellness; develop essential plans for improvement; and use technology to aid in measuring and regulating performance.

### **HEALTH 7:**

This course is designed to help middle level students develop a healthy life style. This is achieved through understanding body systems, their functions and related diseases, basic nutrition for the adolescent, learning about substance abuse including smoking, drugs, and alcohol. Important topics from family life education are also studied.

### **FUNDAMENTAL COMPUTERS 7:**

In this course, the prime goal is to reinforce keyboarding skills learned in Grade 6 and to expand word processing and spreadsheet skills and knowledge. This will enable students to use the computer as a learning tool in an increasingly technological society.

### **FAMILY AND CONSUMER SCIENCE 7:**

In 7<sup>th</sup> grade the emphasis will be a progression of the 6<sup>th</sup> grade FACS course. It will continue and extend *foods and nutrition*, safety and sanitation of food handling, and the use and care of equipment. Students will review and develop cooking concepts, measurements, terms, tools, techniques, and using more detailed recipes as they prepare a variety of breakfast, lunch ideas, and healthy snack foods.

*Financial literacy* will be introduced into the curriculum and will include the concept of budgeting, management of credit, understanding of saving, spending, and earning; essentially which involves the students' financial health and well-being.

Using hand sewing techniques, students will construct a project for personal use. Along with sewing and ironing safety, students will continue to practice repairing clothing and other items brought in from home.

An introduction to *careers & industry* will be streamlined throughout the course as well as continually reinforcing group cooperation and *social skills*.

### **EXPLORATORY ARTS PROGRAM 7:**

Building upon the 6<sup>th</sup> grade curriculum, all students in grade 7 participate in the Exploratory Arts Program, which involves the disciplines of Music, Visual Arts, Dance and Drama. The students spend equal time – one full marking period, in each area. This schedule allows for an increase in their understanding of the respective art forms. Students of various interest levels are encouraged to explore, develop, and respect their own creativity.

- **DANCE 7:**

Students continue to build upon their knowledge of the art form of dance, its history, fundamental elements and choreographic designs. Students will increase their appreciation and understanding of the essence and unique characteristics of these dance styles: Hip Hop, Ballet, Tap, Jazz, and Musical Theatre Dance, through participation in a variety of dance activities. In the "Global Dance", unit students will explore the role of dance in different cultures of the world, make personal connections to their own cultural backgrounds and learn traditional cultural dances. Student generated dance-making is an

important element of the course. While engaged in the creative process, students also develop interpersonal and collaborative skills and build self-confidence.

- **DRAMA 7:**

Through creative role-playing, students will learn to use their bodies and voices as instruments of dramatic expression. Original scenes inspired from literature and the world at large will be collaboratively created in small groups to explore the craft of acting and performance technique. Additionally, students will gain experience in the art of improvisation and storytelling as they take on a variety of characters and dramatic scenarios. Also, theatre games will serve to foster awareness, concentration, imagination, commitment, teamwork, and creative risk-taking. Finally, a reflective component on in-class performances allows students to discuss, reinforce, and appreciate the conventions of theatre.

- **VISUAL ART 7:**

Working in a studio environment, students will continue to build on their knowledge of the elements and principals of design. Projects will be completed in the areas of drawing, printmaking and sculpture. A focus of the seventh grade program will be to develop an empathy and understanding for various forms of self-expression through a study of style: realism, abstraction and non-representational. Historical works of art and the artists who created them and creative projects will support this exploration. Analyzing and evaluating personal works of art and the work of others will hone the ability to critique and recognize good design and effective self-expression.

- **MUSIC 7:**

Music students will continue to explore various topics in music, individually and in the classroom setting. Students will develop individual singing voices through a variety of unison and two-part repertoire ranging from pop music to choral literature. The fundamentals of music are a foundation for this class; understanding note values and rest values, using music terminology, as well as identifying notes on the treble and bass clef. This knowledge enhances students' ease in learning voice parts, and enables them to create original rhythmic performances and expand class discussions of recorded music examples. Individual and class guitar performance will also be a focus of the class.

**BAND 7:**

Students will continue to develop their musical skills through weekly lessons and participation in the Middle School Band. Students will be pulled from class on a rotating schedule for a weekly, small-group lesson. ***Participation in the Middle School Band requires rehearsals after school on Thursdays.*** The band performs 3-4 times during the year.



**STRINGS 7:**

This course is designed for the inexperienced as well as the experienced string player. Students will review previously learned concepts as well as learn new skills on their instruments. Students will be pulled out of Exploratory Arts for a weekly, small group lesson. The String Ensemble will perform for concerts during the school year (TBA).

## GRADE 8 PROGRAM

The school reserves the right to cancel courses due to insufficient enrollment or staffing changes.



### **ENGLISH FUNDAMENTALS 8:**

Aligned to the new national Core Content Curriculum, the focus of English 8 will promote higher standards in language arts skills through reading, writing, speaking, and listening. Students will have multiple opportunities to make informal presentations as well as a formal, digital presentation of a researched topic. Instruction in grammar for sentence variety, editing skills, vocabulary development, research skills, and the genres of both fiction and nonfiction are included. Writing assignments are varied with emphasis on the revision process.

### **SOCIAL STUDIES 8:**

The social studies curriculum encompasses the study of civics and economics with a focus on current events. Civics and economics are taught as separate semester courses. Students will study the purpose of government, the structure, and functions of American government, and acquire basic knowledge of economic concepts. Current issues, world events, elections, and leaders will be regular topics of study and discussion. Primary sources, evaluations, and document studies help students prepare for standardized tests, and develop critical thinking skills. Students will use their knowledge to analyze the world around them. Many opportunities for research are provided to enhance students' understanding and feed their interests.

### **ALGEBRA I GRADE 8:**

The Algebra I course includes significant work with writing and graphing linear equations and inequalities; writing and factoring polynomials; rational and radical expressions, and quadratic equations. Scientific calculators are used and computer work is encouraged. An eighth grade student who successfully passes Algebra I and takes Geometry in ninth grade will have the course and grade for Algebra I noted on his/her high school transcript.

### **INTEGRATED SCIENCE 8:**

The purpose of the Integrated Science 8 curriculum is to increase scientific literacy by exploring the relationship between concepts in physics, chemistry, biology, and earth science. The emphasis is on learning through investigation of scientific concepts in the laboratory, and

in the external environment. Students will be required to apply scientific methodology to collect data, interpret results and to draw conclusions. Students will be encouraged to develop and to use higher order thinking strategies including logic, analysis, synthesis, and evaluation. They will use these skills to develop logical, systematic approaches to problem solving.

#### **WORLD LANGUAGE 8:**

The eighth grade language program will continue to acquaint students with the language and culture of the French and Spanish speaking worlds, or the Roman culture and the Latin language. Development of the four language skills: listening, speaking (vocalization in the Latin course), reading, and writing will be emphasized.

#### **PHYSICAL EDUCATION 8:**

Eighth grade students are provided with a program that meets the unique needs of early adolescents, by participating in activities that are designed to help them comprehend and value physical fitness, wellness, and health promotion concepts. Students participate in activities that are designed to help them comprehend and value physical fitness, wellness, and health promotion concepts. Importance is placed on gaining the knowledge necessary to acquire critical-thinking and problem solving skills within the context of physical activity, nutrition, and wellness.

#### **HEALTH 8:**

The topics are chosen to meet the needs of maturing adolescents and cover areas such as drug and alcohol abuse, decision-making skills, nutrition and wellness, eating disorders, human sexuality, sexually transmitted infections and HIV/AIDS.

#### **PRE-ENGINEERING 8:**

The focus of this course is on learning the basic principles and methodology of engineering. Students will learn to integrate science, technology, engineering, and math, and will apply teamwork, organizational and presentation skills to design and solve real world problems in a hands-on engineering environment. Models of product solutions are created, analyzed, and communicated using authentic case studies and projects developed by the National Center of Technological Literacy. Numerous current and historical engineering examples and disciplines will be explored. Students will exit this course with a basic proficiency and working knowledge of problem solving and product design.

#### **FAMILY AND CONSUMER SCIENCE:**

In 8<sup>th</sup> grade the emphasis will be to expand the 6<sup>th</sup> & 7<sup>th</sup> grade FACS courses. It will continue and extend *foods and nutrition* while sustaining safety and sanitation of food handling, and the use and care of equipment. Students will progress with seriousness in cooking concepts, measurements, terms, tools, techniques, and using more advanced recipes as they prepare a variety of main meals as well as developing recipes within each food group.

*Financial literacy* will be introduced into the curriculum and will include the concept of budgeting, management of credit, understanding of saving, spending, and earning; essentially which involves the students' financial health and well-being.

Using hand and machine sewing techniques, students will construct a project for personal use or donation as a service project. Following directions, along with sewing and ironing, safety will be emphasized as they construct their projects and continue to repair clothing and other items brought in from home. Along with sewing and ironing safety, students will continue to practice repairing clothing and other items brought in from home.

*Careers & industry* will be elevated throughout the course as well as continually reinforcing group cooperation and *social skills*.

#### **DESKTOP PUBLISHING AND DESIGN:**

Students will look at the concepts of how the Internet works and use Java Script programming language to make rich animations. The second part of the class will focus on learning how to use HTML and CSS to make webpages. Throughout the course the students will also continue to further understand the digital footprint they leave when using the Internet and social media. This eighth grade course will provide an excellent transition to the high school technology courses.

#### **BAND 8:**

Students will continue to develop their musical skills through weekly lessons and participation in the Middle School Band. Students will be pulled from class on a rotating schedule for a weekly, small-group lesson. ***Taking this course requires participation in the Middle School Band as well as rehearsals after school on Thursdays.*** The band performs 5-6 times throughout the year. Advanced students may have the opportunity to be accelerated into the High School Concert/Marching Band.

#### **STRINGS 8:**

This course is designed for the inexperienced as well as the experienced string player. Students will review previously learned concepts as well as learn new skills on their instruments. Students will be pulled out of Exploratory Arts for a weekly, small group lesson. The String Ensemble will perform for concerts during the school year (TBA).

## **EIGHTH GRADE ARTS PROGRAM**

### **GENERAL MUSIC 8:**

Students will explore a variety of musical topics through individual, group, and class activities including the hands-on experience of learning to play the piano, to the use of music technology programs *Sibelius* – to write music, and *Breezin' Thru Theory* – a music program to read music. As a class, we will listen to a variety of music styles to hear how music has changed through history. Everyone will keep an online listening journal to record individual observations and participate in class discussions. Students will collaborate to create original projects that explore music legends of the past and present. Each student will bring unique music experiences to this class and will expand on these musical skills through the semester.

### **VOCAL MUSIC 8:**

Students in the Vocal Music Class sing a variety of age-appropriate vocal selections in 2, 3, and 4-part harmony. They also learn the rudiments of music theory and sight-singing. Students are involved in many school related vocal performances throughout the school year. Emphasis is focused on Musical Theatre songs and enrichments, which in the past have included attending a Broadway Show and participating in a Broadway-based Master Class in New York City taught by Broadway performers.

### **VISUAL ART 8:**

Working with two and three-dimensional design, students gain technical skills in a wide range of art processes such as sculpture, painting, printmaking, drawing and mixed media. Artistic vocabulary is expanded, themes are developed, and concepts are explored by using the visual elements and the organizing principles of art.

Students will gain an historical perspective of art by relating projects to various artists and artistic styles using both conventional and digital art reproductions. Analyzing and evaluating personal works of art and the works of others will hone the student's ability to critique and recognize good design and effective self-expression.

### **DRAMA 8:**

This course will emphasize the art of acting. Relaxation and dramatic action exercises will be a large part of the program. Students work to refine the skills and self-confidence necessary for performing in other forms of oral communication through speech, projection, and diction exercises. Theater games and improvisation activities are designed to enhance the creation of character, develop an understanding of dramatic motivation, concentration, and intention, and sharpen observation and listening skills. Throughout this course of study, students will explore elements and principles of playwriting and directing.

## **DANCE 8:**

In an atmosphere of fun, students continue to develop skills in a variety of dance styles as well as in dance choreography. Each student is encouraged to perform at his/her level of ability. This course emphasizes making personal connections to, and an awareness of, the role of dance in society. Some of the activities designed to increase student appreciation and enjoyment of the art of dance are as follows.

**Creating Community** - Combine student and teacher choreography to create the first class ensemble dance.

**Are Dancers Athletes? Are Athletes Dancers?** – Discover what your physical strengths and weakness are. Experience different types of fitness programs: yoga, Pilates, work with therabands, circuit training. Compare athletes to dancers, and sports to dance.

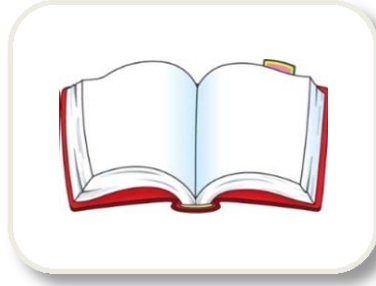
**Dancing through the Decades** – Learn dances from 1940- 2000, while exploring pop culture: slang, fads, music, personalities.

**East Meets West** – Learn American contemporary dances and about their global influences.

**Lifeforms** – Use technology to experiment with virtual dance-making by using this choreography program.

**Silhouette/Shadow Dance** - Design dances using your shadow image and those of classmates.

## **ADDITIONAL COURSE OFFERINGS**



### **STRUCTURED INDIVIDUAL TIME 8:**

Structured Individual Time helps eighth grade students develop time management skills and positive study and research habits, while preparing them for the daily Option Time period they will have next year in the high school. This teacher-supervised period will offer students an opportunity to prepare for their scheduled classes, study for upcoming tests, and complete research projects assigned in collaboration with their academic subjects. In addition, a limited number of students are granted permission to access the media center, a computer lab, the guidance office, or other middle school centers.

## **SPECIAL EDUCATION**

**The school reserves the right to cancel courses due to insufficient enrollment or staffing changes.**



These Courses are designed for those students who are eligible for Special Education and Related Services as determined by the Child Study Team and their parents. Students may have more than one special education teacher as this program is departmentalized so that sections are organized by subject area.

### **CLASSES FOR REPLACEMENT AND IN-CLASS SUPPORT:**

These courses are designed for those students who are classified. These students may be in small group instruction classes for Replacement or in mainstreamed classes.

The Replacement Resource Program is a separate curriculum for students with disabilities. The course content for the Replacement Resource Center Program is based on regular curriculum for English, science, mathematics, and social studies with modifications as per the educational needs of the student as outlined in their IEP. Replacement means that the student takes his or her entire credit for a required course within the Resource Program, and the special education teacher implements the modified regular curriculum and gives the grade. Classes are limited to nine students per period.

For In-class Support a special education teacher is assigned to work with the general education teacher assuring that the students IEP is implemented. The students are expected to meet the general education curricular requirements, with modifications/accommodations as per their IEP. These classes can go up to ten classified students.

### **LEARNING STRATEGIES:**

The Learning Strategies course content is specifically designed to support mainstreamed classes, and is for those students whose IEP dictates such need. The student is provided with study skills and strategies to accommodate their specific learning styles in their mainstream course work.



## **COMMUNICATION - ESL SPECIAL NEEDS**

### **K-12 ENGLISH LANGUAGE DEVELOPMENT PROGRAM**

#### **ENGLISH AS A SECOND LANGUAGE PROGRAM**

The English as a Second Language (ESL) program components ensure each student receives instruction towards helping the student achieve the Common Core State Standards in reading, writing, speaking, and listening. Opportunities are provided in order to become proficient in the use of the English language. The ESL program provides English language learners (ELLs) various strategies including direct language instruction as well as adaptations to instruction and assessment in all content areas, both of which must be commensurate with the student's level of English proficiency.

#### **ESL IN-CLASS SUPPORT**

In-class support is provided in content area instruction, aligned with the corresponding standards, and adapted to meet the needs of English Language Learners (ELLs). Accommodations and modifications are provided by the ESL teacher, which are collaboratively developed by the ESL teacher and grade level/content teacher(s). Appropriate academic support services are provided to ELLs within the content courses, and may include additional instruction or supplemental materials.

# NOTES

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