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602-8690
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VISION STATEMENT

The Woodbridge Township School District is committed to preparing life-long learners who are able to live and thrive with diversity, rapid change and interdependence.

MISSION STATEMENT

The Woodbridge Township School District is committed to engaging all members of the community in the process of providing a learning environment that fosters interdependence, embraces change, and values diversity.

Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to enter the global society.

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A MESSAGE TO ENTERING STUDENTS
AND THEIR PARENTS/GUARDIANS

To Parents or Guardians

This program of studies is designed to provide you and your child with information about the middle school program in the Woodbridge Township School District.

We have an excellent middle school program consisting of core academic subjects, practical and fine arts, career-related subjects and extracurricular activities. Our middle school program will provide your child with the opportunity to strengthen subject area skills developed while in elementary school.

We encourage you to read this program of studies and to discuss it with your child. Together you can plan a program which will provide your child with a worthwhile educational experience. We wish your child much success and happiness during his or her years in middle school.

Vincent S. Smith
Superintendent of Schools

OUR DISTRICT PHILOSOPHY

The Philosophy of Education of the Woodbridge Township School District states:

We believe that:

- each student is an individual in terms of needs, potentials and ways of learning
- the school system is responsible for creating an environment for learning
- the school system is responsible for seeing to it that students acquire basic skills, knowledge and understanding as well as specific skills, knowledge and understanding related to personal needs and situations.
- the school system is responsible for the students having an opportunity to examine personal and societal values.
- education is an ongoing process, and the school system should serve individuals of all ages.
- the school system's community should inform the educators of its feelings concerning the outcomes and processes of education.
- the school system's community should understand the activities that take place in the school and supplement those activities where appropriate.
- an effective school system can best exist in a society based on democratic principles which are taught and practiced in and out of the school.
- because society changes, the philosophy and goals of the schools should be periodically re-examined.

A PLAN FOR EXCELLENCE

MIDDLE SCHOOL PHILOSOPHY AND GOALS

PHILOSOPHY

The Woodbridge Township School District recognizes the uniqueness of the transitional period of adolescence and will attempt to provide opportunities to meet the needs of the transescent student. It is our desire to provide learning experiences whereby all students may experience success.

Each student shall have the opportunity to grow in self, in personal discipline, in citizenship, and in academic and social skills through diversified educational experiences.

GOALS

The middle schools are designed to . . .

- assist students to understand and cope with changes occurring within themselves during this period of growth and development.
- develop positive attitudes towards learning.
- to provide opportunities for each student to grow and develop according her/his own unique abilities.
- emphasize the learning process and the joy of learning.
- provide for the cultivation of creativity.
- provide for the personal growth and development of each student.
- provide students with opportunities to explore potential careers.
- foster an understanding of human differences and develop a respect for others.
- help students become responsible members of school and society.

THE MIDDLE SCHOOL PROGRAM

The middle school concept in the Woodbridge Township School District's secondary schools offers an exciting challenge to provide more relevant educational experiences for the transescent student, one who is making the transition from childhood to early adolescence. The secondary middle school program is a unique program adapted to meet the needs of these students and provides the widest range of intellectual, social and physical experiences for these students. The middle school program provides a smooth transition between the elementary school and high school while allowing for the physical and emotional changes taking place due to transescence. Within this framework, opportunities for exploration and development of fundamental skills needed by all, while making allowances for individual learning patterns, is provided for all students involved in the middle school program.

The middle school program described in this booklet attempts to provide the learning experiences geared to the unique needs of the adolescent student.

CODE OF STUDENT CONDUCT

The Woodbridge Township Board of Education has adopted a Code of Conduct as the basic disciplinary policy and procedures for the Woodbridge Township public school district. This policy emphasizes that the achievement of discipline and a positive learning environment in our schools begins with all involved students, parents and staff having knowledge and understanding of the standards for acceptable conduct and procedures for dealing with disciplinary problems.

A positive school environment is one which consists of order and discipline. As a working definition, order and discipline may be described as the absence of distractions, friction and disturbances which interfere with the optimum functioning of the student, the class and the school. It is also the presence of a friendly, yet businesslike rapport in which students and school personnel work cooperatively toward recognized and accepted goals.

Order and discipline are best thought of as being positive, not negative; of helping a student to adjust; of turning unacceptable conduct into acceptable conduct.

The Code recognizes the need for cooperation among students, parent and educator. This cooperative relationship is exemplified by the following:

A responsible student who . . .

- Respects constituted authority, which includes not only obedience to school rules and regulations, but also conforms to the laws of the community, state and nation.
- Reflects respect and consideration for the personal and property rights of others and has an understanding of the need for cooperative

A responsible school in which the professional staff . . .

- Exhibits an attitude of respect for students that has a positive influence in helping students develop good citizenship traits.
- Maintains an atmosphere conducive to good behavior.
- Encourages the use of appropriate guidance procedures.
-
- Plans a flexible curriculum to meet the needs of all students.

Code of Student Conduct (continued)

- Promotes effective teaching/learning of discipline based upon a fair and impartial treatment of all students.
- Develops a satisfactory working relationship among staff and with students.
- Endeavors to involve the entire community in order to improve the quality of life therein.

A home condition which . . .

- Assumes the primary responsibility for the discipline of the child.
- Acknowledges the child's responsibilities and obligations in the school as well as in the community.
- Encourages the cooperation of parents with school authorities, and the participation of parents in conferences regarding the behavior, health and/or academic progress of their children.

EXTRACURRICULAR ACTIVITIES

In keeping with the district's philosophy and Plan for Excellence and specifically to provide "specialized and individualized educational experiences that will meet the needs and potential of every student," the middle schools provide a wide variety of interest club activities and some intramural programs.

The club program in each of the middle schools includes several clubs and activities. Clubs and activities reflect student interest and, as a result, may change from time to time and differ from school to school.

In addition to organized club activities, students have an opportunity to participate in student council, band, choir or chorus, peer mediation, and the school newspaper.

GIFTED AND TALENTED PROGRAM

Students who meet the district criteria for the Gifted and Talented Program are scheduled for two classes per week with a G&T teacher at the middle school. Students are responsible for work missed in their regularly assigned classes during those periods. Periodically, students may also participate in field trips to places of interest in the community or attend performances in nearby towns.

Talented students who meet the district criteria for the Gifted and Talented Arts Program are scheduled for 2-hour long classes which meet approximately every three weeks. These students are transported to Avenel Middle School on their assigned dates for classes in music, theatre, or visual arts and are also responsible for work missed in their regularly assigned classes.

GUIDANCE DEPARTMENT SERVICES

The middle school guidance department provides a variety of services for students, parents and teachers. Each student is assigned a counselor upon entering the middle school. Counselors are available to serve student interests and needs and to help make the necessary adjustments of school life. To assure a smooth transition from grade to grade and school to school, orientation sessions are provided for each grade level.

Through the various standardized tests given, data are gathered concerning student levels of achievement, abilities, aptitude and/or career interests. Counselors are available to interpret this information to students, parents, and teachers. Based upon student abilities, interests, future goals and realistic needs, counselors will help students select the best possible courses for the next school year.

Career information, vocational information files and audio-visual career awareness materials are available through counselors to assist with future plans.

In addition, the counselors work closely with all specialized personnel in the school and the community in order to meet the educational and social needs of the students they serve. Services of outside agencies are recommended to parents when appropriate. Parents are encouraged to contact their child's counselor whenever they deem it necessary.

LIBRARY/MEDIA CENTER

Each middle school has a full-time media specialist available to teach information literacy skills to students in grades 6, 7 and 8. All media centers have a collection of resources in both print and non-print format. There is access to electronic databases, CD-ROMs, and the Internet in all five middle school media centers. All of the resources in the middle school media centers are selected to support the school curriculum and to aid in the development of effective users of ideas and information and life-long readers.

THE GRADING SYSTEM

The school year is divided into four marking periods. At the end of each marking period report cards are issued with the following system being used:

<u>SYMBOL</u>	<u>CONCEPT</u>	<u>NUMERICAL EQUIVALENT</u>
A	Performance significantly above standard	92-100
B	Performance above standard	83-91
C	Performance at standard	74-82
D	Performance below standard	65-73
F	Performance significantly below standard (failure)	64 & below
P	Pass	
X	Probation	
H	Medical Excuse (Physical Education only)	
I	Incomplete	

The following are the attitude grades given by teachers:

- 1 - Outstanding attitude
- 2 - Satisfactory attitude
- 3 - Attitude needs improvement
- 4 - Unsatisfactory attitude
- 5 - Growth shown in attitude

Attitude is a student's contribution, through effort and behavior, to the classroom environment.

Progress reports are sent home midway during each marking period to warn students that their achievement is below passing level, and/or there is a danger of failing. Progress reports will also be issued to commend students for exceptional work.

HOMEWORK

Homework is any activity assigned to extend classroom learning outside of class. Since learning is a continuing process that begins in the classroom under the direction of the teacher and continues at home with meaningful follow-up activities, homework is an integral part of the learning process. The teacher, the student, the parent, and the school administrator are all partners in this process. The following regulations have been established to guide each of the members in this partnership to ensure the success of the learning experience.

The Student

The student should:

- Complete and turn in on time all assignments to meet the announce deadlines.
- Complete and turn in make-up work within the prescribed time limit when absent from school.
- Understand the nature of the assignment and how it relates to other classroom activities; if necessary, ask questions for a clearer understanding of the assignment.
- Manage her/his time so that all assigned tasks will be completed and that there will be time for review of the day's classroom activities as a preparation for the next day's activities.
- Work each day, or regularly, towards the completion of longer term assignments so that they may be finished by deadlines.
- Realize that homework is not limited to written assignments. Reading assignments must also be completed in preparation for the next day's activities.
- Fulfill the requirements listed in the "Guidelines for Written Work" which applies to all written work in the school district.
- Seek help for problems encountered in the completion of homework by consulting the guidance counselor.

Homework (continued)

The Parents

Since the family's attitude towards learning is so vital to the academic success of a student, the parents should:

- Create a positive attitude in the home towards school and homework.
- Be aware that homework is given and that the child is responsible for its completion.
- Establish a regular daily routine for homework by providing the time, place and proper environment.
- Become aware of the homework expectations of their child's teachers.
- Follow up by contacting the school in cases of lack of assignments or poor grades.

The Teacher

The teacher will:

- Have a definite educational purpose in assigning work.
- Clearly explain assignments in a manner that enables all students to work independently.
- Encourage students to note or list assignments carefully.
- Correct, evaluate, record, and return assignments promptly.
- Encourage students to meet deadlines and to maintain standards of neatness, completeness, and accuracy.
- Encourage students to budget and use time effectively.
- Give recognition for outstanding work.

HONOR ROLLS

To be placed on the academic honor roll for the marking period, a student must achieve a mark of at least a B in each course.

To be placed on the attitude honor roll, a student is permitted only one attitude description of 2 (satisfactory). All others must be 1 (outstanding).

LENGTH OF COURSES

Courses on the middle school level may be for a full school year, a semester or a cycle.

A full year course is one which meets daily for a full school year.

A semester course meets daily for a half year.

Cycle courses meet daily for one marking period of approximately nine weeks duration.

ATTENDANCE

In order to give each student the maximum opportunity to learn and in compliance with the attendance laws of the State of New Jersey as set forth in N.J.S.A. 18A:38-25 & 26, students are required to regularly attend school.

*Excessive absences from school or classes for any reason (with the exception of school sponsored activities administratively approved) will result in No credit for courses in which students are enrolled.

*Loss of credit shall occur in all courses for absences which exceed 16 days in a full year course.

REQUIREMENTS FOR PROMOTION

In order for a middle school student to be promoted to the next grade, the following criteria shall be met:

1. Sixth grade students who have satisfactorily completed curriculum requirements shall be promoted to the next grade level on recommendation of the classroom teacher.
2. The seventh grade student must pass Language Arts Workshop, Mathematics, Science and Social Studies.
3. The eighth grade student must pass Language Arts Workshop, Mathematics, Science, and Social Studies.

The student must comply with the Attendance Policy #506 and Regulations #5060 established for the district.

CURRICULAR PROGRAM

The middle schools in Woodbridge Township offer courses in many subject areas as listed and described in this program of studies. In addition to these courses, Academic Support Instruction Programs in communication skills (Reading and/or Writing and Mathematics) will be available to students in grades 6, 7 and 8 who may be performing below the minimum level of pupil proficiency in these areas. This program is required under Chapter 212 of the Public Education Act of 1975, New Jersey Administrative Code 6:8.3.8. Participants in the program will be selected on the basis of a needs assessment conducted by the district.

SIXTH GRADE

The curricular program on the sixth grade level consists of the following courses:

Reading/Writing Workshop
Mathematics
Science
Social Studies
Physical Education and Health
World Language Tech. Lab
Art
Music*
Practical Arts

*Students will be assigned to Instrumental Music classes on an individualized basis in accordance with their interests and abilities.

SEVENTH GRADE

The curricular program on the seventh grade level consists of the following courses:

Language Arts Workshop
Global Geography
Mathematics
Physical Education and Health
Science
World Language
Art
Music*
Practical Arts

*Students will be assigned to Instrumental Music classes on an individualized basis in accordance with their interests and abilities.

EIGHTH GRADE

The curricular program on the eighth grade level consists of the following courses:

United States and New Jersey Studies
Language Arts Workshop
Mathematics
Physical Education and Health
Science

Semester Courses:

World Languages (required to take a semester)

Art
Practical Arts
Music*

*Students will be assigned to Instrumental Music classes on an individualized basis in accordance with their interests and abilities.

DESCRIPTION OF COURSES

ART

The art program for the middle school reflects the specialized needs of students entering adolescence. Through art, students develop self-confidence, decision-making abilities and understanding of others, while exploring their own uniqueness and creativity.

SIXTH GRADE

The basic units of study explore the elements of art: color, line, shape, form and texture. The units address concepts, supporting vocabulary and principles of design. As students create, analyze, and respond to art, they will develop social interaction and problem-solving skills, strengthen their self-images, and develop respect for the ideas and artwork of others. Students will be provided with concepts, activities, and strategies mandated by the state in the New Jersey Visual Arts Core Curriculum Content Standards.

SEVENTH GRADE

This course is designed to develop an awareness of art as it influences daily life. The units are geared toward instilling a sensitivity to one's self, others and the environment, as well as to the role art plays in our society. The student will be encouraged to express his/her own ideas and creativity through various art projects. Students will participate in activities which support the New Jersey Arts Core Curriculum Content Standards.

EIGHTH GRADE

This eighth grade elective course builds upon the previous program, yet begins to provide the foundation for advanced art courses. The approach is a technical one. Students will be introduced to specific methods of improving the realism of their work and using new materials, as the emphasis switches from process to a product orientation. Students will experience a combination of the New Jersey Visual Arts and Workplace Readiness Standards in preparation for the Grade Eight Proficiency Assessment.

ENGLISH

SIXTH GRADE

Reading/Writing Workshop

The Grade 6 Reading/Writing Workshop Program provides a balanced literacy model for students. All areas of Language Arts Literacy are embedded in the Reading/Writing Workshop block. Instructional strategies focus on word study and mini-lessons on literature, reading, and writing. Guided practice sessions, together with collaborative and cooperative structures, result in interactive classrooms. Frequent formal and informal assessments furnish teachers with data to redesign instruction and engage students in reflective learning. The course also provides explicit preparation for standardized tests to allow students to exceed state standards.

Accelerated Reading/Writing Workshop

The Accelerated Reading/Writing Workshop provides a challenging environment for those students who have demonstrated strong reading, writing, listening, speaking and viewing skills. Instructional strategies focus on word study and mini-lessons on literature, reading, and writing. Guided practice sessions, together with collaborative and cooperative structures, result in interactive classrooms. Frequent formal and informal assessments furnish teachers with data to redesign instruction and engage students in reflective learning. The course also provides explicit preparation for standardized tests to allow students to exceed state standards. Participation in this course is determined by a variety of indicators, including an A or B final average in Grade 5 Integrated Language Arts, standardized test scores, district writing sample, individual portfolios, and teacher recommendation.

SEVENTH GRADE

Language Arts Workshop 7

The Grade 7 Language Arts Workshop Program provides an evidence-based literacy model, incorporating a workshop format. Instruction in reading focuses on the explicit teaching of seven key strategies, designed to assist students in accessing texts. Instruction in writing focuses on developing an authentic writing process. In the workshop format, teachers model through mini-lessons, before releasing responsibility to students through guided and independent practice. The program utilizes core texts of increasing complexity and achieves a balance between genre and thematic format. The course is student-centered and uses frequent cooperative structures, such as paired reading, literature circles, conferences, portfolios and varied assessments, in order to allow teachers to respond to the individual needs of students. The

course also provides explicit preparation for standardized tests to allow students to exceed state standards.

Accelerated Language Arts Workshop 7

The Accelerated Grade 7 Language Arts Workshop Program provides an evidence-based literacy model, incorporating a challenging environment for those students who have demonstrated strong Language Arts Literacy skills. Instruction in reading focuses on the explicit teaching of seven key strategies, designed to assist students in accessing texts. Instruction in writing focuses on developing an authentic writing process. In the workshop format, teachers model through mini-lessons before releasing responsibility to students through guided and independent practice. The program utilizes core texts of increasing complexity and encourages a balance between genre and thematic format. The course is student-centered and uses frequent cooperative structures, such as paired reading, literature circles, conferences, portfolios and varied assessments, in order to allow teachers to respond to the individual needs of students. The course also provides explicit preparation for standardized tests to allow students to exceed state standards.

EIGHTH GRADE

Language Arts Workshop 8

The Grade 8 Language Arts Workshop Program provides an evidence-based literacy model, incorporating a workshop format and building on the literacy experiences of the Grade 7 program. Instruction in reading continues to focus on the explicit teaching of seven key strategies, designed to assist students in accessing texts. Instruction in writing focuses on developing an authentic writing process. In the workshop format, teachers model through mini-lessons before releasing responsibility to students through guided and independent practice. The program utilizes core texts of increasing complexity and achieves a balance between genre and thematic format. The course is student-centered and uses frequent cooperative structures, such as paired reading, literature circles, conferences, portfolios and varied assessments, in order to allow teachers to respond to the individual needs of students. The course also provides explicit preparation for standardized tests to allow students to exceed state standards.

Accelerated Language Arts Workshop 8

The Accelerated Grade 8 Language Arts Workshop Program provides an evidenced-based literacy model with a challenging environment for those students who have demonstrated strong literacy skills. Instruction in reading continues to focus on seven key strategies; however, text difficulty increases to meet the needs of the accelerated reader. Instruction in writing focuses on developing an authentic writing process. In the workshop format, teachers model through mini-lessons before releasing responsibility to students through guided and independent practice. The program is designed to achieve a balance between genre and thematic format. The course is student-centered and uses frequent cooperative structures, such as paired reading, literature circles, conferences, portfolios and varied assessments, in order to allow teachers to respond to the individual needs of the students. The course also provides explicit preparation for standardized tests to allow students to exceed state standards.

PRACTICAL ARTS

Foods and Nutrition curriculum introduces the student to the food pyramid and basic principles of nutrition and diet. The curriculum focuses on “hands-on” activities that include the basics of nutrition, food preparation, measuring, following recipe directions, and safety and care of the kitchen. A general overview of Family and Consumer Sciences careers is covered.

HEALTH, SAFETY AND PHYSICAL EDUCATION

The New Jersey Statutes, Title 18A: 35-5 indicates that “each board of education shall conduct as part of the instruction in the public schools courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments.”

The Health, Safety and Physical Education program is described below for each of the three grade levels.

SIXTH GRADE

Topics addressed by the sixth grade health curriculum are: growth and development, nutrition education, mental health, drug education, safety and first aid, the family, and communicable diseases including HIV education. A major focus of the health program is to provide students with the information they need to make wise decisions about their health.

SEVENTH GRADE

In addition to growth and development and nutrition, the seventh grade health students study about the inter-relationship of mental, physical and social health. In safety education, they learn about accident prevention, fire safety and first aid for life-threatening emergencies. While studying about communicable and non-communicable diseases, students will examine the effects of AIDS on the immune system. In the “Skills for Adolescence” unit, they study about responsibility, decision-making, improving peer relations and drug abuse prevention, including the D.A.R.E. Program.

EIGHTH GRADE

The health program in eighth grade will explore drug education, and communicable diseases, with a unit centering on the appreciation of life. In drug education, students learn about the effects of drugs on the body, chemical dependency, making friends and dealing with peer pressure. The communicable disease control unit stresses disease prevention. In family life units, students focus on adolescent changes and responsible decision-making. The emphasis of this course is on the prevention of disease and the promotion of wellness.

Health, Safety and Physical Education (continued)

PHYSICAL EDUCATION

The middle school Physical Education program instills in students the knowledge, skills and attitudes that will prepare and encourage them to engage in appropriate physical activity throughout their lifetimes. There is a gradual transition from the basic lead-up activities of the elementary experiences to more skill-oriented programs. Encouraging the motivation and desire to keep oneself physically fit and at the same time, creating an interest and knowledge necessary for lifelong physical activity, is the key objective of the middle school program.

Since Physical Education is a laboratory type of experience, the student needs to be present and participating to gain the objectives of the course. In accordance with this philosophy, the student's grade will be based on his/her participation, as well as their skill level and cognitive knowledge of the concepts covered.

Among the activity units available are: Fitness Activities, Dance, Individual and Dual Sports, Recreational and Lifetime Activities, Outdoor Education, and Team Sports.

MATHEMATICS

The middle school mathematics program consists of many strands involving number sense/concepts and applications, spatial sense and geometry, data analysis/probability/statistics and discrete mathematics, and patterns/functions and algebra. The program's goals are to help students develop an understanding of mathematical concepts, become proficient in mathematical skills, and develop thinking skills necessary to solve meaningful mathematical problems. Appropriate use of technology is integrated throughout the program.

SIXTH GRADE

Mathematics – Grade 6 is a course designed to focus on concepts and skills and prepares students for their further study of mathematics and life in the real world. The sixth grade mathematics course includes the following curriculum: whole number, decimal and fraction concepts and operations; ratios/proportions and percents; spatial sense and geometric properties and relationships; measurement; collecting/organizing/representing/analyzing and evaluating data; probability and discrete math; basic algebraic concepts and processes; and solving equations and inequalities. Problem solving, thinking skills, and increased use of estimation and mental math are incorporated throughout this course.

Honors Math – Grade 6 is for students who are exceptionally capable in mathematics. The focus is on concepts and skills which prepare students for the study of pre-algebra in the seventh grade. Topics included are: numerical operations using whole numbers, fractions, decimals, and percents, measurement and geometry, patterns and functions, data analysis, probability, statistics and pre-algebra. Problem solving, thinking skills, and further use of estimation and mental math are incorporated throughout this course. Students who have successfully completed sixth grade Honors Math may take seventh grade Honors Math.

SEVENTH GRADE

The Mathematics – Grade 7 course contains the following topics: whole number, decimal and fraction operations and estimation; number theory; ratios, proportions and percents; measurement; data analysis; probability and statistics; geometry in the plane and in space; equations and inequalities, integers, and graphing. Teaching strategies are emphasized which provide students with a more active involvement in their learning experiences. These include cooperative learning, hands-on exercises, problem-solving activities, the use of calculators, computers, and manipulatives, as well as both written and verbal communication skills in mathematics. New concepts and skills include: geometric transformations, topics from discrete mathematics, and introductory algebraic concepts.

Mathematics (continued)

Honors Math – Grade 7 is for students who are exceptionally capable in mathematics. The focus is on pre-algebra concepts and skills which prepare students for the study of algebra in the eighth grade. Included in this course is the study of patterns, algebra, data and graphs, rational numbers, percents, proportions, probability, real numbers and inequalities and geometry. Emphasis is placed on problem solving, thinking skills, development of mathematical concepts, and further use of estimation and mental math. Students who have successfully completed seventh grade Honors Math may take Algebra 1.

EIGHTH GRADE

The Mathematics – Grade 8 course further develops students' proficiency in mathematical concepts, operations and problem-solving skills. New algebraic concepts and skills including equations and inequalities with two variables, graphing, and problem solving are presented.

Algebra 1 focuses on concepts and skills which prepare students for their further study of mathematics and life in the real world. Topics studied include the following: real numbers, linear equations and functions, inequalities, coordinate geometry, systems of equations and inequalities, polynomials and exponents, rational expressions, radicals and quadratic equations and functions. Algebra 1 provides students with opportunities to think about mathematical ideas in a logical sequence, and to express these ideas clearly in the language of algebra. Scientific and graphing calculators will be utilized for problem solving and other applications.

ACADEMIC SUPPORT INSTRUCTION (Sixth, Seventh & Eighth Grades)

Students will be required to enroll in this course if they scored below the designated levels of proficiency in mathematics as mandated by State Department regulations for Basic Skills Improvement programs. Input from classroom teachers, guidance personnel, and the building principal is also considered in determining placement in this program. The content of the course will focus on the individual instructional needs of students as identified through standardized tests administered as part of the required State testing program.

MUSIC

The middle school music program explores the five elements of music through various activities, including performance and the use of technology in the classroom. It exposes students to cultural diversity and the aesthetic nature of music. Students are offered a variety of courses and opportunities for the discovery of musical talents and skills. Experiences permit the pupil to identify herself/himself with music and properly relate music to the world around her/him.

SIXTH GRADE

Singing, listening, performing and creative activities enable the students to explore and respond to music, as well as develop individual musical talent and skills. This course focuses on the elements of music: rhythm, melody, form, tone color and musical styles. Students learn to appreciate music as a means of expression and enjoyment which extends into later life.

SEVENTH GRADE

This course continues exploring the effect of the combined musical elements in all types of music through various activities, including performance.

EIGHTH GRADE

This course explores the elements of music through appreciation as well as instrumental/vocal instruction.

INSTRUMENTAL MUSIC

This course is designed for students in the sixth, seventh and eighth grades who wish to begin or continue their studies of band and orchestra instruments. Emphasis is placed on basic skills, tonal production techniques, articulation and the concept of music theory. Students, based on their successful progress, will perform in scheduled concerts.

SCIENCE

Middle school science is basically a problem solving program. Students are presented with problems to be solved using scientific methods and experimentation. While fundamental science concepts are presented, problem solving and science as a process are emphasized allowing students to function as scientists. Students' relationship to the physical universe and its affects on their existence is emphasized.

SIXTH GRADE

Science

Sixth Grade Science is an inquiry oriented science course stressing process science. Students will investigate aspects of physical, life, and environmental science including the nature of matter, cellular life, heredity, and oceanography. Laboratory investigations require students to collect, organize, and evaluate data so that they can draw conclusions and report their findings.

SEVENTH GRADE

Science

Seventh Grade Science will consist of modular units covering aspects of both life and physical science. Through various activities and laboratories, students will explore life processes, the animal kingdom, environmental science, forces and motion, and astronomy. Seventh grade science is an inquiry based curriculum which requires students to use the scientific method to explore the process of science.

EIGHTH GRADE

Earth Science

This process oriented course stresses student discovery and laboratory activities. Students will complete four modular units that require them to formulate hypotheses, conduct investigations, collect and analyze data, and report findings. Investigations and projects will be based on units of study that emphasize earth as a dynamic planet, rocks and landforms, weather and climate, and energy resources.

SOCIAL STUDIES

SIXTH GRADE

Social Studies

The Ancient Civilizations course was designed for the sixth grade middle school students and incorporates strands of history, civics, economics, and geography into the study of Ancient Civilizations. Whenever appropriate, career information has been infused into the curriculum. The New Jersey Core Content Standards and Frameworks for Social Studies and the Cross-Content Workplace Readiness Standards were used as the basis for content selection and the development of suggested teaching strategies. The suggested teaching strategies were designed to ensure that our students are actively engaged in the learning process; foster the development of strong civic responsibility and acquire an appreciation and respect for the diversity of Ancient Civilizations.

SEVENTH GRADE

Global Geography

Global Geography is a study of the cultural and geographic diversity of the world's people. Lessons teach advanced map skills and knowledge of several cultural/economic environments. All students are encouraged to have confidence in their own strengths and abilities, and to recognize their importance in a world of many cultures. With this background, students will analyze current events as they relate to themselves and the world's evolving societies.

EIGHTH GRADE

World History and Cultures

The World History and Cultures course was designed to provide students with a more in-depth study of World History, starting with the development of human civilization in prehistory to the age of global encounters in the 15th and 16th centuries. In 9th grade, students will further their study of World History, continuing with 16th century global encounters up to the contemporary world. The New Jersey Core Content Standards and Frameworks for Social Studies were used as the basis for content selection and the development of suggested teaching strategies.

WORLD LANGUAGES

Grade 6

The Grade 6 World Languages course provides students with an opportunity to continue their study of Spanish or to begin a study of French. A ten-week segment of the Grade 6 computer class integrates reading, speaking, and writing in the target language. Major strands include an introduction to the sound system of the language, basic structures, and essential vocabulary. Supplementary Internet activities provide for immersion into the culture of the target language.

Grade 7

All Grade 7 students will participate in a half-year World Languages course, either French or Spanish, designed to support the New Jersey World Languages Core Curriculum Content Standards. Instruction will focus on two areas of study—communication and culture. Communication activities will engage the students in knowing how, when and why to say what to whom. Students will learn how to create and respond to simple phrases, questions, and sentences; describe people, places, and events with some detail; generate and respond to short messages; interact in social settings; express details of everyday lives; engage in original conversation and organize thoughts into oral speech. The cultural aspect of the course will encourage students to compare the customs of their own culture and the target culture; understand the role of stereotyping in prejudice and demonstrate an awareness of contributions made by men and women in diverse cultures.

Grade 8

All Grade 8 students will continue to participate in a half-year World Language course, either Spanish or French, designed to support the New Jersey World Languages Core Curriculum Content Standards. This is a continuation of the Grade 7 program, as instruction will again focus on communication and culture. Students will continue to learn the use of a second language in the real world, as well as learning about the cultures of people who speak Spanish or French. This curriculum also serves as a preparation for a full block of World Language instruction at the high school level.

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