
RADNOR MIDDLE SCHOOL

Program of Studies

2024-2025



R **RAPTORS**
RADNOR MIDDLE SCHOOL

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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 educational, 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.

[Historical Source](#)

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 position paper from the Association for Middle Level Education (AMLE), in which the Association’s vision for a successful school for adolescents is delineated by Essential Attributes and 18 characteristics. These Essential Attributes and 18 characteristics are outlined below:

Essential Attributes

Responsive

Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

Challenging

Cultivating high expectations and advancing learning for every member of the school community.

Empowering

Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.

Equitable

Providing socially-just learning opportunities and environments for every student.

Engaging

Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.

18 Characteristics

Culture and Community

- *Educators respect and value young adolescents.*
- *The school environment is welcoming, inclusive, and affirming for all.*
- *Every student’s academic and personal development is guided by an adult advocate.*
- *School safety is addressed proactively, justly, and thoughtfully.*
- *Comprehensive counseling and support services meet the needs of young adolescents.*
- *The school engages families as valued partners.*
- *The school collaborates with community and business partners.*

Curriculum, Instruction, and Assessment

- *Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.*
- *Curriculum is challenging, exploratory, integrative, and diverse.*
- *Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.*
- *Instruction fosters learning that is active, purposeful, and democratic.*

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

Leadership and Organization

- *A shared vision developed by all stakeholders guides every decision.*
- *Policies and practices are student-centered, unbiased, and fairly implemented.*
- *Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.*
- *Leaders demonstrate courage and collaboration.*
- *Professional learning for all staff is relevant, long term, and job embedded.*
- *Organizational structures foster purposeful learning and meaningful relationships.*

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 the 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 selection 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 2023. 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.

Home-Base, Music, and Supports (HMS)

HMS is a multi-faceted program that embraces the principles of middle level education.

During this period, students are provided opportunities to attend music ensembles (band, orchestra, and chorus) and receive academic support, based on the variety of drop-in centers and scheduled intervention classes. 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.

An additional component of the HMS program is a student development lesson series that will be delivered on a per/cycle basis.

During these sessions students will receive guidance, coaching, and strategies that support life related skills that include, but are not limited to: relationship building, team building, goal setting, coping skills, responsible decision making, strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship. The goal is to provide students with the skills to work through real life situations that will equip them with strategies to better respond using awareness (cues), thought, and intentional strategy to gain a positive outcome.

COUNSELOR SUPPORT(S)

To develop stronger relationships with the students as they progress in their journey through Middle School, counselors are assigned to a specific grade level and “loop” with the students each year. By keeping the counselor 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 2023-2024 school year, the following pairs are assigned to each grade:

Class of 2031	6th Grade	Ms. Jamie McAndrew, School Counselor
Class of 2030	7th Grade	Ms. Megan Dean, School Counselor
Class of 2029	8th Grade	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:

- Student Assistance Service
- School Counseling Lessons
- Crisis/Threat Team
- No Place for Hate
- ASK (Alliance for Safe Kids)
- Girls’ Leadership Program

- Mentoring
- Best Buddies
- Red Ribbon Week
- Second Step
- PAWS
- SpeakUp!
- Student Council
- WEB Transition Program
- Minding Your Mind Series
- 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. The district's special education program can be found by clicking the corresponding link: [Special Education services](#)

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 this program is to provide students with an IEP 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.

Autistic Support

The central focus of this program is to provide students with an IEP assistance with some of the following areas of difficulty:

- Classroom Survival Skills
- Friendship-Making Skills
- Skills for Dealing with Feelings
- Skill Alternatives to Aggression
- Skills for Dealing with Stress

Through modeling, role playing, performance feedback and generalization students will learn essential prosocial skills to utilize in their daily lives.

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. Information about our Gifted Education program can be accessed by clicking the corresponding link: [Gifted Education services](#)

English Language Development (ELD)

The Radnor Township School District's English Language Development Program serves students whose dominant language is not English for the purpose of facilitating the students' achievement of English proficiency and the academic standards as per state regulation, 22 Pa. Code § 4.26.

As used here, the term "program" refers to planned English language development instruction by a qualified ESL teacher, and adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards. Information about our ELD program can be accessed by clicking the corresponding link: [ELD Services](#)

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. Information about Section 504 Plans can be accessed by clicking the corresponding link: [Section 504 Information](#).

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.

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered System of Supports, MTSS, is a comprehensive student supports strategy that utilizes equitable, responsive, and evidence-based practices and a collective ownership of student growth and achievement to systematically identify student needs to support all learners in reaching their

highest potential. The system provides a broad set of evidence-based practices to meet the unique social-emotional, behavioral, and academic needs of students. Information about our MTSS program can be accessed by clicking the corresponding link: [MTSS](#)

EXTRA-CURRICULAR AND CO-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.

Information on eligibility to participate in Radnor Middle School activities can be found in the [Radnor Middle School Handbook](#). Information on upcoming school and district events including cycle days, menus, holidays, PTO events and athletics can be found on the [Radnor Middle School Calendar page](#).

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

- 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:

Musical Productions
Best Buddies
Cheerleading Club
Ski Club
Language Club
Student Council
Reading Olympics

Art Club
Pickle Ball Club
Fitness Club
Change Agents Club
Magic: The Gathering
WEB (Mentoring)
Jazz Band

Baking Club
Junior Achievement Club
Homework Club
Math Counts
Odyssey of the Mind
Gardening Club
Global Connections

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.

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 by accessing the Teaching and Learning website.

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 determine 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 meetings 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 placement recommendations based on district criteria 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 placement 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 override/override a course for the upcoming school year is Friday, May 3rd. If parents/caregivers decide to override a course placement, 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).
- In late August, final schedules are posted on HAC. Students will be given a copy of their schedules on the first day of school.
- [Summer program opportunities](#) can be found on the district website.

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	
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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 most current K-12 mathematics course progression can be found on the [RTSD Website](#).

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-leveled problems with guided instruction.

Grade Level courses focus on problem-solving as 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 (Seminar and Honors Level):

If a student is scoring below the proficiency standard (75%) on common assessments within a course at the end of the first or second marking period, a meeting may 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 may be asked to move into the grade level course.

Students may need to repeat the course per the pre-requisites in the Program of Studies for RMS/RHS.

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 may 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.

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.

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 HMS 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 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 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 to ensure mastery of the topics covered.

6th Grade Math (04040624)

Length: Year

Format: Meets Daily

Description: In 6th Grade Math, students will follow 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 this course—ratio and proportion, number, algebra, and statistics. In this course, 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 Honors Math (04040625)

Length: Year

Format: Meets Daily

Description: In 6th Grade Honors Math, students will follow 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 big ideas for this course: 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 Seminar Math (04040626)

Length: Year

Format: Meets Daily

Description: In 6th Grade Seminar Math, 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 this course 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: 6th Grade General Music is a hands-on course that teaches students the fundamentals of note and rhythm reading, piano and vocal technique, and music recording using the Apple Software Program, GarageBand. Students will also learn about the various instruments of the orchestra and have an opportunity to see, touch, and hear them through recorded and live demonstrations. Throughout the course, students will engage in music making using digital keyboards and classroom instruments such as hand drums, tambourines, metallophones, and xylophones. Towards the end of the semester, students will apply their musical knowledge to perform in a handbell ensemble with their peers.

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 begin to code to develop their understanding of fundamental programming concepts. Students will also learn robotics with a focus on basic robot construction and programming for robotic control. Students who take this course in sixth (6th) grade will take Technology & 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, Information Literacy, and Student Skills/Career Exploration) over the course of one semester. 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 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; practice choosing books for both research and independent reading; and learn how to be responsible digital citizens.

Executive Functioning and Career Exploration Rotation

Description: This is a 15-day course broken into two parts.

Part one is an 8-day course designed to increase and develop the student skills necessary to be successful in a middle school environment and beyond. This course will teach students how to

navigate the various educational platforms and equip our modern student with the skills necessary to organize, process, manage, prioritize, and learn from massive amounts of information they encounter.

The second portion of the class meets for 7 days. The topic of Career Exploration is the primary focus. During the Career Exploration component, students learn about Career Education and Work standards, and take part in SMART (Specific, Measurable, Attainable, Relevant and Time Bound) goal setting. Additionally, students 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. Moreover, students will be utilizing our Smart Futures Career Exploration program. The students will complete a total of six Smart Futures activities. They will collect the evidence of their activities in their Smart Futures portfolio.

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 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 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 Math (04040724)

Length: Year

Format: Meets Daily

Description: In 7th Grade Math, 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 this course 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 Honors Math (04040725)

Length: Year

Format: Meets Daily

Description: In 7th Grade Honors Math, 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 this course 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 living organisms, cell structure and function, human body systems, traits and reproduction and 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 living organisms, cell structure and function, traits and reproduction, human body systems and 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, 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, print making, 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: 7th Grade General Music is a hands-on course that uses piano, ukulele, and classroom songs to further develop students' knowledge and application of note and rhythm reading. Students will share their musical experiences and interests with their peers while learning about the lives and music of popular musicians. They will also explore the history of Jazz and Rock & Roll and its continued influence on today's music. Throughout the course, students will play a variety of repertoire on digital keyboards and perform on classroom instruments such as hand drums, tambourines, metallophones, and xylophones. Towards the end of the semester, students will apply their music knowledge to perform in a handbell ensemble with their peers.

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

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 begin to code to develop their understanding of fundamental programming concepts. Students will also learn robotics with a focus on basic robot construction and programming for robotic control. Students will build, test, and explore the science of circuits. ******Students who took sixth (6th) grade Technology & Design will be placed into this course.***

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 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 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. Consideration for enrollment in this course is based on the specific needs addressed in an Individualized Education Plan (IEP).

8th Grade Math (04040824)

Length: Year

Format: Meets Daily

Description: In 8th Grade Math, 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. The 8th Grade Math course 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 research opportunities and movement at a faster pace. In addition, students are expected to have a strong background in algebra with extensive analysis and graphing skills and are expected to read independently and be prepared to discuss in class. In addition, students are expected to have skills in the areas of analysis and graphing. This would include, knowing the vocabulary of graphing and how to apply; slope and how to calculate; how to properly prepare a graph in proper intervals to present the data. Students are expected to read independently, prepare for labs and be prepared to discuss in class Time management and the ability to work independently are key to success in this course.

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 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, 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 the Internet and primary source materials in lieu of textbooks. Materials pertinent to 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 could 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 Lifetime Activities (04066803)

Length: Year

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

Description: Lifetime Fitness in middle school is a wellness course designed to develop and spark a student's desire to pursue and plan for lifelong physical fitness. Included in the course are basic exercise routines and physical activities geared to help develop each student's personal fitness. Non-traditional, physical education games and weight training activities will be included. Additionally, this class will explore social and emotional well-being as physical improvement of the body.

8th Grade Fitness and Personal Wellness (tentative course number 04117805)

Length: Year

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

Description: The 8th Grade Physical Education elective course, "Fitness and Personal Wellness aims to empower students with the knowledge and skills necessary for cultivating and sustaining an active and healthy lifestyle. Through a thorough examination of the advantages of exercise, the fundamentals of physical fitness, and effective strategies for creating and maintaining a tailored and robust exercise regimen aligned with individual fitness goals, students will gain a holistic understanding of personal wellness. The course integrates a variety of settings, encompassing a fitness center, classroom, and gymnasium, to provide a comprehensive physical education experience. This inclusive approach covers essential elements such as flexibility and strength training, ensuring students receive a well-rounded education in promoting and maintaining their physical well-being.

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.

Digital Art/Painting (8th Grade) – (04077802)

Length: Semester

Format: Meets Every Other Day

Description: Students will learn the basics of digital painting. They will also learn how to: set up and save their digital files, navigate the digital workspace, and export their files. Using varied platforms, students will learn the traditional painting process, how to incorporate light and shadows into their work, a basic understanding of color theory, how to blend colors and add textures. Students will follow along with teacher generated painting tutorials that show step-by-step how to complete a painting from start to finish. Students will then create a digital painting of their own.

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 Childcare and Career Development (Tentative Course Number- 04066804)

Length: Semester

Format: Meets Every Other Day

Description: The goal of this course is to equip students with a holistic understanding of child development, covering various aspects such as critical theories, biological foundations, cognitive and social-emotional development. The practical approach, with assessments like observation, reflection, group projects, and classroom simulations, suggests that the emphasis is on applying theoretical knowledge in real-life situations. This course is designed to prepare students not just with theoretical knowledge but also with practical skills and the ability to critically analyze and apply their understanding of child development in various contexts.

8th Grade Innovation and Design (04154802)

Length: Semester

Format: Meets Every Other Day

Description: Students will be given the opportunity to 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. Entrepreneurial concepts and fundamental business principles will be introduced. Upon completion of the course students will have written a business plan, created a logo, produced a prototype, produced a video, and build a website for their company. Students will utilize technologies including but not limited to Adobe Illustrator, CAD software, 3D printing, WeVideo, Google Sites.

8th Grade Music Technology (04127825)

Length: Semester

Format: Meets every other day

Description: This course will offer an overview of the history of electronic music and recording technology over the last 60+ years. Students will apply musical skills from 6th and 7th Grade General Music to explore this unique musical genre. Students will be introduced to sound editing and creation on the computer and iPad. They will learn to record using multi-tracks, music sequencing/recording software to create their own compositions and explore digital sound editing and creation. Students will have the opportunity to associate what is learned in this course with their study of sound in their 8th Grade Science Curriculum. Listening to examples of masters of the idiom, as well as compositions of their peers, will be an important component of the class. Students will also discuss how music technology plays an active role in their everyday lives and discover the vast capabilities in electronic music production today.

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 are a requirement for this course. There are no public performances outside of class and all levels of experience are welcome. Towards the end of the semester, students will have an opportunity to travel to New York City to participate in a Song and Dance workshop with a Broadway actor and see Broadway show.

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. Students will continue the *Ecce Romani 1A* textbook, strengthening their Latin grammar and vocabulary. 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.

Identified 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.

English-Language Arts- Reading/Writing:

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.

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).

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).

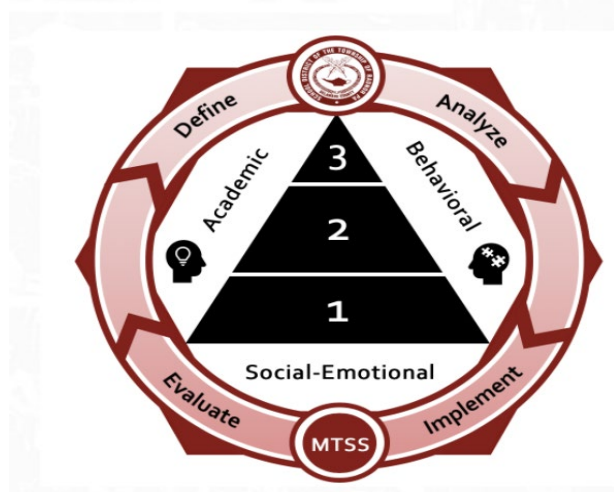
ELD (English Language Development) (6th Grade – 04010618; 7th Grade – 04010718; 8th Grade - 4010818)

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.

Multi-Tiered Support System Courses



Mathematics:

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 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.

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.

Music Performing Ensembles

6th Grade Concert Band (04127680)

Length: Year

Format: Large ensemble rehearses two to three days in an eight-day cycle (during HMS); Small group lessons are weekly pullouts that rotate between core & elective classes.

Description: The 6th Grade Concert Band is open to all 6th grade students. Most students start playing a band instrument in 5th grade, but beginners are welcome to join in 6th grade. Beginners may choose from the following instruments: Flute, Oboe, Clarinet, Saxophone, Trumpet, Horn, Trombone, Tuba, or Percussion. 6th Grade Band students participate in a large ensemble with full instrumentation. Focus is placed on learning to play with others in the same section and with other sections, playing with characteristic tone and good pitch, as well as proper balance and blend. In addition, each Band student receives instrument-specific small group lessons to work on technical development and advancement of musical skills. The 6th Grade Band performs in two school assemblies and two evening concerts during the school year. Current Band students may audition for the 6th Grade Jazz Band in the fall. Students in the Band are highly encouraged to participate in the 6th Grade Chorus to further train their ears and play their instruments in tune.

6th Grade Orchestra (04127681)

Length: Year

Format: Large ensemble rehearses two to three days in an eight-day cycle (during HMS); Small group lessons meet one period every six days on a rotating basis.

Description: The 6th Grade Orchestra is open to all 6th Grade students. Most students start playing a string instrument in 4th grade, but beginners are welcome to join in 6th grade. Beginners have the option to play Violin, Viola, Cello, or Double Bass. 6th Grade Orchestra students participate in a large grade-level ensemble with full instrumentation. Focus is placed on learning to play with others as an ensemble, playing with expressive tone and good intonation, as well as proper balance and blend. In addition, each Orchestra student receives instrument-specific small group lessons to work on technical development and advancement of musical skills. The 6th Grade Orchestra performs in two school assemblies and two evening concerts during the school year. Current Orchestra students may audition for Advanced Ensemble in the fall. Students in Orchestra are highly encouraged to participate in the 6th Grade Chorus to further train their ears and play their instruments in tune.

6th Grade Chorus (04127690)

Length: Year

Format: Meets two days in an eight-day cycle (during HMS)

Description: The 6th Grade Chorus is open to all 6th Grade students and offers an opportunity to participate in a large ensemble setting. Being a member of the Chorus strengthens the voice, builds self-confidence, and provides a fun atmosphere to make new friends with similar interests in singing. Students will learn to sing melody and harmony in a variety of repertoire.

Focus is placed on singing with proper technique, expanding the vocal range, healthy vocal projection, and

occasionally using simple motions or choreography. There are no auditions or pull-out lessons. The Chorus performs in two school assemblies and two evening concerts during the school year. It is possible for Chorus students to also participate in the Band and/or Orchestra as well.

6th Grade Jazz Band

Length: Year

Format: Meets twice weekly (after school)

Description: The 6th Grade Jazz Band is an auditioned ensemble open to 6th Grade Band or Orchestra students who play instruments commonly used in Jazz Band, guitar, or piano. 6th Grade Chorus students may also audition on guitar or piano. Students should have at least one and a half years of experience playing their wind instruments and exhibit playing skills at the appropriate level necessary for beginning level Jazz Band music. Previous experience playing Jazz is not necessary to audition. A home subscription to SmartMusic is strongly encouraged to help students learn to play in the various jazz styles and prepare for concert performances. Students in the 6th Grade Jazz Band will gain valuable instruction and experience playing in the Jazz Swing style, as well as Rock, Latin American, and Afro/Cuban styles. Beginning concepts of jazz improvisation are also introduced. The 6th Grade Jazz Band performs in two school assemblies and 3 evening concerts during the school year.

7th Grade Concert Band (04127780)

Length: Year

Format: Large ensemble rehearses two to three days in an eight-day cycle (during HMS); Small group lessons are weekly pullouts that rotate between core & elective classes.

Description: The 7th Grade Concert Band offers members the opportunity for continued instruction and performance on their selected band instrument. 7th Grade Band students participate in a large ensemble with full instrumentation. Focus is placed on enhancing listening skills, ensemble musicianship, and performing repertoire in a variety of musical styles. On occasion, the 7th Grade Band will combine with the 8th Grade Band for a musical performance. In addition, each Band student receives instrument-specific small group lessons to work on technical development and advancement of musical skills. The 7th Grade Band performs in two school assemblies and two evening concerts during the school year. Current Band students may audition for the 7th and 8th Grade Jazz Band in the fall. Students in Band are highly encouraged to participate in the 7th and 8th Grade Chorus to further train their ears and play their instruments in tune.

7th Grade Orchestra

(04127781)

Length: Year

Format: Large ensemble rehearses two to three days in an eight-day cycle (during HMS); Small group lessons are weekly pullouts that rotate between core & elective classes.

Description: The 7th Grade Orchestra is open to all 7th Grade students. Students have the option to play Violin, Viola, Cello, or Double Bass. 7th Grade Orchestra students participate in a large grade-level ensemble with full instrumentation. Focus is placed on learning to play with others as an ensemble, playing with expressive tone and good intonation, as well as proper balance and blend. In addition, each Orchestra student receives instrument-specific small group lessons to work on technical development and advancement of musical skills. The 7th Grade Orchestra performs in two school assemblies and two evening concerts during the school year. Current Orchestra students may audition for Advanced Ensemble in the fall. Students in Orchestra are highly encouraged to participate in the 7th and 8th Grade Chorus to further train their ears and play their instruments in tune.

7th and 8th Grade Chorus (04127790)

Length: Year

Format: Meets two days in an eight-day cycle (during HMS)

Description: The 7th and 8th Grade Chorus is open to all 7th and 8th Grade students. Being a member of the Chorus strengthens the voice, builds self-confidence, and provides a fun, community atmosphere for students with a similar interest in singing. While many students join Chorus in 6th Grade, new students are always welcome. Students will perform songs in two, three, or four-part harmony in a variety of repertoire. Focus is placed on singing with proper technique, expanding the vocal range, healthy vocal projection, and occasionally using simple motions or choreography. There are no auditions or pull-out lessons. The Chorus performs in two school assemblies and two evening concerts during the school year. It is possible for Chorus students to also participate in the Band and/or Orchestra as well.

7th and 8th Grade Jazz Band

Length: Year

Format: Meets twice weekly (before school)

Description: The 7th and 8th Grade Jazz Band is an auditioned ensemble providing the opportunity for advanced instrumental students to learn and perform in a jazz ensemble setting. Students must be a member of their grade level Band or Orchestra, or a Chorus member who plays guitar or piano. Through rehearsal and performance, students learn to play in the traditional “Swing” style of Jazz, as well as Rock, Blues, and the various Latin/Afro-Cuban styles. Members are expected to have a SmartMusic home subscription and are strongly encouraged to take private lessons on their jazz band instrument. The 7th and 8th Grade Jazz Band performs in two school assemblies and 3 evening concerts during the school year. Additional performance opportunities may become available throughout the year.

8th Grade Concert Band (04127880)

Length: Year

Format: Large ensemble rehearses two to three days in an eight-day cycle (during HMS); Small group lessons are weekly pullouts that rotate between core & elective classes.

Description: The 8th Grade Concert Band offers members the opportunity for continued instruction and performance in a large ensemble and prepares students for the High School Band program. The 8th Grade Band music advances in complexity requiring greater technical facility, more interdependence of parts, and higher-level listening skills. On occasion, the 8th Grade Band will combine with the 7th Grade Band for a musical performance. In addition, each Band student receives instrument-specific small group lessons to work on technical development and advancement of musical skills. The 8th Grade Band performs in two school assemblies and two evening concerts during the school year. Current Band students may audition for the 7th and 8th Grade Jazz Band in the fall. Students in the Band are highly encouraged to participate in the 7th and 8th Grade Chorus to further train their ears and play their instruments in tune.

8th Grade Orchestra

(04127881)

Length: Year

Format: Large ensemble rehearses two to three days in an eight-day cycle (during HMS); Small group lessons are weekly pullouts that rotate between core & elective classes.

Description: The 8th Grade Orchestra is open to all 8th Grade students. Students have the option to play Violin, Viola, Cello, or Double Bass. 8th Grade Orchestra students participate in a large grade-level ensemble with full instrumentation. Focus is placed on learning to play with others as an ensemble, playing with expressive tone and good intonation, as well as proper balance and blend. In addition, each Orchestra student receives instrument-specific small group lessons to work on technical development and advancement of musical skills. The 8th Grade Orchestra performs in two school assemblies and two evening concerts during the school year. Current Orchestra students may audition for Advanced Ensemble in the fall. Students in Orchestra are highly encouraged to participate in the 7th and 8th Grade Chorus to further train their ears and play their instruments in tune.

Drop-In Centers

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

Art Center Length: Year

Format: 3 days/cycle

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: 3 days/cycle

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: 3 days/cycle

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.

Core Support Center

Length: Year

Format: Open daily on designated days (up to 2 per core subject)

Description: Any student can come to during HMS to get help with assignments, work on current and future concepts.

In addition, if students need to learn proper studying techniques they can come to this room for assistance. Students can learn how to properly take notes, learn test-taking strategies to do better on all forms of assessment. The goal of the Core Drop-In Center is to help students acquire strategies that will build confidence and help them perform better in class.

Writing Center/Study Skills

Length: Year

Format: Open Daily

Description: Any student can come to during HMS 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: 3 days/cycle

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: 3 days/cycle

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: 3 days/cycle

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.



Radnor Middle School

150 Louella Avenue
Wayne, PA 19087

Phone: 610-386-6300

Fax: 610-688-2491

<https://rms.rtsd.org/>