

Middle Schools



Course Description Guide

2016-2017

LINDEN PUBLIC SCHOOLS
Linden, New Jersey

Danny A. Robertozzi, Ed.D.
Superintendent

Denise Cleary
Assistant Superintendent

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Business Administrator/Board Secretary

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LINDEN PUBLIC SCHOOLS

MIDDLE SCHOOL ADMINISTRATION

MYLES J. MCMANUS MIDDLE SCHOOL

Principal	Peter Fingerlin	486-7751
Vice Principal	Rosa Kolibas	486-7751

JOSEPH E. SOEHL MIDDLE SCHOOL

Principal	Richard Molinaro	486-0550
Vice Principal	Gwendolyn Long	486-0550
Vice Principal 21 st Century Program	Isabella Scocozza	486-0550

DISTRICT DIRECTORS/SUPERVISORS

Special Education, Elementary Supervisor	Michelle Altobelli	587-3285
Human Resources Manager	Michele Dorney	486-2800
Gifted & Talented / Early Childhood Education, Supervisor	Gail Fazio	486-2043
Science, Supervisor	Rose Goldstein	486-2212
Social Studies / Business, Supervisor	Gregory Grasso	486-2800
Pupil Personnel Services / Guidance / Assessment, Director	Jo Ann Hamilton	486-2800
Special Education, Secondary Supervisor	Christopher Kolibas	486-5432
Special Education, Director	Marie Stefanick	587-3285
Fine and Performing Arts, Supervisor	Matthew Lorenzetti	486-2800
Maintenance, Supervisor	Lawrence Miranda	862-0950
Coordinator of Special Projects	Antoinette Modrak	486-3286
World Languages / Bilingual / ESL, Supervisor	Alphonsina Paternostro	486-2800
Elementary Language Arts / Federal Programs, Director	Jennifer Smith	486-2800
Mathematics and LAST, Director	Richard Sullivan	486-2212
Secondary Language Arts, Supervisor	Patricia Tartivita	486-2800
Health & Safety / Physical Education / Athletics, Director	Steven Viana	486-7085
Technology / Vocational Programs, Director	Michael Walters	587-3263
Alternative School, Director	Kcyronne Zahir	486-2800

TABLE OF CONTENTS

VISION STATEMENT	1
MISSION STATEMENT	1
PUBLIC NOTICE OF NON-DISCRIMINATION	1
GENESIS	2
COUNSELING SERVICES	2
SCHOOL COUNSELORS	2
SCHEDULING PROCEDURES	2
INTERVENTION AND REFERRAL SERVICES	3
STUDENT ASSISTANCE COUNSELOR	3
SPECIAL EDUCATION	3
RELATED SPECIAL EDUCATION SERVICES	3
DISTRICT STANDARDIZED TESTING PROGRAM	4
POSITIVE BEHAVIOR SUPPORT IN SCHOOLS (PBSIS)	5
21ST CENTURY COMMUNITY LEARNING CENTER	5
STUDENT PROMOTION/RETENTION	5
SPECIALIZED PROGRAMS	7
LIBRARY/MEDIA CENTER	7
ACADEMIC SUPPORT SERVICE (BASIC SKILLS)	8
LANGUAGE ARTS PROGRAM	9
MATHEMATICS	11
PHYSICAL EDUCATION / HEALTH	13
SCIENCE	15
SOCIAL STUDIES	18
WORLD LANGUAGES	20
BILINGUAL / ESL	22
FINE AND PERFORMING ARTS PROGRAM	24
TECHNOLOGY / COMPUTERS	26

Linden Public Schools

Vision Statement

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Mission Statement

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Public Notice of Non-Discrimination

It is the policy of the Linden Public School District not to discriminate on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability.

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact Linden's Affirmative Action Officer, Mrs. Alphonsina Paternostro. Mrs. Paternostro can be contacted via email: apaternostro@lindenps.org or by telephone: 908-486-2800 Ext. 8029

Students, parents, employees and the general public are also advised that all career and technical education opportunities will be offered regardless of race, color, national origin, gender or disability. For further information, contact Linden's Section 504 Officer and District Anti-Bullying Coordinator, Ms. JoAnn Hamilton via email: jhamilton@lindenps.org or by telephone: 908-486-2800 or you may contact

Linden's Title IX Coordinator, Mr. Steven Viana via email: sviana@lindenps.org or by telephone: 908-486-7085. For information on issues related to disabilities, please contact the Director of Special Education, Ms. Marie Stefanick via email: mstefanick@lindenps.org or by telephone: 908-587-3285.

Genesis

The middle schools utilize a web-based student data system called Genesis that makes student information accessible 24 hours a day, 7 days a week. Genesis can be used by parents to view student attendance, scheduling, conduct, current class grades, assignments and report cards. Parent access to Genesis is private and password protected. It can be obtained by submitting a completed Genesis Access Form with photo ID to the student's school office for approval. This is an excellent way for parents to access important information about a student's academic record and standing which will enable parents/guardians to stay well informed about student progress.

Counseling Services

Guidance services are available to all students to assist students and their parents in educational, vocational, and personal decision-making. Any inquiries regarding scheduling should first be directed to the student's guidance counselor. The programs that students pursue in school should reflect their interests and future goals. Because students differ, programs must also differ. All students are assigned to a guidance counselor who will work with them during their entire middle school experience in the areas of scholastic, career, personal and social matters.

Parents and guardians are expected to assist in the development of a curriculum plan. Students' performance and progress should be monitored. School counselors are resources to both students and adults in the development and monitoring of educational programs, and are available for consultation on these matters. Additionally, counselors conduct individual and group sessions to help students with the planning process. Students with severe difficulty in reading, mathematics, and writing may receive services, upon the recommendation and/or the evaluation and approval of Special Services. Parents or students may initiate this service by contacting the appropriate school counselor, school social worker or Child Study Team case manager.

McManus Middle School.....486-7751		Soehl Middle School.....486-0550	
Ricardo Ciprian, School Counselor	Ext. 8727	Laura Pellettiere, School Counselor	Ext. 8777
Laura Golebiewski, School Counselor	Ext. 8728	Caitlin Sanders, School Counselor	Ext. 8778
Mary Petty, Social Worker	Ext. 8718	Gwen Baran, Social Worker	Ext. 8769
Victoria Miller, Anti-Bullying Specialist	Ext. 8726	Jessica DeFelice, Anti-Bullying Specialist	Ext. 8768

Scheduling Procedures

Eighth grade students and parents will be given the opportunity to attend a large group informational session during the school day and evening. Once the group sessions have been conducted, guidance counselors will set up group/individual appointments with students to choose classes for the following year. To ensure sufficient time for the course selection process, it is imperative that students report for the appointment with their counselor at the designated date and time. All students will be issued a copy of their next year course requests for parents to review. Prior to the school year, official copies of student schedules will be mailed home and will also be available for review in the Genesis Parent Module.

Intervention and Referral Services

The Intervention and Referral Services (I&RS) committee is a multidisciplinary school-based team. It plans and delivers educational, social, health, emotional and behavioral interventions for students which may result in referral to other school and community resources including the school's Child Study Team. A parent may request an evaluation of their child who may have a learning or behavior disability by asking the I&RS committee to review the child's school needs by contacting their School Counselors.

Special Education

Classified students are placed in educational settings that are the least restrictive, while still accommodating their disability. Classified students may be placed in self-contained classes geared to their disability (e.g. learning/language disabled, behavior disability, multiple disability), in resource rooms, or in regular classes with teacher or paraprofessional support. Special education classes use the same curriculum as the regular education classes but it is modified and adapted to the circumstances of each student.

The Child Study Team conducts educational assessments through a social worker, school psychologist and a learning disabilities teacher consultant (LDTC) who evaluate and case manage students that qualify for special education and/or related services.

Special Education may consist of self-contained classes, resource center instruction, inclusion instruction and full mainstream instruction with monitoring. At times students may require alternative Special Education placements outside of Linden in accordance with a student's Individualized Education Plan.

Any parent or staff member can make a direct referral recommendation on a student for special education services by sending a letter to the Director of Special Education.

Related Special Education Services

- **Speech** - Speech and Language Specialist address a child's language delays or language disorders.
- **Occupational Therapy** - An occupational therapist is a specialist trained to facilitate development and correction of fine motor skills.
- **Adapted Physical Education** - Alternative instruction and skill requirements due to medical, physical or behavioral needs
- **Physical Therapy** - A physical therapist is a specialist trained to enhance the development and correction of gross motor skills.
- **Counseling** - Certified Social Workers provide counseling to special education classified students who are experiencing severe emotional problems which impede their learning process. Role playing, cognitive and behavioral interventions and play therapy are used as methods of addressing their needs.

DISTRICT MIDDLE SCHOOL STANDARDIZED TESTING PROGRAM

PARCC

Students in grades 3-11 will be subject to PARCC Assessments. The PARCC will assess English Language Arts (ELA)/Literacy and Mathematics and include the following components:

- **Performance Task in ELA/Literacy and Mathematics.** All students will take this summative test toward the end of the school year to demonstrate their knowledge.
 - In ELA/Literacy, this will involve analyzing literature and a narrative writing task. Students will read texts and write several pieces to demonstrate they can read and understand sufficiently complex texts independently; write effectively when using and analyzing sources; and build and communicate knowledge by integrating, comparing and synthesizing ideas.
 - In Mathematics, students will be asked to solve problems involving the key knowledge and skills for their grade level (as identified by the CCSS), express mathematical reasoning and construct a mathematical argument, and apply concepts to solve model real-world problems.

NJASK Science

Students in Grades 4 and 8 will be administered **NJASK Science**. Three proficiency levels have been determined for each of the sections of the NJASK: Partially Proficient (under 200), Proficient (200 to 250) and Advanced Proficient (250-300). Students scoring the lowest level, Partially Proficient, are considered to be below the state minimum level of proficiency.

ACCESS Testing for English Language Learners

Students in Kindergarten through 5th grade who are Limited English Language Learners (ELLs) also take the ACCESS (Accessing Comprehension and Communication in English State to State for English Language Learners) test for ELLs.

Positive Behavior Support in Schools (PBSIS)

Myles J. McManus and Joseph E. Soehl Middle Schools are excited to be part of an initiative that is a systems approach to creating a positive school climate that fosters pro-social student behavior. As part of the program, school wide expectations have been outlined, a school wide recognition system has been established and positive student behavior is encouraged and supported.

21st Century Community Learning Center

The 21st Century Community Learning Center is an after-school program that supplements the education of Joseph E. Soehl Middle School students in grades six through eight. The program operates from 2:45 p.m. – 5:45 p.m. throughout the academic year. It offers an opportunity for students and their families to continue to learn new skills and discover their abilities after the regular school day has ended. Tutorial services and enrichment activities are designed to help students meet local and state academic standards.

In addition, the 21st Century program provides youth development activities such as character education, drug and violence prevention, technology education, service learning, art, music, and physical education enrichment. Community Friday Nights, family cultural field trips, guest speakers, assemblies, and parenting workshops are scheduled throughout the year.

The 21st Century Community Learning Center collaborates with a diverse group of community partners such as Prevention Links, Youth Service Bureau, YMCA and Jewish Family Services of Central New Jersey. The after-school program has a positive impact on our children through an important transitional stage and ultimately helps them to become productive citizens.

Student Promotion/Retention

The Board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

At the beginning of each school year, parents/guardians and pupils shall be informed regarding promotion requirements and proficiencies for the academic year. Documentation of the notification shall be maintained. Parents/guardians and pupils shall be notified at appropriate times during the school year of progress in meeting promotion and remediation standards. Report cards will be issued four times during the school year. Parents/guardians of pupils who are in danger of failing for the marking period shall receive interim reports midway in the marking period.

Pupil placement for Grades 6 through 8 will be determined by evaluating pupil performance and achievement in relation to the district goals and the individual's physical, emotional, intellectual and social maturity, as well as chronological age. Those pupils who have demonstrated an acceptable level of proficiency in basic skills and appropriate mastery of district goals are to be promoted to the next grade.

Listed on the next page is a table outlining the conditions by which students are retained or promoted. The table is followed by further details regarding procedures.

Language Arts	Math	Science	Social Studies	*Non Core	End of School Result	End of Summer School Results
Fail	Fail	Fail	Fail		Retention – no summer school option	
Fail	Fail	Fail	Pass		Retention – no summer school option	
Fail	Fail	Pass	Fail		Retention – no summer school option	
Fail	Pass	Fail	Fail		Retention – no summer school option	
Pass	Fail	Fail	Fail		Retention – no summer school option	
Fail	Fail	Pass	Pass	Fail	Principal’s decision retention or summer school	
Fail	Fail	Pass	Pass		Summer School (for credit) Lang Arts & Math	If fail both, retention, If fail one, principal’s decision
Fail	Pass	Pass	Pass		Summer School (for credit) Lang Arts	If fail, principal’s decision
Pass	Fail	Pass	Pass		Summer School (for credit) Math	If fail, principal’s decision
Fail	Pass	Fail	Pass	Fail	Principal’s decision retention or summer school	
Pass	Fail	Pass	Fail	Fail	Principal’s decision retention or summer school	
Fail	Pass	Pass	Fail	Fail	Principal’s decision retention or summer school	
Pass	Fail	Fail	Pass	Fail	Principal’s decision retention or summer school	
Fail	Pass	Fail	Pass		Summer School (for credit) Lang Arts	If fail, principal’s decision
Pass	Fail	Pass	Fail		Summer School (for credit) Math	If fail, principal’s decision
Fail	Pass	Pass	Fail		Summer School (for credit) Lang Arts	If fail, principal’s decision
Pass	Fail	Fail	Pass		Summer School (for credit) Math	If fail, principal’s decision
Pass	Pass	Fail	Fail	Fail	Principal’s decision retention or summer school	If fail, principal’s decision

*Non Core Subjects – World Language, Health, Physical Education, and Rotation Classes

Students who fail three core subjects (Language Arts, Math, Science, Social Studies) will not be eligible to attend summer school and will be retained. Students who fail Language Arts and/or Math will be required to pass a Linden Board of Education-endorsed Summer School Program for credit (**if offered**) in order to be promoted to the next grade. Students who fail Language Arts or Math and Social Studies or Science will be required to attend a Linden Board of Education endorsed Summer School Program (**if offered**) for credit in Math or Language Arts. Students failing Science and/or Social Studies will be required to attend a Linden Board of Education endorsed summer school program (**if offered**) for credit. Students failing any two core subjects (Language Arts, Math, Science, Social Studies) along with non-core subjects (Foreign Language, Health, Physical Education, Rotation Course) will result in the Principal’s decision for retention or summer school. Students will not be permitted to make up more than two courses in summer school. Students who fail summer school or subsequently choose not to attend summer school for any reason will, in nearly all cases, be retained subject to a final review by the building Principal. (See Matrix)

At the end of the 3rd marking period, the principal or designated guidance counselor shall ascertain those pupils who may be in danger of being retained. The parents/guardians shall be invited to a meeting with the principal and/or other appropriate staff members designated to seek parental opinion concerning any action to bolster pupil progress and to provide substantial consideration of the pupil.

Parents shall be notified in writing of the student’s retention and their rights of appeal concerning the school’s decision to retain the pupil. The appeal process follows the standard procedure. One can appeal to the principal, then the superintendent, and finally the Linden Board of Education. Requests for appeal shall be in writing, and the principal shall assist the parents in developing this request, if necessary. Eighth-grade students who fail any core academic subjects, or Health, Physical Education or a Foreign Language will not be permitted to participate in graduation exercises.

Specialized Programs

Library/Media Center

The Media Teacher and Media Specialist work in partnership with students and other faculty members to analyze learning and information needs. Assistance is given to locate and use resources that will meet those needs and to understand and communicate the information the resources provide. Media Staff members pool resources with teachers, administrators, and parents in providing knowledge of availability of information resources to support student projects and research papers. The educational Media Specialist and the Media Teacher are influential partners in providing an integrated curriculum that prepares students for success with both print and electronic resources.

The McManus and Soehl Libraries offer a wide assortment of books, magazines and on-line internet services. Collections provide recreational reading material that coordinates with all district curriculums. An orientation program is scheduled each fall for all sixth grade Language Arts classes. They review the library floor plan, card catalog usage, as well as rules and regulations. All books can be taken out for two weeks with an option to renew.

A requirement in Language Arts is a formal research paper. These classes conduct their research in the library using research books, periodicals and internet sites. Science and social studies classes also investigate a range of topics throughout the year. EBSCO On-Line Periodical Database and EBSCO Career Guidance System are available for all students and staff. Also a variety of productivity software is accessible, which give students the opportunity to generate multimedia reports and presentations.

Honors Program

McManus and Soehl Middle Schools offer Honors courses in Mathematics, Language Arts, Science, Social Studies, and World Languages.

Placement in the Honors courses are based on the academic performances in the previous year's course and/or a teacher/principal recommendation.

To maintain enrollment in Honors course students must maintain a marking period average of 'B' or above. In the event a marking period average falls under a 'B' a review process consisting of the student's counselor seeking input from the teacher on student placement and if removal from Honors is necessary a parental conference with the student's counselor and teacher will be conducted.

Academic Support Service (Basic Skills)

Students who score significantly below proficiency level on state tests will be identified for academic support services. This targeted assistance and extra support may include a wide range of services including assistance in their Language Arts and Mathematics classes and school tutoring. In addition, students needing extra assistance will have the opportunity to receive support during the school day via an additional support teacher pushing into the Language Arts A and Mathematics A classes three times per week for a minimum of 90 minutes.

Identification Process: In addition to teacher recommendation, the following criteria should also be considered to be admitted into the Language Arts A and Mathematics A support classes.

Language Arts A

6th Grade students who:

obtain an final report card average score of 2 or below on the Fifth Grade Language Arts component in the Fourth Marking Period, **or**

obtain a standardized Grade 5 assessment score below the 70th percentile, **or**

are recommended by a teacher/principal, **or** recommendation after DRA2

7th Grade students who:

have report card score below 69 in Language Arts 6, **or** obtain a standardized Grade 6 assessment score below the 70th percentile, **or** are recommended by a teacher/principal, **or** a score of 50 or below on DRA2

8th Grade students who:

have report card score below 69 in Language Arts 7, **or** obtain a standardized Grade 7 assessment score below the 70th percentile, **or** are recommended by a teacher/principal, **or** a score of 60 or below on DRA2

Mathematics A

6th Grade students who:

obtain an final report card average score of 2 or below on the Mathematics components of the 5th Grade Report Card, **or**

obtain a standardized Grade 5 assessment score below the 70th percentile, **or**

are recommended by a teacher/principal

7th Grade students who:

have report card score below 69 in Mathematics 6, **or** obtain a standardized Grade 6 assessment score below the 70th percentile, **or** are recommended by a teacher/principal

8th Grade students who:

have report card score below 69 in Mathematics 7, **or** obtain a standardized Grade 7 assessment score below the 70th percentile, **or** are recommended by a teacher/principal

LANGUAGE ARTS PROGRAM

Language Arts are the abilities that enable one to think and express ideas logically and creatively; understand and participate meaningfully in spoken, written, and non-verbal communication; formulate and answer questions; and search for, organize, evaluate and apply information. The program is aligned with the Common Core State Standards for Language Arts Literacy. The Language Arts program provides inclusion teachers in some classes to help students academically. Honors classes are offered in sixth, seventh and eighth grades as part of the Gifted & Talented Program at the middle school level.

The integrated Language Arts and Social Studies program at Myles J. McManus and Joseph E. Soehl Middle Schools adheres to the latest national research that prescribes an interdisciplinary approach. Novels and readings align to historical periods and movements to a great extent. Big ideas and themes are explored in both content areas. Curriculum is designed around “Driving Questions” that require students to explore a big idea in detail and then report out or develop a “project based-learning” final presentation in writing and through multimedia tools. Each student will participate in the process of creating an individual writing portfolio that will reflect his/her performance and encourage self-reflections and assessment of his/her own growth. This folder is a continuation from fifth grade and will be sent home with the student at the end of grade eight.

Students will be required to complete a research paper and outside reading. There is also a required summer reading program.

Language Arts 6...MS3111

Credits: 10

Grade Level: 6

Prerequisite: A score of 50-60 on DRA2, an average report card score of higher than 2 on the Grade 5 Language Arts component in the Fourth Marking Period, a teacher/principal recommendation, or a standardized Grade 5 assessment score above the 70th percentile.

Description: Sixth-grade Language Arts is a full year course that provides an introduction to basic literary forms – the short story, the novel, poetry, and drama. Specific attention is given to the improvement of reading, thinking, and discussion skills in connection with required reading. Instruction is project based with a Social Studies component. Writer’s workshop completes our balance literacy program. The student will also be required to complete outside reading and research as well as participate in the summer reading program.

Language Arts 6 Honors...MS3112

Credits: 10

Grade Level: 6

Prerequisite: A score of 60 or higher on DRA2, a final average of 3.5 or above on the Language Arts components of the 5th Grade Report Card, a teacher/principal recommendation or a standardized Grade 5 assessment score in the 90th percentile.

Description: The Honors Language Arts 6 class will engage in rigorous discussions about literature. Students will analyze and synthesize information through critical thinking and shared inquiry. Writing assignments are enhanced and enriched. In the honors level, the number and difficulty of the readings and the frequency and length of the writing assignments are enhanced. The student will be required to complete a research paper and outside reading. There is also a required summer reading program.

The Honors Language Arts 6 will prepare students to take the SAT I in 7th grade so they will be qualified for participation in the Johns Hopkins University Center for Talented Youth, should they opt for that program.

Language Arts 7...MS3121

Credits: 10

Grade Level: 7

Prerequisite: A score of 60-70 on DRA2, a final average of ‘D’ or above in Language Arts 7, a teacher/principal recommendation, or a standardize Grade 6 assessment score in the 80th percentile.

Description: Seventh-grade Language Arts is a full year course that reinforces and builds upon the basic literary forms – the short story, the novel, poetry and drama. Additional attention is given to the improvement of reading, thinking, and discussion skills in connection with the required reading. Instruction is project based with a Social Studies

component. Writer's workshop completes our balance literacy program. The student will also be required to complete outside reading and research as well as participate in the summer reading program.

Language Arts 7 Honors...MS3122

Credits: 10

Grade Level 7

Prerequisite: To be considered for this level a student must have a score of above 70 on DRA2, an "A" average in Language Arts 6 or "A/B" average in Language Arts 6 Honors, a teacher/principal recommendation, or a standardize Grade 6 assessment score in the 90th percentile.

Description: The Honors Language Arts 7 class will engage in rigorous discussions about literature. Students will analyze and synthesize information through critical thinking and shared inquiry. In the honors level, the number and difficulty of the readings and the frequency and length of the writing assignments are enhanced. The student will be required to complete a research paper and outside reading. There is also a required summer reading program.

Language Arts 8...MS3131

Credits: 10

Grade Level: 8

Prerequisite: A score of 70-80 on DRA2, a final average of 'D' or above in Language Arts 7, a teacher/principal recommendation, or a standardize Grade 7 assessment score in the 80th percentile.

Description: Eighth-grade Language Arts is a full year course that strengthens and further develops language arts skills taught in grades six and seven. Specific attention is given to skills and strategies needed to successfully master the grade level benchmarks. Instruction is project based with a Social Studies component. Writer's workshop completes our balance literacy program. The student will also be required to complete outside reading and research as well as participate in the summer reading program.

Language Arts 8 Honors...MS3132

Credits: 10

Grade Level 8

Prerequisite: To be considered for this level, students must have a score of above 80 on DRA2, an average above "A" average in Language Arts 7 or "A/B" average in Language Arts 7 Honors, a teacher/principal recommendation, or a standardize Grade 7 assessment score in the 90th percentile.

Description: Eighth-grade Honors Language Arts is a full year course that strengthens and further develops language arts skills taught in grades six and seven. Students will analyze and synthesize information through critical thinking and shared inquiry. Specific attention is given to skills and strategies needed to successfully master the grade level benchmarks. In the honors level, the number and difficulty of the readings and the frequency and length of the writing assignments are enhanced. The student will be required to complete outside reading and research. There is also a required summer reading program.

MATHEMATICS PROGRAM

Each student will complete three years of mathematics study at the middle school level. This will provide the entering high school ninth grader with the background to either enroll in Algebra I (or A), or Geometry, depending upon the sequence followed. The mathematics curriculum is designed to implement the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics, and the Common Core State Standards.

	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>
Sequence II	Math 6	Pre-Algebra 7	Pre-Algebra 8	Geometry CP or Honors
Sequence III	Math 6 (Honors)	Pre-Algebra 7 (Honors)	Pre-Algebra 8 (Honors)	Geometry Honors

Mathematics 6...MS4111

Credits: 10

Grade Level: 6

Prerequisite: A final average of 2 or higher on the Mathematics components of the 5th Grade Report Card or a standardized Grade 5 assessment score above the 70th percentile.

Description: Mathematics 6 is designed to focus on the critical areas of connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking. All incoming students are required to complete a summer mathematics project prior to the start of school.

Mathematics 6 Honors...MS4112

Credits: 10

Grade Level: 6

Prerequisite: To be considered for Mathematics 6 Honors, students must have a final average of 3.5 or above on the Mathematics components of the Grade 5 report card, a teacher/principal recommendation, or a standardized Grade 5 assessment score in the 90th percentile.

Description: This course places stress on those components which are integral to the understanding of algebra – patterns, functions, and modeling of real-world situations – all within the context of problem based situations requiring, and further developing critical thinking skills. The course focuses on the critical areas of connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking with additional concentrated support in the Common Core Standards for mathematics. All incoming students are required to complete a summer mathematics project prior to the start of school.

Students in Honors Mathematics 6 should consider participating in programs designed to help prepare them for the Johns Hopkins University Center for Talented Youth Program that requires taking the SAT I test in the 7th grade or 8th grade.

Pre-Algebra 7...MS4121

Credits: 10

Grade level: 7

Prerequisite: A final average of 'D' or above in Mathematics 6, a teacher/principal recommendation, or a standardize Grade 6 assessment score above the 70th percentile.

Descriptions: Pre-Algebra is a one-year course designed to prepare the student who has a strong mathematics background to enroll in Algebra 8 as an eighth grader. The course assumes mastery of the fundamental operations of whole

numbers, fractions, decimals, and percents. Students apply these skills to algebraic concepts in a problem-solving based atmosphere. Successful completion of the course provides the student with the basic tools to succeed in Algebra 8 in the eighth grade. A portion of the curriculum focuses on developing the skills necessary to succeed on state standardized assessments. All incoming students are required to complete a summer mathematics project prior to the start of school.

Pre-Algebra 7 Honors...MS4122

Credits: 5

Grade Level: 7

Prerequisite: To be considered for this level, a student must have an "A" average in Mathematics 6 or "A/B" average in Mathematics 6 Honors, a teacher/principal recommendation, or a standardized Grade 6 assessment score in the 90th percentile.

Description: Pre-Algebra Honors is a one-year course designed to prepare the student who has an exceptional mathematics background to enroll in Algebra 8 as an eighth grader. The course assumes mastery of the fundamental operations of whole numbers, fractions, decimals, and percents. Students apply these skills to algebraic concepts in a problem-solving based atmosphere. Successful completion of the course provides the student with the basic tools to succeed in Algebra 8 in the eighth grade. Pre-Algebra Honors is a more rigorous course than Pre-Algebra, and specifically prepares students to take the SAT I test as a means to qualify for participation in the Johns Hopkins University Center for Talented Youth Program. Students in Pre-Algebra 7 Honors also take a World Language at the honors level. All incoming students are required to complete a summer mathematics project prior to the start of school.

Algebra 8...MS4131

Credits: 10

Grade Level: 8

Prerequisite: A final average of 'D' or above in Mathematics 7, a teacher/principal recommendation, or a standardized Grade 7 assessment score above the 70th percentile.

Description: Algebra 8 is a one-year course designed to develop an understanding of the structure of the real number system. Students will be able to solve equations and inequalities that lead to the solution of a quadratic equation in one variable and use this knowledge for practical applications. Solving systems of linear equations will also be covered. A portion of the curriculum focuses on developing the skills necessary to succeed on state standardized assessments. All incoming students are required to complete a summer mathematics project prior to the start of school.

Algebra 8 Honors...MS4132

Credits: 5

Grade Level: 8

Prerequisite: To be considered for this level, a student must have an "A" average in Mathematics 7 or "A/B" average in Mathematics 7 Honors, a teacher/principal recommendation, or a standardized Grade 7 assessment score in the 90th percentile.

Description: Algebra 8 Honors is a one-year course designed to develop an understanding of the structure of the real number system. Students will be able to solve equations and inequalities that lead to the solution of a quadratic equation in one variable and use this knowledge for practical applications. Solving systems of linear equations will also be covered. Algebra 8 Honors is a more rigorous course than Algebra 8 and is equivalent to Algebra I Honors taught at the high school level. Students are specifically prepared to take the SAT I test as a means to qualify for participation in the Johns Hopkins University Center for Talented Youth Program. A portion of the curriculum focuses on developing the skills necessary to succeed on state standardized assessments. Students in Algebra 8 Honors also take a World Language at the honors level. All incoming students are required to complete a summer mathematics project prior to the start of school.

PHYSICAL EDUCATION/ HEALTH PROGRAM

Physical Education and Health courses are available in each quarter. Students will be placed in three quarters of physical education and one quarter of health per year. Physical Education and Health courses are available for special needs students. Adapted Physical Education is a program of developmental activities, games, sports and rhythms suited to the capabilities and limitations of students with disabilities who may not safely or successfully be able to participate in the activities of the general Physical Education program.

Physical Education 6...MS5110

Credits: 3.75

Grade Level: 6

Prerequisite: None

Description: Grade 6 Physical Education is a structured program designed to promote fitness, strength, agility and basic skills. All sixth graders will participate in the following activities: Fitness Testing, Soccer, Aerobics, Volleyball, Basketball, Dance and Softball.

Physical Education 7...MS5120

Credits: 3.75

Grade Level: 7

Prerequisite: Physical Education 6

Description: The Physical Education program for grade seven is designed to offer students opportunities to develop interest and skill in a variety of individual and team activities. Individual activities aim to develop basic skills, coordination and agility and stimulate an interest in leisure-time activities. Individual activities will include: Badminton, Jogging, Dance, Tennis, Conditioning, Recreational games and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules and sportsmanship. Team activities include Football, Soccer, Basketball, Floor Hockey, Volleyball, and Softball.

Physical Education 8...MS5130

Credits: 3.75

Grade Level: 8

Prerequisite: Physical Education 7

Description: The Physical Education program for grade eight is designed to offer students opportunities to develop interest and skill in a variety of individual and team activities. Individual activities aim to develop basic skills, coordination, agility, and knowledge of rules and stimulate an interest in leisure-time activities. Individual activities will include: Badminton, Jogging, Dance, Tennis, Conditioning, Recreational Games and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, and Softball.

Health 6...MS5210

Credits: 1.25

Grade Level: 6

Prerequisite: None

Description: The program for Grade 6 Health is designed to help students develop life skills for responsible decision making and acquiring basic good health habits. Students will also learn about different resources available to find information about health.

Health 7...MS5220

Credits: 1.25

Grade Level: 7

Prerequisite: Health 6

Description: The program for Grade 7 Health focuses on the life skills each student should practice to achieve optimal health. Students are also introduced to techniques that will help them develop healthful relationships and friendships.

Health 8...MS5230

Credits: 1.25

Grade Level: 8

Prerequisite: Health 7

Description: The program for Grade 8 Health prepares students for their transition into high school. Topics that are examined include Stress Management, Family and Social Health, Growth and Development, Alcohol, Tobacco and Drugs, Communicable and Chronic Diseases and Consumer and Community Health.

SCIENCE PROGRAM

Science at the middle school is a three-year program with all students assigned to five periods each week. The curriculum for each of the sixth, seventh, and eighth grades are composed of an intense unit of study in each of the three strands of science: Life Science, Physical Science and Earth Science. All units use inquiry-based investigations and stress an understanding of science and technology.

The Science staff strives to provide a program that:

- captures the imagination and curiosity of all students, producing scientifically literate, life-long learners;
- encourages critical thinking skills, positive science attitudes, and problem solving skills through cooperative, hands-on inquiry centered activity;
- further incorporates the use of mathematics and technology in a comprehensive science program;
- involves district administrators to facilitate program implementation and provides extensive in-service training for staff members;
- solicits and actively involves all facets of the community to develop and bring about process changes; and,
- utilizes local and state ecological sites for curriculum-related field experiences.

Science 6...MS7110

Credits: 5

Grade Level: 6

Prerequisite: None

Description: The *Weather and Water* unit stresses the use of content knowledge and evidence to construct explanations for the movement and changes in the air and water of our planet that result in its weather. Scientific concepts are used to develop students' abilities to engage in scientific inquiry and develop their understanding of the transfer of heat. The *Diversity of Life* unit emphasizes the use of content knowledge and evidence to construct explanations for the functions of living organisms. Topics covered include microscopic life, biological levels of organization, structures and behaviors of multi-cellular organisms, reproduction in plants and development of skill in using a microscope. The *Mirrors, Color and Optics* unit is designed to assist students in their conceptualization of light energy. Topics that are addressed include light transmission, refraction, absorption, diffusion and reflection. In addition, the study of color broadens a student's understanding of the interaction of light and the eye.

Science 6 Honors...MS7111

Credits: 5

Grade Level: 6

Prerequisite: To be considered for this level, students must have a teacher recommendation or a final average above 3 on all Science component of the Grade 5 Report Card.

Description: This full-year course extends the concepts and investigations in the three science strands past the classroom experience. Students engage in extensive work with the development of problem-solving skills and research skills using the Internet.

The *Weather and Water* unit stresses the use of content knowledge and evidence to construct explanations for the movement and changes in the air and water of our planet that result in its weather. Scientific concepts are used to develop students' abilities to engage in scientific inquiry and develop their understanding of the transfer of heat. The *Diversity of Life* unit emphasizes the use of content knowledge and evidence to construct explanations for the functions of living organisms. Topics covered include microscopic life, biological levels of organization, structures and behaviors of multi-cellular organisms, reproduction in plants and development of skill in using a microscope. The *Mirrors, Color and Optics* unit is designed to assist students in their conceptualization of light energy. Topics that are addressed include light transmission, refraction, absorption, diffusion and reflection. In addition, the study of color broadens a student's understanding of the interaction of light and the eye. Students must maintain an A/B average to remain in the course.

Science 7...MS7120

Credits: 5

Grade Level: 7

Prerequisite: Science 6

Description: The *Planetary Science* course examines the relationship between the sun, moon, earth, and other planets that comprise a dynamic solar system. Students investigate the motions of the celestial bodies which accounts for year, month, day, moon phases, and eclipses. Students use a variety of resources and inquiry methods to construct explanations for the structures and behaviors of objects in the solar system. In *Populations and Ecosystems*, students explore how organisms interact with their environment and with each other. Students create environments for living organisms and study the behavior and traits of these organisms in the classroom. This course of study enables the students to develop an understanding of reproduction and heredity and how populations change over time. In *Energy, Machines and Motion*, students investigate energy and the different forms it can take, how forces do work to change energy from one form to another, how machines reduce the effort force needed to work, and how forces change the motion of objects. Students will engage in inquiries, providing opportunities to develop an understanding of these relationships and concepts.

Science 7 Honors...MS7121

Credits: 5

Grade Level: 7

Prerequisite: To be considered for this level, students must have an "A" average in Science 6 or an "A/B" average in Science 6 Honors, or a teacher/principal recommendation.

Description: This full-year course extends the concepts and investigations in the three science strands past the classroom experience. Students engage in extensive work with the development of problem-solving skills and research skills using the Internet.

The *Planetary Science* course examines the relationship between the sun, moon, earth, and other planets that comprise a dynamic solar system. Students investigate the motions of the celestial bodies which accounts for year, month, day, moon phases, and eclipses. Students use a variety of resources and inquiry methods to construct explanations for the structures and behaviors of objects in the solar system. In *Populations and Ecosystems*, students explore how organisms interact with their environment and with each other. Students create environments for living organisms and study the behavior and traits of these organisms in the classroom. This course of study enables the students to develop an understanding of reproduction and heredity and how populations change over time. In *Energy, Machines and Motion*, students investigate energy and the different forms it can take, how forces do work to change energy from one form to another, how machines reduce the effort force needed to work, and how forces change the motion of objects. Students will engage in inquiries, providing opportunities to develop an understanding of these relationships and concepts. Students must maintain an A/B average to remain in the course.

Science 8...MS7130

Credits: 5

Grade Level: 8

Prerequisite: Science 7

Description: The *Earth History* unit emphasizes the use of knowledge and evidence to construct explanations about the processes and systems that have operated over geological time. This hands-on science course is a powerful medium that brings all students together with a universally interesting topic where they share the joy and satisfaction of discovery. The focus of the *Properties of Matter* unit is the physical and chemical properties that characterize matter. Students examine several characteristic properties such as appearance, density, melting and boiling points, and chemical behavior and then participate in investigations about how these properties relate to pure substances (elements and compounds) and mixtures. They engage in a series of hands-on inquiry-based activities designed to develop their understanding of the properties of matter. In this course, *Environmental Issues in the Community* students are introduced to local environmental problems and go through the steps of investigating the issues from start to finish. Through hands-on activities and field site experiences, students learn what factors can impact an environment and discover potential solutions.

Science 8 Honors...MS7131

Credits: 5

Grade Level: 8

Prerequisite: To be considered for this level, students must have an "A" average in Science 7 or an "A/B" average in Science 7 Honors, or teacher/principal recommendation.

Description: This full year course extends the concepts and investigations in the three science strands past the classroom experience. Students engage in extensive work with the development of problem-solving skills and research skills using the Internet.

The *Earth History* unit emphasizes the use of knowledge and evidence to construct explanations about the processes and systems that have operated over geological time. This hands-on science course is a powerful medium that brings all students together with a universally interesting topic where they share the joy and satisfaction of discovery. The focus of the *Properties of Matter* unit is the physical and chemical properties that characterize matter. Students examine several characteristic properties such as appearance, density, melting and boiling points, and chemical behavior and then participate in investigations about how these properties relate to pure substances (elements and compounds) and mixtures. They engage in a series of hands-on inquiry-based activities designed to develop their understanding of the properties of matter. In this course, *Environmental Issues in the Community* students are introduced to local environmental problems and go through the steps of investigating the issues from start to finish. Through hands-on activities and field site experiences, students learn what factors can impact an environment and discover potential solutions. Students must maintain an A/B average to remain in the course.

SOCIAL STUDIES PROGRAM

The Social Studies Program on the middle school level includes World History, Geography and American History. The program provides students with the knowledge, skills, and attitudes needed to be active, informed, responsible citizens, and contributing members of the community. The Social Studies Program is divided into four specific disciplines: history (American, New Jersey and World), geography, civics, and economics. In addition, specific skills will be taught so students will be able to understand, analyze, compare, and write in a historical format. As required by law, students will receive integrated instruction on Holocaust and Genocide issues. The Social Studies Program is fully aligned with the Language Arts Program to reinforce and integrate reading and writing skills in the 6th, 7th and 8th grade. Students will be required to complete a research paper and outside reading.

United States History 6...MS8110

Credits: 5
Grade Level: 6
Prerequisite: None
Description: The sixth grade curriculum focuses on the period of time ranging from European Contact to the Ratification of the U.S. Constitution.

United States History 6 Honors...MS8111

Credits: 5
Grade Level: 6
Prerequisite: To be considered for this level, students must have a teacher/principal recommendation or a final average above 3.0 on all components of the Grade 5 Social Studies standards.
Description: The sixth grade curriculum focuses on the period of time ranging from European Contact to the Ratification of the U.S. Constitution.

United States History 6- Sheltered Instruction...MS8113

Credits: 5
Grade Level: 6
Prerequisite: None
Description: The sixth grade curriculum focuses on the period of time ranging from European Contact to the Ratification of the U.S. Constitution. A sheltered instruction version of this class is offered for English languages learners. The standard U.S. History class is delivered by content area teachers who are specially trained to deliver classroom instruction in a manner that is content rigorous, culturally relevant, and comprehensible for English Language Learners.

United States History 7...MS8120

Credits: 5
Grade Level: 7
Prerequisite: United States History 6
Description: The seventh grade curriculum focuses on topics spanning the eras of the Early Republic through the Reconstruction Era.

United States History 7 Honors...MS8121

Credits: 5
Grade Level: 7
Prerequisite: To be considered for this level, students must have an "A" average in United States History 6 or an "A/B" average in United States History 6 Honors, or a teacher/principal recommendation.
Description: The seventh grade curriculum focuses on topics spanning the eras of the Early Republic through the Reconstruction Era.

United States History 7- Sheltered Instruction...MS8123

Credits: 5
Grade Level: 7
Prerequisite: United States History 6

Description: The seventh grade curriculum focuses on topics spanning the eras of the Early Republic through the Reconstruction Era. A sheltered instruction version of this class is offered for English languages learners. The standard U.S. History class is delivered by content area teachers who are specially trained to deliver classroom instruction in a manner that is content rigorous, culturally relevant, and comprehensible for English Language Learners.

World History 8... MS8130

Credits: 5
Grade Level: 8
Prerequisite: None
Description: The eighth grade curriculum focuses on World History, covering topics spanning the beginnings of human society to the age of global encounters.

World History 8 Honors... MS8131

Credits: 5
Grade Level: 8
Prerequisite: To be considered for this level, students must have an "A" average in United States History 7, or an "A/B" average in United States History 7 Honors, or a teacher/principal recommendation.
Description: The eighth grade curriculum focuses on World History, covering topics spanning the beginnings of human society to the age of global encounters.

World History 8- Sheltered Instruction... MS8133

Credits: 5
Grade Level: 8
Prerequisite: To be considered for this level, students must have an "A" average in United States History 7, or an "A/B" average in United States History 7 Honors, or a teacher/principal recommendation.
Description: The eighth grade curriculum focuses on World History, covering topics spanning the beginnings of human society to the age of global encounters. A sheltered instruction version of this class is offered for English languages learners. The standard U.S. History class is delivered by content area teachers who are specially trained to deliver classroom instruction in a manner that is content rigorous, culturally relevant, and comprehensible for English Language Learners.

WORLD LANGUAGES PROGRAM

The World Languages courses offered at the middle school level are intended to educate all students to communicate in languages other than English. Our philosophy incorporates the five C's of the National and New Jersey Standards. They are: Communication, Cultures, Connections, Comparisons and Communities. Our students use the language as a tool for communication and to broaden their awareness of global diversity.

The content-based curriculum, aligned to the New Jersey Core Curriculum Content Standards for World Languages, emphasize the development of communication skills where students are actively engaged in listening, speaking, reading and writing for real purposes in culturally authentic contexts. Instruction in a proficiency content-based classroom focuses on what students can actually do with a language. Teachers design lessons to engage students using the language in activities that are embedded in authentic, real-life contexts. For each grade level, assessments will be performance-based, which require students to use language to perform a variety of functions within specified contexts.

World language instruction at the middle school is divided into an honors level that entails French, German, Italian, Chinese, or Spanish and a regular level that entails Italian, German, Chinese or Spanish.

Below are profiles of Novice-Mid and Novice-High speakers:

Novice-Mid speakers communicate minimally and with difficulty using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When they respond to direct questions, they may utter only two or three words or an occasional stock (memorized/formulaic) answer. They are able to list. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their speaking partner's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers will be understood with great difficulty even by sympathetic listeners accustomed to dealing with non-natives.

Novice-High speakers are able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through a simple recombination of their elements. Can ask questions or make statements involving learned material. Show signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than that of situational or personalized adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Novice Learner Range – Rotation Courses

Italian 6	...MS9110
Spanish 6	...MS9510
Chinese (Mandarin) 6	...MS9710

Credits: 1.25
Grade Level: 6, 7, 8
Prerequisite: None

Description: This World Languages course builds on Spanish and Italian taken in elementary school, or in the case of German or Chinese, introduces students to the language for the first time. . Courses are available at all grade levels and positions students to continue with world language study throughout their secondary education. World Language study at this level is delivered in the context of real world situations. The target proficiency for students completing the grade 6-8 rotation cycle is within the Novice-Mid range. These outcomes are contingent on individual aptitude and the amount of time the student has studied the target language.

Italian 7	...MS9120
French 7	...MS9220
German 7	...MS9320
Spanish 7	...MS9520
Chinese (Mandarin) 7	...MS9720

Credits: 1.25
Grade Level: 7, 8
Prerequisite: This course follows successful completion of appropriate world language at the 1st level.

Description: World Language taken for the second time is a continuation of the language studied in the previous year. Students will be able to speak the language in short sentences. They will understand the language when spoken at a normal tempo, and will be able to read short paragraphs based on familiar vocabulary and topics. Students will write short stories, simple sentences, and describe action in the present and the near future. The target proficiency for students completing the grade 6-8 rotation cycle is within the Novice-Mid range. These outcomes are contingent on individual aptitude and the amount of time the student has studied the target language.

Italian 8	...MS9130
French 8	...MS9230
German 8	...MS9330
Spanish 8	...MS9530
Chinese (Mandarin) 7	...MS9730

Credits: 1.25
Grade Level: 8
Prerequisite: This course follows successful completion of appropriate world language at the 2nd level.

Description: This World Language taken for the third time continues the study in rotation format, as an elective. At this level students will be able to create language including strings of sentences. They will be able to manage successfully concrete exchanges on survival topics, and be able to answer direct questions or requests for information. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture. Students should be performing at a novice high- intermediate low proficiency level in one full year of language instruction. The target proficiency for students completing the grade 6-8 rotation cycle is within the Novice-Mid range. These outcomes are contingent on individual aptitude and the amount of time the student has studied the target language.

BILINGUAL/ESL PROGRAM

Bilingual programs are not currently offered at the middle school level. The middle schools do have high-intensity ELL programs designed to promote English language acquisition and introduce ELL students to the American culture. This high-intensity ELL Program is provided to students who are English Language Learners (ELLs). A student is placed in one of five (5) levels of ELL, depending upon the score achieved on the W-APT, a New Jersey State-approved test used to assess English proficiency. Students placed in bilingual or ELL courses remain in the program until they test out and gain their ELL teacher recommendation. The ELL course is taken in lieu of the Language Arts course. The ELL courses are taught entirely in English during daily double class periods. The highly concentrated program ensures that academic language and communication skills can will develop quickly, enabling ELLs to access the language proficiencies required for success across the curriculum.

English as a Second Language-Beginner Level...MS9500

Credits: 10
Grade Level: 6, 7, 8
Prerequisite: Language Proficiency Test and Teacher Recommendation
Description: This course meets the needs of new entrant ELLs with the introduction of the English language and American culture. At this level, instruction is focused on teaching survival vocabulary and skills, developing all language skills (reading, listening, writing, and speaking) with the emphasis on comprehension and social communicative competence. Students are taught the basic grammar skills to aid in the acquisition and learning of the English language. Students enrolled in this class may have studied English in their country of origin; however, they come to our school district unable to speak English. They are considered non-communicative and are unable to function in the school environment without assistance.

English as a Second Language -Intermediate Level (Lower)...MS9510

Credits: 10
Grade Level: 6, 7, 8
Prerequisite: Language Proficiency Test and Teacher Recommendation
Description: This course meets the needs of students at a minimal level of competency in English. At this level there is still great emphasis on the development of all skills, but academic language skills, as well as content curriculum, should be introduced and taught at a basic level. It addresses the needs of students who have basic, but very limited knowledge of English. They have some social communicative skills, but their academic English skills are very poor or non-existent. The students may be newly arrived immigrants, or those who have been in the in an English speaking country for some time.

English as a Second Language -Intermediate Level (Upper)...MS9520

Credits: 10
Grade Level: 6, 7, 8
Prerequisite: Language Proficiency Test and Teacher Recommendation
Description: This course meets the needs of students at a higher level of competency in English. Emerging reading and writing skills complement and reinforce listening and speaking skills at an intermediate level. Students enrolled in this course must demonstrate conversational English proficiency. Classroom instruction is organized around relevant themes in American culture, history and literature.

English as a Second Language -Advanced...MS9530

Credits: 10
Grade Level: 6, 7, 8
Prerequisite: Language Proficiency Test and Teacher Recommendation
Description: This course meets the needs of students who are at or near an advanced level of competency in English. Listening, speaking, reading, and writing skills at a more sophisticated level are acquired. The expectation at this level is that he/she can function well socially and academically in a second language. An increased level of proficiency is achieved through interdisciplinary, authentic activities such as journals, picture portfolios and multimedia presentations relating to American culture and traditions. Current events and literature by famous authors are also analyzed and discussed. Students at this level must build their confidence and desire to use the English language.

English as a Second Language - Full English Proficient...MS9540

Credits: 10

Grade Level: 6, 7, 8

Prerequisite: Language Proficiency Test and Teacher recommendation

Description: This course meets the needs of students who have mastered basic listening, speaking, reading, and writing skills of the ELL Program. Students read, investigate and complete brief research projects on the Internet. Students learn to communicate in varied social and cultural situations. They learn to negotiate solutions to problems through individual, paired or small group activities. Workplace and interdisciplinary reading connections are encouraged through the study of selected excerpts from American literature. These students are acquiring the necessary level of proficiency to function in a monolingual, academic English class.

FINE AND PERFORMING ARTS PROGRAM

The Fine and Performing Arts are a critical component of the overall educational process. The arts provide unique and vitally important ways of understanding and communicating in the world. Skills acquired have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. The middle schools offer a wide range of courses in art and music achieve three purposes: 1) to encourage skill development, technical mastery and performance excellence, 2) to provide cultural enrichment, aesthetic awareness and the ability to critically evaluate works of art as producers and consumers, and 3) to fully develop intelligences that are valuable and necessary to success in the secondary education level.

Art ...MS2110, MS2120, MS2130

Credits: 1.25

Grade Level: 6, 7 and 8

Prerequisite: None

Description: This course is designed as an introduction to the technical skills necessary for personal expression in drawing, painting, illustration and design using a variety of media in "two-" and "three-dimensional" applications. Computer graphics will be introduced. Students will have the opportunity to explore techniques of the great masters as well as contemporary artists and maintain a portfolio of original work.

General Music ...MS2210, MS2220, MS2230

Credits: 1.25

Grade Level: 6, 7 and 8

Prerequisite: None

Description: This course provides a series of music appreciation electives that focus on music and the uses of music through the ages. Included in the course is the study of different music from around the world, styles of music from various historic periods, the roots of rock 'n' roll and the influences of music on theater, movies and in society today. In addition, basic principles of music are taught and reinforced through use of the electric music keyboard. Students work at their own pace on individual keyboards with headphone sets.

MUSIC ELECTIVES

Concert Band...MS2260

Credits: 1

Grade Level: 6, 7 and 8

Prerequisite: Previous Band Experience or Teacher Recommendation

Description: Band is a one-year elective that is a planned progression from the elementary school bands. The course includes the study and performance of varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All band members are scheduled for rehearsals and once a week for class lessons on a rotating, pullout basis during the school day.

Orchestra...MS2261

Credits: 1

Grade Level: 6, 7 and 8

Prerequisite: Previous Orchestra Experience or Teacher Recommendation

Description: Orchestra is a one-year elective that is a planned progression from the elementary school orchestras. A varied repertoire of standard and new orchestral literature is studied and performed. Sound rehearsal techniques and procedures are continually stressed and individual improvements of each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All orchestra members are scheduled for rehearsals and once a week for class lessons on a rotating, pullout basis during the school day.

Choir...MS2262

Credits: 1

Grade Level: 6, 7 and 8

Prerequisite: None

Description: This ensemble undertakes the study and performance of standard and popular choral literature. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. An audition is required for the purpose of voice placement. All choir members are scheduled for rehearsals on a rotating, pullout basis during the school day.

TECHNOLOGY & COMPUTERS

Technology and Computers are essential components of the overall educational process. These programs provide unique and important ways of understanding how to succeed in the world. Skills acquired through computers and technology education have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. These courses are intended to encourage skill development and technical mastery in specific practical areas.

Gateway to Technology ... MS6810, MS6820, MS6830

Credits: 1.25

Grade Level: 6, 7 and 8

Prerequisite: None

Description: Gateway to Technology exposes students to a broad overview of the field of technology and its related processes. This course is "activity-oriented" to show students how technology is used in engineering to solve everyday problems, while incorporating national standards in Math, Science and Technology. Gateway to Technology consists of four independent units that are taught in conjunction with a rigorous academic curriculum. The four units are:

- Design and Modeling
- The Magic of Electrons
- The Science of Technology
- Automation and Robotics

Computers ... MS6710, MS6720, MS6730

Credits: 1.25

Grade Level: 6, 7 and 8

Prerequisite: None

Description: Students taking this elective will be introduced to various computer skills from basic to advanced. They will learn how to use and understand computer related terms, identify basic computer hardware components and peripheral devices. Students will also be introduced to basic word-processing skills which will include correct use of the keyboard and will have the opportunity to practice on a daily basis. Students will be introduced to spreadsheet skills and will create simple multi-media presentations. They will understand the legal, social and ethical issues related to the use of computers in our daily life. Students will create their own web page, which will showcase their computing proficiencies. Emphasis on desktop publishing will provide additional opportunities for students to demonstrate application of skills learned. Students will be provided with basic S.T.E.M. lessons in orthographic and floor plan drawings, financial readiness lessons using the project method and spreadsheets to develop entrepreneurial and career readiness skills. After completion of the Computers course, students will be technologically prepared for success both personally and professionally.