

2012-2013

**PROGRAM OF STUDIES
MIDDLE SCHOOL**

**Avenel Middle School
Colonia Middle School
Fords Middle School
Iselin Middle School
Woodbridge Middle School**

**WOODBRIDGE TOWNSHIP SCHOOL DISTRICT
WOODBRIDGE, NEW JERSEY 07095**

PROGRAM OF STUDIES
MIDDLE SCHOOLS
2012-2013

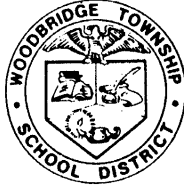
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WOODBIDGE TOWNSHIP SCHOOL DISTRICT

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WOODBIDGE TOWNSHIP MIDDLE SCHOOLS

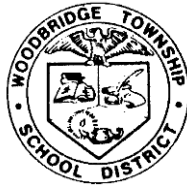
AVENEL MIDDLE SCHOOL
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Guidance Department
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COLONIA MIDDLE SCHOOL
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Barron Avenue – Woodbridge
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VISION 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.

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.

Dr. John A. Crowe
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 adolescent 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.
- provide opportunities for each student to grow and develop according to 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 adolescent 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 adolescence. 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, parents and educators. 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 cooperation with all members of the community, state and nation.

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, 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 athletic programs.

The extracurricular 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.

The athletic programs include intramural clubs along with teams in volleyball and track.

GIFTED AND TALENTED PROGRAM

Students who meet the district criteria for the Gifted and Talented Enrichment Program are scheduled for classes with a G & T teacher at the middle school. Students are responsible for work missed in their regularly-assigned classes during those periods/blocks. The G & T middle school Enrichment Program's emphasis is understanding, exploring, and researching giftedness, leadership, community service, and STEM interaction within the humanities. Eighth graders will also complete an extensive research project of their own choosing entitled "Convocation," in which the teacher will act as facilitator and students are expected to self-manage. Students will formally present this project to their gifted peers. Periodically, students may participate in field trips to places of interest in the community, or attend performances in nearby towns, and may view/discuss movies pertaining to their subject matter.

The Gifted and Talented Arts component (Music, Theatre Arts/Creative Writing and Visual Arts) is for artistically talented middle school students who meet the district criteria for the G & T Arts Program. Students who qualify are scheduled for, and transported to, 2-hour classes which meet approximately every two weeks at Avenel Middle School. Students are responsible for work missed in their regularly-assigned classes during these times. The young visual artists, musicians, actors, and writers not only create and master the skills needed to perfect their visual art, music (vocal and instrumental), theatre arts and writing talents, but also prepare annual art exhibits, music recitals, and theatre arts performances which help them reach the high standard necessary for communication to audiences.

ESL (for English Language Learners) / BILINGUAL

Any student, who through the Home Language Survey process identifies a primary home language other than English, must be assessed with the district placement test. If they score below the state WIDA Standards levels of proficiency, they are identified as LEP (Limited English Proficiency) and required to enroll in the ESL/ Bilingual Course. The content of this course includes language instruction, content-related areas topics, and 21st Century Life and Careers/Technology Standards. The course is designed on the WIDA “Can –Do” descriptors explaining what can be expected of ESL students at the various levels of language proficiency.

There are no separate bilingual classes at the secondary school level.

ACADEMIC SUPPORT (ASI) MATHEMATICS

Students will be required to enroll in this course if they scored below the designated levels of proficiency in the state’s NJ ASK – 5, 6, or 7. Input from classroom teachers, guidance personnel, and building principals is also considered before final placement in this program is recommended. The content of this course includes topics from the appropriate grade-level mathematics curriculum as well as specialized instruction based on the student’s individual needs.

ACADEMIC SUPPORT (ASI) LANGUAGE ARTS

Students will be required to enroll in this course if they scored below the designated levels of proficiency in the state’s NJ ASK – 5, 6, or 7. Input from classroom teachers, guidance personnel, and building principals is also considered before final placement in this program is recommended. Courses Include: ASI Reading/Writing Workshop (Grade 6) and ASI Language Arts Workshop (Grades 7 & 8). The content of these courses includes topics from the regular grade-appropriate Reading/Writing and Language Arts courses as well as specialized instruction based on the student’s individual needs.

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.

MEDIA CENTER

Each middle school has a part-time media specialist available once per week 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) | <65 |
| P | Pass | |
| 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.

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 announced 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.
- seek help for problems encountered in the completion of homework by consulting the guidance counselor.

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 Reading/Writing 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 Regulation #5060 established for the district.

SIXTH GRADE

All curricula are based on the New Jersey Core Curriculum Content Standards for all subjects, including Technology and 21st Century Life and Careers.

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

- Reading/Writing Workshop•
- Mathematics•
- Science•
- American Government and Civics•
- Health, Safety and Physical Education•
- World Language Survey•
- Visual and Performing Arts and/or
21st Century Life and Careers•*

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

SEVENTH GRADE

All curricula are based on the New Jersey Core Curriculum Content Standards for all subjects, including Technology and 21st Century Life and Careers.

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

- Reading/Writing Workshop•
- World Geography•
- Mathematics•
- Health, Safety and Physical Education•
- Science•
- World Languages (required to take one semester)•
- Visual and Performing Arts and/or
21st Century Life and Careers•*

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

EIGHTH GRADE

All curricula are based on the New Jersey Core Curriculum Content Standards for all subjects, including Technology and 21st Century Life and Careers.

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

- World History I•
- Reading/Writing Workshop•
- Mathematics•
- Health, Safety and Physical Education•
- Science•
- World Languages (required to take one semester)•
- Visual and Performing Arts and/or
21st Century Life and Careers•*

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

DESCRIPTION OF COURSES

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.

Honors Reading/Writing Workshop[^]

The Accelerated Reading/Writing Workshop provides a challenging environment for those students who have demonstrated strong literacy 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 Grade 5 language arts performance, standardized test scores, individual portfolios, and teacher recommendation.

SEVENTH GRADE

Reading/Writing Workshop 7

The Grade 7 Reading/Writing 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

ENGLISH

Reading/Writing Workshop 7 - continued

respond to the individual needs of students. The course also provides explicit preparation for standardized tests to allow students to exceed state standards.

Honors Reading/Writing Workshop 7[^]

The Accelerated Grade 7 Reading/Writing Workshop Program provides an evidence-based literacy model, incorporating a challenging environment for those students who have demonstrated strong 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. Participating in this course is determined by a variety of indicators including Grade 6 language arts performance, standardized test scores, individual portfolios, and teacher recommendations.

EIGHTH GRADE

Reading/ Writing 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.

Honors Reading/ Writing 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

ENGLISH

Honors Reading/ Writing Workshop 8 - continued[^]

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. Participation in this course is determined by a variety of indicators including Grade 7 language arts performance, standardized test scores, individual portfolios, and teacher recommendations.

[^]The English Vertical Team Articulation Initiative and Guide for Accelerated, Honors and Advanced Placement Programs in English Language Arts, Grades 6-12
The English Vertical Team document is designed to provide recommendations regarding admissions, goals, and assessment of academically talented language arts students enrolled in the Woodbridge Township School District's middle and high schools. In addition, the Vertical Team document is designed to serve as a supplementary curriculum guide for the accelerated and honors programs in language arts instruction. Teachers of accelerated and honors classes are expected to deliver the appropriate grade-level curriculum using the adopted curriculum guide, textbook, and supplementary texts for the grade they are teaching. However, in order to meet the needs of the academically talented language arts student and to provide clear articulation of skills in the series of language arts classes considered *Pre-AP*, teachers are required to differentiate instruction for accelerated and language arts classes. This guide is intended to provide recommendations for differentiation as well as an understanding of the scope and sequence of *Pre-AP* classes in order to enhance articulation among accelerated, honors, and AP teachers throughout the middle and high schools in Woodbridge Township.

21ST CENTURY LIFE AND CAREERS

The 21st Century Life and Careers curricula offer electives to sixth, seventh and eighth grade students in Technology and/or Foods/Nutrition.

Grade 6 Technology

This course is designed to familiarize students with the computer and the features of different desktop applications. Upon completion of the course, students will be educated about Internet safety, social media and the Internet's influence in today's society. Students will be introduced to basic computer terminology. Students will have an understanding of basic word processing, spreadsheet, presentation programs and commonly used keystroke shortcuts. With a working knowledge of the keyboard, students will be able to utilize the above skills while completing other class assignments.

Middle School Technology – Grades 7 & 8

The students enrolled in this course will expand their basic knowledge of computers, hardware, software, and specific desktop applications, including spreadsheets, word processing, and multimedia presentations. Students will learn how to apply desktop applications based on desired outcomes. Since computers have a major influence on our culture and the economy, the content of this course will not only prepare students to meet the New Jersey Grade 8 Tech Literacy requirements but will teach them how to safely navigate and effectively conduct research on the ever-expanding World Wide Web. By the end of grade 8, students will be assessed on their technology literacy skills as per New Jersey Technology proficiency requirements.

Foods – Grades 6–8 (offered at Fords Middle School only.)

Foods and nutrition electives offer “hands-on” basics of nutrition, food preparation, measuring, following recipe directions, and safety and care of the kitchen.

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.

Health and Safety

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. As students approach their teen years they are required to learn about safe dating. In the seventh grade they will learn about dating violence, its patterns, types of digital abuse, and how to end it. While increasing their understanding of teen dating abuse, students will learn how to engage in healthier approaches to dating relationships and conflicts.

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.

Addendum Notification – (Health 6, 7, 8)

Supplementation to all three levels of the Health curriculum has been added to address Suicide Prevention and Nutrition Education.

HEALTH, SAFETY AND PHYSICAL EDUCATION

The Suicide Prevention addendum covers topics such as social and emotional health, anxiety, phobias, panic disorders and depression; cultural influences in dealing with crisis and change.

The Nutrition Education addendum supports the district's Wellness/Nutrition Policy by covering topics such as how to develop healthy eating patterns and maintain a healthy weight. It teaches the students how to design and evaluate their own personal nutrition plans through the use of current dietary recommendation, resources and trends from a variety of approved sources. The curriculum analyzes the Big 5 Method of Making Healthy Choices, which includes move and play more, reduce screen time, re-think your drink, right size your portions and enjoy more fruits and vegetables.

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 and career information is integrated throughout the program.

SIXTH GRADE

Mathematics – Grade 6

This course develops students' knowledge, understanding and skill along with an awareness of, and appreciation for, the connections between mathematical strands, between mathematics and other disciplines, and between mathematics and life in the real world. The course includes the following topics: whole number theory, rational number equivalences, two-dimensional geometry, computation with fractions, decimals and percents, two-dimensional measurement, probability and statistics. Topics studied strengthen students' arithmetic, algebraic and geometric knowledge, continue to develop their problem-solving skills, and provide students with a more active learning environment. This course is the first in a three-year middle school math program, using *Connected Mathematics 2*.

Honors Math – Grade 6

This course is for students who consistently perform at an exceptionally high level in mathematics and have demonstrated a high level of interest in the subject. The course includes the following topics: two dimensional geometry; operations with fractions; two-dimensional measurement; computations with decimals and percents; an introduction to algebra; similarity; integers and rational numbers; and comparing and describing data. Topics studies will strengthen students' knowledge of arithmetic, algebraic and geometric skills and concepts. Problem solving, communication, connections, reasoning, representations and technology are incorporated throughout the course. Units from *Connected Mathematics 2* are utilized in this course. Students who have successfully completed Honors Math–Grade 6 will be adequately prepared to take Honors Math–Grade 7.

SEVENTH GRADE

Pre-Algebra – Grade 7

This course will give students a strong foundation in algebra while also preparing them for the future study of geometry, probability, and data analysis. The clearly written lessons make even difficult math concepts and methods understandable by providing numerous stepped –out examples. Each lesson's exercise set includes a wide variety of exercises, ranging from basic exercises that help students develop and practice skills to challenging exercises that involve logical reasoning and problem solving.

MATHEMATICS

Pre-Algebra – Grade 7- continued

This course will also help students become better at taking notes and taking tests through the use of note-taking strategies at the beginning of each chapter as well as helpful marginal notes throughout each chapter. The marginal notes will give students support in keeping a notebook, studying math, reading algebra and geometry, doing homework, using technology, and reviewing for tests.

Pre-Algebra, Grade 7 is aligned to the NCTM Mathematics Standards and the New Jersey Core Curriculum Content Standards. The NJ ASK clusters of Number and Numerical Operations, Geometry and Measurement, Data Analysis, Probability, and Discrete Mathematics, and Mathematical Processes, along with the NCTM Curriculum Focal Points and Connections, which have been addressed in this Guide. Mathematical processes utilized in the course include Problem Solving, Communications, Connections, Reasoning, Representation, and Technology. This course contains the following topics: introduction to algebra, understanding similarity and transformations, ratio, proportion and percent, positive and negative numbers /integers and rational numbers, linear relationships, three-dimensional measurement, probability and data analysis. The emphasis in this course is placed on the development of mathematical concepts and skills, communication, reasoning, representations, integration of Technology (including calculators, computers, the Internet and interactive white-boards), and the use of manipulatives. Teaching strategies that provide students with a more active learning environment are also utilized.

Honors Pre-Algebra – Grade 7

The Honors Pre-Algebra Grade 7 course is designed to develop mathematical knowledge, understanding, and skill along with an awareness of, and appreciation for, the connections between mathematical strands, between mathematics and other disciplines, and between mathematics and life in the real world. This course is for students who consistently perform at an exceptionally high level in mathematics and have demonstrated a high level of interest in the subject. The topics which are included in the Honors Pre-Algebra Grade 7 course of study are essential building blocks which will provide a strong mathematical foundation and will also enable students to prepare for Honors Algebra 1 course in Grade 8.

EIGHTH GRADE

Algebra 1 – Grade 8

The content of Algebra 1 is organized around families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them in multiple ways—as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, Algebra 1 includes lessons on probability and data analysis as well as numerous examples and exercises involving geometry. These math topics

MATHEMATICS

Algebra – Grade 8- continued

will appear on standardized tests, so maintaining students' familiarity with them is important. To help students prepare for these standardized tests, Algebra 1 provides instruction and practice on standardized test questions in a variety of formats—multiple choice, short response, and extended response. Technology support for both learning algebra and preparing for standardized tests is also available at <http://my.hrw.com/>.

The course also pays careful attention to NJ State Curriculum Standards and Assessment objectives to make sure that the important mathematical concepts and skills were included and given appropriate emphasis. The course content fully addresses the standards of national organizations such as the National Council of Teachers of Mathematics, the National Assessment of Educational Progress, and the Common Core State Standards Initiative.

Honors Algebra – Grade 8

This course is for students who consistently perform at an exceptionally high level in mathematics and have demonstrated a high level of interest in mathematics. This course also focuses on concepts and skills which prepare students for their further study of mathematics and life in the real world while providing 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. The topics included in the Honors Algebra 1 course of study will continue to provide a strong mathematical foundation and will also enable students to prepare for the Honors Geometry course in High School.

SCIENCE

Middle school science is essentially 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 consists 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

American Government and Civics

The American Government and civics course was designed to educate students to become responsible, active, and productive participants in the American democratic process. This course will introduce students to the fundamental components of civic life, politics, and government in the United States. The course offers the students the core economic and political concepts needed to develop into informed, productive citizens, thus promoting an awareness of the responsibilities and rewards of our system of government. The objectives of this curriculum should be considered a guide meant to be complimented with an infusion of current events and rich activities to maximize academic enrichment.

SEVENTH GRADE

World Geography

World 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 I

The World History I 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.

SPECIAL EDUCATION

Students in the middle schools having difficulty meeting the established curriculum can be served by a special education program. After evaluation and classification by the Child Study Team, the student can be provided with a special program designed to meet his/her education needs. Prior to receiving special education services, a student's educational needs may be met as follows:

1. Referral to the Intervention & Referral Service.
2. Modified regular class to meet the student's educational needs.
3. Strategies are developed by classroom teachers and Child Study Team member(s) and/or the Intervention & Referral Service.

If a child is evaluated and classified by the Child Study Team, the following options may be provided to meet his/her educational needs:

1. Modifications in the Regular Classroom – Curriculum modifications and/or strategies are developed by the classroom teacher and Child Study Team members (before and after a child is classified) to accommodate a student's needs.
2. Regular classes and Resource Center Replacement Instruction - The student is assigned to the regular class and to a resource center teacher. The resource center teacher may provide services to the student in his/her area of difficulty in one or more of the following ways:
 - Pull Out Replacement – The resource center teacher instructs the student in the resource center in one or more subjects and is responsible for giving the report card grade.
 - In Class Resource – The regular class and resource center teacher are collaboratively involved in planning and implementing special strategies, techniques, methods and materials to address the learning styles of pupils with educational disabilities engaged in the regular classroom lesson. The responsibility for the curriculum and class lesson remains that of the regular class teacher while the resource center teacher provides assistance to the student through modifications in methods and materials of instruction to meet the students' goals. The student's grade is determined through collaboration between the general education teacher and the special education teacher.

SPECIAL EDUCATION

3. Self-contained special education classes:

The special education teacher provides the total academic program for students with learning disabilities and/or behavioral disabilities in many education areas. If the student is socially and emotionally able, he/she attends regular classes (mainstreamed) for art, music, physical education and other specials ,and when possible, an academic area.

VISUAL AND PERFORMING ARTS

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 and Performing 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 Visual and Performing 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 and Performing Arts and Technology in the 21st Century Core Curriculum Content Standards in preparation for the NJASK8.

VISUAL AND PERFORMING ARTS

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, including careers.

SIXTH GRADE

Singing, listening, performing and creating 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.

WORLD LANGUAGES

SIXTH GRADE

All Grade 6 students will be exposed to three languages on a rudimentary level during the course of a marking period. Students will learn about the geography, language, culture, and history of French, Spanish, and Chinese speaking countries in a ten week program. Using technology, print resources, Total Physical Response activities, and cooperative learning techniques, students will be able to sample three of the most widely used languages and rich cultures in the world. As students master map skills, make cultural connections and comparisons, learn core vocabulary, and experience cultural celebrations, they will become knowledgeable young learners with the ability to choose a suitable program of advanced language study in middle and high school. This innovative program is designed to foster skill development, language acquisition, and cultural sensitivity.

SEVENTH GRADE

All Grade 7 students will participate in a half-year World Language course, consisting of French, Spanish, or Chinese; each 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.

EIGHTH GRADE

All Grade 8 students will continue to participate in a half-year World Language course, consisting of French, Spanish or Chinese; each 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 French, Spanish or Chinese. This curriculum also serves as a preparation for a full block of World Language instruction at the high school level.