UNIONVILLE-CHADDS FORD SCHOOL DISTRICT

Charles F. Patton Middle School

Academic Program

2018-2019

Mr. Steve Dissinger, Principal Ms. Jessica Knier, Asst. Principal	760 Unionville Road Kennett Square, PA 19348	P: 610-347-2000 F: 610-347-0421 https://cfpms.ucfsd.org

TABLE OF CONTENTS

WELCOME LETTER

At CFPMS we are committed to providing our students a rigorous academic program with necessary supports. We are also committed to providing a safe learning environment where students can take risks, stretch themselves, and undergo failure, while also feeling the joys of achieving goals, making growth, learning from mistakes and reaching the unimaginable.

At CFPMS our vision is to create a school that teaches kids to love school! We have identified four pillars to uphold our vision. First, we are intentional about helping our students reach their highest levels of achievement and with helping them develop positive, supportive relationships. We are committed to helping our students find their purpose, identify their talents and work toward a cause that is greater than themselves. At CFPMS we believe that academic rigor coincides with creativity and fun!

Second, we seize every opportunity to facilitate anything that removes angst. Frustration, nervousness, stress and even conflict can be positive forces in the life of a young adolescent. However, when these influences become out of balance, they can cause angst and fear. At CFPMS we are continually looking for strategies, techniques, and opportunities to equip our students with the skills they need to keep these influences in check. We remind our students that they don't need permission to be amazing and that they should never let fear prevent them from achieving their dreams.

Third, we vow to stay focused on our vision and remind ourselves that it's not about us, it's about the individual students in our classrooms. Our students are our priority! They have been entrusted to our care, and we take that responsibility very seriously.

Finally, we recognize that parents are a vital part of the educational process. We need our parents to be informed, included and on board to help us achieve our vision. We strive to make the parent experience at CFPMS as positive as possible. We know that middle school students experience a multitude of changes, both physically and emotionally. They want to be independent, but they also need guidance from their parents and their teachers. We endeavor to find that delicate balance between appropriate parental involvement and student independence, knowing that this balance is paramount to the success of each student during their time at CFPMS.

We are proud of our school, and we believe in our vision to create a school that teaches kids to love school. We're committed to facilitating anything that removes angst, keeping our focus on our students, maintaining academic rigor and student well being, and keeping parents informed and involved.

We also believe that the best is yet to come, GO HAWKS!

Sincerely,

Steve Dissinger - Principal

Jessica Knier - Assistant Principal

STAFF

ART

Ann Ferron
Sherri Schultz

COMPUTER EDUCATION

Brian Marshall
John Walsh

COUNSELORS

Cara Malone (6)
Rachel Saletta (7)
Jackie Battinieri (8)

ENGLISH LANGUAGE ARTS

Kathleen Armstrong
Matthew Baumgardner
Christina Brunschwyler
Deborah Collins
Kevin Crossman
Chelsea O'Connell
Honey Beth Kropp
Julie Lear
Kristin Light
Colleen O'Neill
Lauren Owsley
Laurie Palic
Heather Spancake
Jenny Steinen
Susan Sudimak

ENGLISH LANGUAGE LEARNERS

Trish DiFilippo

FAMILY & CONSUMER SCIENCE

Betsy Ballard
Kim Hisler

ACADEMICALLY TALENTED - GIFTED RESOURCE

Mary Jo Knauer
Brian Kelley

HEALTH & PHYSICAL EDUCATION

Marcia DiGregorio - Health
Richard Garber - PE
Janelle Hadly - PE
Chris Matz - Health
Drew Sommer - Health/PE

IST/LTL

Colin Kirk (LTS)
Lisa Fiorani

MATHEMATICS

Christine Bunting
Tim Garber
Thomas Grawe
Wendy Landry
Glen Lewis
Stacy Remphrey
James Smith
Joseph Sudimak
Kendall Yarosh
Megan Zimmermann

LIBRARY

Laboure Rafferty

MUSIC

Heather Dice
Young Leahy
James O'Rourke
Yvette Stratton

NURSE

Sally Palic

READING SPECIALIST

Elissa Severino

SCHOOL PSYCHOLOGIST

Maurine Dukes

SCHOOL SOCIAL WORKER

Dr. Jennifer Fulton

SCIENCE

Emily Amodei
Kathy Bodenstab
Hillary Brogan
Christina Brunschwyler
Janet Faccenda
Anita Quinn
Ryan Ragland
Amy Salisbury
Jen Spisak

SOCIAL STUDIES

Meg Basilio
Matthew Baumgardner
Kevin Convery
Kevin Crossman
George Crowley
Jason Eshleman
Shannon Freehart
Megan Garvin
Janice Lear
Jerry Little
Josh Thomas
Katie Zielinski

SPECIAL EDUCATION

Anna Crowley
Sarah Friedman
Megan Garvin
Nicole Hamilton
Kim Jordan
Beth Nanis
Kristie Replogle
Stacy Shiffer
James Smith
Linda Sordi
Carol Stem

SPEECH THERAPIST

Lauren Lind
Elizabeth Walsh

TECHNOLOGY & ENGINEERING ED

Jason Palo
Scott Stoltzfus

WORLD LANGUAGE

Christine Bailey
Barbara Parris
Leah Mast-Heller
Marc Mawson
Christina McHutchison

GRADING SYSTEM

GRADE SCALE

Each marking period grade is reported as a percentage. Year-end grades are calculated based on percentages. Year-end grades are reported on the report card as a letter grade. Pluses (+) and minuses (-) are used to indicate the student's standing within each letter grade range.

Letter Grade	Percent Range	Grade Points
A+	97 – 100	4.3
A	93 – 96	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 – 66	1.0
D-	60 – 62	0.3
F	Below 60	0.0

HONOR ROLL

Each marking period, students who attain the following grade point averages are eligible for the honor roll: Distinguished Honors 4.0 - 4.3 and Honors 3.7 - 3.99. Grades are weighted based upon the number of class meetings per cycle and the length of the course.

SCHEDULING

The Middle School scheduling process begins during the third marking period. Students view and make their course selections online through the PowerSchool Parent/Student Portal. In addition, incoming 7th and 8th grade students may choose their selections for enrichment classes. All students and guardians receive information regarding scheduling from their student's school counselor in February each year. For any scheduling questions, please see your child's counselor.

STUDENT SERVICES

INSTRUCTIONAL SUPPORT TEAM (IST)

Regular education students are referred to the Instructional Support Team (IST) when they exhibit academic needs that require the attention of educational specialists. These specialists can include the instructional support coordinator, reading specialist, speech therapist, school counselors, school social worker, school psychologist, and/or school nurse. The team's work involves an ongoing process of identifying student needs and providing interventions to meet those needs.

The Instructional Support Team process includes:

- Input from teachers and parents at a team meeting
- Interventions implemented in the classroom for 30-60 days depending on need
- Collecting data as interventions are being implemented

LEARNING TO LEARN

Students are placed in the Learning to Learn (LtL) program through the Instructional Support Team process described above. All students are fully enrolled in regular education core classes and participate in the LtL program to receive direct strategy instruction in identified areas of need. Based on the student's schedule, the LtL class will take the place of a study hall, enrichment class, or foreign language.

SPECIAL EDUCATION

Students may receive support either in the Learning Support classes or in the regular education classes. Special education staff may support regular education classes, when appropriate. Students may meet regularly with the Learning Support teacher to receive support in their areas of need, discuss current academic status, and work on IEP goals. Each student's plan is individualized according to need. Ongoing parent contact, diagnostic evaluations and skill development through the delivery of curriculum are an integral part of the program.

ACADEMICALLY TALENTED - GIFTED RESOURCE

Gifted education at the middle school level is a supportive intervention enrichment program designed to develop complex thinking practices such as creative thinking, critical thinking, and problem solving skills. Curriculum is developed by establishing thematic integrated units of study and providing activities, which focus on hands-on learning. Students and parents offer help developing the curriculum for Gifted Seminars by offering to share their interests and ideas. This amalgamation is implemented yearly according to grade level (6, 7, 8). A variety of teaching strategies are employed to accommodate the diverse learning styles of the students.

COURSE LIST

ART

Art 6

Sixth grade art is a trimester course. There are approximately 45 classes that are 42 minutes long. All students will learn slab pottery techniques based on those used by our Colonial American ancestors. Students produce several pieces of redware pottery. Additionally 6th grade students explore two dimensional media and crafts. Projects change seasonally and incorporate a large variety of media.

Art 7

Seventh grade art is a marking period course that consists of approximately 30 classes. Both 2-dimensional and 3-dimensional art will be explored. Students in this grade will receive an introduction to white clay sculpture. Traditional building techniques, new vocabulary and the basics of glazing with color will be explored. All students will complete a clay sculpture using their own interests as inspiration. Every child will bring home an original sculpture at the end of the marking period.
Seventh grade students also create an original 2-dimensional work in printmaking. Various world cultures are introduced and used as inspiration for the designs. Marking period themes change depending upon cultural celebrations that take place throughout the year.

Relief Sculpture 8

Relief Sculpture is a marking period class that consists of approximately 30 classes. The objective of this course is to provide an additional clay experience for students who want it while they are at Patton. In relief sculpture, students will further develop their skills in three dimensional design and composition while exploring the ancient art of handmade tiles. Each student will be expected to create an original design that reflects his or her interests and personality. Additionally, this class includes an introduction to mosaic and the techniques necessary for completing a tile work of art. All 8th grade art students are also expected to attend a field trip to the Brandywine River Museum and to take part in art history activities in class.

Sculpture 8

Sculpture is a marking period course that consist of approximately 30 classes. The objective of this course is to provide an experience for students who want another experience in three dimensional art at the Middle School. The course focuses on building original sculpture from a variety of materials such as cardboard, wire, and recycled materials. It is important to note that only a small clay project will be done if time allows. Additionally, each student who participates in this program will be expected to attend and participate in the art history activities both in class and at the Brandywine Museum of Art.

Traditional Art 8

Traditional art is a marking period course that consist of approximately 30 classes. The

objective of this course is to provide an experience for students who want to improve their skills in two dimensional art. The course focuses on learning to draw through direct observation and introduces a variety of media. It is important to note that only a small clay project will be done if time allows. Additionally, each student who participates in this program will be expected to attend and participate in the art history activities both in class and at the museum.

ACADEMICALLY TALENTED

Gifted Resource 6

Using a thematic unit of study (It's in the Water), students will learn about and participate in enrichment activities that focus on the importance of water in our world. Activities focus on environmental, geographical, literary, and physical aspects of water. In addition, the processes of inquiry research skills are guided through direct research instruction. Students also further develop their cognitive and metacognitive thinking skills through enrichment activities in problem solving, creative writing, and vocabulary. Optional Gifted Seminars are also open to students throughout the year.

Gifted Resource 7

Using a thematic unit of study (It's a Mystery), students will learn about and participate in enrichment activities about mysteries. Activities focus on literature, labs, and hands on projects. The processes of inquiry research and presentation skills are enhanced through direct research instruction. Students also further develop their cognitive and metacognitive thinking skills through enrichment activities in problem solving, creative writing, and vocabulary. Optional Gifted Seminars are also open to students throughout the year.

Gifted Resource 8

Using thematic units of study, students will learn about and participate in enrichment activities about Photography, Debate and Discussion, STEM Inventions and Inquisitions and Philosophy (students are given the choice of which to participate in). Students also further develop their cognitive and metacognitive thinking skills through enrichment activities in problem solving, creative writing, and vocabulary. Optional Gifted Seminars are also open to students throughout the year.

COMPUTER EDUCATION

Computers 6

We will be studying a variety of topics and exploring many useful and interesting areas of technology here at the middle school. We will learn about our new Chromebooks (as well as the Mac!) and how to best use great software resources including those in our Google Drive -- Docs, Slides and Sheets. We will learn to really understand and navigate the Internet in order to find and evaluate great informational resources. Working on your coding skills will be very important this year as well as becoming overall literate users of technology in all of your classes. Our class will meet in Room 136, 4 days out of the 6-day cycle for the entire marking period.

Digital Citizenship 6

This class for sixth graders will introduce students to the concept of digital citizenship. Students will reflect on their current use of technology and discover how that use is related to the topics of digital footprints, online security, and cyberbullying. In their exploration of cyberbullying, they will discover both examples of cyberbullying and ways to stand up for themselves or others who are victims of cyberbullying.

Digital Communications 7

Digital communication is an essential skill in the online world. Students will analyze and create video projects, publishing and sharing these projects with classmates.

Programming 7

The virtual world follows very strict rules that are consistent and easy to plan for, unlike the real world. Programming for real world applications requires programmers to be able to problem solve for less than perfect situations. In this 7th grade course, students will engage in hands on programming problem solving activities that will connect what they learned in 6th grade about programming in the virtual world to real world types of application through the use of drones.

ENGLISH

Core English 6

The 6th grade English Core Course is designed to provide students a solid and challenging program of literature, writing, research, oral communication, grammar, and vocabulary. Students are expected to read a core novel and literature with the class, participate in class discussions and respond to class topics both orally and in written form.

Extended Core English 6

The 6th grade Extended Core Course is designed to provide students a solid and challenging program of literature, writing, research, oral communication, grammar, and vocabulary. Students are expected to read a core novel, a common non-fiction, and literature with the class, participate in class discussions and respond to class topics both orally and in written form. Students are expected to read, write, and participate in assignments beyond core expectations. Accordingly, homework demand will be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, a willingness to read and work independently, and be motivated and interested in English.

Core English 7

The 7th grade English core course is designed to provide students a solid and challenging program of literature, writing, oral communications, grammar, and vocabulary. Students are expected to read core novels and literature both in class as well as independently, and participate in class. Discussions and response to class topics will occur both orally and in written form.

Extended Core English 7

The 7th grade English extended core course provides students the opportunity and challenge beyond the core level through a deeper examination of concepts in literature, writing, oral communications, grammar, and vocabulary. Students are expected to read, write and participate in assignments beyond core expectations. Accordingly, homework demands may be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, a willingness to read and work independently, and be motivated and interested in literature.

Core English 8

The 8th grade English Core Course is designed to provide students a solid and challenging program of literature, writing, research, oral communications, grammar, and vocabulary. Students are expected to read core novels and literature both in class as well as independently, participate in class discussions, and respond to class topics both orally and in written form.

Honors Creative Writing 8

The course was written in the Writing Workshop model. This means that talking *with* one another about writing is at the heart of our teaching and learning. The Six Traits of Writing, written and researched by people like Vicki Spandel, Ruth Culham, and others, provides the framework of the year. The Six Traits are Ideas, Organization, Word Choice, Voice, Sentence Fluency, and Conventions/Grammar.

Honors English 8

The 8th grade English Honors course provides advanced students the opportunity and challenge beyond the core level through a deeper examination of concepts in literature, writing, research, oral communication, grammar, and vocabulary. Students are expected to read, write and participate in assignments beyond core expectations. Accordingly, homework demands will be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, a willingness to read and work independently, and be motivated and interested in English.

FAMILY/CONSUMER SCIENCE

FCS 6

All 6th grade students will have FCS for half of one marking period. During the other half of the marking period they will be in a Digital Citizenship class. Expectations for the 6th grade class are that all students will learn to work effectively as a team, utilize time management skills, learn and practice proper cooking skills (measurements, safety, sanitation, preparation), read recipes, create healthy breakfast items, work in and understanding the importance of the school gardens and giving back to the community, reflect and investigate career options for their future, as well as learning the importance of global citizenship. Speakers may visit to provide the students with inside knowledge of those individuals who are working in the food and recycling fields.

FCS 7

All 7th graders will have FCS class for one full marking period. They will spend half the marking period on the cooking side and the other on the sewing side with time also spent outside in the garden or greenhouse area. Expectations for the 7th grade class are that all students will work together to effectively collaborate with their peers, utilize time management skills, learn and practice proper cooking skills (measurements, safety, sanitation, preparation), read recipes and create healthy snacks, as well as working in and understanding the importance of the school gardens and giving back to the community. Each student will also be responsible for proper care and handling of a sewing machine, effective and safe use of measuring and cutting tools, which will assist the students in the independent creation and completion of a patchwork pillow. There will also be a focus on career exploration where they will investigate a number of career that they find appealing. They will learn the importance of and how to set effective goals, as well as reflect on what they have learned and how it might impact their objectives for the future.

FCS 8 - Food Science and Technology

Students in the Food Science and Technology class will spend part of the marking period in the computer lab, a portion in the cooking lab learning about foods and creating fun dishes, and another part outside in the gardens. The expectations for the 8th grade class are that all students will learn: to work effectively as a team, utilize time management skills, learn and practice proper cooking skills (measurements, safety, sanitation) that will aid them in food preparation, correctly read recipes and create healthy food, construct a research project focusing on the food industry using technology and research skills, understanding the importance of the school gardens and giving back to the community and working outside with the Patton Gardens. In addition, every student will spend time on the computer where they will investigate career options and potential training programs/colleges. They will understand and be able to apply the skills of setting SMART goals, which will aid them in writing a research paper that fully articulated their goals and how they apply towards the next ten years of their lives. This project also includes a creative portion and a comprehensive reflection.

FCS 8 – Traditional

Students in Traditional FCS will spend half of the marking period on the sewing side and half on the cooking side with time allowed for work in the greenhouse and gardens. Expectations for the 8th grade class are that all students will learn to work effectively as a team, utilize time management skills, learn and practice proper cooking skills (measurements, safety, sanitation, preparation), read recipes and create healthy food, and construct a garment, as well as working in and understanding the importance of the school gardens and giving back to the community. In addition, every student will spend time on the computer where they will investigate career options and potential training programs/colleges. They will be expected to write a research paper articulating their goals and the creation of a ten year plan/project.

FCS 8 - Patton Project

The Patton Project: Sewing the Seeds of Kindness (The Edible Classroom Community

Outreach Project) is an 8th grade elective class that focuses on teaching the students skills that will be with them for a lifetime. In addition to learning more advanced cooking techniques there will be a focus on healthy alternatives and how to make meaningful and simple changes to their diets. While on the sewing side, the students will create one-of-a-kind pillowcases and quilts for children in the hospital. Time will also be spent in the gardens cultivating the crops for harvest and use in the FCS kitchens and for donation to the local food cupboard.

LITERACY

Literacy 6

'Literacy in the Content Areas' is a sixth grade course which focuses on helping students become engaged, fluent, competent users of various types of text necessary for success in middle school, high school, post-secondary education, employment, and everyday life. This course is a foundation for lifelong learning and for literary success in all academic subjects. The course includes the development of reading comprehension strategies that will help students negotiate their way through all levels of literacy and content area study. Fundamentally, Literacy in the Content Areas is about reading and reflecting on reading through speaking and writing. Students will receive explicit instruction in essential comprehension and writing strategies. Students will use these strategies to read, comprehend, and respond to textbooks and other reading material in the content areas.

MATHEMATICS

Core Math 6

Core 6th grade math will concentrate on *applying* the foundation concepts of higher math to real world situations to gain a deeper understanding of the underlying mathematical concepts.

Extended Core Math 6

This course is for students who have demonstrated a solid grasp of the foundation concepts necessary for the higher maths but are still developing the ability to handle abstract thinking. This introduction to pre-algebra/pre-geometry course is designed so that students explore abstract, complex application of the foundation concepts.

Pre-Algebra 6

This course is for students who have demonstrated a higher order of mathematical thinking and understanding of the foundation concepts necessary for a higher math curriculum. This course completes the pre-algebra/pre- geometry course in one year and also delves deeper into both the abstract and complex application of concepts. In order to complete the curriculum in one- year, the design and pace of the instruction is rigorous.

Core Math 7

This course is a pre-algebra/pre-geometry course which will provide students with a solid foundational knowledge to prepare them for Pre-Algebra in 8th grade. It follows closely

with the Common Core State Standards, and focuses on five big ideas; proportional relationships, operations with rational numbers, algebra, geometry, and probability.
Prerequisite: None

Pre-Algebra 7

This course is a pre-algebra pre-geometry course which will provide students with a solid foundational knowledge to prepare them for the rigors of Algebra 1 Honors in 8th grade. It follows closely with the Common Core State Standards, and focuses on five big ideas; proportional relationships, operations with rational numbers, algebra, geometry, and probability. The Pre-Algebra class is taught at a faster pace and provides more depth than Core Math.
Prerequisite:

- 80% or higher final average in 6th grade Extended Core Math
- 95% or higher final average in 6th grade Core Math

Algebra 1 Honors - 7th

Algebra 1 is an introductory high school level course in the field of higher mathematics. The topics that are covered in the course include number systems, algebraic expressions, equations, polynomials, rational expressions, factoring and quadratics. This course moves at a rapid pace. The course will prepare students with the knowledge and skills necessary for success in upper level mathematics courses in high school. Students in this course are expected to be strong, motivated, independent workers, excellent self-advocates and have a strong mathematical background.
Prerequisite:

- 92.5% or higher final average in 6th grade pre-algebra or final average + 0-4 teacher points = 92.5
- 97% or higher final average in 6th grade Extended Core Math AND 52 or higher on IOWA Algebra Test AND 90% or higher on 6th grade Pre-Algebra final exam.
- 90% or higher on 5th grade math placement test AND 90% or higher on 6th grade pre-algebra final AND 50 or higher on IOWA Algebra Test

Algebra 1 Honors - 8th

Algebra 1 is an introductory high school level course in the field of higher mathematics. The topics that are covered in the course include number systems, algebraic expressions, equations, polynomials, rational expressions, factoring and quadratics. This course moves at a rapid pace. The course will prepare students with the knowledge and skills necessary for success in upper level mathematics courses in high school. Students in this course are expected to be strong, motivated, independent workers with excellent self-advocacy.
Prerequisite:

- 90% or higher final average in 7th grade Pre-Algebra
- 97% or higher final average in 7th grade Core Math

Honors Geometry

Topics covered in Honors Geometry include proofs, logic, congruence, similarity, right triangles, areas, circles, quadrilaterals, and solid geometry. The course moves at a rapid pace. Students in this course are expected to be strong, motivated, independent workers,

excellent self-advocates and have a strong mathematical background.
Prerequisite:
- 90% final average in 7th grade Honors Algebra 1 AND 70 or higher on Orleans Hanna Geometry Prognostic Test

Traditional Geometry

Topics covered in Traditional Geometry include proofs, logic, congruence, similarity, right triangles, areas, circles, quadrilaterals, and solid geometry. When compared to the Honors course, there is less emphasis on proof and more emphasis on problem-solving.
Prerequisite:
- 83% Final average in 7th Grade Honors Algebra 1

Pre-Algebra 8

Topics covered in this course include exponent rules, equations and expressions, equations with two variables, systems of equations, statistics and data, functions, and selected topics in introductory geometry.
Prerequisite: None

Traditional Algebra 1

An introductory high school level course in the field of higher mathematics. Topics include: number systems, algebraic expressions, equations, graphing, inequalities, polynomials, rational expressions, factoring, and quadratics. Students that take this course will take the Pennsylvania Algebra 1 Keystone Exam at the end of the year.
Prerequisite:
- 80% or higher in 7th grade Pre-Algebra
- 90% or higher in 7th grade Core Math

MUSIC

Music Courses

6th Grade Music

The 6th Grade Music class is divided into two sections of traditional music and music technology. The traditional class focuses on music appreciation of the music periods, elements of music and various genres of music today. The 6th Grade music technology class focuses on basic chords and melodies using Garageband and a MIDI keyboard controller. Students will be assessed on their Garageband projects.

7th Grade Music

The 7th Grade Music class is divided into two sections of beginner guitar and music technology. The 7th Grade music technology class focuses on chords, melodies, and different genres of popular music using Garageband and a MIDI keyboard controller. Students will be assessed on their Garageband projects. The 7th Grade beginner guitar class introduces the basic guitar skills of playing chords and melody. Students will be assigned a guitar to play in class. Students will sing and play popular songs using basic chords, as well as play song melodies using guitar tablature. There will be two performance

assessments throughout the class.

8th Grade Traditional Music

The 8th Grade Music class is divided into two sections of intermediate guitar and music technology. The 8th Grade intermediate guitar class builds upon the basic guitar skills learned in 7th grade beginner guitar. Students will be assigned a guitar to play in class. Students will sing and play popular songs using basic chords, as well as play song melodies using guitar tablature. We will focus on the 12 Bar Blues, Blues melodies and improvisation. There will be two performance assessments at the conclusion of the class. The 8th Grade music keyboarding class focuses on basic piano skills, form and structure of blues music, theme and variation using Garageband music software. Students will be assessed on their Garageband projects.

8th Grade Music Keyboarding

The 8th Grade Music Keyboarding class offers a full marking period creating Garageband projects focusing on audio effects and editing tools for creating, arranging and producing music of various genres.

8th Voice Singing

The 8th grade voice singing class offers students an opportunity to explore their vocal interests through group and solo singing. Students will learn the fundamentals of singing, which will be used as a foundation for the introduction of four main genres of music. Students will learn selections from each genre, which they will perform for each other in groups and possibly solo. At the conclusion of the marking period they will each perform a solo pop or country song of their choice. They will be assessed on these performances.

Music Performance Groups

Chorus Ensembles

Chorus groups are open to any student who has a strong desire to sing and perform various styles of choral music within a large group with fellow students. All chorus rehearsals are held during Hawk Time (2:02 - 2:43 p.m.) Chorus is a graded class. There is a minimum of two evening performances per year (winter and spring).

6th Grade Chorus- This group is open to all 6th grade students and rehearses every Wednesday during Hawk Time. 6th Grade Chorus is a graded class.

7th/8th Grade Chorus- This group is open to all 7th and 8th grade students and rehearses every Tuesday during Hawk Time. 7th/8th Grade Chorus is a graded class.

Vocal Ensemble- This is an auditioned group open to all 6th, 7th, and 8th grade students that are already in either 6th Grade Chorus or 7th/8th Grade Chorus. Students rehearse every Thursday during Hawk Time. Vocal Ensemble is a graded class.

Band

6th grade band – All non-beginner band members in 6th grade will have a weekly group

lesson and a weekly rehearsal with their full ensemble.

7/8th grade band – All non-beginner band members in 7th or 8th grade will have a weekly group lesson and a weekly rehearsal with their full ensemble.

Orchestra

6th Grade Orchestra - This is a group for 6th grade students who play violin, viola, cello, or bass. Students taking this course will receive one weekly pull-out lesson. There will also be one group rehearsal a week during Hawk Time. Any first-time players, regardless of grade, may also participate in this ensemble.

7th/8th Grade Orchestra - This is a group for 7th and 8th grade students who play violin, viola, cello, or bass. Students taking this course will receive one weekly pull-out lesson. There will also be one group rehearsal a week during Hawk Time.

Select Strings - This audition-only group consists of 6th, 7th, and 8th grade students who play violin, viola, cello, or bass at an advanced level. Students taking this course will alternate attending their regular pull-out lesson and a pull-out rehearsal every other week.

NON-FICTION WRITING

Non-Fiction Writing

Nonfiction Writing and Research is a seventh grade course, which focuses on preparing middle school students for the literacy and writing demands of secondary and higher education. Students will produce clear, cohesive expository prose, including narrative, informational, argumentative, and rhetoric-based pieces. Students will further develop media literacy skills, understanding of the research process, and the ability to evaluate both the relevance and reliability of information gathered.

PERFORMING ARTS

Performing Arts 6

This course is intended to provide an introduction to theatre and performance. The course will meet 4 of 6 days within the cycle for one marking period only.

PHYSICAL EDUCATION/HEALTH

Health 6

The purpose of the health program is to provide physical, mental and social health education for all students. 6th grade health covers communication, safety, stress management , substance abuse prevention and health and wellness.

Health 7

The purpose of the health program is to provide physical, mental, and social health education for all students. 7th grade health covers self esteem, conflict resolution, family relationships, substance abuse prevention, anatomy and human sexuality.

Health 8

The purpose of the health program is to provide physical, mental, and social health education for all students. 8th grade health covers first aid, aging, body systems, suicide prevention, life skills, substance abuse prevention and human sexuality.

Physical Education 6

The purpose of the physical education program is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. A physically educated student will learn skills necessary to perform a variety of physical activities, understand the implications of and the benefits from involvement in physical activities, and value physical activity and its contributions to a healthy lifestyle.

Physical Education 7

The purpose of the physical education program is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. A physically educated student will learn skills necessary to perform a variety of physical activities, understand the implications of and the benefits from involvement in physical activities, and value physical activity and its contributions to a healthy lifestyle.

Physical Education 8

The purpose of the physical education program is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. A physically educated student will learn skills necessary to perform a variety of physical activities, understand the implications of and the benefits from involvement in physical activities, and value physical activity and its contributions to a healthy lifestyle.

SCIENCE

Life Science 6

6th grade Life Science is a hands-on program that incorporates inquiry-based investigations and critical thinking skills. It aligns with the PA Academic Standards for Science and Technology and the PA Environment and Ecology Standards. Topics addressed over the course of the year include, but are not limited to: Scientific Explanations, Classifying and Exploring Life, Cell Structure and Function, Genetics and Heredity, The Environment and Change Over Time, From Bacteria to Plants, Animals and Interactions of Life.

Core Physical Science 7

Seventh Grade Physical Science is an inquiry-based program that focuses on physical science. It deals with the following topics, which are aligned to the PA Academic Standards for Science and Technology: Scientific Method and Metric Measurement, Properties of Matter, Elements, Compounds and Mixtures, Forces and Motion, Work and Energy, Introduction to Atoms, The Periodic Table, Atoms and Bonding, and Chemical Reactions.

Extended Core Physical Science 7

The 7th grade Extended Core Physical Science course explores the same units and concepts as the Core Physical Science, but provides students the opportunity and challenge beyond the core level through a deeper examination of concepts using lab equipment, mathematical formulas, the textbook, written and oral communications, and vocabulary.

Core Earth Science 8

This course explores the earth as a planet, its composition, how it changes, and how it interacts with people. Included are units on geology, meteorology, astronomy, and the environment. Students will develop critical thinking skills while applying math skills and doing many hands-on activities and labs.

Honors Earth Science 8

This course explores the the same units and concepts as the Core Earth Science. Students will be challenged beyond the core level through a deeper examination of concepts using more open-ended questioning, more demanding labs, critical thinking skills, and oral communication.

SOCIAL STUDIES/GEOGRAPHY

Social Studies 6

This course is a study of U.S. History, from the beginnings of our nation as it fought for independence, forged a new government, through the Federalist era, the Jeffersonian era, to westward expansion and growth. Throughout the course, students are encouraged to critically think like a historian. Additionally, students will practice the skill of analyzing primary source documents. Wherever possible, connections to current events will be integrated into the course.

Social Studies 7 - Core

The seventh grade Social Studies core course is designed to provide students a solid and challenging program of United States history from 1824 to 1880 using the textbook, writing, oral communications, and vocabulary. Students are expected to read the textbook both in class as well as independently, participate in class discussions and respond to class topics both orally and in written form.

Social Studies 7 - Extended Core

The seventh grade Social Studies extended core course provides students the opportunity and challenge beyond the core level through a deeper examination of concepts in literature, writing, oral communications and vocabulary. Students are expected to read, write, and participate in assignments beyond core expectations. Throughout the school year, Extended Core Social Studies students will read 2 historical fiction novels, write Document Based Question (DBQ) Essays, read and analyze primary source documents, answer higher level questions on their assessments, etc. Accordingly, homework demands will be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, and a willingness to read and work independently.

Social Studies 8

This course will begin by examining Westward Expansion and progress chronologically through American History through World War I in the first semester and focus on Civics, Government, and Economics in the Second Semester. Students will develop skills related to historical analysis, organizing and using information, social participation, and they will create connections from historical events to our present day. Written homework will be assigned an average of 2-3 nights per week.

Social Studies 8 - Honors

This course will begin by examining Westward Expansion and progress chronologically through American History through World War I in the first semester and focus on Civics, Government, and Economics in the Second Semester. Students will develop skills related to historical analysis, organizing and using information, social participation, and they will create connections from historical events to our present-day. There is a strong emphasis on analytical writing and higher order thinking skills. This course is fast paced, and the expectation is that students will be expected to read for comprehension outside of class and be ready to apply the knowledge during classroom activities. Written homework will be assigned an average of 3-4 nights per week.

Geography 8

This required 8th grade course includes the study of physical and human phenomena that make up the world's environments and places. The course will cover topics in physical geography and human geography. Students will gain an understanding of the basic themes and tools that govern the geography. Topics include physical geography, population, economics, political geography, cultural and urban/rural studies. Students will gain an understanding of global interconnections as well as develop the ability to interpret the world and world events.

TECHNOLOGY & ENGINEERING

3D Design and Robotic Engineering 6

This course is a great way to be introduced to Technology Education where students will use Science, Technology, Engineering, and Mathematics (S.T.E.M.) to communicate and solve problems. Through various activities, each student will get the opportunity explore technology, its effects, abilities and future possibilities. Areas of focus will be Robotics, Graphic Design, and Computer Aided Drafting Design!

Introduction to Wood Manufacturing Technologies 7

In this half-marking period class, students will be given an introduction to various methods for processing wood. Students will have the opportunity to design and build a custom-made project using several hand and power tools. Students may include pegs, a mirror, a clock, or possible combinations of these three as part of their project. The safe and appropriate use of tools and machines will be a top priority of course. Science, Technology, Engineering, and Mathematics (S.T.E.M.) are the foundation of all Technology Education courses.

Inquiry and Design Engineering 8

In this course students will learn the content, processes, and skills needed in various developmental activities, which relate to "real world" applications. They will apply these skills and other techniques to design, build, and test their ideas while learning to problem solve along the way. Typical activities include design engineering (mousetrap cars), structural engineering (bridge building), photography (Photoshop), and flight exploration. The use of computer applications, power tools, and hand tools are all components of this course. Science, Technology, Engineering, and Mathematics (S.T.E.M.) are the foundation of all Technology Education courses.

Wood Manufacturing Technologies 8

Students who choose to take this course will build upon the skills learned in the 7th grade introductory class. They will further their knowledge of wood manufacturing through the use of hand and power tools. Individual projects will be constructed to master the techniques involved in specific aspects of joinery and assembly. Planning, material estimates, and safety will also be key components of this class. This course is independent in nature, which requires a great deal of skill and problem solving abilities. The teacher will give general instructions, and the students must apply that knowledge to their specific project. Science, Technology, Engineering, and Mathematics (S.T.E.M.) are the foundation of all Technology Education courses.
Prerequisite: Final A average in 7th grade Tech Ed or Tech Ed teacher approval.

WORLD LANGUAGE

French Level 1 - 1A

Level IA is designed for beginning level French students. It is an introduction to the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically while grammar patterns are practiced in functional situations related to unit themes. Students will begin to discover similarities and differences between the culture of the target language and their own. The class meets 4/6 cycle days. (7th grade)

French Level 1 - 1B

Level IB is the continuation of Level I French. Students will continue working on the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically while grammar patterns are practiced in functional situations related to unit themes. Students will continue to observe the similarities and differences between the culture of the target language and their own. The class meets 4/6 cycle days. (8th grade)

French I

French I is designed for true beginners and/or students who have not yet gained beginner level proficiency expected of a level 1 student. Level 1 is an introduction to the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically; grammar patterns are practiced in functional situations related to unit themes. Students will begin to discover similarities and differences between the culture of the target language and their own. Some instruction is delivered in the target language.

This course meets daily and covers the entire French 1 curriculum in one year.

German I

German I is designed for true beginners and/or students who have not yet gained beginner level proficiency expected of a level 1 student. Level 1 is an introduction to the four basic language skills of reading, writing, speaking, and listening. Vocabulary is presented thematically; grammar patterns are practiced in functional situations related to unit themes. Students will begin to discover similarities and differences between the culture of the target language and their own. Some instruction is delivered in the target language. This course meets daily and covers the entire German 1 curriculum in one year. This course is currently offered to our 8th grade students.

Language Exploratory

Language Exploratory exposes students to a basic introduction of French and Spanish. Vocabulary is presented thematically. Students will begin to discover similarities and differences between the culture of the target language and their own. Students will be taught about the culture, basic expressions of conversation, alphabet, numbers, colors, animals and school vocabulary. Students will also learn about the history of language. They will explore symbolic, ancient, and modern languages. This course meets 4/6 cycle days for one trimester in 6th grade.

Spanish 1

Spanish I is designed for beginning Spanish students. Students will have opportunities to interact and engage with authentic materials and native speakers. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices and perspectives of Spanish-speaking cultures. Within this context students will be interacting through the four basic language domains of reading, writing, speaking, and listening. This course meets daily and covers the entire Spanish 1 curriculum in one year.

Spanish Level 1 - 1A

Spanish IA is designed for beginning Spanish students. Students will have opportunities to interact and engage with authentic materials and native speakers. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices and perspectives of Spanish-speaking cultures. Within this context students will be interacting through the four basic language domains of reading, writing, speaking, and listening. The class meets 4/6 cycle days. (7th grade)

Spanish Level 1 - 1B

Spanish IB is designed for beginning Spanish students. It is a continuation of level 1B. Students will have opportunities to interact and engage with authentic materials and native speakers. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices and perspectives of Spanish-speaking cultures. Within this context students will be interacting through the four basic language domains of reading, writing, speaking, and listening. The class meets 4/6 cycle days. (8th grade)

Spanish 2

The Spanish 2 class is designed for Spanish learners who have mastered the concepts in Spanish 1 and wish to deepen their understanding of the language and hispanic cultures. It builds upon and provides students with the opportunity to hone their developing language skills. Emphasis is given to the continued development of Interpersonal, Interpretive and Presentational abilities in all communicative modes (reading, writing, listening, speaking). Students will also continue to identify similarities and differences between the culture of the target language and their own to acquire the mindset of intercultural citizens. This course meets daily and covers the entire Spanish 2 curriculum in one year.