

CHARLEROI AREA MIDDLE SCHOOL

Home of the Cougars

100 Fecsen Drive
Charleroi Pennsylvania 15022

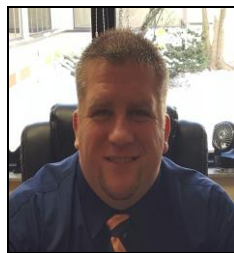
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Counselor
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Marie Ripepi



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Debbie Raicos

Charleroi Area Middle School

2019-2020 Course Description Guide

Our Mission

The mission of the Charleroi Area School District pledges to provide a safe and nurturing environment where staff works collaboratively with parents and community members to education all students to succeed and contribute responsibly in a global community.

Our Vision

The vision of the Charleroi Area School District is committed to welcoming a variety of learners into our school community in order to celebrate diversity, promote acceptance, and provide encouragement to them as they scaffold their way to success.

What We Value and Believe

The middle school level is the bridge between the elementary and secondary levels of the Charleroi Area School District. Middle school reinforces what students have learned while in elementary school and provides students with a solid foundation for their ninth grade experiences. However, middle school is far more than just preparatory school for high school. A middle school staff collaborates to meet the unique intellectual, emotional, social and physical needs of young adolescents, students between the ages of eleven and fifteen. The staff recognizes the wide range in students' developmental needs and employs teaching methods and curricula to support student growth.

The Charleroi Area School District's Middle Schools:

- Challenge students academically
- Help build a positive self-image to gain confidence in relationships with peers and adults.
- Provide students with cultural and recreational experiences that meet their intellectual, social, emotional, and physical needs.
- Help students to realize that learning, both academic and non-academic experiences can be personally rewarding for life.
- Provide students with leadership for developing respect for themselves, for people of different backgrounds, and to develop effective decision-making skills.

Through a review of research, the National Middle School Association (2005) identified seven *Key Developmental Needs* of early adolescents:

1. Positive social interactions with adults and peers
2. Structure and clear limits
3. Physical activity
4. Creative expression
5. Competence and achievement
6. Meaningful participation in families and school
7. Opportunities for self-definition

By thoroughly reviewing our middle level program offerings on an ongoing basis, we will continue to develop how we can best meet the needs of our middle level students. Communication from students and parents is critical to our improvement process.

Charleroi Area School District's Middle School Framework and Rationale

Our middle school communities, called learning circles, meet the unique developmental needs of our students through a collaborative environment and student-centered educational program which creates opportunities for students to explore and discover their diverse talents and abilities necessary to become healthy, purposeful, life-long learners.

The Learning Circles Work as Interdisciplinary Teams

The middle school Learning Circle Interdisciplinary Team structure exists to create a child-centered school that is congruent with meeting the key developmental needs of our middle school students.

- This type of educational approach provides opportunities for a team of teachers representing English, mathematics, social studies, science and reading/literacy to collaborate and communicate about curricular, instructional and student related issues.
- Teachers in the learning circles have a common team planning time. They meet on a regular basis to discuss student concerns and instructional planning.
- This structure also provides parents/guardians with ongoing opportunities to meet and communicate with their child's team teachers.
- Because of our focus on the individual student, this approach ultimately benefits both teachers and students on the team.

Instructional Practices

The Charleroi Area School District's instructional program focuses on using a rich curriculum, research-based best instructional practices, and student performance data to meet the learning needs of all students.

Our middle school program is founded on our efforts to promote the academic performance and healthy development of young adolescents. Through our learning circles, we are providing a middle school experience that involves increasing student involvement, student centered classrooms, and teachers working together as collegial professionals. While the general public might focus on test scores published via the media, parents and students are well aware of the important roles of middle school teachers as role models, mentors, and teachers of life lessons.

Our grouping practices include a balanced approach toward meeting each student's overall developmental needs. Therefore, our program includes both integrated and ability grouping. The balance of our practices enables us to meet the needs of developing student behavioral attributes, attitudes, and academic and decision-making skills.

Course Placement Qualifications

Several of our core subjects rely on reading as an essential skill for learning our curriculum (reading, English, science, social studies). Consequently, we employ text resources published *below, at, or above* the respective grade level. This is critical information for students and parents to consider when registering for courses. The overwhelming evidence from reading research points to the need for students to engage with text written for their current ability levels. That is, when we *meet students on their instructional levels* (current abilities), they will develop skills at a faster pace, experience more success when reading, enjoy higher performance on comprehension based assessments, and develop intrinsic motivation to read independently.

Therefore, when placing students into our different mathematics courses, it is critical to understand the importance of the three qualifications noted in the course descriptions below:

- 1) Teacher recommendation,
 - 2) Performance on the Pennsylvania System of School Assessment's (PSSA) Reading and Math tests and the Algebra I Keystone Exams.
 - 3) Performance on Charleroi's curriculum-based (CRT) assessments.
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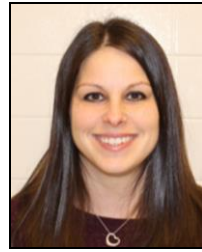
English Department



Ms. Hega



Mrs. Christie



Mrs. Montgomery



Mrs. Macon



Mrs. Randolph



Mrs. Barbero



Ms. McGinity



Mr. Berkovitz

GRADE 6 ENGLISH LANGUAGE ARTS

The sixth grade language arts curriculum follows the Pennsylvania State Standards and requires the students work through the writing process-grammar, vocabulary, spelling, and handwriting. This curriculum directs students to analyze, recall, explain, interpret, apply, or evaluate the particular concepts being taught. The study of grammar includes the parts of speech (noun, pronoun, adjective, adverb, preposition, conjunctions, and interjection), the parts of a sentence (subject, predicate, and complement), and standard American Usage.

GRADE 6 READING

The sixth grade reading/literacy program is designed to meet the needs of all students, following the PA State Standards, exposing students to a variety of readings and appropriate grade level skills. All students take part in our literacy program. The goals of the program are: 1) students will express a desire to read and find enjoyment in reading; 2) students will actively engage in the reading process by using strategies which improve comprehension; and 3) students will read fluently. All students will receive individual reading level testing three times per year.

GRADE 6 READING LITERACY (Tentative)

These classes will reinforce the ability for students to achieve reading and writing at a competent level, as well as improve student achievement on PSSA tests. To help increase their comprehension students will participate in weekly timed readings; sight word and vocabulary lists; and comprehension activities. In addition, to help meet the needs of individual students, the teachers will help them with their homework, class assignments and writing prompts. This class will incorporate Study Island. Study Island is designed to help improve student achievement at Charleroi Area Middle School. Study Island is a class where students will be challenged to achieve academic success in Reading, Math, and Science. Students master topics aligned to the Pennsylvania Standards and Common Core. Teachers have access to a private page where they can view detailed real-time progress reports for an individual student as well as their class as a whole, which makes it easy to identify deficiencies. In addition, teachers can compare their students' performance against other students in Pennsylvania

GRADE 7 ENGLISH LANGUAGE ARTS

This course addresses grammar, speech, and extensive composition skills which follow the latest Common Core Standards, as well as the PA State Standards and Anchors to improve a student's writing, speaking and listening, and language skills. Grammar skills, taught in an integrated fashion and not in isolation, focus on

improving conventions of Standard English and daily vocabulary acquisition and use. Writing skills focus on all text types and purposes for writing, production and distribution of student writing, various research techniques to build and present knowledge, and exposure to a wide range of writing styles. Speaking and listening skills incorporated into this course include collaborative presentations, as well as individual products of knowledge and ideas.

GRADE 7 READING

Reading 7 is a program that builds a foundation for success in reading by actively involving students in literature and informational text. The elements of this program will help students become lifelong learners, as well as college and career ready, by building skills in reading comprehension (with an emphasis on close and careful reading), literary response and analysis (with an emphasis on using textual evidence to inform or make an argument), and vocabulary development.

GRADE 7 SCHOOL SUCCESS 7

School Success 7 is a nine week course that is designed to help students succeed not only in the middle school but in higher level learning and everyday life as well. In the class, techniques will be introduced to build students' organizational, study, and test taking skills. Students will apply these skills in their current and future classes. Other skills that will be covered in the course will also include note taking (from lecture and text), basic computer and word processing skills, and reading strategies for informational text.

GRADE 8 ENGLISH LANGUAGE ARTS

The eighth grade English Language Arts course grammar, speech, and extensive composition skills which follow the latest Common Core Standards, as well as the PA State Standards and Anchors to improve a student's writing, speaking and listening, and language skills. Grammar skills, taught in an integrated fashion and not in isolation, focus on improving conventions of Standard English and daily vocabulary acquisition and use. Writing skills focus on all text types and purposes for writing, production and distribution of student writing, various research techniques to build and present knowledge, and exposure to a wide range of writing styles. Speaking and listening skills incorporated into this course include collaborative presentations, as well as individual products of knowledge and ideas.

GRADE 8 HONORS ENGLISH 8

Prerequisite: 94% Average in Reading 7 and ELA 7, Proficient/Advanced on 6th grade Reading PSSAs
Honors 8 will be a hybrid of the eighth grade reading and English classes and will cover literature, grammar, punctuation, and writing at a much more rigorous pace. Readings and writing will challenge students' analytical and critical-thinking skills. Students will be required to complete summer reading assignments for a selected novel and/or short stories.

GRADE 8 LIBRARY RESEARCH PROCESS

The course will provide a systematic approach to writing a research paper. The resulting paper must be composed of a compilation of factual material on a specific subject. Instructed by an English teacher and in conjunction with the librarian, the course will cover the process, beginning with topic selection, to locating, evaluating and taking notes from multiple resources. Research vocabulary will be introduced and implemented. The final draft will incorporate the five characteristics of effective writing as well as the five steps of the writing process.

GRADE 8 READING

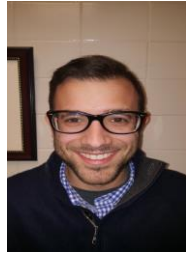
Reading 8 builds on the Developmental Reading program by helping students in building skills in both the critical reading and independent reading areas. There are both in-class textbook texts as well as independently –chosen texts that the students are expected to read and use in various different writing responses as well as other class projects. Critical reading skills are further honed through foci in the different literary genres, such as fiction, genre fiction, non-fiction, and biography/autobiography. Student reading skills are tested through writing assignment,

tests, quizzes, and other class projects. All Reading 8 students will also read the novel Anthem by Ayn Rand and will write an essay that will be submitted to the Anthem Essay contest, which is held every year in March. Reading 8 students will spend time reading and learning about and researching their learning styles and personality types as well as careers in which they may be interested. Students are also responsible for practicing and honing their public speaking skills through various presentations throughout the school year. Another reading skill that students hone is comparing and contrasting different texts. The curriculum of Reading 8 strives to make the student a more critical, deep thinking, and independent reader.

Social Studies Department



Mrs. Desak



Mr. Pappasergi



Mrs. Furman

GRADE 6 SOCIAL STUDIES/GEOGRAPHY

The sixth grade class continues to follow the five Fundamental Themes of Geography. The themes provide a clear conceptual basis for teachers and students to use in organizing their knowledge. World Geography highlights the following: (a) social, political, cultural and economic contributions of groups and individuals; (b) historical documents, artifacts and places; (c) continuity and change, and (d) conflict and cooperation among social groups and organizations

GRADE 7 SOCIAL STUDIES

The course of study will build a foundation of knowledge about physical and cultural regions of the world and how geographers, historians and archaeologists work to discover the past and help us to understand the past and present. The relationship of ancient developments to the present-day will also be emphasized, as well as the incorporation of numerous forms of visual aids to illustrate the locations and characteristics of these early civilizations. Within this course, the student will experience vocabulary instruction, increase use and practice of literacy strategies, and collaborative inquiry, as well as research experiences.

GRADE 8 SOCIAL STUDIES

The eighth grade Social Studies course is the first in a sequential study of American History. Students will experience the Age of Exploration, Native American cultures, empire building in the Americas, English colonial life, the fight for American Independence, the creation of the Constitution, and life in the new United States of America. Key themes and concepts of history, geography, economics, political science, and sociology are emphasized throughout the course.

GRADE 8 AMERICAN CIVICS

The American Civics curriculum is designed to meet the basic goals, as outlined by the PA State Standards, of civic education. It provides students with a thorough understanding of our Constitution and the nation's system of government at the national, state, and local levels. The coursework highlights the qualities and responsibilities of a good citizen, the importance of civic participation, and elements of Economics.

Science Department



Mr. Sobek



Mrs. Markovich



Mrs. Rice

GRADE 6 SCIENCE 6

The Physical Science class involves the study of objects and their properties. Students examine changes to materials during mixing, freezing, heating, and dissolving, and then learn how to observe and measure results. This class follows the PA State Standards to deepen the understanding of the structure and properties of materials and includes atoms, waves, light, electricity, magnetism, and the role of energy, forces, and motion.

Sixth Grade Science classes will be using the Science Fusion program. It was designed for building inquiry and using the STEM system in the classroom. Students can also use the digital curriculum, virtual labs and hands-on activities. The course uses write-in science textbooks, which develops important critical thinking skills that prepare students for success in future science courses and in the workplace.

GRADE 7 SCIENCE 7

Life science, as stated in the PA State Standards, is a comprehensive examination of the plant and animal kingdoms. Students are introduced to the scientific method of inquiry and are challenged to think like scientists in living labs and outdoor explorations. Living things and their environments are the concentration of study in this course, along with laboratory investigations consisting of analysis and interpretation of data among individual and class projects.

GRADE 8 SCIENCE 8

The students will concentrate on concepts which enhance the investigation of the Earth's interior, its rocks and soil, the atmosphere, weather phenomena, oceans, and environment. Environmental concepts will focus on watersheds and wetlands, renewable and nonrenewable resources, and agriculture within Pennsylvania based upon the Common Core Standards.

Science classes will be using the Science Fusion program. It was designed for building inquiry and using the STEM system in the classroom. Students can also use the digital curriculum, virtual labs and hands-on activities. The course uses write-in science textbooks, which develops important critical thinking skills that prepare students for success in future science courses and in the workplace.



Mr. Malush



Mrs. Coldren



Mrs. Lash



Ms. Higinbotham



Mrs. Gray



Ms. Hega

GRADE 6 MATH 6

The 6th grade mathematics class follows the PA Core Standards. Instructional time focuses on ratios, unit rates, arithmetic operations, rational numbers, expressions, equations, and statistics. This course allows students to develop critical thinking skills, use multiple approaches, collaborate with peers, and justify responses. The IXL computer program is used throughout the school year to reinforce skills, and to remediate students when needed.

GRADE 7 MATH 7

In Grade 7, math instructional time focuses on four critical areas:

- (1) developing understanding of and applying proportional relationships; through the use of tables, graphs, and descriptive scenarios
- (2) developing understanding of operations with rational numbers and working with expressions and linear equations; through the use of modeling, tables, and real-world examples
- (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume;
- (4) drawing inferences about populations based on samples.

ACCELERATED MATH 7

Track Determination: Math 6 students will automatically enter Accelerated Math 7 with a final average of 93% or above. 6th grade students with a final average between 90% and 92% will be based upon Teacher Recommendation

This course is the prerequisite for Algebra 1 or Accelerated Math 8. It will cover the fundamental concepts needed in order to be successful in Algebra. Topics covered, but not limited to are; basic operations, fractions and decimals, solving one, two, and multiple step equations, geometry, and the foundations of Algebra according to the PA Common Core. Along with the regular class, students will participate in an I.X.L. lab five days a week. Successful completion of this course will provide an easy transition into the mathematical challenges in Algebra I or Accelerated Math 8.

GRADE 8 MATH 8

In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

ACCELERATED MATH 8

Track Determination: 1) Accelerated Math 7 students will need an 85% final average and/or teacher recommendation. 2) Math 7 students will automatically enter Accelerated Math 8 with a final average of 93% or above. Math 7 students with a final average between 90% and 92% will be based upon Teacher Recommendation.

Students will be introduced to variables, function patterns, and graphs while exploring rational numbers. Solving equations will be the foundation for this course as the concepts will also be used to solve inequalities. Students will make connections between functions, tables, and graphs and begin to explore different forms of equations and their graphs. The course will then move onto systems of equations and linear inequalities, properties of exponents, operations with polynomials, and factoring quadratics. At the end of the course, students will take an algebra placement course exam to determine if the students will go into Algebra 1 or Algebra 1A their 9th grade year.

ALGEBRA 1

Prerequisite: Students will need at least an 88% average in Accelerated Math 7 and teacher recommendation.

Algebra I is an introduction to the study of Algebra. The structure and properties of real numbers are used to simplify expressions and solve equations with one variable. Problem solving skills are improved by using variables to write equations and solve them. As various problem-solving techniques are developed, they are applied to problems including age, coin mixture, uniform motion, ratio and percent. Factoring is introduced and used to solve quadratic equations. Students registering for this course should have maintained a C or better average in sixth or seventh grade mathematics. Daily practice of the skills introduced in the classroom is an absolute necessity for success. Successful completion of this course will provide the basis for continued mathematical challenges presented in geometry and Algebra II.

GRADES 6, 7 AND 8 MATH LAB (Tentative)

This is a math lab designed to assist students in increasing their mathematical abilities and attaining proficiency on the PSSA math exam. This class will correspond to the student's math class and be part of their math class grade. It will include the IXL computer program, Cognitive Tutor. These will be assigned by the teacher based on the needs of the students. Course content will include grade appropriate Pennsylvania Common Core Standards such as basic math operations, geometry, solving equations with real numbers, proportions, percentages, probability, functions, and linear equations.

IXL

IXL is a self-learning web based supplement for math courses ranging from pre-school to Calculus classes. It is infused at every level with real world problems that allows students' minds to come alive. It ties math skills into everyday learning experiences.

IXL approaches math at all angles. It offers word problems, visual representations, interactive activities and more. IXL encapsulates the performance of your class. It tracks the class as a whole as well as individual student growth which allows the teacher to recognize the strengths and weaknesses of the students.

IXL offers complete explanations of all mistakes and explains what the student did wrong. Students encounter everything from typed responses, multiple choice questions to innovative graphing problems.

UNIFIED ARTS COURSE OUTLINE

GRADE 6, 7 AND 8 ART Mr. Flaherty



Middle School Art provides students the opportunity to become successful while contributing to, and analyzing the visual world around them. Hands on learning engages each student in the decision making process while simultaneously learning how art historically relates to culture. Students will learn to visually convey ideas, feelings and emotions while working through each project. The Middle School Art program is designed for students to develop a love and appreciation for the arts.

Sixth grade visual art is an introduction to the Elements of Art. Projects focus on Art History, Production, Aesthetics, and Criticism. Students will be exposed to the art making process.

Seventh grade visual art reinforces the Elements of Art while introducing the Principles of Art. Projects focus on Art History, Production, Aesthetics, and Criticism and foster Creativity by developing Divergent Thinking skills and Individualism. Students will begin to develop an awareness of what a quality-finished product should look like.

Eighth grade examines Composition and Design through the application of Traditional and Modern art making methods. Students will begin to develop Aesthetic Awareness and focus on Neatness, Quality, and Craftsmanship (quality versus quantity) Students will meet the Pennsylvania Standards for Art Education in Art Production, Historical Context, Critical Response, and Aesthetic Response by producing, and exhibiting well crafted artwork.

Music Department



Mrs. Staranko



Mrs. Shipley



Mr. Spang

GRADE 6, 7 AND 8 CHORUS

This course is designed for students in each grade six through eight, who desire to strengthen music fundamentals through choral performance. Requirements are the ability to match pitch, daily practice, study and class participation, as well as rehearsals and performances beyond the daily academic hours. Beginning singers are encouraged to enroll. Objectives of the course include using choral music to identify pitches, apply dynamic markings, evaluate and adjust the vocal instrument to correct blend, balance and intonation, understand music signs, musical genres and the basic principles of harmony.

GRADE 6 MUSIC APPRECIATION

Students will study many topics within music, including the historical and social perspectives from the Baroque Era through the Contemporary Era of music. Students will learn how to read and write music and apply their knowledge through various written and listening exercises as well as several hands-on projects. Various musicians and composers will be studied, including Bach, Beethoven, and Mozart.

GRADE 7 MUSIC APPRECIATION

Students will review musical concepts through playing recorders and guitars. Students will learn the parts of the recorder and guitar. Students will increase music reading ability through performance on the recorders and guitars. Students will study music from various genres and styles and study the historical context of the music that is performed. A Unit on Classical Opera will also be studied.

GRADE 8 MUSIC APPRECIATION World Music Drumming

Students will learn a step-by-step approach to learning percussion, rhythms, and singing. Students will connect African and Latin cultural traditions to the music performed. Curriculum will follow the World Music Drumming curriculum as published by Hal Leonard. Units will cover Drumming Techniques, Singing multi-cultural songs, Movement, African and Latin cultural traditions

GRADE 6, 7 AND 8 BAND

Prerequisites: Previous school band experience preferred. If you are interested in joining the band and have not played an instrument before, Director's recommendation is required. Students will continue the exploration of instrumental music and performance as a large ensemble. Music from different time periods and cultures will be studied and performed. Students will increase their musical vocabulary and technical ability on their instruments. Students will also have the opportunity for small group instruction during the school day. This group will perform two concerts each year; these extra performances are required.

Prerequisites: Participation in the sixth grade band class. If you are interested in joining the band and have not played an instrument before, Director's recommendation required. In this class students will increase their technical ability on their instruments as well as expand their music knowledge. Elements of rhythm style, balance, blend; intonation and phrasing will be discussed, as well as, basic musical theory. Students will have the opportunity for small group instruction during the school day. This group will perform two concerts each year. These extra performances are required.

GRADE 8 DRAMA (Tentative)

The drama course will demonstrate the belief in the dramatic situation and in roles assumed within it. Students work co-operatively within dramatic situations and when shaping ideas toward collective creation; develop an understanding of the processes and elements involved in creating works of dramatic art; demonstrate the ability to reflect on the work of the group and on their individual contributions to it; and examine ways in which drama mirrors and influences individuals, societies, and cultures of the past and present. Students will take on different roles in the High School musical.

GRADE 6, 7 FAMILY AND CONSUMER SCIENCE Mrs. Funkhouser



The vision of family and consumer sciences' education is to empower individuals and families across the life span to manage the challenges of living in a diverse, global society.

The sixth grade Family and Consumer Science goals are to introduce students to the family and consumer science discipline with an emphasis on Family Relationships, Textiles and Food preparation.

The seventh grade Family and Consumer Science course goals are to provide consumer information and strategies to make informed decisions that improve the quality of individual and family life. Seventh grade FCS extends the materials covered in sixth grade with greater emphasis on project construction and food preparation.

GRADE 8

WORLD LANGUAGE Mr. Stone



GRADE 7 and 8 (Tentative) WORLD LANGUAGE

Prerequisite: none

This program allows the students to continue their study of French and Spanish from sixth and seventh grade. Each language will be studied for a brief period of time. There is a greater emphasis on grammar and vocabulary. This program will help the student to decide which language they would prefer to study in high school.

GRADE 6, 7, 8

STEAM 6th ~ Mr. Sobek, 7th ~ Mrs. Markovich 8th ~ Mrs. Rice



GRADE 6, 7, 8 STEAM (Tentative)

Prerequisite: none

This program is based on Science, Technology, Engineering, Arts, and Mathematics. The combined curriculum approach helps students build their problem solving skills while working with hands-on activities ranging from building and programming robots to the creating solar powered windmills.

GRADE 7

Academic Success I

Prerequisite: none

This program focuses on skills needed to be successful in school. The skills taught in this course range from note-taking, test strategies, organization, and basic word processing.



GRADE 8

Academic Success II (Tentative)

Prerequisite: none

This program continues building upon skills learned from Academic Success I. Students will be introduced to Google classroom as well as other academic tools that enhance student delivery of information.





Mr. Mollis



Ms. Noble

WELLNESS

This program consists of activities designed to promote the components of physical fitness. This course provides students with an introduction to selected team and individual sport activities. Students are instructed in the basic movements, skills, strategies, knowledge, and appropriate behaviors associated with successful beginning participation in sporting activities. Students are also involved in activities that promote fitness development. Students are required to change clothes for this class.

Wellness is encouraged in all grades through the health curriculum, and corresponds to the PA State Standards for Health. This course promotes the understanding of sound emotional, physical, and mental well-being, elaborates upon information that relates to the bodily effects of steroids, alcohol, tobacco, and chemical abuse. The course also instructs the students in the basic function of each body system and its personal care. Different speakers present different health related topics including smoking, harmful drugs and alcohol.

GRADE 6, 7 AND 8**SPEECH AND LANGUAGE THERAPIST**

Mrs. Kasimirsky

Speech and Language Support is designed to develop intelligible and effective speaking skills using a variety of remedial techniques. While developing an understanding of spoken and written language, students also develop the ability to use language effectively in their educational setting as well as social aspects of their lives. Speech and Language therapy is individualized and based on student needs. Correcting Articulation and Language Disorders is the basis of Speech and Language Support.

GRADE 6, 7 AND 8**REACH**

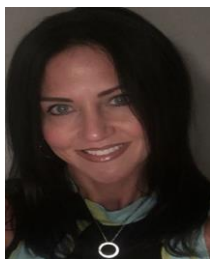
Ms. Dicianna



Students who are identified as academically gifted may participate in a gifted service class period. The focus of these services will be determined by students' areas of giftedness, and by the individuals' interests and personal goals. Project based enrichment activities will be utilized throughout the school year in which students will work individually and/or within small groups. The projects will focus on creativity, critical thinking, leadership development and team building. Opportunities to participate in off campus competitions and experiences will be offered throughout the year as well.

This class teaches students with cognitive disabilities, which may include significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. The class designs an individual plan that meets the needs of each student.

SCHOOL COUNSELORS



Ms. Johnson



Mrs. Wagner

GRADE 6 GUIDANCE CURRICULUM

In addition to individual/group counseling and many services available through the counseling office, 6th grade students will have classroom lessons thru the 6th Grade Character Education Course. Included in this course will be the Study Skills curriculum. Topics include but not limited to – social skills, study skills, self-esteem, peer pressure, conflict resolution, and overall well-being.

GRADE 7 GUIDANCE CURRICULUM

In addition to individual/group counseling and many other services available through the counseling office, students will go through a character education curriculum through small group counseling. Students are given lessons on test taking strategies to help eliminate test anxiety, better performance, open-ending testing etc.

GRADE 8 GUIDANCE CURRICULUM

In addition to individual/group counseling and many other services that are available through the counseling office, students will have the opportunity to discover and develop career skills through their yearly reading class. Such activities include, but are not limited to, interest investigation, career research, and personality assessments.

COLLEGE/CAREER READINESS PROGRAM

The goal for this program is to increase exposure of the many opportunities that await our middle school students. We feel that it is vital to increase exposure to these programs in order for students to have a better understanding of the path they wish to choose in the future.

GRADE 6

Students will be exposed to different programs offered at the Mon Valley Career and Technical Institute. Students will be able to participate in these programs when they reach high school.

GRADE 7

Students will be exposed to a career technical school. Locations will vary year to year based on availability.

GRADE 8

Students will be exposed to a 4 year College/University. Locations will vary year to year based on availability.

LITERACY CAFÉ

Ms. DiCianna



The Middle School Library program provides integrated instruction of Information Literacy Skills, as well as the incorporation of the Common Core Standards for all curriculum areas. The amount of instructional time each student receives, however, is dependent upon individual middle school teams and teachers. Library instruction provides students with an opportunity to develop information literacy skills, including locating, accessing and evaluating information, developing searching techniques, learning a research process and using information ethically. Students will also have the opportunity to explore age-appropriate literature.

GRADE 8

LIBRARY RESEARCH PROCESS



The course will provide a systematic approach to writing a research paper. The resulting paper must be composed of a compilation of factual material on a specific subject. Instructed by an English teacher and in conjunction with the librarian, the course will cover the process, beginning with topic selection, to locating, evaluating and taking notes from multiple resources. Research vocabulary will be introduced and implemented. The final draft will incorporate the five characteristics of effective writing as well as the five steps of the writing process.

OUR MIDDLE SCHOOL ESL COURSE OFFERINGS ARE AS FOLLOWS:

English as a Second Language (ESL) is designed for students who possess limited English language skills. Within our ESL program, four levels/courses exist. Since our program is consistent with our high school's ESL course offerings, ESL students will experience the same progression of English language development while attending Charleroi High School.

English as a Second Language I

As an introductory course, ESL I is designed for students who are at the entry level of English language acquisition. ESL I presents to the student, in natural learning order, the skills of listening/understanding, speaking, reading, and writing. Using the oral language development approach, emphasis is placed on vocabulary building, pronunciation, grammar, and social communication in a cultural context. Topics include everyday situations related to school, family, foods, holidays, customs, sports, and leisure time activities.

English as a Second Language II

Course content focuses on American culture, customs, and geography. Conversational ability and vocabulary are increased. Grammar, reading instruction, verb tenses, and questioning, summarizing and writing skills are emphasized. All reading and writing skills are presented first as oral language development exercises to provide the oral language proficiency necessary for academic success. Writing narrative, descriptive, informative, and expository compositions is a guided skill developed at this level.

English as a Second Language III

Grammar, history, literature, cultural and current events, and oral practice are combined to prepare the second language student for more academic success in our regular curricular programs. Grammar and reading continue as key components to the ESL program. Oral proficiency is increased through dialogues, oral reports, and class discussion. Written work includes note-taking, journals, dialogue writing, and fundamentals of composition. Essay writing is modeled and practiced.

English as a Second Language IV

The focus of ESL IV is the continued development of English language acquisition in the areas of reading, writing, listening, speaking and comprehension at Intermediate II through Advanced I and Advanced II levels of proficiency. English language structure, idioms, figurative language, grammar, vocabulary development and usage are emphasized. Analyzing, synthesizing, and evaluating academic material through composition work, discussions, presentations, and developmentally appropriate reading materials are incorporated at this level. Manipulation of the English language to achieve native-speaker goals is the expectation of English Language Learners at this level.
