
MARSH CREEK

SIXTH GRADE CENTER

Whole School Program



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CARE. LEARN. THINK. CREATE.

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Downingtown Sixth Grade Center Mission Statement

The Downingtown Sixth Grade Center actively provides a caring environment that engages students in learning, fosters critical thinking, and unleashes their creative capacity to change our world.

CARE. LEARN. THINK. CREATE.

BE KIND.

Our school...

Welcomes Collaboration

From gaining the input of the parents and students through survey research, to utilizing their input through committee-work to create, develop and establish our vision and programs, the Marsh Creek Sixth Grade Center looks to all partners to continue to develop our school. Parents are encouraged to regularly participate in school programs, and their feedback will be used to modify and continuously develop these programs through on-going data collection.

Provides a Warm and Welcoming Atmosphere

The physical design of our school features natural sunlight and green spaces. It also takes on the reality of uniting many schools into one. More than anything, the Sixth Grade Center utilizes a developmentally appropriate “whole school” program that encourages intellectual growth, confidence-building and teamwork, as students enter their adolescent years.

The interdisciplinary team approach transforms a large school into a more comfortable and personal learning environment. Our Advisory period meets the developmental needs of students, helping them navigate through a challenging curriculum *and* time of life. Students are asked to participate in a team-based, overnight field trip that teaches them about the interdependent relationship we have with our physical environment, as well as the benefits of building friendships and teams.

Finally, recognizing that the school experience shouldn't stop at the end of the academic day, the 6GC offers multiple exciting after school activities geared to the interest of sixth graders – as determined by them. This robust program provides opportunities to form friendships based on similar interests, like intramurals, interest-based clubs and community service opportunities.

A 21st Century Approach and a Connected World

A “one to one” device program provides each student with the ability to communicate, collaborate and create in an on-line environment. This integrated approach to learning technology within the core disciplines will prepare students for future learning. From an easy-to-use online management system that helps students (and parents) stay on top of assignments, to applications that help students to collaborate with teachers and each other, the 6GC utilizes the most current and practical resources.

Students will not only make connections to our local community through environmental education and service opportunities; they will also study World Languages to prepare them for success in the global marketplace.

An Engaging Learning Environment

The cornerstone for the DASD 6GC curriculum is not just what students will learn, but, more importantly, how they learn it. The 6GC has adopted an inquiry-centered, project-based approach to learning that engages the learner by making them an active seeker, assimilator and creator of knowledge. Teachers utilize essential questions when planning new learning, and utilize inquiry to intrigue and engage the learner. Lessons provide opportunities for students to solve real-world problems. This approach leads to learning that is remembered, and, most importantly, used to build more learning.

The 6GC features an Engineering Inventions course that teaches the foundations of engineering by problem-solving through student invention; World Language courses that utilize immersive storytelling and physical movement to promote language acquisition; an integrated approach to learning 21st Century digital technology; Health and Physical Education courses that emphasizes the connection between exercise, smart decisions and healthy lifestyles; and an interdisciplinary core subject team approach that integrates multiple connected units each year.

An Individually Responsive Place to Grow

Transitioning from the elementary school and to the middle schools will be challenging for students. There are more and more decisions for students and families each year as they progress through our K-12 program. Principals and guidance counselors work with our parents and partner schools to program for students, making sure they are appropriately-challenged.

In an effort to meet the individual needs of learners, the 6GC features a full range of Special Education services. With a program for gifted learners, as well as programs for students with challenging or multiple disabilities, our philosophy puts a premium on inclusion and meeting individual goals. The scaffolding for skills necessary for success in our high schools' Advanced Placement and International Baccalaureate courses will be constructed at the Sixth Grade Center. Our guidance counselors deliver classroom lessons and also meet individually with sixth graders. We will make every effort to meet the needs of each and every one of our students.

I look forward to getting to know you.

Sincerely,

Dr. Matt Barr

Principal

SIXTH GRADE CENTER Administration, Guidance and Services Team

Matt Barr, Principal

Debra Mallon, Guidance

Kelly Sibley, Librarian

Tucker Birkhead, Vice Principal

Kelly Lyman,
Guidance

Michelle Lozito, Nurse

Barbara Mainello, Academic Advisor

Megan Busby, Guidance

Houses and Interdisciplinary Teams

In an effort to make a large school a more comfortable place to learn, The Marsh Creek Sixth Grade Center is divided into two houses (Blue and Gold) that feature four interdisciplinary teams apiece.

Each team is composed of five interdisciplinary teachers who will teach the five Core Academic subjects: Language Arts – Writing, Literature,-- Math, Science and Social Studies. Academic teams will be comprised of approximately 130 – 140 students; these students will be taking their Core Academic subjects together.

Students will be taking their “Encore”, or “Special” subjects with students who may or may not be on their “Core” team.

Grading Definitions

DASD issues report cards every forty-five days in an effort to provide families with information on student progress. In addition, assignment grades can be found online through the Parent Portal on the school website or through Schoology, our learning management system. Marking period grades are summative indicators of student performance in the taught and assessed DASD curriculum. Though they are separate from learning behaviors, they certainly can be impacted by them.

A

Demonstrates superior academic achievement
Demonstrates in-depth understanding of course standards
Applies knowledge and skills independently
Analyzes and evaluates ideas or concepts
Meets expectations of skills, concepts, or knowledge at a high level

B

Demonstrates strong academic achievement
Demonstrates solid understanding of course standards
Applies knowledge and skills
Analyzes and evaluates ideas or concepts in guided situations
Meets expectations of skills, concepts, or knowledge

C

Demonstrates adequate achievement
Demonstrates competency of course standards



Applies knowledge and skills with guidance
Occasionally analyzes and evaluates ideas or concepts in guided situations
Meets most expectations of skills, concepts, or knowledge

D

Demonstrates minimal academic achievement
Demonstrates partial understanding of course standards
Struggles to apply knowledge and skills with guidance
Occasionally identifies ideas or concepts
Meets some expectation of skills, concepts, or knowledge

F

Demonstrates inadequate academic achievement
Demonstrates little understanding of course standards
Unable to apply knowledge and skills with guidance
Rarely identifies ideas or concepts
Does not meet expectations of skills, concepts or knowledge

I = Incomplete M = Medical O = Outstanding S = Satisfactory U = Unsatisfactory

Academic Excellence

The faculty of the Sixth Grade center firmly believes it is important to recognize the efforts of students who demonstrate academic excellence. Honors are bestowed upon students whose grade reports reflect the following categories:

Distinguished = 'A's' in all courses
High = 'A's' in at least two **core** courses & more than half of all courses;
'B's' in remaining courses.
Regular = 'A's' in two courses. A maximum of one 'C', and 'B's' in remaining courses.

*Core courses: Language Arts, Mathematics, Science, Social Studies.



Project Based Learning

Project Based Learning is one of the cornerstones of the Sixth Grade Center Program. The Buck Institute for Education, a worldwide authority on PBL and instructional innovation that has partnered with our school, defines Project Based Learning as follows:

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.

Rigorous, meaningful and effective Project Based Learning:

- **is intended to teach significant content.** Goals for student learning are explicitly derived from content standards and key concepts at the heart of academic disciplines.
- **requires critical thinking, problem solving, collaboration, and various forms of communication.** To answer a Driving Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st century skills," because they are prerequisite for success in the 21st century workplace.
- **requires inquiry as part of the process of learning and creating something new.** Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product.

- **is organized around an open-ended Driving Question.** This focuses students' work and deepens their learning by framing important issues, debates, challenges or problems.
- **creates a need to know essential content and skills.** Project Based Learning reverses the order in which information and concepts are traditionally presented. A typical unit with a "project" add-on begins by presenting students with knowledge and concepts and then, once gained, giving students the opportunity to apply them. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.
- **allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- **includes processes for revision and reflection.** Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.
- **involves a public audience.** Students present their work to other people, beyond their classmates and teacher – in person or online. This "ups the stakes," increasing students' motivation to do high-quality work, and adds to the authenticity of the project.

Project Based Learning Design

Signature Projects

Students will participate in at least two signature interdisciplinary projects while at the Sixth Grade Center. These projects will involve many components and subjects, and assessment and grading will take place at many stages. The projects that students create will not involve trips to craft stores, but instead focus on



technological skills that are explicitly taught while in school. Each project will seek to answer a driving question or problem.

One will focus on our local watershed, and will involve the following courses: Science, Social Studies, Language Arts, and IDIT.

The other will focus on the arts and community, and will involve: Art, Language Arts, Social Studies and IDIT.

In addition, students will work on digital technology skills projects/presentations in all core courses as part of the Integrated Digital Information Technology curriculum.

Outdoor Education

In October, each interdisciplinary team will be traveling to a local educational camp, Paradise Farms (in Downingtown). Students, teachers, administrators and some parent volunteers will participate in a program designed to facilitate team-building, resiliency and environmental awareness.



Advisory Period

Just after lunch every day, there is a 17-minute Advisory period when students will meet with a teacher advisor. During this time, they can seek clarification or help on homework assignments, organize their materials, and seek guidance from their faculty advisor. More often they will be given an opportunity to go outside to enjoy the fresh air in a recess-like atmosphere.

Advisory is also a time when advisors will coordinate planned school or team-based activities that emphasize teamwork, anti-bullying, social development, study skills acquisition and other developmentally appropriate ideals. An advisor will be another faculty member that students can go to when they need help or support.

Period Schedule

The Sixth Grade Center features a regular schedule of seven academic periods and one advisory period on a six-day cycle.

21st Century Learning

Sample Bell Schedule

TEAMS A - B	TEAMS C - D	TEAMS E - F	TEAMS G - H
Period 1 8:50 - 9:42	Period 1 8:50 - 9:42	Period 1 8:50 - 9:42	Period 1 8:50 - 9:42
Period 2 9:44 - 10:31	Period 2 9:44 - 10:31	Period 2 9:44 - 10:31	Period 2 9:44 - 10:31
Period 3/4 10:33 - 11:20	Period 3/4 10:33 - 11:20	Period 3/4 10:33 - 11:20	Period 3 Advisory 10:33 - 10:50 Period 4 Lunch 10:50 - 11:20
Period 5/6 11:22 - 12:09	Period 5/6 11:22 - 12:09	Period 5 Advisory 11:22 - 11:39 Period 6 Lunch 11:39 - 12:09	Period 5/6 11:22 - 12:09
Period 7 Advisory 12:11 - 12:28 Period 8 Lunch 12:28 - 12:58	Period 7/8 12:11 - 12:58	Period 7/8 12:11 - 12:58	Period 7/8 12:11 - 12:58
Period 9/10 1:00 - 1:47	Period 9 Advisory 1:00 - 1:17 Period 10 Lunch 1:17 - 1:47	Period 9/10 1:00 - 1:47	Period 9/10 1:00 - 1:47
Period 11 1:49 - 2:36	Period 11 1:49 - 2:36	Period 11 1:49 - 2:36	Period 11 1:49 - 2:36
Period 12 2:38 - 3:25	Period 12 2:38 - 3:25	Period 12 2:38 - 3:25	Period 12 2:38 - 3:25
Locker Time 3:25 - 3:30	Locker Time 3:25 - 3:30	Locker Time 3:25 - 3:30	Locker Time 3:25 - 3:30

21st Century Learning

Increasingly, the demands of a competitive global marketplace have charged our schools with the responsibility of teaching our students to communicate, collaborate and create – all 21st Century skills.

At Marsh Creek, we have taken this charge to heart, and students and parents will see evidence of this in many different ways.

First, students will be working with a personal tablet within the first few weeks of school. This tablet will be assigned to them throughout their stay at Marsh Creek, and it will serve as a notebook, calculator, textbook, library and communication device.

Second, students will be issued “closed” Gmail and Schoology accounts, so they can access assignments, lesson material, and collaborate with classmates in a safe environment.

Lastly, they will be taught to creatively use technology within their regular academic classes by our Integrated Digital Information Technology (IDIT) teacher and district Instructional Coaches. The instruction will be embedded into other disciplines in a real and practical sense, creating opportunities to engage the learner, as well as access and inspire their creativity.



Extracurricular Program - Intramurals and Clubs

The faculty of Marsh Creek recognizes that educating students is only part of our job. Our school follows the *Whole Child* approach, which recognizes that we must fulfill the students’ physiological and safety needs, as well as their need for a sense of belonging, *before* they can be expected to learn in the classroom. Students will have many opportunities to make friendships based on similar interests at our school.



Extracurricular activity is important in our community, whether it be sports, music, drama or other interest-based activity. Marsh Creek will offer a robust extracurricular program that will feature after school activities on Monday, Tuesday and Thursday afternoons.

Intramural sports will be seasonal and the offerings will be many. Clubs will be recommended and formed by students and a faculty sponsor. There will also be music ensemble concerts and academic help available. After school activities will run from 3:30 p.m. to 4:30 p.m. on Mondays (Fall only), Tuesdays and Thursdays. All of these activities will be published and announced in school, on Schoology and on our website.



Special Services and Programs

In an effort to meet the needs of all of our students, there are a variety of supplemental services and programs available at Marsh Creek. From guidance counselor facilitated groups created to help students deal with transitory or life-altering issues, to academic interventions and enrichment, we are prepared to help your child reach their potential.

Marsh Creek has a full range of academic support programs, and special education, gifted and health room services to support each and every student's needs in order to help them achieve success.

Please contact your child's guidance counselor with any questions or concerns.

Academic Program

Each student's academic day consists of "Core" and "Encore" subjects. Some Encore subjects must be chosen by the student (World Language and Music), while others are a fixed part of the curricular program (Physical Education, Health, Art, and Engineering). Encore meet twice each 6-day cycle.



If a student is receiving Learning Support Interventions, these classes are typically substituted for Encore classes, as are some of our Academic Support programs like Math X, Reading Foundations and Reading Comprehension. More information to help make an appropriate decision can be gathered at student IEP/GIEP meetings.

Please see the following chart to understand typical Encore course rotation:

ENCORES
Music <ul style="list-style-type: none"> • Band • Orchestra • Chorus • General Music
Engineering
Art
Health
Physical Education
German Expeditions
French Expeditions
Spanish Expeditions
*+Reading Interventions
*+Math Extensions
+Academic Expeditions
*Executive Functions Lab
*Writing Lab
*Math Skills Lab
*Functional Strategies
*Social Dynamics

* Enrollment in this course is determined by IEP

*+- Enrollment in this course is determined Admin./IEP

++ Enrollment in this course is determined by IEP

Academic Courses

Art

The Art curriculum provides for sequential growth and development through Art Education. Student production of artwork requires student knowledge of the principles of composition, as well as painting, drawing, and three-dimensional artwork (sculpture, ceramics, and crafts). Art history education is incorporated throughout the course, encouraging a deeper understanding of the arts and their connection to culture, history and society. The

curriculum is aligned to the PA Academic Standards for Arts and Humanities.

Authentic assessment of skills is practiced through student-created artwork, and students are provided opportunities to reflect upon, analyze and exhibit their work. The critique and portfolio processes create a supportive atmosphere that allows all students to incorporate problem solving and information-based decision-making.

Art is an Encore Cycle 1 course that meets twice per cycle.

Engineering Inventions

While it is important that students have the math and science background to do well in the engineering field, it is just as important that they understand the big ideas and principles behind engineering.

Engineering Inventions is an inquiry-based, hands-on course that asks students to design and invent devices - using the principles of engineering - to solve real world problems. Students will study Bio-Engineering, Aerospace Engineering, Energy, Construction, Manufacturing and Robotics.

Engineering Inventions is an Encore Cycle 1 course that meets twice per cycle.

Functional Strategies, Learning Support and Social Dynamics

The Functional Strategies, Learning Support and Social Dynamics programs support individual student IEPs. Teachers facilitate a learning environment by which the student can achieve goals and objectives. Students may be scheduled for FS/LS/SD classes in lieu of a choice of encore subjects.

GS/LS/SD classes or services are scheduled through the IEP process.

Health

Health is a course that focuses on the connection between physical, mental, emotional and social wellness in order to promote a healthy lifestyle. This course meets 2X per cycle. Students will understand and practice a variety of life skills such as communication, anger and stress management, refusal skills, and conflict resolution. Additional topics include, human growth and development, nutrition, and improving self-image.

Integrated Digital Information Technology (IDIT)

The Digital Information Technology curriculum in the Downingtown Area School District provides each student with the technological knowledge and skills essential to create, communicate, and collaborate in an ever-changing digital world by aligning the use of technology to the curriculum.

This course teaches sixth graders how to use 21st Century technology to support personal productivity, group collaboration, and self-directed

learning. Students will explore ideas and demonstrate learning; create products to communicate their learning using a variety of digital media; and practice safe, legal, and responsible use of digital information and technology.

More importantly, technology is taught in an integrated fashion through projects that support all content areas. Students and teachers will use technology on a regular basis as a means of improving instruction and learning.

IDIT is integrated into the class meetings of Core/Encore classes and has an on-line component.

Language Arts

The 6th grade Language Arts program prepares and challenges students to read, write, listen and speak effectively. Sixth graders enroll in two periods of Language Arts for the entire school year.

Student competency is demonstrated in the PSSA ELA Assessment, benchmark assessments, and teacher-created formative and summative evaluations. The goal of the program is to prepare and challenge students to read, write, listen and speak effectively. This course prepares students to construct meaning in all curricular areas and, ultimately, to fully participate as lifelong learners and informed, productive members of society.

Writing: The 6th grade writing program provides a variety of opportunities for developing writers. 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 grow in their knowledge of the five characteristics of effective writing (focus, content, organization, style, and conventions). Students will learn techniques to help them write with a clear focus and controlled organization. They will also develop vocabulary appropriate for descriptive word choices (i.e., adjectives, nouns, verbs). Teacher instruction will help students to convey the tone and voice of their writing. Students will utilize different media/technology for self-directed learning. Collaborative writing and research assignments will also be used as instructional methods by the teachers.

Literature: The 6th grade literature curriculum is designed to develop the strategies needed to become a better reader, listener and critical thinker. Students will read for a variety of purposes, including: *reading for literary experiences, reading*

for information and technical reading. Purposeful reading enhances both comprehension and reading skills, helping students to construct meaning by developing a robust vocabulary. Literature study includes fiction (short stories, poetry, drama, and oral traditions); as well as nonfiction (essays, autobiographies and technical readings). In addition to understanding, analyzing, interpreting, and evaluating text, students will develop other critical thinking skills through text interaction. Students will be exposed to a full spectrum of reading genres that are intended to cultivate an interest in life-long reading.

Language Arts is a Core course delivered in ninety minutes each day.

Mathematics

The sixth grade mathematics program is a progressive continuation of the elementary mathematics program, preparing students for success in higher, more abstract levels of math. Incoming 6th grade students will be placed in mathematics courses using multiple criteria from 5th grade mathematics: end-of-year assessment, PSSA, and teacher assessment of skills. Throughout the first semester, student performance will be monitored, and placement may be adjusted if necessary. There is no test-out option available to bypass any mathematics course.

At the end of 6th grade, multiple mathematics criteria will be considered for 7th grade placement, including: 6th grade grades, end-of-year assessment, PSSA, and teacher assessment of skills.

6th Grade Accelerated Mathematics is a pre-algebra-based mathematics course that focuses on preparing students for Algebra I while concentrating on furthering problem-solving skills and developing higher order thinking skills. This course guides students through concepts involving integers, equations and inequalities, graphs and functions, percents, probability, and an introduction into geometry while incorporating 6th grade Common Core standards.

6th Grade Mathematics Level 01 is a fast-paced mathematics course that focuses on developing advanced, multi-step problem-solving skills that require critical thinking. This course includes Pre-Algebra concepts and conceptual and abstract representations of mathematics. This course prepares students for 7th or 7/8 grade math for 7th grade.

Math Extensions

Math X is a course offered to 6th grade students by recommendation only. Students are enrolled in this course in addition to their regular mathematics classes. The purpose of this class is to increase students' basic mathematical and problem-solving skills.

Math X enrollment is administration dependent and meets two or four times per six-day cycle.

Music

A variety of offerings are provided for the wide range of student interests and talents. Students may choose from the following music courses:

General Music This course gives the students an opportunity to experience music through listening, creating original compositions, and performing on instruments while utilizing current music technology. Elements of music included in the course are: theory, styles, technology, cultures, instruments and current trends in music. General music does not provide the opportunity for public performances.

Band In the large group rehearsal setting, Band instruction includes music theory as well as fundamentals in music performance of a variety of musical styles. Small group instrumental lessons provide students with opportunities to learn the proper technique of playing their instruments and are scheduled on a rotating cycle. Students at all levels of ability are challenged to meet their own personal musical potential through home practice and lesson attendance. Band members perform two concerts each year. The sections are divided into Band Percussion sections and Band Winds which include all non-percussion instruments. *Participation in this class may require payment of the DASD activity fee.*

Chorus Choral students are challenged to meet their own personal musical potential through classroom rehearsal and home practice. All chorus members are

required to attend two evening concerts and any after school rehearsals scheduled by the director. Students are instructed in correct vocal technique, music theory and musicianship skills. Written work will include but not be limited to concert reviews, practice logs, music theory, tests and quizzes. Grading is based on class demonstration, written work, vocal technique, rehearsals and concerts. *Participation in this class may require payment of the DASD activity fee.*

Strings Orchestra Students participating in orchestra meet twice per cycle in a large group rehearsal setting where they learn the fundamentals of performance in a variety of musical styles as well as music theory and history. Orchestra students are also scheduled for a small group lesson on a rotating basis. Small group lessons provide students with the necessary opportunities to learn proper technique, and also allow for individual student assessment. Students at all levels of ability are challenged to meet their own personal musical potential through home practice, lesson attendance, rehearsals and performances. Students in orchestra are required to attend two evening concerts and any after school rehearsals scheduled by the director. There are no beginning level orchestra classes and all students entering orchestra at the 6GC must have participated in an orchestra program for at least one year. *Participation in this class may require payment of the DASD activity fee.*

Music is a Cycle 1 Encore course that meets twice per cycle.

Physical Education

Physical education is a course where students will explore various exercise and physical activity that they can use for a lifetime. This course meets 2x per cycle. A main focus being improving upon the main components of fitness such as flexibility, upper body strength, core strength, and cardiovascular fitness. Various team sports and cooperative group activities are also incorporated to encourage teamwork and cooperation.

Reading

The Marsh Creek 6GC Reading Program promotes effective, proficient and independent readers. The following courses are offered to provide instruction that best fits the individual needs of the sixth grade student.

Reading Extensions is a concentrated word study program with an emphasis on phonemic awareness, alphabetic principle, word study, and English spelling structure. This program systematically and thoroughly

teaches students about the orthography (spelling structure) of English words.

Reading Foundations is a strategy-based instructional program for students who struggle with reading. Ongoing assessment and monitoring of student progress enable teachers to provide appropriate instruction. Purposeful pacing, explicit instruction, ample guided practice, and targeted review characterize the instructional focus of this program. Materials and instructional methods that consider the interest of the student as well as the level of difficulty of reading selections help foster the desired learning. This course is offered daily for the entire school year to recommended 6th grade students. Students who meet the prescribed set of reading proficiency criteria may exit the course before the end of the school year.

Reading Comprehension is a strategy-based program for struggling readers that focuses primarily on improving a student's ability to understand text. Explicit instruction and teacher modeling of essential comprehension strategies provide the instructional foundation of this course. Students apply these skills via guided and independent practice in a variety of reading situations. This course is offered daily for the entire school year to recommended 6th grade students. Students who meet the prescribed set of reading criteria may exit the course before the end of the school year.

Reading courses meet daily, and enrollment is IEP/administration dependent.

Science

Sixth grade Science focuses on the topics of Earth Science and Environmental Science. Topics include water, the atmosphere, weather, plate tectonics, rocks, minerals, erosion, wetlands and watersheds. Teachers will maximize laboratory opportunities to take students outside to explore the local environment. Topics are learned through hands-on activities, field experiences, and multiple classroom learning opportunities.

Science is a Core course that meets daily.

Social Studies

The Social Studies curriculum is designed to provide the student with knowledge and appreciation of their own culture and history, as well as that of their closest neighbors in North, Central and South America. Certain strands are interwoven within the course, including: current events, cultural diversity, geographical influences, history, economics, and political science. The inclusion of these strands

provides a much broader view of the particular topics being studied.

Students will study the five themes of geography, history and present-day culture of Mexico and Canada. Students will also study the American Revolution - beginning with the causes and ending with the Treaty of Paris. A variety of formative and summative assessments, such as projects, written tests and quizzes are used to gauge learning.

Social Studies is a Core course that meets daily.

Study Skills: Academic Expeditions

The course will provide 15-minute mini lessons each session in the areas of materials management, time management and planning, study strategies, goal setting, decision making and learning strategies. Each session will also contain 30 minutes of guided work time for the purpose of assignment and project completion and content review and study.

World Languages

The World Language courses provide a functional approach that emphasizes communication skills. Students are engaged in motivating activities that develop their ability to use the language authentically through extended sequential study. The program depicts everyday life and social customs in the countries and the cultures of the target languages. A variety of activities, designed to emphasize everyday situations, enable students to become skilled in interpersonal, interpretive and presentational communication.



As the emphasis on instruction is on communication and understanding - using fun and engaging methods – students will be expected to take chances and learn a world language the same way their learned their native language: authentically through immersion. Students will be encouraged to take chances.

Three courses will be offered:

- **Spanish Expeditions**
- **French Expeditions**
- **German Expeditions**

Administration

Dr. Robert O'Donnell	Superintendent
Dr. Robert Reed	Assistant Superintendent
Dr. Louis Chance	Assistant Superintendent
David Matyas	Business Manager
Dr. Caroline Duda	Director of Human Resources
Dale Lauver	Director of Facilities
Dr. Gary Mattei	Director of Technology
Ms. Jennifer Shealy	Director of Public Relations
Mr. Justin Brown	Director of DEI