
RADNOR MIDDLE SCHOOL

Program of Studies

2021-2022



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RADNOR TOWNSHIP SCHOOL DISTRICT

Mission Statement

The mission of the Radnor Township School District is to inspire in all students the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future.

Strategic Vision

Each student will demonstrate caring by enhancing community through ongoing choice and action.

Each student will consistently demonstrate excitement and persistence by constructing knowledge and developing novel solutions.

All students will demonstrate dedication to the pursuit of their interests and passions.

Core Values

- Respecting and valuing diversity is essential for communities to thrive.
- Lifelong learning is essential to creating a better life and world.
- Nurturing is critical for individual and community growth.
- Faith in one's potential fosters confidence, which motivates effort and ultimately leads to accomplishment.
- All people have worth and the capacity to grow and learn.
- The most powerful learning results from meaningful active engagement.
- There is a direct connection between the pursuit of one's passion and the joy of learning.

RADNOR MIDDLE SCHOOL MISSION STATEMENT

Radnor Middle School, recognizing the unique needs of emerging adolescents, teaches its students to persevere and achieve, to assume responsibility, and to become involved in their own learning.

Radnor Middle School is committed to developing students with a global perspective and understanding the world through disciplinary and interdisciplinary studies. The global competencies include:

- Investigating the world beyond their immediate environment.
- Recognizing perspectives-their own and others.
- Communicating ideas effectively with diverse audiences.
- Acting and translating their ideas into appropriate behaviors to improve conditions.

We are committed to the intellectual, emotional, aesthetic, physical, and social development of all students in a learning environment that is grounded in academic rigor, responsible risk-taking, and individuality. Moreover, we are further committed to building a sense of community while encouraging respect for and service to others.

To deliver this mission, we will provide:

- A rigorous academic program that fosters success and growth for each student.
- Ample opportunities for expression in and appreciation of the arts.
- A variety of opportunities for involvement in school and community service activities.
- Support for the emotional, social, and learning needs of students.
- A broad extracurricular program that includes intramural and interscholastic sports, clubs, and social events.

RADNOR MIDDLE SCHOOL OVERVIEW

Wayne, Pennsylvania – Our Home

Radnor Middle School is in the heart of Radnor, Pennsylvania, a small township approximately eight (8) miles west of Philadelphia. Originally founded by Quakers from Radnorshire, Wales, in 1682 with 5,000 acres purchased from William Penn, Radnor Township remains a community rich in history and culture.

The village of Wayne, formerly named Louella, is named after General Anthony Wayne, a locally born statesman and military leader who played a key role in the American Revolution and became one of General George Washington's most trusted officers. The village center, dotted with small shops and tree-lined streets, sits along Philadelphia's famous suburban Main Line and serves as the township's cultural gathering place. Radnor's convenient proximity to historic Philadelphia provides easy access to one of the richest educations, art, and entertainment centers in the nation.

Today, Radnor enjoys the reputation of being one of the most desirable places to live in the country. Its high-performing public-school system has earned various local, state, and national designations.

A Brief History of Radnor Middle School

Radnor Middle School first opened its doors in 1923 in the center of Wayne, Pennsylvania, and served as a junior-senior high school. In 1958, the “new” Radnor High School opened and the seventh to ninth (7th - 9th) graders remained in the original building in Wayne. In 1973, the ninth (9th) graders moved to the high school campus and at some point, thereafter sixth (6th) graders joined the junior level school. In 1990, fifth (5th) graders were moved into the school for a short period of time, and later rejoined the Middle School in the early 2000’s for a period as well.

In 2007, the original building was razed as a new environmentally friendly building was constructed. Built to serve as a middle school where students would learn in a team structure, the 195,000-square foot building consists of four (4) floors and has garnered many accolades for its construction as well as the educational programming it provides the students. The “green-roof” and geothermal heating and cooling systems, as well as strategic natural light and ventilation systems, has earned the Middle School the LEED Silver Certification (Leadership in Energy and Environmental Design) from the U.S. Green Building Council in 2009, and the first National Green Ribbon School Award in 2012. Since the creation of “No Child Left Behind,” Radnor has met the AYP (Adequate Yearly Progress) criteria from the Pennsylvania Department of Education. The school was given the distinction of a Keystone Schools Certificate of Commendation from the Schools to Watch State Team in 2013 and received the Schools to Watch Designation, January 2016, as well as the distinguished National Blue-Ribbon designation.

(Information taken from http://www.angelfire.com/pa4/rms/rms_history.htm - accessed 12/16/20 and BHA brochure-published 2007.)

School Organization

Radnor Middle School is organized as a sixth (6th), seventh (7th), and eighth (8th) grade school utilizing a team-based format. The middle school model offers the best means for providing academic, social, and emotional growth of adolescents and meeting their developmental needs. This organizational model encourages and facilitates interdisciplinary education, as well as close family involvement and contact with the instructional staff.

Each grade consists of 250-320 students and four (4) to five (5) house teams. Students’ grade-level classes are traditionally on the same floor of the building, and house team classrooms are generally near one another, reducing the amount of travel time during transitions. Most students receive their math instruction from a team teacher, but it is not uncommon for a student to move to an “off team” teacher for their math period. Special integrated teams have been developed and consist of 40 students per team. These students receive their language arts, science, and social studies instruction as a group throughout the day from the same two (2) co-teachers.

MIDDLE SCHOOL PHILOSOPHY AND STRUCTURE

Radnor Middle School subscribes to the philosophy of “This We Believe,” the “landmark” position paper from the Association for Middle Level Education (AMLE), in which the Association’s vision for a successful school for 10- to 15-year-olds is delineated in 16 characteristics (www.amle.org/twb). These 16 characteristics are outlined below:

Curriculum, Instruction, and Assessment

- **Educators value young adolescents and are prepared to teach them.**

(Value Young Adolescents)

Effective middle grades educators make a conscious choice to work with young adolescents and advocate for them. They understand the developmental uniqueness of this age group, the appropriate curriculum, effective learning and assessment strategies, and their importance as models.

- **Students and teachers are engaged in active, purposeful learning.**

(Active Learning)

Instructional practices place students at the center of the learning process. As students develop the ability to hypothesize, to organize information into useful and meaningful constructs, and to grasp long-term cause and effect relationships, they are ready and able to play a major role in their own learning and education.

- **Curriculum is challenging, exploratory, integrative, and relevant.**

(Challenging Curriculum)

Curriculum embraces every planned aspect of a school's educational program. An effective middle level curriculum is distinguished by learning activities that appeal to young adolescents. Is exploratory and challenging and incorporates student-generated questions and concerns.

- **Educators use multiple learning and teaching approaches.**

(Multiple Learning Approaches)

Teaching and learning approaches should accommodate the diverse skills, abilities, and prior knowledge of young adolescents, cultivate multiple intelligences, draw upon students' individual learning styles, and utilize digital tools. When learning experiences capitalize on students' cultural, experiential, and personal backgrounds, new concepts are built on knowledge students already possess.

- **Varied and ongoing assessments advance learning as well as measure it.**

(Varied Assessments)

Continuous, authentic, and appropriate assessment measures, including both formative and summative ones, provide evidence about every student's learning progress. Such information helps students, teachers, and family members select immediate learning goals and plan further education.

Leadership and Organization

- **A shared vision developed by all stakeholders guides every decision.**

(Shared Vision)

When a shared vision and mission statement becomes operational, middle level educators pursue appropriate practices in developing a challenging academic program; they develop criteria to guide decisions and a process to make needed changes.

- **Leaders are committed to and knowledgeable about this age group, educational research, and best practices.**

(Committed Leaders)

Courageous, collaborative middle level leaders understand young adolescents, the society in which they live, and the theory of middle level education. Such leaders understand the nuances of teaming, student advocacy, exploration, and assessment as components of a larger middle level program.

- **Leaders demonstrate courage and collaboration.**

(Courageous & Collaborative Leaders)

Leaders understand that successful schools committed to the long-term implementation of the middle school concept must be collaborative enterprises. The principal, working collaboratively with a leadership team, focuses on building a learning community that involves all teachers and places top priority on the education and healthy development of every student, teacher, and staff member.

- **Ongoing professional development reflects best educational practices.**

(Professional Development)

Professional development is a continuing activity in middle level schools where teachers take advantage of every opportunity to work with colleagues to improve the learning experiences for their student.

- **Organizational structures foster purposeful learning and meaningful relationships.**

(Organizational Structures)

The ways schools organize teachers, and group and schedule students have a significant impact on the learning environment. Interdisciplinary teams, common planning time, block scheduling, and elimination of tracking are related conditions that contribute to improved achievement.

Culture and Community

- **The school environment is inviting, safe, inclusive, and supportive of all.**

(School Environment)

A successful school for young adolescents is an inviting, supportive, and safe place; a joyful community that promotes in-depth learning and enhances students' physical and emotional well-being.

- **Every student's academic and personal development is guided by an adult advocate.**

(Adult Advocate)

Academic success and personal growth increase markedly when young adolescents' affective needs are met. Each student must have one adult to support that student's academic and personal development.

- **Comprehensive guidance and support services meet the needs of young adolescents.**
(Guidance Services)
Both teachers and specialized professionals are readily available to offer the assistance many students need in negotiating their lives in- and out of school.
- **Health and wellness are supported in curricula, school-wide programs, and related policies.**
(Health & Wellness)
Abundant opportunities are available for students to develop and maintain healthy minds and bodies and to understand their personal growth through health-related programs, policies, and curricula.
- **The school actively involves families in the education of their children.**
(Family Involvement)
Schools and families must work together to provide the best possible learning for every young adolescent. Schools take the initiative in involving and educating families.
- **The school includes community and business partners.**
(Community & Business)
Genuine community involvement is a fundamental component of successful schools for young adolescents. Such schools seek appropriate partnerships with businesses, social service agencies, and other organizations whose purposes are consistent with the school's mission.

TEAMING

Radnor Middle School utilizes the teaming approach in organizing the student body. Teaming is when a specific group of students are assigned to a common group of two (2) to four (4) teachers and is at the core of the middle school concept. These teams create smaller learning communities within the larger school population. Organizing students and teachers this way helps adolescents feel as if they belong to a school family where they know their teammates and teachers well and feel supported in an environment where it is safe to take intellectual risks.

Research continues to confirm the benefits of interdisciplinary teams in middle level education. Student achievement, parent-teacher communication, and school climate all improve when effective teams are implemented as an organizational structure. Traditional teams consist of one core teacher per 20 to 25 students, supported by special education and gifted teachers, who work collaboratively with each other daily. The team, as well as support personnel (ex. learning support teachers, gifted support teachers, school counselors) meet on a cycle basis to discuss data and current student supports that are in place.

In addition to traditional interdisciplinary teams, Radnor Middle School also has four (4) integrated teams in which two (2) teachers facilitate an educational program for 40 students. These integrated teams implement thematically based curricula in which students often play an active role in creating and assessing their own work.

Sixth grade students have an opportunity to be part of Crossroads, a program that focuses on an individual's relationship with his or her family, community, nation, and world. In seventh grade, Watershed provides an environmental science focus that includes stream studies and an in-depth look

at how a region's watershed affects environment and culture. In eighth grade, Gateways uses science, technology, engineering, and mathematics (STEM) as a thematic approach, while Soundings provides a democratically designed curriculum in which students create the units of study, essentially charting their own course within the larger curricular framework.

There are opportunities for students in integrated programs to take courses with students and teachers who are not on their integrated team. These opportunities usually occur in math and specialized reading instruction, where students are leveled and instructed at their specific current academic and/or performance and elective based courses and support classes for writing process, reading instruction and organizational skills, where students are instructed at their current academic and/or performance levels. Students in these programs also eat lunch with the entire grade level.

Students interested in entering a random lottery for the opportunity to participate in one of the Integrated Programs will attend a presentation on the grade specific program(s) in the spring of 2021. Interested students will then submit their name to the lottery.

Following the lottery, students and parents will be given approximately two weeks to make a commitment to join the integrated course. Students not making the commitment by the established deadline will be placed onto a traditional team with their integrated slot given to the first student on the waiting list.

The lottery selection process is conducted with a computer randomizer in the presence of a team of staff and administrators. A student's opportunity to participate in multiple integrated programs, throughout their middle school years, is not based on enrollment in a prior program.

ADVISORY

The goal of the Advisory program is to promote the principles of middle level education by providing an opportunity for teachers to serve as advisors to a small group of students. They may discuss various topics that include, but are not limited to, goal setting, organization, check-ins, thought-provoking conversations related to school, community, and global events, and other group building initiatives. An advisory teacher can serve as a liaison between the student and other teachers, guidance counselors, and school administrators, or serve as the contact point between school and home.

Teachers allow students to check in with their various teachers about each class. Students should not be allowed to leave their advisory without a pass to the teacher they are attempting to see. Students who are not working with a teacher use the time as independent academic learning.

Additionally, Music Ensembles (band, orchestra, and chorus) and academic support classes may run during the Advisory period.

Students who elect to participate in a Music Ensemble class are scheduled to meet with their Director and fellow members of their grade level for rehearsals.

ADMINISTRATOR/COUNSELOR SUPPORT(S)

To develop stronger relationships with the students as they progress in their journey through the Middle School, the administrators and counselors are assigned to a specific grade level and “loop” with the students each year. By keeping the administrator and counselor team together with each grade, a vertical connection can be made to support the students as they transition each year throughout the middle school, and to serve as a consistent point of contact and resource for the families of Radnor. For the 2020-2021 school year, the following pairs are assigned to each grade:

| | | | |
|---------------|-----------------------|--------------------------------------|---|
| Class of 2028 | 6 th Grade | Dr. Christine Bryan, Asst. Principal | Ms. Jamie McAndrews, School Counselor |
| Class of 2027 | 7 th Grade | Dr. Douglas Kent, Asst. Principal | Mrs. Nicole Ottaviano, School Counselor |
| Class of 2026 | 8 th Grade | Dr. David Wiedlich, Principal | Mr. Clyde Diehl, School Counselor |

Social Support

Following the AMLE Middle School Philosophy, the entire school takes ownership of the social, emotional, and academic growth of all students. The school has developed various programs and groups to lead and assist our students through the developmental years of middle school. Some of these programs include:

- SAP (Student Assistance Service) Team
- 6th Grade Guidance Lessons
- Mentoring
- Best Buddies
- Red Ribbon Week
- Crisis Team
- No Place for Hate
- PAWS
- SpeakUp!
- Student Council
- ASK (Alliance for Safe Kids)
- Girls’ Leadership Program
- WEB Transition Program
- Minding Your Mind (Mental Health Speakers)
- MTSS (Multi-Tiered System of Supports)

The School Counseling Department serves as an integral resource and point of contact for families and students. Parents are always encouraged to contact their child's school counselor with questions regarding issues such as orientation and transitioning from elementary to middle and middle to high school, scheduling, problem-solving, goal-setting, interpreting test results, academic achievement, and/or social and behavioral concerns. The counselors are available for confidential support in times of student crisis or family difficulty. The role of a school counselor involves being a student advocate whether in disciplinary, academic, or social situations. The counselors are members of all the RMS student support service teams.

Additionally, as a greater emphasis is on Career Education and Work Standards, Chapter 13 will become apparent as the School Counseling Department develops and implements their comprehensive developmental guidance initiatives through the K-12 School Counseling Plan

(Chapter 339). These supports focus on the skills necessary to succeed in the workplace specifically and the world beyond formal education more generally.

Academic Support

While all students at Radnor Middle School receive a rigorous and supportive academic experience through their core curriculum and instruction, specific support programming has been developed to comply with Pennsylvania Department of Education requirements that fall under Chapters 14, 15, and 16. The following programs are designed to help students with specific needs and are a point of pride for Radnor Middle School. The District's special education services, 504 plans, and gifted programming reflect individual differences, provide equal educational opportunities, and afford the optimal development of each child at his or her level of readiness. The students' present levels of educational performance are determined for each area in which the students are not meeting or exceeding grade level benchmarks.

Learning Support

A variety of services are identified and provided for students who need more intensive academic supports, adaptations, and modifications according to Chapter 14. These supports allow students to access their educational environment and participate with their grade level peers. Some of these may include:

- Intense direct instruction (reading, writing, and mathematics coursework)
- Academic intervention classes (Writing Lab, Math Lab)
- Organizational support (Executive Functioning Lab)
- Scientifically researched-based comprehension and phonemic programming
- Annual IEP meetings
- Progress monitoring

Life Skills Support

A variety of services are identified and provided for students who need more intensive academic and/or functional behavioral supports, adaptations, and modifications according to Chapter 14. These supports allow the students to access their educational environment and participate with their grade level peers. Some of these may include:

- Intense direct instruction (reading, writing, and mathematics coursework)
- Organizational support (Executive Functioning Lab)
- Scientifically researched-based phonemic programming
- Community-Based Instruction (CBI)
- Sensory-Based Programming (Sensory Room)
- Annual IEP meetings

Emotional Support

The central focus of the Life Strategies course provides those students with IEPs assistance with some of the following areas of difficulty:

- Coping Strategies
- Relaxation Techniques
- Concerns
- Anger Management
- Organizational Issues
- Relationships

Students will receive direct instruction in character education, decision making, anger management, emotional intelligence, and peer/adult relationships. Through coaching, conversations, and guided practice, students will also work on conflict resolution and problem-solving skills. Students will also receive assistance in dealing with authority, building self-esteem, determining cause-effect relationships, and interacting appropriately with adults and peers.

Gifted Education

The District recognizes that each gifted student has special characteristics that significantly affect that student's ability to learn. To provide a meaningful benefit, the gifted student's curriculum must be appropriately modified on an individual basis and an GIEP meeting is held annually to update the plan. In keeping with Chapter 16 Guidelines, Radnor Middle School incorporates all the following to meet the needs of students on an individual basis.

Section 504 Plans

504 Plans follow the Chapter 15 guidelines and are service agreements developed by the school team which consists of the parents, teachers, guidance counselors, administrators, nurses, and outside service agencies, when appropriate. These plans are designed to support and assist students whose educational processes are impacted by an impairment in school or school-related settings and who require assistance with the administration, monitoring, or application of these supports in academic, non-academic, or extracurricular settings. 504 plans are maintained either by the child's counselor or the school nurse, in conjunction with the school team, and are revised once a year, as necessary.

Academic Terminology

Acceleration

Acceleration is the practice of presenting curriculum content earlier or at a faster pace than is typically encountered at grade level. Acceleration often involves the use of existing school curricula, although it may also include additional, supplemental materials. Not to be confused with enrichment, which is defined as providing students who have achieved mastery of material with activities that extend their knowledge and deepen their thinking, acceleration allow students to move quickly through the curricula matching student's mastery levels with instruction.

Accelerated courses at Radnor Middle School are designed to meet the demonstrated performance level of highly advanced students. This includes students with gifted needs that have been outlined in a specially designed instruction section of their GIEP's.

A parent override to access an accelerated class is available for one subject/discipline per academic year (excluding mathematics).

Differentiation

The modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual needs of the learner.

Differentiated instruction is used to ensure that high-ability learners are adequately challenged and make continuous progress. In-class differentiation at Radnor Middle School is offered to meet the needs of students who demonstrate readiness for more complex instruction and materials. The middle school teacher of gifted learners (TOGL) is available to assist the regular education teacher, as needed, in the development of modified lessons and materials as well as in the implementation of differentiation strategies in the general education classroom for students with GIEPs. In addition, the TOGL may work with gifted students individually or in small groups to augment or replace regular classroom instruction to meet individual student needs.

Individualization

Matching curriculum and instruction specifically to the gifted student's demonstrated achievement, abilities, and interests.

Individualization is an important part of gifted education. Individualized curriculum and instruction at Radnor Middle School can be embedded within the core curriculum and offered within the regular education classroom. Individualization can also be implemented through flexible pull-outs or independent study monitored by the classroom teacher and TOGL.

Blended Learning (B)

An approach where the learning environment combines face-to-face and online instructional delivery to enhance personalization and provide integrated learning experiences.

EXTRA-CURRICULAR OPPORTUNITIES

Radnor Middle School embraces opportunities for the development and growth of adolescents outside of the traditional classroom. Participation in athletics and clubs is an integral part of the development of our students. The character, teamwork, competitive spirit, and healthy lifestyle that are forged in these years are assets in life.

At Radnor Middle School, students are encouraged to participate in athletic programs and, in fact, only a few teams (basketball, baseball, and softball) limit the number of players on the team. The coaches, most of whom are RMS teachers and staff, have a middle school philosophy of safety, participation, and fun first, while still building very competitive teams in the league. The interscholastic teams are:

FALL SEASON

- GIRLS' SOCCER – Separate 7th grade and 8th grade teams
- BOYS' SOCCER – Separate 7th grade and 8th grade teams
- FIELD HOCKEY – Separate 7th grade and 8th grade teams
- GIRLS' TENNIS – Separate 7th grade and 8th grade teams
- GIRLS' VOLLEYBALL – Separate 7th grade and 8th grade teams
- FOOTBALL – Two (2) teams: one for athletes 115 pounds or less and the other for athletes over 115 pounds
- GIRLS' CROSS COUNTRY - Separate 7th grade and 8th grade teams
- BOYS' CROSS COUNTRY - Separate 7th grade and 8th grade teams

WINTER SEASON

- BOYS' BASKETBALL – Separate 7th grade and 8th grade teams
- GIRLS' BASKETBALL – Separate 7th grade and 8th grade teams
- WRESTLING – One (1) team that includes both 7th and 8th graders

SPRING SEASON

- GIRLS' BASKETBALL – Separate 7th grade and 8th grade teams
- BOYS' BASEBALL – Separate 7th grade and 8th grade teams
- GIRLS' SOFTBALL – Separate 7th grade and 8th grade teams
- BOYS' LACROSSE – Separate 7th grade and 8th grade teams
- GIRLS' LACROSSE – Separate 7th grade and 8th grade teams
- BOYS' TENNIS – Separate 7th grade and 8th grade teams
- BOYS' TRACK & FIELD – Separate 7th and 8th grade teams
- GIRLS' TRACK & FIELD – Separate 7th and 8th grade teams

Clubs meet during and/or after school hours and are created by school community interest. With the support of school and community members, clubs meet regularly to provide students with an experience for further development that extends beyond the traditional classroom and into the local and global community. Clubs are established with approval from the building principal and the designation of an adult sponsor. The offerings of clubs may change from year to year. The following clubs met last year:

All School Musical Production
Best Buddies
FBLA Club
Intramural Floor Hockey
Language Club
MRR Computer
Reading Olympics
Ski Club
3 o'clock Jazz Club
Ultimate Frisbee Club
Junior Achievement Club

Art Club
Color Guard
Fitness Club
Intramural Swimming
Magic: The Gathering
Music Club
7th & 8th Grade Jazz Band
Squash Club
Ugandan Pen Pal
Video Club

Baking Club
Community Service Club
Homework Club
Math Counts
Odyssey of the Mind
Sewing Club
Student Council
Ukulele Club
WEB (Mentoring)

COURSE SCHEDULING

Overview

The Program of Studies (POS) presents the academic offerings and course descriptions offered at Radnor Middle School. Curriculum refinement is a dynamic process that never ends and is under continual review. Changes occur, as warranted, for each school year. The POS will be updated each year in early Spring to coincide with student scheduling that begins at the same time. Day-to-day information, such as course syllabi, assessment information, and placement criteria, can be found on the Radnor Middle School Home Page at <http://www.rtsd.org/Domain/325>.

Placement Criteria

Placement criteria for all levels of language arts and mathematics, as well as accelerated science and accelerated social studies classes, have been developed to identify student readiness and need for rigor, reading complexity, and critical thinking within their instruction. Various data from specific assessments have been designated for use in determining student placement for the upcoming school year. All criteria and guiding characteristics for student placement can be found at <http://www.rtsd.org/Page/12397>. A Parent Override to access an Accelerated class is available for one subject/discipline (excluding math) per year.

The Scheduling Process

- Rising seventh (7th) grade students make their world language selection for their seventh (7th) and eighth (8th) grade year when they complete their World Exploratory course (either at the end of the first or second semester). Every effort is made to provide students with their first choice; however, class size and teacher availability determines the number of sections that will be offered.
- Rising eighth (8th) grade students meet in January/February for a presentation on available elective courses. Again, every effort is made to provide students with their first choice; however, class size and teacher availability determine the number of sections that will be offered.
- In the Spring, students who are interested in entering the random lottery for entry into an Integrated Program will attend informational meetings and submit their name for consideration. These meeting may be conducted in-person, or virtual. After the lottery is held, students and parents will have one (1) week to make a commitment to join the integrated course. Students who do not commit by the established deadline will be placed onto a traditional team and their slot will be given to the first student on the waiting list.
- Once assessments are completed and compiled, teachers make their recommendations for the upcoming school year. These recommendations are shared with students and parents to review. Parents and students who are considering committing to an Integrated Program should review their teacher-recommended placement before committing to the Integrated Program.
- On the designated date (posted on HAC and the school's website), the recommendations are closed, and administration begins creating the master schedule.
- Once PSSA results are returned to the school in early Summer, course placements are reviewed, and the students' schedules are finalized. If any changes occur at this point due to PSSA scores, students and parents are notified via mail. At this point, the only other changes

made to schedules are those considered scheduling errors, or those considered to be academic misplacements by the teacher, counselor, and/or administration. These include, but are not necessarily limited to, failure to meet prerequisites or an improper level placement.

- The final opportunity to change/override a course for the upcoming school year is Friday, May 21st. If parents/caregivers decide to override a course recommendation, the override form must be completed and turned in to the school counseling office before the course will be changed in Home Access Center (HAC). The deadline for all override forms is also Friday, May 21st.
- In late August, final schedules are posted on HAC. Students will be given a copy of their schedules on the first day of school.

GRADES AND GRADING

Report Cards will be posted to HAC at the end of each marking period. The Home Access Center is designed to give parents a snapshot of their child(ren)'s classroom assignments. The teacher posts to HAC every two (2) weeks, and parents are encouraged to sit quietly with their child(ren) to review the assignments with that same frequency. The personal growth factors will accompany grades to provide more anecdotal information regarding student performance and may be found in the Parent/Student Handbook as well as on HAC. If you do not have access to a computer, please contact your guidance counselor for support.

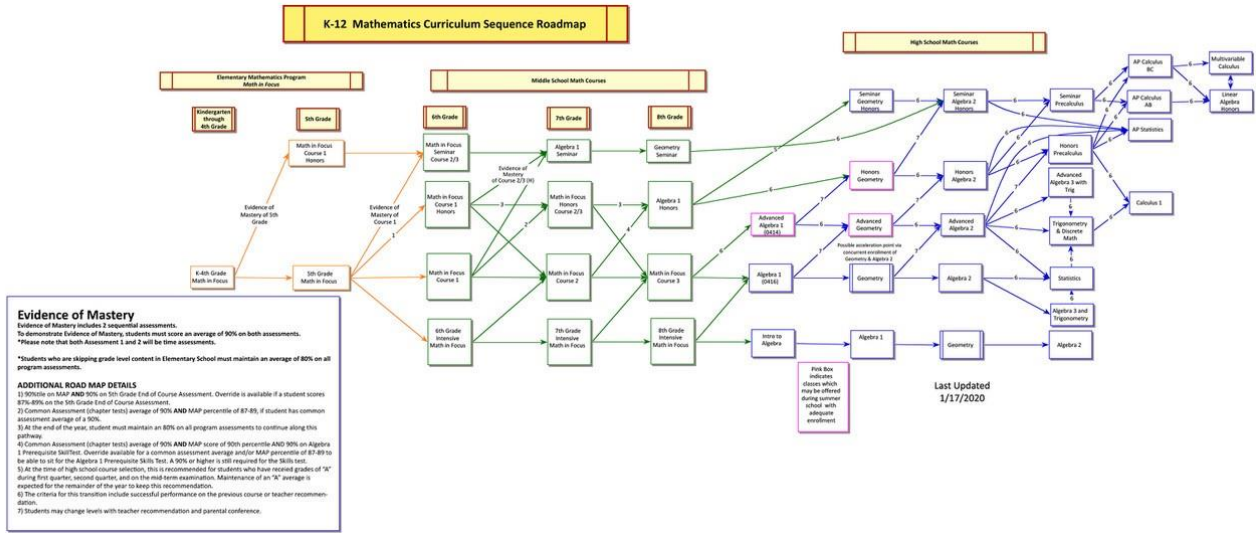
| | |
|--------------------------|--|
| RMS Grading Scale | |
|--------------------------|--|

| | |
|-----------|------------------|
| A+ | 98.50 |
| A | 92.50 |
| A- | 89.50 |
| B+ | 86.50 |
| B | 82.50 |
| B- | 79.50 |
| C+ | 76.50 |
| C | 72.50 |
| C- | 69.50 |
| D+ | 66.50 |
| D | 62.50 |
| D- | 59.50 |
| F | <59.49 |

COURSE SEQUENCING

Mathematics

Radnor’s mathematics curriculum has been developed to accommodate the various levels of a student’s mathematical abilities and skills. Although traditional math skills will be taught in all courses, the goal of the mathematics curriculum will be to develop thinking skills through emphasis on mathematical concepts. Use of problems requiring critical thinking will be employed to better prepare the student for a world which is becoming more technologically dependent. The expanded K-12 mathematics course progression can be found on the RTSD Website (<http://www.rtsd.org/Page/20620>)



Seminar-Level courses are intended for the highly motivated math students and are designed to challenge the most mathematically capable students. The courses will involve rigorous pacing and workload with teacher expectations intended to challenge the student. The course will require more independent and self-guided learning (with an emphasis on writing explanations) than all other courses. Students should expect to work on problems that are higher level thinking, application- and synthesis-type problems.

Honors-Level courses are intended for the motivated math student who is very good with mathematics but needs more teacher guidance than a seminar level student would need to assist in the mastery of the material. The course will involve accelerated pacing and a demanding workload with some written explanations expected. Students will be expected to complete application problems independently and work on synthesis-level problems with guided instruction.

Grade Level courses in *Math in Focus* are Courses 1, 2, and 3. Problem-solving is the center of mathematics learning and concepts taught with a concrete-pictorial-abstract learning progression through real world, remediation and extension depending upon individual student needs.

Mid-Year RMS Mathematics Level Changes:

For any student in a seminar or honors level mathematics class at Radnor Middle School:

If students are scoring below a proficiency standard (80%) on common assessments within a course at the end of the first or second marking period, a meeting will be scheduled to discuss the most appropriate course/path.

During this meeting, it may be suggested that:

- students at the seminar level move into the honors level course.
- students at the honors level maybe asked to move into the grade level course.

Language Arts

Aligned to the Pennsylvania Core Standards, Language Arts courses at the Middle School utilize a variety of resources including selections from Glencoe’s Reader’s Choice, common novel reading experiences, and supplementary material from National Math and Science Initiative (formerly known as Laying the Foundation).

Instruction is differentiated and delivered at a level that is commensurate with each student’s present reading and writing levels.

| Grade | Content | Accelerated Course Offering |
|--------------|----------------|------------------------------------|
| 6th Grade | Language Arts | Yes |
| 7th Grade | Language Arts | Yes |
| 8th Grade | Language Arts | Yes |

Some sections of Grade Level Language Arts will utilize additional staff members to provide support to students who demonstrate a need for such assistance.

Students with a demonstrated need for additional instructional time will be concurrently enrolled in an interventional reading/writing course.

Science

The sequential structure of the science programming provides the base knowledge for students to be successful in high school level science courses, as well as to be prepared for the eighth (8th) grade science PSSA and Biology Keystone Exam (taken at the completion of high school biology). Student placement in a science class for one year does not determine their placement for successive school years. Each year students are reassessed to determine placement for the upcoming school year and are neither prevented nor guaranteed placement in the same level course from year to year. Accelerated science classes are offered in seventh (7th) and eighth (8th) grades and criteria for placement can be found at <http://www.rtsd.org/Page/12397>.

A Parent Override to access an Accelerated class is available for one subject/discipline (excluding math) per year.

| Grade | Content | Accelerated Course Offering |
|-----------------------|------------------|------------------------------------|
| 6 th Grade | Earth Science | No |
| 7 th Grade | Life Science | Yes |
| 8 th Grade | Physical Science | Yes |

Social Studies

The sequencing of the RMS social studies classes aligns with the Pennsylvania Core Standards, as well as to prepare students for potential upcoming Keystone exams in high school. Though a definitive plan to begin administering the Keystone has not been established by the Pennsylvania Department of Education, preparations in RTSD are underway to be ready for this assessment. It is the desire of the District to empower students with the knowledge, skills, and passion to participate as citizens in a democratic and global community through their social studies experience. Student placement in a social studies class for one year does not determine their placement for successive school years.

Each year, students are reassessed to determine placement for the upcoming school year and are neither prevented, nor guaranteed placement in the same level course from year to year. Accelerated social studies class is offered in eighth (8th) grade and criteria for placement can be found at <http://www.rtsd.org/Page/12397>.

A Parent Override to access an Accelerated class is available for one subject/discipline (excluding math) per year. The current and future sequencing of social studies courses is as follows:

| Grade | Content | Accelerated Course Offering |
|-----------------------|------------------------------|------------------------------------|
| 6 th Grade | World Geography and Cultures | No |
| 7 th Grade | Ancient World History | Yes |
| 8 th Grade | U.S. History I – 1492-1877 | Yes |

HOW TO READ AND USE COURSE DESCRIPTIONS

Course descriptions in this guide are designed to provide students, parents, and community members with an overview of each course. Detailed information on each course, department, and program is available on the school's website and is maintained and updated by the Office of Teaching and Learning.

GLOSSARY OF TERMS USED IN COURSE DESCRIPTIONS

Length - Courses are either scheduled to meet for the full year, a semester (half of a school year).

Format- Radnor Middle School's schedule follows an eight (8)-day cycle. Most courses are scheduled to meet every day of the eight (8)-day cycle. Some courses meet on alternate cycle days only. Some music courses meet during the Advisory period of the day, and that is noted in the description.

GRADE LEVEL COURSE OFFERINGS

6th Grade

6th Grade Intensive Language Arts Decoding (04010619)

Length: Year

Format: Meets Daily

Description: Intensive Language Arts Decoding is specially designed for students for whom reading and/or writing achievement limits their ability to fully benefit from the grade-level language arts course. For these students, skill deficits in the area of decoding are the area of greatest need. Students are recommended to these courses based on criteria that consider past performance and demonstrated readiness, and the course is specially designed to advance reading and writing skills that are below grade-level expectation. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP). The delivery model for this course will include the use of research-based instructional programs and specially trained staff and may also offer additional minutes of instruction and specialized technology. Direct instruction and guided practice in phonemic awareness, phonics, comprehension, vocabulary development, and fluency are aligned with each student's specific areas of need. Students in these courses may be exposed to some of the Radnor Township School District core curriculum, but the priority is building skills in reading and written language to ensure future academic success in all areas.

6th Grade Intensive Language Arts Comprehension (04010611)

Length: Year

Format: Meets Daily

Description: Intensive Language Arts Comprehension is specially designed for students for whom reading and/or writing achievement limits their ability to fully benefit from the grade-level language arts course. For these students, skill deficits in the area of comprehension are the area of greatest need. Students are recommended to these courses based on criteria that consider past performance and demonstrated readiness, and the course is especially designed to advance reading and writing skills that are below grade-level expectation. The delivery model for this course will include the use of a research-based instructional program, specially trained staff, additional minutes of instruction, and specialized technology. Direct instruction and guided practice in comprehension, fluency, phonemic awareness, and phonics are aligned with each student's specific areas of need. Students in these courses may be exposed to some of the Radnor Township School District core language arts curriculum, but the priority is building skills in reading and written language to ensure future academic success in all areas.

6th Grade Language Arts (04010613)

Length: Year

Format: Meets Daily

Description: Grade 6 Language Arts allows students to pursue rigorous coursework that is aligned with Pennsylvania Core Standards. Students in this course will develop grade level appropriate skills in reading, writing, speaking, listening, and research. Rigorous in- and out-of-class reading, challenging class discussions, and a variety of writing experiences will be required. Summer assignments will also be required. Major units of study in this course consist of, but are not limited to:

- Unit #1 – Share a Story
- Unit #2 – Share an Idea
- Unit #3 – Share an Opinion

Self-selected readings, vocabulary, and grammar run concurrently with the above units.

6th Grade Accelerated Language Arts (04010614)

Length: Year

Format: Meets Daily

Description: Accelerated Language Arts allows high-performing, highly motivated, and academically advanced students to pursue rigorous coursework that is tailored toward students who are performing two (2) or more years above grade level. Students are recommended to accelerated courses based on criteria that consider past performance and demonstrated readiness. A Parent Override to access an Accelerated class is available for one subject/discipline (excluding math) per year. This course builds on and extends the range of basic content from the on-grade-level language arts course and pursues skills and content from advanced grade levels. Students in this course will develop advanced skills in reading, writing, speaking, listening, and research. Rigorous in- and out-of-class reading, challenging class discussions, and a variety of writing experiences will be required. Summer assignments will also be required. Major units of study in this course consist of:

- Unit #1 - Artful Reading and Writing
- Unit #2 - Growing and Changing
- Unit #3 - Literature Reflects Life
- Unit #4 - Mystery

Self-selected readings, vocabulary, and grammar run concurrently with the above units.

6th Grade Intensive Math (04040629)

Length: Year

Format: Meets Daily

Description: The goal of this course is to provide students with a foundation of math skills

traditionally considered essential for success in higher level math courses. Some of the topics include operations, integers, equations, and measurement. Strands of geometry, algebra, and data displays are also presented throughout the course. Students engage in problem-solving situations that require application of skills to make real-life connections to learned concepts. Students learn calculator skills and work with decimal operations, fraction operations, number patterns, exponents, ratios, proportions, and percentages, as well as area, volume, and probability. Students work at an appropriate pace for their learning levels, as the content is adapted to the individual needs of each student. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP). The class meets in a small group setting with modified pacing and instruction in order to ensure mastery of the topics covered.

6th Grade Course 1 Math (04040621)

Length: Year

Format: Meets Daily

Description: Course 1 is the U.S. edition of the top-rated Singapore math program, *Math in Focus*, which follows the pedagogical framework that includes emphasizing concept mastery, a concrete-to-pictorial-to-abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. The Common Core State Standards have identified 4 big ideas for Course 1—ratio and proportion, number, algebra, and statistics. In Course 1, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking.

6th Grade Course 1 Honors Math (04040622)

Length: Year

Format: Meets Daily

Description: Course 1 is the U.S. edition of the top-rated Singapore math program, *Math in Focus*, which follows the pedagogical framework that includes emphasizing concept mastery, a concrete-to-pictorial-to-abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. The Common Core State Standards have identified four (4) big ideas for Course 1: ratio and proportion, number, algebra, and statistics. Instructional time should focus on four (4) critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking. Designed for students who require a more rigorous exposure to grade-level concepts, this course features more difficult problem sets studied at a faster pace.

6th Grade Course 2/3 Seminar Math (04040623)

Length: Year

Format: Meets Daily

Description: In Course 2/3, students continue to develop their mathematical proficiency by building and extending the skills learned in fifth or sixth grade math. Students work with more complex expressions and equations involving signed numbers. They develop the skills needed to recognize pattern and structure and to reason logically to solve word problems. Students study special angles such as vertical and alternate-interior angles and are introduced to probability. The five main ideas for Course 2/3 are proportional relationships, operations with rational numbers, algebra, geometry, and probability. Instructional time should focus on five critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes; (4) drawing inferences about populations based on samples; and (5) formulating, solving and reasoning with expressions, linear equations and linear systems of equations.

6th Grade Science (04030631)

Length: Year

Format: Meets Daily

Description: Sixth (6th) Grade Science is a hands-on, inquiry-based learning experience in earth science. As part of the curriculum, students will apply scientific practices to solve real-world problems. They will conduct investigations, create and critique models and gather evidence to support claims, just as scientists do. This course will explore the scientific method, geology and plate tectonics, natural resources, water systems, weather and climate, and astronomy. Students will experience differentiated lessons to meet the needs of all learners.

6th Grade Social Studies (04020641)

Length: Year

Format: Meets Daily

Description: Sixth (6th) Grade Social Studies students will study world geography and cultures. This course will give students a firm grasp of the characteristics of places and regions, the patterns of human development around the world, and the interactions of peoples, places, and environments. Geographically informed citizens make informed judgments to improve their community, state, country, and world. Students will develop a better understanding about how these realms are interrelated and meaningful.

6th Grade Crossroads Integrated Program

Length: Year

Format: A fully Integrated Language Arts, Social Studies, and Science program that meets for three (3) of the four (4) Core/Team periods. Students also take Math and two (2) Elective courses.

Description: Crossroads covers the skills and content of the traditional sixth (6th) grade language arts, science, and social studies classes, but does so by integrating the learning around the common theme of culture. Students study the cultures of their families, their community, our nation, and the world through both individual and cooperative projects that allow them opportunities to demonstrate what they learn. Students are assessed on their performance on those projects and presentations, as well as through their performance on frequent writing tasks. Student progress is reported via a series of narrative assessments.

Content in Crossroads mirrors much of what is taught in the traditional sixth (6th) grade language arts, earth science, and geography/social studies curricula; however, the order and emphasis of instruction vary. Crossroads is also not a “leveled” course. Instead, teachers differentiate instruction on reading, writing, and thinking tasks, as appropriate, to meet individual student’s needs. It is important to note that Crossroads does not use grades. Ongoing formative assessment is rubric-driven and reported in narrative format on a regular and continuous basis. In addition to many project-oriented learning experiences, Crossroads students also participate in approximately seven (7) field learning experiences each year. These include, but are not limited to: a study of the Philadelphia murals during our study of Culture of Community, a trip to Lackawanna Coal Mine and Eckley Miners’ Village during a unit on natural resources, and a visit to the Tenement Museum and Ellis Island during our study of Culture of Nations.

6th Grade Health (04066602)

Length: Year

Format: Meets two (2) Days in Cycle

Description: The sixth (6th) grade Health curriculum is based on teaching students the major concepts of health. Safety, injury prevention, bullying, fitness, nutrition, and making healthy decisions are important to one’s total health. We believe these units will teach our students how to maintain a healthy lifestyle.

Specific Topics to be discussed:

Three (3) Areas of Health:

- Mental and Emotional Health
- Family and Social Health
- Physical Health Drugs and Medicines
- Prescription vs Over-the-Counter Medicines
- Drug Misuse vs Drug Abuse
- Character & Emotional Well-being: 6 Traits of good character (Respect, Responsibility, Caring, Citizenship, Trustworthy, Fairness)

Alcohol

- Fetal Alcohol Syndrome
- Blood Alcohol Concentration
- Tolerance

Tobacco

- Steps to Addiction
- Effects on the Body

Body Systems

- Respiratory
- Circulatory
- Muscles and Bones

6th Grade Physical Education (04066601)

Length: Year

Format: Meets two (2) Days in a Cycle

Description: The goal of this course is to provide students with an appreciation for physical activity. Students will be presented with a variety of experiences related to physical movement that will enhance skills related to both physical and social health. Students will be challenged to use physical and cognitive skills that are necessary to achieve a group goal in a physical setting. Effective communication is necessary for effective group work. Additionally, students will learn that rules and etiquette in physical activities/sports can make the experience both enjoyable and successful. Students will also learn that daily exercise can improve the quality of life.

6th Grade Art (04077601)

Length: Semester

Format: Meets Every Other Day

Description: During this program of study, sixth (6th) grade students will create visual art works with a variety of media, techniques, and processes. Through the processes they will learn to communicate their ideas more effectively. Activities used to reach the art goals may include observational drawing, tempera painting, and pastel drawing. Color, theory, and composition will be introduced. The students will experience creating (2)-dimensional art while working with copper repousse. The hand-building technique of pinch pots may be used to construct a clay sphere as a starting point for a sculptural design.

6th Grade Family and Consumer Sciences (04114602)

Length: Semester

Format: Meets Every Other Day

Description: FaCS is a hands-on course designed to provide adolescents with fundamental life skills presented in an exciting and challenging way. The cross-curricular course will allow for the practical application of math, science, and reading skills. The program is divided into four (4) different learning units: Foods, Nutrition, Sewing, and Exploring Childhood. The Foods Unit stresses the importance of teamwork, as well as individual responsibilities. Students will work in small groups to complete basic tasks in the food lab. The Nutrition Unit utilizes the new USDA's *MyPlate* guidelines to emphasize healthy eating as part of a healthy lifestyle. The Exploring Childhood Unit introduces the developmental stages of children from birth through four years of age. Students will practice handling emergency situations and basic babysitting skills. The Sewing Unit introduces fundamental sewing concepts, including machine sewing, hand sewing, and project construction. These concepts will be reinforced through the completion of a required sewing project. It is the goal of the Family and Consumer Sciences courses that all students increase their ability to work cooperatively, productively, and responsibly.

6th Grade General Music (04127605)

Length: Semester

Format: Meets Every Other Day

Description: General Music classes alternate between the music classroom and the piano keyboard lab. Students are introduced to the fundamentals of piano technique, vocal technique, note reading, and the instruments of the orchestra. Areas of instruction include beginning level music literacy, keyboard performance skills, and in-depth exposure to the instruments of the orchestra via videos, recordings, and live demonstrations.

6th Grade Technology Applications (04154603)

Length: Semester

Format: Meets Every Other Day

Description: Students will learn about technology in the 21st century while practicing critical thinking, problem solving and collaboration. CAD software and 3D printing will be used to help students create solutions for engineering design challenges. Students will learn fundamental programming concepts to solve problems in a logical and creative way. Adobe Creative Cloud is also introduced to empower students to think creatively and communicate expressively. Students will learn robotics and use the engineering design process to create prototypes, and to test, analyze and improve designs. The focus is on basic robot construction and programming for robotic control. Students will build prototypes or use simulation software to test designs. *****Students who take this course in sixth (6th) grade will take Technology and Design in seventh (7th) grade.***

6th Grade Technology and Design (04154605)

Length: Semester

Format: Meets Every Other Day

Description: In this hands-on/critical thinking course, Students will use Design Process, along with traditional and modern means of production, to create projects and solve problems and challenges. Most projects students will develop their designs in CADD (Computer Aided Drafting & Design) or Adobe Creative Cloud. They will then make use of our maker space/production lab that gives students access to hand tools and rapid prototyping machines such as 3-D Printers, a Laser Engraver, and a CNC Router and Mill. ****Students who take this course in sixth (6th) grade will take Technology Applications in seventh (7th) grade.**

6th Grade World Language Exploratory (04054601)

Length: Semester

Format: Meets Every Day

Description: Each sixth (6th) grader rotates through the six (6) World Language Exploratory Classes (French, Spanish, German, Latin, Cultural/School Counselor, and Information Literacy) over the course of two (2) marking periods. Each “rotation” lasts approximately 15 days:

French/Spanish/Latin/German Rotation

Description: In this exploratory course, students are exposed to French, German, Latin, and Spanish for three (3) weeks each in an effort to make an informed choice for future study. Students will become familiar with the following common themes in each language: the alphabet, numbers 1-20, colors, salutations, body parts, days of the week, months, and basic geography of language groups.

Information Literacy/Library Rotation

Description: Throughout this 15-day course, students are introduced to the RMS Library’s print and online resources. Students will learn:

- How to access resources (print and digital)?
- When and how to visit the library?
- The library policies and procedures

Through a variety of learning activities Students will practice locating, evaluating, and citing resources. Students will also learn digital citizenship. Additionally, students will practice choosing books for both research and independent reading.

Cultural Awareness Rotation

Description: Cultural Awareness is an 8-day course designed to raise student awareness, understanding, and appreciation of cultural diversity. In this course, students will be challenged to consider and modify their perceptions of culture, stereotypes, and individual differences through exposure to cooperative and team-building exercises, multimedia resources, and hands-on activities.

School Counselor Rotation

Description: The Cultural and Career Awareness class meets for fifteen (15) days, which are broken into three (3) topics of discussion and exploration. Cultural Awareness (seven days), Career Exploration (five days) and Bullying Prevention (three days). During the Career Exploration component, students learn about Career Education and Work standards, do some SMART goal setting, connect activities they are passionate about to career possibilities, complete an interest inventory, and explore and save careers and career clusters based on the results of their inventory, For Bullying Preventions, the students focus on the anti-bullying education. Staff members lead discussions about empathy and help students practice developing this skill by reviewing bullying situations and scenarios. Students learn to identify bullying and how it may manifest in our school and ways to combat it. The class also explores the reasons behind bullying behavior.

7th Grade

7th Grade Intensive Language Arts Decoding (04010719)

Length: Year

Format: Meets Daily

Description: Intensive Language Arts Decoding is specially designed for students for whom reading and/or writing achievement limits their ability to fully benefit from the grade-level language arts course. For these students, skill deficits in the area of decoding are the area of greatest need. Students are recommended to these courses based on criteria that consider past performance and demonstrated readiness, and the course is specially designed to advance reading and writing skills that are below grade-level expectation. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP). The delivery model for this course will include the use of research-based instructional programs and specially trained staff. Additional minutes of instruction and specialized technology may also be offered. Direct instruction and guided practice in phonemic awareness, phonics, comprehension, vocabulary development, and fluency are aligned with each student's specific areas of need. Students in these courses may be exposed to some of the Radnor Township School District core curriculum, but the priority is building skills in reading and written language to ensure future academic success in all areas.

7th Grade Intensive Language Arts Comprehension (04010711)

Length: Year

Format: Meets Daily

Description: Intensive Language Arts Comprehension is specially designed for students for whom reading and/or writing achievement limits their ability to fully benefit from the grade-level language arts course. For these students, skill deficits in the area of comprehension are the area of greatest need. Students are recommended to these courses based on criteria that consider past performance and demonstrated readiness, and the course is specially designed to advance reading and writing skills that are below grade-level expectation. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP). The delivery model for this course will include the use of a research-based instructional program, specially trained staff, additional minutes of instruction, and specialized technology. Direct instruction and guided practice in comprehension, fluency, phonemic awareness, and phonics is aligned with each student's specific areas of need. Students in these courses may be exposed to some of the Radnor Township School District core language arts curriculum, but the priority is building skills in reading and written language to ensure future academic success in all areas. This course is a double period course which spans over a Core period and one Elective period.

7th Grade Language Arts (04010713)

Length: Year

Format: Meets Daily

Description: Grade 7 Language Arts allows students to pursue rigorous coursework that is

aligned with Pennsylvania Core Standards. Students are recommended to this course based on criteria that consider past performance and demonstrated readiness. Students in this course will develop grade-level appropriate skills in seventh (7th) grade reading, writing, speaking, listening, and research. Rigorous in- and out-of-class reading, challenging class discussions, and a variety of writing experiences will be required. Summer assignments will also be required. Major units of study in this course consist of:

- Unit #1 - Method and Meaning in Fiction and Poetry
- Unit #2 - Fact and Fiction
- Unit #3 - Because I Said So: Crafting an Argument
- Unit #4 - Method and Meaning in Nonfiction
- Unit #5 - Tell Me a Story: The Art of Narrative

Self-selected readings, vocabulary, and grammar run concurrently with the above units.

7th Grade Accelerated Language Arts (04010713)

Length: Year

Format: Meets Daily

Description: Seventh (7th) Grade Accelerated Language Arts allows high-performing, highly-motivated, and academically advanced students to pursue rigorous coursework that is tailored toward students who are performing two (2) or more years above grade-level expectations. Students are recommended to accelerated courses based on criteria that consider past performance and demonstrated readiness. A Parent Override to access an Accelerated class is available for one subject/discipline (excluding math) per year. This course builds on and extends the range of basic content from the on-grade-level language arts course and pursues skills and content from advanced grade levels. Students in this course will develop advanced skills in reading, writing, speaking, listening, and research. Rigorous in- and out-of-class reading, challenging class discussions, and a variety of writing experiences will be required. Summer assignments will also be required. Major units of study in this course consist of:

- Unit #1 - Method and Meaning in Fiction and Poetry
- Unit #2 - Method and Meaning in Nonfiction
- Unit #3 - Because I Said So: Crafting an Argument
- Unit #4 - Hidden Messages: Symbolism and Imagery
- Unit #5 - Tell Me a Story: The Art of Narrative Writing
- Unit #6 - Fact and Fiction

Self-selected readings, vocabulary, and grammar run concurrently with the above units.

7th Grade Intensive Math (04040729)

Length: Year

Format: Meets Daily

Description: The goal of this course is to build on concepts taught in sixth (6th) grade to develop an understanding of integers and their operations and apply those learned skills to evaluate expressions as well as solve equations and inequalities. In addition, students cover basic geometry, data analysis, and probability. Work with factors, fractions, exponents, ratios, proportions, and percentages also take place. Within each unit, problem-solving and making real-life connections to learned concepts are emphasized. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP). Students work at an appropriate pace for their learning levels. The class meets in a small group setting, with modified pacing and instruction, to ensure mastery of the topics covered.

7th Grade Course 2 Math (04040721)

Length: Year

Format: Meets Daily

Description: In Course 2, students continue to develop their mathematical proficiency by building on and extending skills introduced or mastered in sixth grade. Students work with more complex computational expressions involving signed rational numbers. The students continue to develop and hone their skills needed to problem solve. The five main areas of study for course 2 are: ratios and proportional relationships, operations and problem solving with rational numbers, algebra skills, geometry, and statistics and probability. Instructional time should focus on five critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving linear equations and problem solving using algebra skills; (4) solving problems involving scale drawings and working with two- and three- dimensional shapes; and (5) drawing inferences about populations based on samples and solving probability problems.

7th Grade Course 2/3 Honors Math (04040722)

Length: Year

Format: Meets Daily

Description: In Course 2/3, students continue to develop their mathematical proficiency by building and extending the skills learned in fifth or sixth grade math. Students work with more complex expressions and equations involving signed numbers. They develop the skills needed to recognize pattern and structure and to reason logically to solve word problems. Students study special angles such as vertical and alternate-interior angles and are introduced to probability. The five main ideas for Course 2/3 are proportional relationships, operations with rational numbers, algebra, geometry, and probability. Instructional time should focus on five critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two-and three-dimensional shapes; (4) drawing inferences about populations

based on samples; and (5) formulating, solving and reasoning with expressions, linear equations and linear systems of equations.

7th Grade Seminar Algebra I (04040723)

Length: Year

Format: Meets Daily

Description: The goal of this course is to provide students with a foundation in the algebraic strand of mathematics through experiences with understanding patterns, relations, and functions, representing and analyzing mathematical situations and structures using algebraic symbols, using mathematical models to represent and understand quantitative relationships, analyzing change in various contexts. Algebra is not just focused on calculation, but also as a language, a process for logical thought, and as a field of study. This approach to 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. Students will also learn other foundational Algebra content including exponents, radicals, rational numbers, and polynomials. Within each additional content area, students will learn the appropriate operations and solve real-world problems.

7th Grade Seminar Geometry (04040823)

Length: Year

Format: Meets Daily

Description: This course is a challenging, rigorous, and proof-based approach to Geometry. Students in Seminar Geometry analyze geometric figures using deductive reasoning, make conjectures and formulate hypotheses, draw conclusions and make connections with other mathematical concepts, and model situations geometrically as a problem-solving strategy. Algebraic and geometric skills are integrated throughout the curriculum. Students are expected to develop the ability to think mathematically, enhance problem solving ability, use technology appropriately, present a mathematical model of the physical world, provide experience in solving geometry problems by deductive methods, direct or indirect, supplement the basics of plane geometry with a foundation in space geometry, coordinate geometry and transformational geometry, see the interrelationship of geometry to other fields of mathematics and relevant life situations, utilize the inquisitive and logical minds of the accelerated math students, foster specific problem solving strategies in an overall problem solving approach to mathematics.

7th Grade Science (04030731)

Length: Year

Format: Meets Daily

Description: Seventh (7th) Grade Science is a hands-on, inquiry-based learning experience. Students will utilize the scientific method and other problem-solving skills to answer questions about the world around them. As part of the curriculum, students will apply scientific practices to solve real-world problems. They will conduct investigations, create and critique models and gather evidence to support claims, just as scientists do. They will focus their study on microbiomes,

metabolism (cells and cell processes), traits and reproduction (genetics), natural selection, and matter and energy in ecosystems.

7th Grade Accelerated Science (04030732)

Length: Year

Format: Meets Daily

Description: Accelerated Seventh (7th) Grade Science is a rigorous hands-on, inquiry-based learning experience in life science. They will focus their study on microbiomes, metabolism, traits and reproduction, natural selection, and matter and energy in ecosystems. The accelerated level coursework will extend beyond the traditional scope of the seventh (7th) grade life science curriculum by incorporating additional topics of study and research opportunities.

7th Grade Social Studies (04020741)

Length: Year

Format: Meets Daily

Description: World History to 1500 - The Radnor Middle School Seventh (7th) Grade Social Studies course analyzes the development of civilizations from the beginning of pre-history through the development of river and trade civilizations, and the ancient empires. The course is divided into five (5) thematic units: Early Humans, The Individual and Society, Religion, Economy, and Government. The curriculum was created in accordance with Common Core Standards and the Pennsylvania Standards for Social Studies: Civics and Government, Economics, History, and Geography.

7th Grade Accelerated Social Studies (04020742)

Length: Year

Format: Meets Daily

Description: The Radnor Middle School Accelerated Seventh (7th) Grade Social Studies course analyzes the development of civilizations from the beginning of pre-history through the development of river and trade civilizations, the ancient empires, and the Age of Exploration. This writing-intensive course utilizes a variety of primary source documents, advanced supplemental readings, complex comparative analyses of current events, and an extensive research project on a historical topic from world history using primary and secondary sources. This course is designed to provide appropriate academic rigor to advanced students. The curriculum was created in accordance with Pennsylvania Core State Standards and the Pennsylvania Academic Standards for Social Studies: Civics and Government, Economics, History, and Geography.

7th Grade Watershed Integrated Program

Length: Year

Format: Full-Day Integrated Language Arts, Social Studies, and Science Program. Students also take Math, a World Language class, and PE/Health.

Description: Mark Springer and Ed Silcox created the nationally and internationally recognized Watershed Program in 1987. Skills and concepts are integrated around the comprehensive study

of a local watershed through a combination of classroom activities and site visits. Students are encouraged to gather, retain, interrelate, apply, and communicate first-hand information about watersheds with special emphasis on what it means to live sustainably in the 21st century. The goal of the Watershed Program is to foster a positive sense of self within each student to be a responsible member of a vibrant close community of learners who can enjoy and learn from each other and their teachers. Watershed students are encouraged to set goals, to take pride in their work and accomplishments as they accept both the academic as well as the social challenges of middle school. Ongoing formative assessment is rubric-driven and reported in narrative format on a regular and continuous basis. Watershed is not a “leveled” course. Instead, teachers differentiate instruction on reading, writing, and thinking tasks as appropriate to meet individual student’s needs. As each year ends, students are asked to leave their personal footprint on the local/global community. Students conduct in-depth research projects on watershed-related topics and present their experiences and findings at various local, state, and community conferences and open houses.

7th Grade Health Education (04066702)

Length: Year

Format: Meets two (2) Days in an Eight (8)-Day Cycle

Description: The seventh (7th) grade Health curriculum is designed to promote life-long fitness and health. Students will develop health goals as well as design a plan to achieve those goals. The course also identifies the traits that are important for maintaining good character. Using these goals and traits, they will understand how to make responsible decisions throughout their life. Some of the important issues covered in this course are Drugs, Alcohol, and Tobacco abuse, as well as the risks associated with sexual pressures. Refusal skills will be practiced helping students refrain from these dangerous risk behaviors. Growth and Development and the Endocrine System are among the most important parts of the body. Students will take an in-depth look at the changes that occur during their adolescent years and why.

7th Grade Physical Education (04066701)

Length: Year

Format: Meets two (2) Days in an Eight (8)-Day Cycle

Description: The goal of this course is to provide students with an appreciation for physical activity. Students will be provided with a variety of experiences related to physical movement that will enhance skills related to both physical and social health. Students will be challenged to use physical and cognitive skills that are necessary to achieve a group goal in a physical setting. Effective communication is necessary for effective group work. Additionally, students will learn that rules and etiquette in physical activities and sports can make the experience both enjoyable and successful. Students will also learn that daily exercise can improve quality of life.

7th Grade Art (04077701)

Length: Semester

Format: Meets Every Other Day

Description: The Radnor Middle School seventh (7th) grade Art course gives students the opportunity to create visual art works in a variety of media. Students communicate ideas using a variety of techniques and processes. All media explorations will emphasize the creative process and the logistics of producing art. Projects will include, but are not limited to, observational drawing, painting, basket weaving, and hand-built clay slab construction. When drawing, the students will draw an image using value to create a sense of volume. Color schemes and color mixing will also be explored.

7th Grade Family and Consumer Sciences (04117703)

Length: Semester

Format: Meets Every Other Day

Description: The seventh (7th) grade course in Family and Consumer Sciences builds on the skills learned the previous year and introduces several new topics. There are five (5) units of study: Nutrition, Time Management, Conflict Resolution, Cooking, and Sewing.

In the Cooking and Sewing Units, the students will have hands-on practical labs requiring them to take the skills learned in sixth (6th) grade and advance them to a higher level.

The need for a healthy lifestyle during adolescence is stressed during the Nutrition Unit. Emphasis is placed on basic nutrients needed for growth and good health. Students will evaluate current eating habits and set goals for improvement. Time Management and Conflict Resolution Units touch on the social and emotional aspects of being a teenager, teaching them critical skills to use in everyday life. Time Management helps students evaluate their use of time. The students learn to be more efficient and make better choices with their time. Conflict Resolution helps students understand and learn to use active listening skills. Effectively using "I" messages is stressed, along with avoiding common barriers to effective resolution. It is the goal of the Family and Consumer Sciences courses that all students increase their ability to work cooperatively, productively, and responsibly.

7th Grade General Music (04127704)

Length: Semester

Format: Meets Every Other Day

Description: The General Music classes alternate between the music classroom and the piano keyboard lab. Students continue their study of piano technique, vocal technique, and note reading learned in 6th grade. Units of instruction include rhythm, melody, basic music theory, and a brief history of Jazz and Rock and Roll.

7th Grade Digital Media and Communications (04010744)

Length: Semester

Format: Meets Every Other Day

Description: The 7th grade Digital Media and Communications elective will build students' written and oral communications skills through the study and creation of digital media. Lessons and assignments will center around significant elements of communication, including sender, ideas, encoding, receiver, channel, decoding, and feedback. In their study and practice, students will carefully consider media's effect on individuals and society, rhetorical devices and techniques used in multimedia (specifically focused around language, structure, evidence, and point of view), communication styles (passive, aggressive, passive-aggressive, and assertive), and digital citizenship. Students will demonstrate their understanding in responses to selected digital media and creation of their own digital media. Throughout the course, students will sample and analyze effective elements of communication in a variety of multimedia formats, including digital publications, podcasts, videos, photo journals, blogs/vlogs, websites, and social media. Students will apply their understanding through the creation of their own digital media projects in the similar formats listed above.

7th Grade Technology Applications (04157702)

Length: Semester

Format: Meets Every Other Day

Description: Students will learn about technology in the 21st century while practicing critical thinking, problem solving and collaboration. CAD software and 3D printing will be used to help students create solutions for engineering design challenges. Students will learn fundamental programming concepts to solve problems in a logical and creative way. Adobe Creative Cloud is also introduced to empower students to think creatively and communicate expressively. Students will learn robotics and use the engineering design process to create prototypes, and to test, analyze and improve designs. The focus is on basic robot construction and programming for robotic control. Students will build prototypes or use simulation software to test designs.

7th Grade Technology and Design (04157705)

Length: Semester

Format: Meets Every Other Day

Description: In this hands-on/critical thinking course, Students will use Design Process, along with traditional and modern means of production, to create projects and solve problems and challenges. Most projects students will develop their designs in CADD (Computer Aided Drafting & Design) or Adobe Creative Cloud. They will then make use of our maker space/production lab that gives students access to hand tools and rapid prototyping machines such as 3-D Printers, a Laser Engraver, and a CNC Router and Mill.

7th Grade Global Connections (048077201)

Length: Semester

Format: Meets Every Other Day

Description: Global Connections is a seventh-grade cross-curricular course designed to build upon

what students learned in sixth grade English, science, and social studies. It will help students develop the essential knowledge, skills, and attitudes they need to participate as citizens in a democratic and global community.

During this course students will explore contemporary global issues that are relevant, and interest based. These issues may be considered in the context of culture, nature and the environment, economic challenges, and political/ governmental structure. Grounded in the integration of primary and secondary resources, students will explore self-selected global challenges and propose informed solutions to address those challenges.

The inquiry-based learning design requires students to apply their critical thinking, decision-making, collaboration, communication, creativity, and research skills in authentic ways.

7th Grade French (04054701)

Length: Year

Format: Meets Every Other Day

Description: In this introductory French course, students gradually acquire language and cultural proficiency at the novice learner level. They begin developing interpersonal, presentational, and interpretative skills of the French language. They study the following topics throughout the year: introductions, alphabet, numbers, age, days of the week, weather, where French is spoken, asking questions, school classes and lunch, family, leisure time activities, as well as likes and dislikes.

7th Grade Latin (04054703)

Length: Year

Format: Meets Every Other Day

Description: In this introductory Latin course, students gradually acquire language and cultural proficiency at the novice learner level. They learn about basic Latin grammar and sentence structure through stories that discuss the life of a Roman family in the textbook *Ecce Romani*. Among the topics that are covered throughout the year are: daily life of a Roman, other cultures of the Roman Empire, such as the Etruscans and Greeks, Roman government, military history, famous Roman figures and authors, mythology, and the ways Latin continues to have an influence on America and the English language.

7th Grade German (04054702)

Length: Year

Format: Meets Every Other Day

Description: In this introductory German course, students gradually acquire language and cultural proficiency at the novice learner level. They begin developing interpersonal, presentational, and interpretative skills of the German language. They study the following topics throughout the year: introductions, alphabet, numbers, age, days of the week, classroom objects and actions, German geography, clothing, colors, and body parts.

7th Grade Spanish (04054704)

Length: Year

Format: Meets Every Other Day

Description: In this introductory Spanish course, students gradually acquire language and cultural proficiency at the novice learner level. They begin developing interpersonal, presentational, and interpretative skills of the Spanish language. They study the following topics throughout the year: introductions, alphabet, numbers, age, days of the week, months of the year, countries of origin, self-descriptions, telling time, numbers up to 100, school schedules in Spanish-speaking countries, school vocabulary, the family, as well as professions and occupations.

8th Grade

8th Grade Intensive Language Arts Decoding (04010819)

Length: Year

Format: Meets Daily

Description: Intensive Language Arts Decoding is specially designed for students for whom reading and/or writing achievement limits their ability to fully benefit from the grade-level language arts course. For these students, skill deficits in the area of decoding are the area of greatest need. Students are recommended to these courses based on criteria that consider past performance and demonstrated readiness. The course is specially designed to advance reading and writing skills that are below grade-level expectation. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP). The delivery model for this course will include the use of research-based instructional programs and specially trained staff.

Additional minutes of instruction and specialized technology may also be offered. Direct instruction and guided practice in phonemic awareness, phonics, comprehension, vocabulary development, and fluency are aligned with each student's specific areas of need. Students in these courses may be exposed to some of the Radnor Township School District core curriculum, but the priority is building skills in reading and written language to ensure future academic success in all areas.

8th Grade Intensive Language Arts Comprehension (04010811)

Length: Year

Format: Meets Daily

Description: Intensive Language Arts Comprehension is specially designed for students for whom reading and/or writing achievement limits their ability to fully benefit from the grade-level language arts course. For these students, skill deficits in the area of comprehension are the area of greatest need. Students are recommended to these courses based on criteria that consider past performance and demonstrated readiness. The course is specially designed to advance reading and writing skills that are below grade-level expectation. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP). The delivery model for this course will include the use of a research-based instructional program, and specially trained staff. Additional minutes of instruction and specialized technology may also be offered. Direct instruction and guided practice in comprehension, fluency, phonemic awareness, and phonics are aligned with each student's specific areas of need. Students in these courses may be exposed to some of the Radnor Township School District core language arts curriculum, but the priority is building skills in reading and written language to ensure future academic success in all areas. This course is a double period course which spans over a core period and one elective period.

8th Grade Language Arts (04010813)

Length: Year

Format: Meets Daily

Description: Grade 8 Language Arts allows students to pursue rigorous coursework that is aligned with the Pennsylvania Core Standards. Students are enrolled in this course based on criteria that consider past performance and demonstrated readiness. Students in this course will develop grade-level appropriate skills in reading, writing, speaking, listening, and research. Rigorous in- and out-of-class reading, challenging class discussions, and a variety of writing experiences will be required. Summer assignments will also be required. Major units of study in this course consist of:

- Unit #1 - Literary Foundations through Science Fiction
- Unit #2 - The Short Story: Thinking Like a Writer
- Unit #3 - Voices of Courage and Dignity in Their Own Words
- Unit #4 - Drama and Argument
- Unit #5 - Deeper Meaning through a Classic

Self-selected readings, vocabulary, and grammar run concurrently with the above units.

8th Grade Accelerated Language Arts (04010813)

Length: Year

Format: Meets Daily

Description: Accelerated Eighth (8th) Grade Language Arts allows high-performing, highly-motivated, and academically gifted students to pursue rigorous coursework that is tailored toward students who are performing two (2) or more years above grade level. Students are recommended to accelerated courses based on criteria that consider past performance and demonstrated readiness. A Parent Override to access an Accelerated class is available for one subject/discipline (excluding math) per year. This course builds on and extends the range of basic content from the on-grade-level language arts course and pursues skills and content from advanced grade levels. Students in this course will develop advanced skills in reading, writing, speaking, listening, and research. Rigorous in- and out-of-class reading, challenging class discussions, and a variety of writing experiences will be required. Summer assignments will also be required. Major units of study in this course consist of:

- Unit #1 - Literary Elements and Memory
- Unit #2 - Author's Purpose: Revealed Through a Hero's Journey
- Unit #3 - Drama and Argument
- Unit #4 - Voice and the Vulnerability of the Innocent
- Unit #5 - Justice or Injustice: The Eyes of the Beholder
- Self-selected readings, vocabulary, and grammar run concurrently with the above units.

8th Grade Intensive Math (04040829)

Length: Year

Format: Meets Daily

Description: The goal of this course is to build on concepts taught in seventh (7th) grade and to introduce Algebraic concepts. Topics covered in this course include, but are not limited to, the following: expressions, integer operations, patterns, linear equations and inequalities,

functions, graphing techniques, and data analysis. Furthermore, skills related to fractions, exponents, ratios, proportions, and percentages are developed. Within each unit, students will focus on problem-solving and making real-life connections to learned concepts. Students work at an appropriate pace as the content is adapted to the individual needs of each student. The class meets in a small group setting with modified pacing, materials, and instruction to ensure mastery of the topics covered. Students at this level begin Algebra 1 in ninth (9th) grade, complete Algebra I in two (2) years and will take the Algebra 1 Keystone Exam upon completion of the course in tenth (10th) grade. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP).

8th Grade Course 3 Math (04040821)

Length: Year

Format: Meets Daily

Description: In Course 3, students will develop understanding on number sense with a focus on exponents, scientific notation, and number systems, linear equations with a focus on graphing, systems, and functions, probability and statistics with a focus on bivariate data, and Geometry with a focus on the Pythagorean Theorem and geometric transformations. Course 3 addresses topics from previous courses at a greater depth, while also weaving in new concepts. The topics are properties of exponents to simplify expressions, numbers in scientific notation, equations, including systems of equations, linear functions, problem solving using the Pythagorean Theorem, geometric transformations, congruent and similar figures, and probability.

8th Grade Honors Algebra I (04040822)

Length: Year

Format: Meets Daily

Description: The goal of this course is to provide students with a foundation in the algebraic strand of mathematics through experiences with understanding patterns, relations, and functions, representing and analyzing mathematical situations and structures using algebraic symbols, using mathematical models to represent and understand quantitative relationships, analyzing change in various contexts. Algebra is not just focused on calculation, but also as a language, a process for logical thought, and as a field of study. This approach to 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. Students will also learn other foundational Algebra content including exponents, radicals, rational numbers, and polynomials. Within each additional content area, students will learn the appropriate operations and solve real-world problems.

8th Grade Seminar Geometry (04040823)

Length: Year

Format: Meets Daily

Description: This course is a challenging, rigorous, and proof-based approach to Geometry.

Students in Seminar Geometry analyze geometric figures using deductive reasoning, make conjectures and formulate hypotheses, draw conclusions and make connections with other mathematical concepts, and model situations geometrically as a problem-solving strategy. Algebraic and geometric skills are integrated throughout the curriculum. Students are expected to develop the ability to think mathematically, enhance problem solving ability, use technology appropriately, present a mathematical model of the physical world, provide experience in solving geometry problems by deductive methods, direct or indirect, supplement the basics of plane geometry with a foundation in space geometry, coordinate geometry and transformational geometry, see the interrelationship of geometry to other fields of mathematics and relevant life situations, utilize the inquisitive and logical minds of the accelerated math students, foster specific problem solving strategies in an overall problem solving approach to mathematics.

8th Grade Physical Science (04030831)

Length: Year

Format: Meets Daily

Description: The Eighth (8th) Grade Physical Science course will explore the principles of motion, forces and energy; waves, sound, and light; the nature of matter; applications of chemistry; and electricity and magnetism. Students will apply scientific practices to solve real-world problems. They will conduct investigations, create and critique models and gather evidence to support claims, just as scientists do.

8th Grade Accelerated Science (04030832)

Length: Year

Format: Meets Daily

Description: Accelerated Eighth (8th) Grade Science is a rigorous hands-on, inquiry-based learning experience in Physical Science. This course will explore the principles of motion, forces and energy; waves, sound, and light; the nature of matter; applications of chemistry; and electricity and magnetism. The accelerated-level coursework will extend beyond the traditional scope of the eighth (8th) grade Physical Science curriculum by incorporating additional topics of study and research opportunities. In addition, students should expect to demonstrate a strong background in the mathematical sciences including extensive analysis and graphing skills.

8th Grade Social Studies (04020841)

Length: Year

Format: Meets Daily

Description: Age of Exploration to the end of Reconstruction. The Radnor Middle School Eighth (8th) Grade Social Studies course focuses on the period of American History that begins with the development of the thirteen (13) colonies and proceeds through the United States of America's Civil War and Reconstruction. Students will conduct independent research and writing tasks, and utilize a variety of primary source documents, supplemental readings, and current events assignments while studying the birth and early growth of the United States of America. The curriculum was created in accordance with the Pennsylvania Core Standards and the

Pennsylvania Academic Standards for Civics and Government, Economics, History, and Geography.

8th Grade Accelerated Social Studies (04020842)

Length: Year

Format: Meets Daily

Description: Age of Exploration to the end of Reconstruction. The Radnor Middle School Accelerated Eighth (8th) Grade Social Studies course focuses on the period of American History that begins with the development of the thirteen (13) colonies and proceeds through the United States of America's Civil War and Reconstruction. This writing-intensive course utilizes a variety of primary source documents, advanced supplemental readings, complex comparative analyses of current events, and an extensive research project on a historical topic from U.S. history using primary and secondary sources to conduct a thorough examination of the birth and growth of the United States of America. This course is designed to provide appropriate academic rigor to advanced students. The curriculum was created in accordance with the Pennsylvania Core State Standards and the Pennsylvania Academic Standards for Civics and Government, Economics, History, and Geography

8th Grade Soundings Integrated

Program Length: Year

Format: A fully integrated Language Arts, Social Studies, and Science program that meets for three (3) of the four (4) Core/Team periods. Students also take Math and two Elective courses.

Description: Soundings challenges eighth (8th) graders to create a democratic learning community in which to explore student-selected themes that merge their adolescent concerns with State learning objectives and global issues. Following a process of asking, analyzing, and grouping hundreds of questions, the class works together to decide which questions they most want to study. These then become the themes for the year. For each theme selected, students learn to set goals and objectives, develop, and implement plans to achieve those aims, present their results, and assess their performance. As they experience this process, with its emphasis on both quality performance and higher order thinking skills such as analysis, synthesis, and assessment, students master essential skills and concepts from all academic disciplines and apply them to real-world issues. Soundings replaces the conventional language arts, social studies, and science classes while meeting the Pennsylvania State Standards for those subjects. As a research-based program, Soundings relies on Internet and primary source materials in lieu of textbooks. Materials pertinent to particular themes are presented, and students have opportunities to work with these at many different levels of academic sophistication and representing multiple media formats. Thus, technology plays an important role in Soundings as the class works toward an increasingly paperless learning environment that addresses the individualized, differentiated needs of each student. In addition to the resources described above, Soundings students also read and analyze at least two (2) novels selected by the teachers from the eighth (8th) grade Language Arts list. Novels vary yearly according to specific content themes developed by the students. It is important to note that Soundings does not use grades. Ongoing formative assessment is rubric-driven and reported in narrative format on a regular and continuous basis. Furthermore, Soundings is not a "leveled" course. Instead, the teachers differentiate instruction on reading, writing, and thinking tasks, as appropriate, to meet the individual needs of the students.

8th Grade Gateways Integrated Program

Length: Year

Format: A fully integrated Language Arts, Social Studies, and Science program that meets for three (3) of the four (4) Core/Team periods. Students also take Math and two Elective courses.

Description: Gateways covers the skills and content of the traditional eighth (8th) grade Language Arts, Science, and Social Studies curricula, in conjunction with the Project Lead the Way (PLTW) Gateways to Technology (GTT) curriculum, through the integration of learning around the common theme of STEM (Science, Technology, Engineering, and Math) education. Students participate in numerous hands-on, inquiry-based learning experiences and engage in both individual and group projects over the course of the year that allow students to demonstrate what they are learning.

Content in Gateways mirrors much of what is taught in the traditional eighth (8th) grade Language Arts, Physical Science, and Social Studies curricula; however, the order and emphasis of instruction varies. Gateways is not a “leveled” course. Instead, teachers differentiate instruction accordingly to meet individual students’ needs. In addition to the inquiry-based, hands-on activities and projects, numerous field extensions are included throughout the year to foster real-world connections. Students participate in a variety of national competitions and have the opportunity to interact with professionals in a number of STEM fields as a result. Unlike other Integrated Program offerings at RMS, Gateways is a graded program. Students are assessed in a variety of ways and receive numeric grades for assigned work, such as tests, quizzes, essays, labs, and projects. Students likewise earn a report card grade calculated on the total points earned over the course of the marking period.

8th Grade Health (04066802)

Length: Year

Format: Meets two (2) Days in an Eight (8)-Day Cycle

Description: The goal of this course is to provide the students with a strong foundation of health knowledge, which is essential for healthy living and academic success. Topics include: the wellness scale, personality, decision-making steps, consequences, goal-setting, mental health, signs and symptoms of depression, coping with depression, stress and stressors, healthy coping mechanisms, alcohol, effects of alcohol use on a teen, family and society, and categories of illegal drugs and their effects. Additionally, students will be required to know the male and female anatomy, the stages of reproduction, sexually transmitted diseases, and the development of healthy relationships in the teen years.

8th Grade Physical Education (04066801)

Length: Year

Format: Meets two (2) Days in an Eight (8)-Day Cycle

Description: The goal of this course is to provide students with an appreciation for physical activity. Students will be provided with a variety of experiences related to physical movement that will enhance skills related to both physical and social health. Students will be challenged to use physical and cognitive skills that are necessary to achieve a group goal in a physical setting. Effective

communication is necessary for effective group work. Additionally, students will learn that rules and etiquette in physical activities/sports can make the experience both enjoyable and successful. Students will also learn that daily exercise can improve quality of life.

8th Grade Art (04077801)

Length: Semester

Format: Meets Every Other Day

Description: The Radnor Middle School eighth (8th) grade Art course gives students the opportunity to create visual art works in a variety of media. Different techniques and processes are used to communicate ideas. All areas of study will emphasize the creative process and the logistics of producing art. Projects will include, but are not limited to, observational drawing, painting, and sculpting. When drawing, the students will learn to observe and draw an object accurately. To accomplish this, the students will use value to develop the appearance of form and space on a two-dimensional plane. Perspective, highlighting, and shading will be encouraged. Painting with acrylic paints will be introduced through an activity, such as creating a self-portrait on canvas. To achieve a pleasing result, the students will learn how to use different tones of a base color (not necessarily a local color) to simulate the structure of the face. Texture and line will also be presented through this process. Sculpture will be addressed through an activity, such as the design and construction of a clay piece. This project will combine hand- building techniques (pinch, coil, and slab) while also implementing modeling techniques. The finished piece will extend knowledge of color sense through the process of glazing and firing the work. One example of this type of activity would be the creating of a clay cube that uses some element(s) of sculpture as part of the overall design. Other exciting possibilities exist to accomplish the goals of this element of the eighth (8th) grade art curriculum.

8th Grade Family and Consumer Sciences (04117803)

Length: Semester

Format: Meets Every Other Day

Description: FaCS is a cross-curricular elective, which builds on the fundamental life skills put in place by earlier coursework. The eighth (8th) grade curriculum introduces the units of Family Relationships and Consumerism, in addition to furthering experience within the units of Foods, Nutrition, and Sewing. The Family Relationships Unit assists students in developing the skills needed for family/peer relationships and improved communication. Consumerism stresses the importance of good money management, budgets, and banking skills. The Foods Unit continues to enhance culinary skills and introduces entertaining and meal planning. The Nutrition Unit will emphasize MyPlate guidelines and the practical application of this new eating guide. The Sewing Unit incorporates projects that are based on student preference and individual skill level. Students may also complete a community service project. Examples include costumes for the school play, pillowcases for Ryan's Case for Smiles, and heart-shaped pillows for cardiac patients. It is the goal of the Family and Consumer Sciences courses that all students increase their ability to work cooperatively, productively, and act responsibly.

8th Grade Baking and Entrepreneurship (04117804)

Length: Semester

Format: Meets Every Other Day

Description: As everyone knows, desserts are the highlight of any menu. This course will teach the foundational skills in the art of baking and pastry design. Students will learn techniques of baking sweet and savory pastries and breads, while being introduced to careers in the culinary arts and hospitality field. Some of the skills taught will include, but not limited to cakes/cake decorating, pastry dough, quick breads, cookies, and international baked goods.

8th Grade Innovation and Design (04154802)

Length: Semester

Format: Meets Every Other Day

Description: Students will be given the opportunity complete design challenges while working in the maker space/production lab. Projects will involve several parts of the design process such as using CADD (Computer Aided Drafting & Design) and Digital Modeling. The CO2 Dragster project gives students the chance to work in the Prototyping Lab using the Band Saws, Drill Presses, and Power Sanders along with hand tools. For the LED Display students learn about electrical circuit design and build their LED Circuit that will illuminate their laser etched design.

8th Grade STEM Entrepreneurship (04157805)

Length: Semester

Format: Meets Every Other Day

Description: Students will develop an entrepreneurial mindset and utilize the design process to create a solution to solve an everyday problem. Basic entrepreneurship concepts, and fundamental business principles will be introduced. Upon completion of the course students will have a business description, logo, prototype, and website for their company. Students will utilize Adobe Illustrator, CAD software 3D printing and coding.

8th Grade Music Technology (04127825)

Length: Semester

Format: Meets Every Other Day in a Blended Format (B)

Description: Music Technology is offered as an eighth (8th) grade music elective, meeting three (3) times a cycle for one (1) semester. Students use and build upon basic music skills using software and hardware devices to complete class assignments and composition projects throughout the semester. Areas of instruction include equipment care and operation, music literacy (reading and writing music), keyboard performance skills, basic compositional elements of melody, harmony, rhythm, form and texture; music technology-related history, concepts, terminology, and experience with several software applications. Students are also introduced to digital sound editing, and links are made to the study of sound in the eighth (8th) grade Science curriculum. Listening and analysis

of recorded examples of various forms of music created using electronic instruments is done throughout the semester. Additional focus is placed on the historical development of electronic musical instruments and the recording process. Quarterly grades are determined by student progress and growth in performance skills at the keyboard, technical skill, manipulation of digital music data, listening journal, compositional skill, and class participation.

Software: Apple GarageBand and Logic music sequence recording software; Audacity recording and sound editing software; selected recordings.

8th Grade American Musical Theater (04127805)

Length: Semester

Format: Meets Every Other Day

Description: This course will offer an overview of American Musical Theater from its beginnings in Vaudeville to modern-day musicals like *Wicked* and *Hamilton*. Students will explore the different musical styles employed in Broadway shows, discovering how the show's songs reflected American popular culture. Students will: listen to audio recordings, watch video clips, and discuss overarching themes in relation to history. Students will also learn major songs from selected shows and add group movement and choreography. In-class group singing, and dance is a requirement for this course. There are no public performances outside of class and all levels of experience are welcome.

8th Grade Contemporary Writing (04010844)

Length: Semester

Format: Meets Every Other Day in a Blended Format (B)

The 8th grade Contemporary Writing elective focuses on language, techniques, and traditions of nonfiction, fiction, drama, and poetry to develop students as writers and to build their capacities for both enjoying and analyzing texts as levels commensurate with the needs of 21st Century learners. Students will read, discuss, and analyze works authored by established writers, engage in writing intensive exercises that address elements of craft (voice, character, image, scene, setting, etc.), learn revision through the workshop process, and participate in workshop sessions. Students will deeply investigate strategies that authors use to craft their poetry and prose to effectively communicate ideas and engage in real world application of writing beyond the academic setting. By the end of the course, students will compile, edit, and present a portfolio of their work.

8th Grade Debate (04017850)

Length: Semester

Format: Meets Every Other Day

Description: Students will gain expertise in the format of debate and in the various techniques' debaters use to structure and deliver arguments and to refute those of their opponents. Building on materials drawn from the Middle School Public Debate National Program, this course seeks to develop students' abilities in research competence, media literacy, reading comprehension, argument literacy, evidence evaluation, summarizing and outlining, public speaking, and ethics and civility. After learning the fundamentals of debate structure, research techniques, argumentation, and

refutation, students will then engage in no fewer than three (5) debates over the course of a semester's time. Topics for debate will vary and, when possible, will dovetail with issues currently under scrutiny in eighth grade core curricular areas.

8th Grade French (04054801)

Length: Year

Format: Meets Daily

Description: This course is a continuation of the seventh (7th) grade introductory course. In this course, students deepen their language and cultural proficiency at the novice learner level. They continue developing interpersonal, presentational, and interpretative skills of the French language. They study the following topics throughout the year: describing people, food, eating out, clothing, shopping, talking about a house and one's room, Paris and its landmarks, cities in France, Northern Africa and Canada, professions, sports and leisure activities.

8th Grade Latin (04054803)

Length: Year

Format: Meets Daily

Description: This course is a continuation of the seventh (7th) grade introductory course. In this course, students deepen their language and cultural proficiency at the novice learner level. The course will use the *Oxford Latin Course: Part I* as its basic text. The theme in the text centers on ancient education and the story of the Trojan War and mythology. In addition to the textbook work, students are expected to research several topics on either history or culture during the year, such as historical and mythological figures, Roman art and architecture, and figures of speech used in both English and Latin. Assessments will be made through tests, projects, quizzes, and homework. The major goal of this course is to allow the student to progress through the study of Latin while learning about the influence of Rome on Western Civilization.

8th Grade German (04054802)

Length: Year

Format: Meets Daily

Description: This course is a continuation of the seventh (7th) grade introductory course. In this course, students deepen their language and cultural proficiency at the novice learner level. They continue developing interpersonal, presentational, and interpretative skills of the German language. Students study the following topics throughout the year: telling time, family, seasons, weather, holidays (including cultural traditions), food and drink, hobbies, school schedule, and Level 1 grammar topics.

8th Grade Spanish (04054804)

Length: Year

Format: Meets Daily

Description: This course is a continuation of the seventh (7th) grade introductory course. In this

course, students deepen their language and cultural proficiency at the novice learner level. They continue developing interpersonal, presentational, and interpretative skills of the Spanish language. They study the following topics throughout the year: cultural comparisons among Spanish-speaking countries, numbers up to 1,000, clothing and shopping, places in the city, sports, travel and vacation, and negotiating prices.

8th Grade Introduction to Spanish (04054805)

Length: Year

Format: Meets Every Other Day

Description: In this introductory Spanish course, students gradually acquire language and cultural proficiency to prepare them for Level I of the language in high school. They begin developing interpersonal, presentational, and interpretative skills of the Spanish language. They study the following topics throughout the year: introductions, alphabet, numbers, age, days of the week, countries of origin, leisure time activities, snack foods and beverages, self- descriptions, numbers up to 100, chores and rooms in the house, animals native to Spanish-speaking countries, flags and the origins of their creation, clothing, the verbs including estar, gustar, and ser, and personal/physical traits.

Multi-Tiered Support System Courses

Mathematics:

Math Lab (6th Grade – 04049606; 7th Grade – 04049716; 8th Grade -04049806)

Length: Year

Format: Up to 6x a Cycle- Based on Student Need

Description: Through data analysis this course will remediate and reinforce basic and/or grade-level computation skills, math reasoning, and problem-solving skills for identified students who have an identified need within the area of mathematics. This course will be providing students with small group direct instruction applicable to the given mathematics curriculum. The course uses a diagnostic and prescriptive approach to address individual student needs. This course supplements the general education math courses.

Math for Understanding (6th Grade – 04040620; 7th Grade – 04040720; 8th Grade -04040820)

Length: Year

Format: Up to 4x a Cycle- Based on Student Need

Description: The Math for Understanding course is offered to all students by recommendation only based on individual student data. This course will focus on the common core standards and necessary skills in order to be successful rather than problem solving, and literacy abilities needed to solve the problems. At the beginning of the year, students will be given an assessment to find out what standards and skills from previous grade levels, they are not proficient in. Students will work on those standards and skills first before moving onto the current grade levels' standards and skills. Everything in this course will be standards based, focusing on learning the skills.

Math Preview/Review (6th Grade – 04049602(4); 7th Grade – 04049702(4); 8th Grade - 04049802(4))

Length: Year

Format: Up to 2x a cycle- Based on Student Need

Description: The Math Preview/Review course is offered to all students by recommendation only based on individual student data. This course is considered a general education math intervention. Students are enrolled in this course, in addition to their regular mathematics classes up to two times per cycle. The purpose of this class is to assist students in overcoming academic gaps in mathematics, in addition providing students with pre-teaching and review opportunities in conjunction with the mathematics instruction offered in their math class. The preview review and grade level classes focus on the grade level standards with the problem solving and literacy aspects weaved through the problems.

English-Language Arts- Reading/Writing:

Reading for Understanding (6th Grade – 04019629; 7th Grade – 04019729; 8th Grade - 04019829)

Length: Year

Format: Up to 4x a cycle-Based on Student Need

Description: This course will address strategic reading skills for students who struggle in the area of comprehension. Strategies and skills which will enhance the reading of fiction and non-fiction text will be taught and can be applied across the curriculum. Students who take Reading for Understanding do not take a world language course.

Writing Lab (6th Grade – 04149632(4); 7th Grade – 04149732(4); 8th Grade – 04149832(4))

Length: Year

Format: Up to 4x a cycle-Based on Student Need

Description: Through data analysis this course will be offered to identified students who have an identified need within the area of written expression. The goals of this course are to provide small group activities, direct instruction, and guided practice in overall development, organization, content, sentence structure, word choice, and mechanics through a given writing curriculum. Students are assessed and progress monitored using the RTSD Writing Rubric, PSSA Writing Rubric, AIMSWEB probes, Text Dependent Analysis, and Teacher-made assessments. Depending upon students' needs and schedule.

Writing Essentials (6th Grade – 04010632(4); 7th Grade – 04010732(4); 8th Grade – 04010832(4))

Length: Year

Format: Up to 4x a Cycle-Based on Student Need

Description: Through data analysis this course will be offered to students who are struggling with their writing composition skills. The modes of writing are identified by the Pennsylvania Academic Standards (narrative, informational and persuasive), and are utilized within the curriculum as students write for a variety of purposes. In this course, students will be reinforced in their knowledge of the five characteristics of effective writing (focus, content, organization, style, and conventions). Techniques such as writing with a clear focus and controlled organization will be reinforced in this course. The goals of this course are to provide small group activities, direct instruction, and guided practice in overall development, organization, content, sentence structure, word choice, and mechanics. Students are assessed using the RTSD Writing Rubric, PSSA Writing Rubric, Text Dependent Analysis, and Teacher-made assessments.

Executive Functioning Lab (6th Grade- 04149962(4)(6); 7th Grade- 04149972(4)(6); 8th Grade- 04149982(4)(6)

Length: Year

Format: Up to 6x a Cycle- Based on Student Need

Description: Through data analysis this intensive course will be offered to identified students who have a need in one or more of the following areas; materials management, coping strategies, time management and planning, study strategies, goal setting, decision making and learning strategies. This course will provide lessons and guided practice time to reinforce generalizing these skills into the general education setting. Placement in this class will be determined by a student's IEP and/or teacher recommendation. Specific, direct instruction will be driven by the student's IEP, goals, and identified social-emotional needs (varies individually).

Academic Support Center (6th Grade – 0406202A; 7th Grade – 0407202A; 8th Grade - 0408202A)

Length: Year

Format: Up to 2x a Cycle-Based on Student Need

Description: This course is designed to assist students for whom organization and/or study skills are areas in need of reinforcement. Students will be prompted, encouraged and given time and assistance to plan, organize, and complete their work across the content areas. Depending upon students' needs and schedule, eighth (8th) grade students may take this course every other day during an elective period.

Life Strategies (6th Grade- 04149902(4)(6)(8); 7th Grade- 04149912(4)(6)(8); 8th Grade 04149922(4)(6)(8)

Length: Year

Format: Available Daily; Based on Student Need

Description: The central focus of this course provides those students with IEPs assistance with some of the following (major) areas of difficulty: coping strategies, relaxation techniques, anxiety concerns, anger management, organizational issues, and relationships. Students will receive direct instruction in character education, emotional intelligence, decision making, anger management, peer/adult relationships, conflict resolution, and problem solving. Students will also receive assistance in the areas of dealing with authority, building self-esteem, determining cause-effect relationships, and interacting appropriately with adults and peers. Students meet individually or in groups from one (1) to eight (8) cycle days. Placement in this class will be determined by a student's IEP and/or teacher recommendation. Specific, direct instruction will be driven by the student's IEP, goals, and identified social-emotional needs (varies individually).

ELD (English Language Development) (6th Grade – 04010618; 7th Grade – 04010718; 8th Grade - 4010818)

Length: Year

Format: Available Daily

Description: English for English Learners (EL) at Radnor Middle School is open to students whose primary language is not English and who meet specific screening criteria. It is a place to explore the language of the American middle school as well as a place to improve fluency in English. Students from many different language groups meet each day to improve their listening, speaking, reading, and writing skills in English. Since students spend most of their day in content area classes where only English is spoken, these classes also serve as a place of support in helping students acquire learning strategies that transfer to other academic disciplines and assist them in interacting socially. The students will be administered the State-mandated ACCESS for ELs® test, which measures students' progress in the course and serves as part of the criteria for exiting the EL program.

Music Performing Ensembles

6th Grade Concert Band (04127680)

Length: Year

Format: Rehearsal (Full Ensemble): Meets Two Times in an Eight (8)-Day Cycle (during Advisory); **Group Lesson:** Meets Once Every Six (6) Days

Description: The sixth (6th) grade Concert Band extends the opportunity for students who have received instruction on a band instrument for at least one (1) year prior (or equivalent) to continue instruction and performance on their selected band instrument as part of a large grade-level ensemble. Primary focus is placed on sequential skill development on the student's instrument in their second year of playing, as well as advancing ensemble performance and listening skills. Within each eight (8)-day rotation, students meet three (3) times for large ensemble rehearsal, and also have one (1) instrument-specific group lesson every six (6) days. The sixth (6th) grade Concert Band performs a daytime performance for their class and an evening performance near the end of each semester. Students are assessed on instrumental progress and musical growth each quarter. Quarterly grades are determined by demonstrated musical progress and growth, music preparation, attendance, and participation.

7th Grade Concert Band (04127780)

Length: Year

Format: Rehearsal (Full Ensemble): Meets Two Times in an Eight (8)-Day Cycle (during Advisory); **Group Lesson:** Meets Once Every Six (6) Days

Description: The seventh (7th) grade Concert Band extends the opportunity for students who have received instruction on a band instrument for at least two (2) years prior (or equivalent) to continue instruction and performance on their selected band instrument as part of a large grade-level ensemble. The seventh (7th) grade Concert Band combines with the eighth (8th) grade Concert Band for daytime and evening performances each semester. Primary focus is placed on sequential skill development on the student's instrument in their third year of playing, as well as advancing ensemble performance, listening, and developing higher-order musical skills. Within each eight (8)-day rotation, students meet three (3) times for large ensemble rehearsal (combining with 8th Grade Band on the third rehearsal each cycle), and have one (1) instrument-specific group lesson every six (6) days. Students are assessed on instrumental progress and musical growth each quarter. Quarterly grades are determined by demonstrated musical progress and growth, music preparation, attendance, and participation.

8th Grade Concert Band (04127880)

Length: Year

Format: Rehearsal (Full Ensemble): Meets Two Times in an Eight (8)-Day Cycle (during Advisory); **Group Lesson:** Meets Once Every Six (6) Days

Description: The 8th Grade Concert Band extends the opportunity for students who have received instruction on a band instrument for at least three (3) years prior (or equivalent) to continue

instruction and performance on their selected band instrument as part of a large grade- level ensemble. The 8th Grade Concert Band combines with the 7th Grade Concert band for daytime and evening performances each semester. Within each eight (8)-day rotation, students meet three (3) times for large ensemble rehearsal (combining with 7th Grade Band on the third rehearsal each cycle), and also have one (1) instrument-specific group lesson every six (6) days. Primary focus is placed on sequential skill development on the student's instrument in their fourth year of playing, fostering greater musical independence, as well as advancing ensemble performance, listening, and higher-order musical skills. Students are assessed on instrumental progress and musical growth each quarter. Quarterly grades are determined by demonstrated musical progress and growth, music preparation, attendance, and participation.

7th and 8th Grade Jazz Band

Length: Year

Format: Meets Twice Weekly (before school)

Description: The seventh (7th) and eighth (8th) grade Jazz Band is an auditioned ensemble providing the opportunity for advanced students to learn and perform in a jazz ensemble setting. Students will learn to play in the four (4) major stylistic genres of Swing, Rock, Ballads, and Latin/Afro-Cuban. Members are also introduced to basic concepts in jazz improvisation and gain fundamental knowledge of chord and scale relationships, jazz harmony, and rhythmic patterns. Major focus is placed on development of skill in the "Swing" style of jazz and the required rhythmic and melodic phrasing to accurately play in this style. Students also develop greater instrumental and musical independence, as most musical parts are only one player per part. No grades are given for Jazz Band; however, students are assessed regularly on musical preparation and progress. The Jazz Band performs in three (3) concerts each school year: one near the end of each semester, and in the annual District Jazz Night concert in conjunction with the high school jazz bands.

6th Grade Chorus (04127690)

Length: Year

Format: Meets Two (2) Days in an Eight (8)-Day Cycle (during Advisory)

Description: The Chorus is divided into two (2) equal groups and rehearses separately on one day and together on the other cycle day. In this way, students can securely learn their parts and then hear them together with the other group. Most songs are in two-part harmony and some will use simple motions and/or choreography. All sixth (6th) grade students are eligible and no audition is required. Band and Orchestra do not conflict with chorus rehearsals, so instrumental students are highly encouraged to participate in the choral program as an important part of their musical training. The Chorus performs for a school assembly and an evening concert, usually in February and June.

7th and 8th Grade Chorus (04127790)

Length: Year

Format: Meets Two (2) Days in an Eight (8)-Day Cycle (during Advisory)

Description: The Chorus is divided into three (3) sections that rehearse separately on their own one day and combined on the other cycle day. In this way, students can securely learn their parts and then hear them together with the other sections. Most songs are in three-part harmony and some will use simple motions and/or choreography. All seventh (7th) and eighth (8th) grade students are eligible, and no audition is required. Band and Orchestra do not conflict with chorus rehearsals, so instrumental students are highly encouraged to participate in the choral program as an important part of their musical training. The Chorus performs for two (2) school assemblies and two (2) evening concerts, usually December and May.

6th Grade Orchestra (04127681)

Length: Year

Format: Rehearsal (Full Ensemble): Meets Two Days in an Eight (8)-Day Cycle (during Advisory); **Group Lesson:** Meets Once Every Six (6) Days

Description: Sixth (6th) Grade Orchestra is an instrumental performing course for students learning a member of the stringed instrument family (violin, viola, cello, or bass). Typically, students are in their third year of study. All students participate in one (1) small group class, a lesson of like instruments every six days; and three (3) large group rehearsals comprised of all participants in an eight (8)-day cycle.

7th Grade Orchestra (04127781)

Length: Year

Format: Rehearsal (Full Ensemble) Meets Two Days in an Eight (8)-Day Cycle (during Advisory); **Group Lesson:** Meets Once Every Six (6) Days

Description: Seventh (7th) Grade Orchestra is an instrumental-performing course for students learning a member of the stringed instrument family (violin, viola, cello, or bass). Typically, students are in their fourth year of study. All students participate in one (1) small group class, a lesson of like instruments every six days; and three (3) large group rehearsals comprised of all participants in an eight (8)-day cycle.

8th Grade Orchestra (04127881)

Length: Year

Format: Rehearsal (Full Ensemble): Meets Two Days in an Eight (8)-Day Cycle (during Advisory); **Group Lesson:** Meets Once Every Six (6) Days

Description: Eighth (8th) Grade Orchestra is an instrumental-performing course for students learning a member of the stringed instrument family (violin, viola, cello, or bass). Typically, students are in their fifth year of study. All students participate in one (1) small group class, a lesson of like instruments; and three (3) large group rehearsals comprised of all participants in an eight (8)-day cycle.

Drop-In Centers

Drop-in centers are accessible to all students at RMS, and take place during the Advisory block, when school-based activities are not occurring.

Art Center Length: Year

Format: Open Daily

Description: The Art Center provides access to a studio space for all 6th, 7th, and 8th grade students. Under the supervision of one of the art teachers, students may work on independent/self-initiated projects, complete art classwork if more individual time is needed, and/or work on cross-curricular projects of a visual nature.

FaCS Sewing

Length: Year

Format: Open Daily

Description: The FaCS Sewing Drop-In Center provides an opportunity for students to catch up, work ahead, or stay on track with their individual sewing projects. Students are encouraged to use this time to get assistance from teachers and/or peers in a smaller group setting. In addition, our open-door policy enables students to explore their sewing talents through various service projects while giving back to our community.

Technology Center

Length: Year

Format: Open Daily

Description: The Technology Center is an “open lab” time that gives students the opportunity to get additional help from a Technology Education Teacher and/or continue to work on projects they are completing in their Technology Education classes. In addition, this allows students use of equipment to aid them in work for other classes where a model or some other creation can benefit what they or their group are working to accomplish.

Writing Center/Study Skills

Length: Year

Format: Open Daily

Description: Any student can come to during Advisory to get help with assignments, work on current and future writing assignments, or get help starting a new document. Punctuation, spelling, and grammar will be reviewed, if necessary. Students have access to the printers as well as getting assistance in the proper typing format for their project.

In addition, if students need to learn proper studying techniques they can come to this room for help.

Students can learn how to properly take notes, learn test-taking strategies to do better on essay tests, multiple choice tests, open book tests, fill-in-the-blank tests, and/or matching tests, to name a few. Time management will be covered as well as memorization techniques, such as mnemonics. The goal of this Drop-In Center is to help students acquire strategies that will build confidence and help them perform better in class.

The Fitness Center

Length: Year

Format: Open Daily

Description: The Fitness Drop – In Center offers students the opportunity to begin their day with cardiovascular and strength work. A great way to kick start your learning for the day!

World Language

Length: Year

Format: Open Daily

Description: The World Language Drop-In Center provides an opportunity for students to catch up on work or receive extra help in their current language class.

Health Center

Length: Year

Format: Open Daily

Description: The Health Drop – In Center provides an opportunity for students to catch up on work or receive extra help in their current Health curriculum.



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