



**DORSEYVILLE MIDDLE SCHOOL
2024-2025 COURSE DESCRIPTION GUIDE**

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Additional information pertaining to civil rights, school district policies, and grievance procedures can be obtained by contacting the compliance officers listed below between 8 a.m. and 4 p.m. Monday-Friday. This notice is available from the compliance officers in large print, on audiotape, and in Braille.

Title IX: David P. McCommons, Ed.D. (412/967-2456)

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Introduction

This booklet has been prepared to assist you in understanding the middle school program. It contains information about curricular choices and course descriptions. Courses are offered to meet the abilities and interests of all students.

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Dorseyville Middle School

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Fox Chapel Area School District Safety Tip Line: 412/696-1420

District Administration

Mary Catherine Reljac, Ed.D., Superintendent
David P. McCommons, Ed.D., Deputy Superintendent
Kimberly Pawlishak, Business Manager

District Resource Staff

Matthew Harris, Ed.D., Executive Director of Secondary Education and Instruction (Present - September 2024)
Matthew J. Patterson, Ed.D., Executive Director of Secondary Education and Instruction
Ashley L. Constantine, Ed.D., Executive Director of Elementary Education and Instruction
Tim Mahoney, Director of Special Education and Pupil Services
Megan Collett, Ed.D., Director of Instructional and Innovative Leadership
Stephen Edwards, Director of Student Achievement and Instructional Verification
Dana Simile, Coordinator of English Language Arts
Daniel Breitzkreutz, Director of Ancillary Services
Michael O'Brien, Athletic Director

Middle School Principals

Jonathan T. Nauhaus, Lead Principal
Laura M. Miller, Ed.D., Program Principal

Mission

The Fox Chapel Area School District exists to maximize learning, achievement, and growth through a focus on educating the whole student.

Vision

The Fox Chapel Area School District will engage students in a learning community that values belonging and focuses on the education of the whole student through four pillars for success:

Purpose: Learning and teaching through inclusive, standards-aligned, and culturally responsive approaches that meet the needs of all students, while monitoring growth and success through a data-informed approach for continuous improvement

Passion: Providing students with authentic learning experiences that motivate them to pursue their interests with a focus on educating the whole student

Care: Fostering safe and supportive learning environments that value the diversity, individuality, social and emotional wellness, and belonging of all students

Community: Partnering and collaborating with the community

Values

- **Respect:** Valuing self and others; caring for one's environment; and pride in positive actions
- **Responsibility:** Accountability; taking ownership of what you do; and listening and following through
- **Integrity:** Doing the right thing, even when no one is watching; being honest with self and others; and trustworthiness in thoughts, words, and actions

Beliefs

- All students want to learn, are capable of learning, and share in the responsibility for their education.
- Contributing partners in the educational process include all district staff, students, families, and the community.
- Responsive schools take a leading role in promoting safety and wellness.
- Educators must be knowledgeable and current in their profession, discipline, and pedagogy.
- It is important for each member of the educational community to recognize and respect all forms of diversity.
- Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.
- Schools of excellence have effective educational leaders.
- Fiscal decisions must effectively balance the educational needs of the students and the resources of the community.

Grading Scale

A	100 - 93	C+	79 - 77
A-	92 - 90	C	76 - 73
B+	89 - 87	C-	72 - 70
B	86 - 83	D	69 - 65
B-	82 - 80	F	64 - 0

Student Schedules

Each spring school counselors meet with students to discuss scheduling of classes for the following year. Based on this course selection process, teaching assignments and class offerings are established to build a master schedule.

It is the responsibility of the student and parent to review student schedules when they are received in the summer. If there is an error on the student's schedule, the parent should contact the appropriate counselor prior to the beginning of the school year and make the necessary correction.

The school does not honor parent and student requests for teacher preferences.

Sixth Grade Academic Program

- LITERACY
- MATHEMATICS
- SCIENCE
- SOCIAL STUDIES
- PHYSICAL EDUCATION
- MUSIC
 - SELECT ONE OPTION
 - GENERAL MUSIC
 - BAND
 - CHORUS
 - ORCHESTRA
- UNIFIED ARTS
 - ART 6
 - MOBILE DEVICE
 - ENGINEERING/DESIGN 6
 - FAMILY AND CONSUMER SCIENCE (FACS)/HEALTH
- WORLD LANGUAGES
 - FRENCH
 - GERMAN OR SPANISH LITERATURE AND CULTURE 6
 - SPANISH

Sixth Grade Course Descriptions

LITERACY

TITLE: LITERACY 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Literacy 6 is a one period course designed to help students develop abilities to analyze and compare complex texts, reason critically, support claims with evidence, and communicate thoughtfully through writing and discussion. It provides instruction and practice in writing informative responses, argumentative responses, narrative responses, and text-dependent analysis essays. Literacy 6 reviews, refines and further develops students' knowledge of grade level appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts.</p>	

TITLE: ADVANCED LITERACY 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Advanced Literacy 6 is an intensive one period course designed for students who demonstrate advanced ability in reading and writing. It offers a structured and highly articulated environment where students have the opportunity to utilize critical analysis skills, compare complex texts, reason critically, support claims with evidence, and communicate thoughtfully through writing and discussion using complex texts of varying lengths. It provides instruction and practice in writing informative responses, argumentative responses, narrative responses, and text-dependent analysis essays. Advanced Literacy 6 reviews, refines, and further develops students' knowledge of grade-level-appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts. Students must qualify for this course in both reading and writing.</p>	

TITLE: COMPREHENSIVE LITERACY 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Comprehensive Literacy 6 is a replacement course for students who are struggling with components of literacy. Key dimensions of literacy are addressed and assessed within the course to accelerate students' literacy learning. Comprehensive Literacy follows an instructional model that includes: Individualized instructional software, modeled and independent reading, and small group instruction. Placement data is used to determine and establish the level at which students begin in the course.</p>	

TITLE: LITERACY EXTENSION 6 (2 PERIODS)	OCCURS: 2 PERIODS PER 6 DAY CYCLE
	DURATION: SCHOOL YEAR
<p>Literacy Extension 6 is scheduled for two of the six days in the rotation. This course is scheduled in addition to Literacy 6. Students who qualify will strengthen skills in reading and writing. The course will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension skills, vocabulary development, the writing process, and grammar skills. Throughout the year, students will read and investigate a variety of text structures in order to strengthen background knowledge and develop skills in the area of literacy.</p>	

TITLE: READING 6 (2 PERIODS)	OCCURS: 2 PERIODS PER 6 DAY CYCLE
	DURATION: SCHOOL YEAR
<p>Reading 6 is scheduled for two of the six days in the rotation. This course is scheduled in addition to Literacy 6. Students who qualify will strengthen skills in reading and writing. The course provides a blended learning intervention building reading comprehension, vocabulary, and writing skills for students who struggle with reading. Read 180 combines whole group learning, adaptive technology, small group learning, and independent learning to raise reading achievement.</p>	

MATHEMATICS

TITLE: MATH 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>In Math 6, students will build on their prior work in measurement, multiplication, and division as they study the concepts and language of ratios and unit rates. In addition, students explore rational numbers as points on the number line and extend previous understandings of numbers to the system of rational numbers, which includes negative numbers. Students begin formal study of algebraic expressions and equations, and apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They will work on developing an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions.</p>	

TITLE: MATH 6 WITH EXTENSION	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Math 6 with Extension is a course for students who qualify for additional tiers of mathematical support that are designed to work in conjunction with the standard Math 6 curriculum. Key concepts are addressed and assessed within the course to enhance student learning as well as strengthen background knowledge and overall mathematical understanding.</p> <p>Students will build on prior work in measurement, multiplication, and division as they explore the concepts and language of ratios and unit rates. In addition, students view rational numbers as points on the number line and extend previous understandings of numbers to the system of rational numbers, which includes negative numbers. Students begin formal study of algebraic expressions as they solve for unknowns in area, surface area, and volume problems. They will work on developing an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions.</p> <p>Students who qualify for this course will also participate in a Math Extension period.</p>	

TITLE: MATH 6 EXTENSION	OCCURS: 2 PERIODS PER 6 DAY CYCLE
	DURATION: SCHOOL YEAR
<p>This course is scheduled in addition to Math 6. Students who qualify will strengthen their skills in all five domains; the number system, ratios and proportions, expressions & equations, geometry and statistics & probability to support regular Math 6 coursework.</p>	

TITLE: RESOURCE MATH	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course is intended for students who are below grade level expectations and require more intensive intervention than is practical in the Math 6 classroom. Students are selected for this course based on multiple data points. It is designed for students who need to build numerical understanding and reasoning skills. The course focuses on key foundational concepts that enable students to make connections while learning to think algebraically. The curriculum then transitions students to pre-algebra with an emphasis on building proportional reasoning with rates, ratios and linear relationships, and functions. Visual models bring coherence to instruction, making abstract concepts more concrete.</p>	

TITLE: PRE-ALGEBRA 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Pre-Algebra for sixth grade students consists of an in-depth study of traditional middle grade mathematics with emphasis on mathematical structure and application. The students are introduced to the real number system as they study whole numbers, integers, rational numbers, and irrational numbers. In all areas, the equation and its solution are incorporated. Other key areas of study include geometry; ratio, proportion, and percent; probability and statistics; standard statistical graphs; plotting of solution sets of equations; and problem-solving strategies.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration.</p> <p>The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students who do not meet this acceptable level will either be reassigned to Math 6 or scheduled to retake the course the next year.</p>	

TITLE: ACCELERATED ALGEBRA I	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Accelerated Algebra I requires successful completion of Pre-Algebra</p>	
<p>Accelerated Algebra I for sixth grade students is an intense and rigorous program. Major topics include solving linear equations and inequalities, exponential growth and decay, systems of linear equations and inequalities, properties of exponents, polynomials and factoring, solving linear, radical and quadratic equations, exponential functions, the Pythagorean Theorem, inverse variation, simplifying radical expressions and solving word problems that correlate with the various topics.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students who do not meet this acceptable level will be scheduled to retake the course the next year.</p> <p>The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA). Students enrolled in this course will take the Pennsylvania Keystone Exam.</p>	

SCIENCE

TITLE: SCIENCE 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Sixth grade science will cover 5 core topics in the area of life science: structure and function of life, microscopic life, plants, animals and interactions of life. Laboratories, guided inquiry, lecture, digital media presentations, discussion, debate and cross curricular connections will guide student learning in the classroom while links to real-world applications and multiple disciplines of science are integrated throughout to develop an understanding of the essential learnings. Collaboration, communication, critical thinking and problem solving skills will be utilized and stressed to develop a successful 21st century learner that is adequately prepared for the rigors of the seventh grade curriculum. Laboratory work stresses safety techniques and involves practical student applications of the concepts being taught. Content reading and writing skills are integrated to help students become more successful learners.</p>	

SOCIAL STUDIES

TITLE: SOCIAL STUDIES 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This sixth grade course (World Civilizations I) is a comprehensive study of ancient civilizations. World Civilizations I is the first of three secondary courses that will encompass world history from the dawn of mankind to the ancient Greeks. Units taught chronologically at this level include: Prehistory, Mesopotamia, Egypt, India, China, and Greece. Each society is examined and evaluated according to the following cultural characteristics: religion, economic system, social order, government, transportation, and the role of women. Special emphasis is placed on understanding cause and effect relationships relating to trade, conflict, slavery, and the movements of populations. Lesson plans will utilize a multidisciplinary approach to teaching history. The five themes of geography (location/place/region/movement/human environmental interaction) are consistently stressed to promote analytical thinking. Students will experience a variety of literacy-building activities that seek to improve their ability to identify main points and support a conclusion with evidence.</p>	

PHYSICAL EDUCATION

TITLE: PHYSICAL EDUCATION 6	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The physical education program incorporates lifetime fitness activities with an overall goal of increasing student fitness levels. All activities are developmentally appropriate to the level of each learner and will incorporate the fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Emphasis is placed on fitness awareness, motor skill development, safety techniques, group cooperation, sportsmanship, responsibility, and respect.</p>	

MUSIC ELECTIVES

TITLE: GENERAL MUSIC 6	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The general music course offers a broad spectrum of musical experiences. Major topics covered include an understanding of musical genres from the past and present, introduction and exploration into the music-composing software GarageBand®, learning the fundamentals of music, and culminating these aspects with a performance application in class. Students will study musical instruments, however, no public performing will be required.</p>	

TITLE: BAND 6	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Sixth grade band is a year-long, fully graded course for students who already play a band instrument. At this level, students are expected to have greater facility on their instrument, increasing skill reading pitch and rhythmic notation, and a basic understanding of musical terminology. Students will study music theory as well as instrumental techniques related to their instruments and will use method books appropriate to their skill levels. They will be tested on material from those books, as well as other pieces for performances. A positive and cooperative attitude is essential for success in the ensemble setting. There are no beginning level band classes offered in the sixth grade.</p>	

TITLE: CHORUS 6	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The focus of the choral music program at Dorseyville Middle School is to provide students with the opportunity to perform a wide range of diverse styles of high quality choral music, while also building music skills in vocal technique, rhythm, tonal memory, reading and writing melodic patterns, and sight-singing. Grading is participation-based and requires active demonstration of the concepts. One evening concert is performed in the spring for which attendance is required and graded.</p> <p>NOTE: Singers interested in participating in our auditioned, extra-curricular DMS Honor Choirs must be scheduled for chorus, band, or orchestra during the school day.</p>	

TITLE: ORCHESTRA 6	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Sixth grade Orchestra is a year-long, graded course offered to students who have participated in the Elementary fifth grade Orchestra (or are new to the district with previous experience). There is no beginning level orchestra offered in the sixth grade. Grading is based on in-class performance/preparation, playing assessments, practice log entries, concert attendance/performance (2 per school year), and other musical aspects. At home practice is required to have success in this class. Orchestra members in this ensemble can further their learning experience by auditioning for honors orchestra as an additional enrichment to this course.</p>	

UNIFIED ARTS

TITLE: ART 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: QUARTER
<p>The Sixth Grade Fine Arts program includes a focus on Creativity, the Elements and Principles of Design, Photography, Color Theory and Painting and will explore Traditional Craft as it relates to Modern Craft. Students will create projects using a variety of art materials and techniques in their own original style. The goal is to have students experience creative thinking in a safe environment so that they are willing to take creative risks as they explore art and the bigger world around them.</p>	

TITLE: MOBILE DEVICE 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: QUARTER
<p>This sixth grade course will acclimate students to digital learning and their iPad. The Mobile Device program focuses on Mobile Application, Digital Citizenship and Computational Thinking. The course is designed to foster learning using the 21st century skills of critical thinking, collaboration, communication, and creativity. Students will create projects using a variety of online applications and will be able to transfer their mobile application skills to other classes. The goal of the course is to foster a positive online image and use various mobile applications appropriately.</p>	

TITLE: ENGINEERING/DESIGN 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: QUARTER
<p>The Engineering & Design 6 course will focus on the application of the Engineering Design Process (EDP) model as it relates to Architectural Engineering. Students will use a hands-on approach to develop problem-solving and critical-thinking skills. Students will explore the basic principles and methods of design as it applies to architecture. Participants will develop 2-dimensional (2D), and 3-dimensional (3D) renderings of a residential structure. The products completed in this unit will include:</p> <ul style="list-style-type: none"> -A technical drawing - traditional drafting methods -A digital floor plan - Computer-Aided-Drawing (CAD) -A 3-dimensional digital rendering complete with wall elevations, windows and doors -A 3-dimensional, laser cut, foam core mock-up of the structure complete with wall elevations, windows and doors <p>In this course, students will gain future-ready skills in a flexible, personalized, and experiential form of learning.</p>	

TITLE: FAMILY AND CONSUMER SCIENCE (FACS) 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: ½ QUARTER
<p>Family and Consumer Sciences provides the foundation of knowledge and skills necessary for successful and healthy living that are used throughout a lifetime. This is a two-part course designed to take the students on a journey of life after high school, focusing on both money management and food preparation.</p>	

TITLE: HEALTH 6	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: ½ QUARTER
<p>The emphasis is on building positive attitudes which can lead to a healthier and happier life. The objective of the health course is to give the learner a balanced outlook on life from a physical standpoint. Focus is on health, fitness, heart rate, goal setting, decision making, peer pressure, resistance skills, self-esteem, and vaping/ juuling</p>	

WORLD LANGUAGES (French, German, and Spanish)

TITLE: EXPLORING WORLD LANGUAGES 6	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PASS/FAIL	DURATION: NINE WEEK PER LANGUAGE
<p>This introductory course is designed to expose students to basic vocabulary and culture in French, German, and Spanish. Cultural awareness is an integral part of the course. Emphasis will be placed on basic vocabulary, understanding how languages work, and techniques used in learning a world language. Each language is taught for one trimester, which allows students to experience all three languages offered. This sampling enables students to make an informed decision when choosing which language to study in the future. This is a pass/fail course.</p>	

TITLE: SPANISH LITERATURE AND CULTURE 6	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Embark on a literary journey through the vibrant world of Spanish literature. This elective (2 days out of 6-day rotation) exposes middle school students to diverse authors, genres, and cultural contexts. Enhance language skills, foster critical thinking, and appreciate the rich tapestry of Spanish-language literature. Explore iconic works, engage with renowned authors, and express creativity through writing and projects. Spanish Immersion prerequisite required or proficiency in Spanish as indicated by a placement test.</p>	

Seventh Grade Academic Program

- LITERACY
- MATHEMATICS
- SCIENCE
- SOCIAL STUDIES
- PHYSICAL EDUCATION
- MUSIC
 - SELECT ONE OPTION
 - GENERAL MUSIC
 - BAND
 - CHORUS
 - ORCHESTRA
- UNIFIED ARTS (NINE WEEKS ROTATION)
 - ART 7
 - CS GAME DESIGN
 - ENGINEERING/DESIGN 7
 - FAMILY AND CONSUMER SCIENCE (FACS)/HEALTH 7
- WORLD LANGUAGE
 - TARGET WORLD LANGUAGE
 - SELECT AN OPTION
 - FRENCH
 - GERMAN
 - SPANISH
 - WORLD LANGUAGE LEVEL I
 - SELECT AN OPTION
 - FRENCH I
 - GERMAN I
 - SPANISH I

OR

Seventh Grade Course Descriptions

LITERACY

TITLE: LITERACY 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course is designed to help students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. It provides instruction in the close reading of complex texts including fiction, nonfiction, and informational texts and enhances collaboration with interactive writing lessons. Students also review, refine, and further develop their study of composition and grammar. Opportunities for enrichment and remediation are integrated into the course based on the demonstrated need of the student.</p>	

TITLE: ADVANCED LITERACY 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This is an intensive course designed for students who demonstrate advanced ability in reading and writing. It offers a structured and highly articulated environment where students have the opportunity to utilize critical analysis skills, compare complex texts, reason critically, support claims with evidence, and communicate thoughtfully through writing and discussion using complex texts of varying lengths. It provides instruction and practice in writing informative responses, argumentative responses, and text-dependent analysis essays. Advanced Literacy 7 reviews, refines and further develops students' knowledge of grade level appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts.</p>	

TITLE: COMPREHENSIVE LITERACY 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Comprehensive Literacy is a replacement course for students who are struggling with the components of literacy. Key dimensions of literacy are addressed and assessed within the course to accelerate students' literacy learning. Comprehensive Literacy follows an instructional model that includes: Individualized instructional software and small group instruction. Placement criteria is used to establish the level at which students begin.</p>	

TITLE: LITERACY EXTENSION 7 (2 DAYS)	OCCURS: 2 PERIODS PER 6 DAY CYCLE
PER 6 DAY CYCLE	DURATION: SCHOOL YEAR
<p>Literacy Extension 7 is scheduled for two of the six days in the rotation. This course is scheduled in addition to Literacy 7. Students who qualify will strengthen skills in reading and writing. The course will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension skills, vocabulary development, the writing process, and grammar skills. Throughout the year, students will read and investigate a variety of text structures in order to strengthen background knowledge and develop skills in the area of literacy.</p>	

TITLE: READING 7 (2 PERIODS)	OCCURS: 2 PERIODS PER 6 DAY CYCLE
	DURATION: SCHOOL YEAR
<p>Reading 7 (Read 180) is scheduled for two of the six days in the rotation. This course is scheduled in addition to Literacy 7. Students who qualify will strengthen skills in reading and writing. The course provides a blended learning intervention building reading comprehension, vocabulary, and writing skills for students who struggle with reading. Read 180 combines whole group learning, adaptive technology, small group learning, and independent learning to raise reading achievement.</p>	

MATHEMATICS

TITLE: MATH 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The seventh grade regular mathematics program focuses on four critical areas. Throughout this course students will further develop their understanding of proportional reasoning by studying rates and ratios, and using tables, graphs, and equations to solve real-world problems. Students will also learn to quickly and accurately solve multi-step problems, while working with expressions and linear equations involving positive and negative rational numbers. During the course students will expand their knowledge of area, surface area, and volume while solving problems with two- and three-dimensional figures. Additional work with problems involving scale drawings and informal geometric constructions will broaden understanding of geometric concepts. Finally, students will draw inferences about populations based on samples. Opportunities for enrichment and remediation are integrated into the course based on demonstrated need.</p>	

TITLE: MATH 7 EXTENSION	OCCURS: 2 PERIODS PER 6 DAY CYCLE
	DURATION: SCHOOL YEAR
<p>This course is scheduled in addition to Math 7. Students who qualify will strengthen their skills in all five domains; the number system, ratios and proportions, expressions & equations, geometry and statistics & probability to support regular Math 7 coursework.</p>	

TITLE: RESOURCE MATH	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course is intended for students who are at least two grade levels below expectations and require more intensive intervention than is practical in the Math 7 classroom. Students are selected for this course based on multiple data points. It is designed for students who need to build numerical understanding and reasoning skills. The course focuses on key foundational concepts that enable students to make mathematical connections to the real world application of numbers.</p>	

TITLE: PRE-ALGEBRA 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Pre-Algebra for seventh grade students consists of an in-depth study of traditional middle grade mathematics with emphasis on mathematical structure and application. The students are introduced to the real number system as they study whole numbers, integers, rational numbers, and irrational numbers. In all areas, the equation and its solution are incorporated. Other key areas of study include geometry; ratio, proportion, and percent; probability and statistics; standard statistical graphs; plotting of solution sets of equations; and problem-solving strategies.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration.</p> <p>The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students who do not meet this acceptable level will either be reassigned to Math 7 or scheduled to take Algebra Core the following year.</p>	

TITLE: ACCELERATED ALGEBRA I	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
Accelerated Algebra I requires successful completion of Pre-Algebra	
<p>Accelerated Algebra I for sixth grade students is an intense and rigorous program. Major topics include solving linear equations and inequalities, exponential growth and decay, systems of linear equations and inequalities, properties of exponents, polynomials and factoring, solving linear, radical and quadratic equations, exponential functions, the Pythagorean Theorem, inverse variation, simplifying radical expressions and solving word problems that correlate with the various topics.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students who do not meet this acceptable level will be scheduled to retake the course the next year.</p> <p>The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA). Students enrolled in this course will take the Pennsylvania Keystone Exam.</p>	

TITLE: ACCELERATED GEOMETRY	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
Accelerated Geometry requires successful completion of Algebra I	
<p>This course is a foundational course focused on shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in-depth study of geometric reasoning and proof, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, volume, and geometric probability. Students will apply this learning to solve real-world mathematical problems.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 85% average or higher will be scheduled into core Algebra II instead of Accelerated Algebra II.</p>	

TITLE: ACCELERATED ALGEBRA II	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
Accelerated Algebra II requires successful completion of Algebra I	
<p>This course is a foundational course focused on shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in-depth study of geometric reasoning and proof, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, volume, and geometric probability. Students will apply this learning to solve real-world mathematical problems.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 85% average or higher</p>	

will be scheduled into core Algebra II instead of Accelerated Algebra II.

SCIENCE

TITLE: SCIENCE 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Seventh grade science will cover 5 core topics in the area of Earth and Space Science: Earth's structure and changing surface, geologic change, weather and climate, Earth's water and Earth's place in the universe. Laboratories, guided inquiry, lecture, digital media presentations, discussion, debate and cross curricular connections will guide student learning in the classroom while links to real-world applications and multiple disciplines of science are integrated throughout to develop an understanding of the essential learnings. Collaboration, communication, critical thinking and problem solving skills will be utilized and stressed to develop a successful 21st century learner that is adequately prepared for the rigors of the eighth grade curriculum. Laboratory work stresses safety techniques and involves practical student applications of the concepts being taught. Content reading and writing skills are integrated to help students become more successful learners.</p>	

SOCIAL STUDIES

TITLE: SOCIAL STUDIES 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>World Civilizations II is designed to provide students with a global overview of great cultural transformations in human history that marked the transition from ancient civilizations to the modern era. World Civilization II one of the three world history courses taught at Fox Chapel School District. World Civilizations I is studied in the 6th grade and World Civilization III is studied in the 10th grade.</p> <p>Units taught chronologically in World Civilization II include: the ancient Roman Empire, the Byzantine Empire, the Islamic Empire, the Middle Ages, and the Renaissance. Content reading skills are integrated to help students develop critical thinking skills. Each student's transition from sixth to seventh grade social studies will be seamless as they continue to build upon the skills and knowledge acquired in World Civilizations I.</p>	

PHYSICAL EDUCATION

TITLE: PHYSICAL EDUCATION 7	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The physical education program incorporates lifetime fitness activities with an overall goal of increasing student fitness levels. All activities are developmentally appropriate to the level of each learner and will incorporate the fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Emphasis is placed on fitness awareness, motor skill development, safety techniques, group cooperation, sportsmanship, responsibility, and respect.</p>	

MUSIC ELECTIVES

TITLE: GENERAL MUSIC 7	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The general music course in grade seven builds off of the fundamentals learned in the sixth grade general music class. Major topics covered are an in-depth, project-based look into music, history, time periods and composers through the present, as well as understanding and learning the fundamentals of song-building while using GarageBand® music software. Students will explore more advanced features of GarageBand® while composing their own song material. Students will also learn the science of pop music while using cross-curricular applications such as math, reading, technology, and science.</p>	

TITLE: BAND 7	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Seventh grade band is a year-long, fully graded course for students who already play a band instrument and were previously a member of the sixth grade band. Band meets once every three days throughout the year. At this level, students are expected to have greater facility on their instrument, increasing skill reading pitch and rhythmic notation, and a basic understanding of musical terminology. Students will study music theory as well as instrumental techniques related to their instruments and will use method books appropriate to their skill levels. They will be tested on material from those books as well as other pieces for performances. A positive and cooperative attitude is essential for success in the ensemble setting. There are no beginning level band classes offered in seventh grade.</p>	

TITLE: CHORUS 7	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The focus of the choral music program at Dorseyville Middle School is to provide students with the opportunity to perform a wide range of diverse styles of high quality choral music, while also building music skills in vocal technique, rhythm, tonal memory, reading and writing melodic patterns, and sight-singing. Grading is participation-based and requires active demonstration of the concepts. One evening concert is performed in the spring for which attendance is required and graded.</p> <p>NOTE: Singers interested in participating in our auditioned, extra-curricular DMS Honor Choirs must be scheduled for chorus, band, or orchestra during the school day.</p>	

TITLE: ORCHESTRA 7	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Seventh grade Orchestra is a year-long, graded course offered to students who have participated in the sixth grade Orchestra (or are new to the district with previous experience). Students that did not participate in the sixth grade orchestra will be required to audition for the teacher prior to being admitted into the class. Grading is based on in-class performance/preparation, playing assessments, practice log entries, concert attendance/performance (2 per school year), and other musical aspects. At home practice is required to have success in this class. Orchestra members in this ensemble can further their learning experience by auditioning for honors orchestra as an additional enrichment to this course.</p>	

UNIFIED ARTS

TITLE: ART 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: QUARTER
<p>In the seventh grade art program students work in a variety of media and art styles guided by the Pennsylvania Standards for the Arts and Humanities. Seventh grade art includes a focus on the elements and principles of design, drawing, printmaking, and sculpture.</p>	

TITLE: CS GAME DESIGN 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: QUARTER
<p>This is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, and problem solving. Students will be introduced to JavaScript through GameLab, a programming interface developed by Code.org. Students will build on their coding experience as they create programmatic images, animations, interactive art and games. Students will practice design, testing, and iteration, as they come to see that failure and debugging are an expected and valuable part of the programming process.</p>	

TITLE: ENGINEERING/DESIGN 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: QUARTER
<p>This course will focus on the application of the Engineering Design Process (EDP) model as it relates to Civil Engineering and the development of a structure, or truss bridge. The students will apply the EDP model to solve problems, research solutions, develop solutions, and build the best solution. Participants will explore various bridge types, bridge forces, and the effects of tensile and compressive forces affecting structures. Ultimately, students will produce a final design of a scaled-model, truss structure that culminates into a load-bearing competition.</p> <p>Additionally, students will gain future-ready skills in a flexible, personalized, and experiential form of learning as they embark on the Mechanical Engineering phase of this course. Students will explore materials and physics principles and will build a mousetrap vehicle (MTV) powered solely by the kinetic energy of one mouse trap. Students will plan and conduct investigations of vehicle design, performance, and materials. Ultimately students will produce a final vehicle design that culminates into a race competition.</p>	

TITLE: FAMILY AND CONSUMER SCIENCE (FACS) 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: ½ QUARTER
<p>Family and Consumer Sciences provides the foundation of knowledge and skills necessary for successful and healthy living that are used throughout a lifetime. This is a two-part course designed to take the students on a journey of life after high school, focusing on both budgeting and meal planning.</p> <p>Grade: Pass/Fail</p>	

TITLE: HEALTH 7	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: ½ QUARTER
<p>The seventh grade health course is designed to develop and improve social skills and to bring awareness to mental health issues and concerns. Focus is on stress, stress management techniques, proper communication skills, conflict, conflict resolution skills, relationships, and abstinence. Along with these topics, students will learn about the muscular and skeletal systems.</p>	

WORLD LANGUAGES (French, German, and Spanish)

TITLE: TARGET FRENCH	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Students will practice listening, speaking, reading and writing in French. Emphasis is placed on the early stages of language learning. Students will learn thematic vocabulary, culture and some grammar. Students will continue with French I in 8th grade.</p>	

TITLE: TARGET GERMAN	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course introduces level 1 language study. Students will practice listening, speaking, reading and writing in German. Emphasis is placed on the early stages of language learning. Students will learn thematic vocabulary, verbs, grammar and culture. Students will continue with German I in 8th grade.</p>	

TITLE: TARGET SPANISH	OCCURS: 2 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Target Spanish is an introductory course designed to introduce students to the Spanish language and the cultures of the Spanish-speaking world. This objective is accomplished through a variety of methods that include both oral and written activities. The course focuses on acquisition of the fundamental building blocks of the language, such as pronunciation, basic grammatical concepts, thematic vocabulary, idiomatic expressions and cultural products and practices. This course will prepare students to take Spanish 1 in eighth grade.</p>	

TITLE: FRENCH I - 7	OCCURS: MEETS 2 PERIODS IN A 6-DAY ROTATION
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This first level course stresses the systematic development of basic listening, speaking, reading, and writing skills. Major units covered include regular and irregular verbs, definite and indefinite articles, adjectives and prepositions. Students are introduced to French culture through the use of songs, movies, skits, and simple stories. An appreciation of the spread of French culture throughout the world is integrated through each lesson. Class recitation is very important and oral proficiency is stressed.</p>	

TITLE: GERMAN I - 7	OCCURS: MEETS 2 PERIODS IN A 6-DAY ROTATION
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>In German I, students will learn and use the basic skills for second language learning: listening, speaking, reading, and writing. The main focus of the course is building vocabulary and learning how to carry on conversations in German. Though the students are not expected to speak perfectly, proper pronunciation is taught and practiced during dialogues and student-to-student interaction. In addition to vocabulary and grammar, culture is woven into the German I class through readings in the textbook, songs, videos, and the use of authentic materials.</p>	

TITLE: SPANISH I - 7	OCCURS: 2 PERIODS PER 6-DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The seventh grade Spanish I course is designed to help beginning students attain proficiency in the four skills of listening, speaking, reading, and writing. Students acquire a firm linguistic base which serves as the foundation for effective communication and meaningful language proficiency. The language is presented within the context of the contemporary Spanish-speaking world and its many cultures. Students learn a variety of situational vocabulary and grammatical structures. The course is designed to prepare students to take Spanish II in eighth grade.</p>	

Eighth Grade Academic Program

- LITERACY
- MATHEMATICS
- SCIENCE
- SOCIAL STUDIES
- PHYSICAL EDUCATION
- HEALTH

ELECTIVE SELECTION OVERVIEW

World Language Electives (WL): World Language electives meet every day for the entire school year or approximately 180 days. One of three World Languages; French, German, or Spanish can be selected. Students who took Target World Language in 7th grade will take Level 1 and students who took Level 1 will take Level 2 if a World Language elective is selected. A Level 1 World Language if Target World Language was not taken in 7th grade or if the student is new to the school. If a different language is selected, the student would take Level I.

Performance Music Electives (PM): Performance Music includes Band, Chorus, and Orchestra. These classes meet every other day for the entire school day or approximately 90 days.

Unified Arts Electives (UA): These courses meet every other day for a semester or approximately 45 days. Unified Arts electives include, Art, Technology Education 8, Family and Consumer Science (FACS), Music Production and Careers, Introduction to Python, Python, and Physical Education (in addition to the required course).

There are 4 options for electives:

Option 1 - World Language, Performance Music, and Unified Arts

1 World Language Elective, 1 Performance Music Elective, and 1 Unified Arts Elective

Option 2 - World Language and Unified Arts

1 World Language Elective and 3 Unified Arts Electives

Option 3 - Performance Music and Unified Arts

1 Performance Music Electives and 5 Unified Arts Electives

Option 4 - Double Performance Music and Unified Arts

2 Performance Music Electives and 3 Unified Arts Electives

Summary of Electives

World Language Electives

French I
French II
German I
German II
Spanish I
Spanish II

Unified Arts Electives

Art
Engineering/Design 8
Family and Consumer Science
Music Production and Careers
Introduction to Python
Python (Must meet Prerequisites)
Physical Education
(in addition to the required Health/PE course)
Public Speaking through the Lens of History

Performance Music Electives

Band
Chorus
Orchestra

Please note that if a student is recommended for support classes such as Literacy Support, Math Extension, and/or Study Support, enrollment in those classes may limit the number of electives that will fit into the schedule. If a student is enrolled in these classes, your final schedule will be adjusted using the scheduling sheet that is submitted to the School Counseling office.

Eighth Grade Course Descriptions

LITERACY

TITLE: LITERACY 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Students will explore the richness of language through integrated reading, writing, speaking, and listening experiences. Emphasis will be on the interrelatedness of these language behaviors and skills. The reflective nature of literature will be explored through short stories, novels, plays, and poetry.</p> <p>Writers will process a number of their compositions through pre-drafting, drafting, revising, editing, sharing, and publishing. Writing experiences will include frequent short pieces, journal writing, longer multi-paragraph essays, research-based papers, in-class essay tests, and numerous free-choice writing opportunities. Students can expect to write often, both in and out of class.</p> <p>Elements of language structure and language mechanics are primarily explored as part of the writing process, and particularly emphasized during editing. Time is also spent on the formal analysis of the basic structure of English sentences. Vocabulary study is integrated with the literature, but from time to time, students may be expected to study word lists unrelated to the literature. Both adaptation and acceleration are provided for students with special needs.</p>	

TITLE: ADVANCED LITERACY 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This one period course is designed for students who demonstrate above grade-level ability in reading and writing. It provides a structured atmosphere where students have the opportunity to utilize critical analysis skills, compare texts of varying lengths and complexity, reason critically, support claims with evidence, and communicate effectively through writing. The course provides thoughtful and deliberate development of informative, argumentative, narrative, and text-dependent analysis essays. Advanced Literacy 8 refines and enhances students' knowledge of grade level appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts through a variety of literary lenses.</p>	

TITLE: COMPREHENSIVE LITERACY 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Comprehensive Literacy 8 is a replacement course for students who are struggling with the components of literacy. Key dimensions of literacy are addressed and assessed within the course to accelerate students' literacy learning. Comprehensive Literacy follows an instructional model that includes: Individualized instructional software and small group instruction. Placement criteria is used to establish the level at which students begin.</p>	

TITLE: LITERACY EXTENSION 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
PER 6 DAY CYCLE	DURATION: SCHOOL YEAR
<p>Literacy Extension 8 is scheduled for 2 periods per 6 day cycle. This course is scheduled in addition to Literacy 8. Students who qualify will strengthen skills in reading and writing. The course will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension skills, vocabulary development, the writing process, and grammar skills. Throughout the year, students will read and investigate a variety of text structures in order to strengthen background knowledge and develop skills in the area of literacy.</p>	

TITLE: READING 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
	DURATION: SCHOOL YEAR
<p>Reading 8 (Read 180) is scheduled for three of the six days in the rotation. This course is scheduled in addition to Literacy 8. Students who qualify will strengthen skills in reading and writing. The course provides a blended learning intervention building reading comprehension, vocabulary, and writing skills for students who struggle with reading. Read 180 combines whole group learning, adaptive technology, small group learning, and independent learning to raise reading achievement.</p>	

MATHEMATICS

TITLE: MATH 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>The eighth-grade regular mathematics program uses materials learned from previous years to build, as well as, strengthen their foundation in Algebraic concepts. Through scientific notation and monomial expressions, students will gain an understanding of expressions and equations with radical and integer exponents. Using graphs, tables and equations, they will expand their knowledge of the connections between proportional relationships, lines and linear and nonlinear associations. Students will analyze and solve linear equations and pairs of simultaneous linear equations. In addition, they will interpret functions, as well as, use functions to model relationships between quantities. From there, students will explore geometric transformation and apply the Pythagorean Theorem to real world situations. Finally, through scatter plots and two-way tables, they will investigate patterns of bivariate data. Opportunities for enrichment and remediation are integrated into the course based on the demonstrated need of the student.</p>	

TITLE: MATH 8 EXTENSION	OCCURS: 3 PERIODS PER 6 DAY CYCLE
	DURATION: SCHOOL YEAR
<p>This course is scheduled in addition to Math 8. Students who qualify will strengthen their skills in all five domains; the number system, ratios and proportions, expressions & equations, geometry and statistics & probability to support regular Math 8 coursework.</p>	

TITLE: RESOURCE MATH 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course is intended for students who are below grade level expectations and require more intensive intervention than is practical in the Math 8 classroom. Students are selected for this course based on multiple data points. It is designed for students who need to build numerical understanding and reasoning skills. The course focuses on key foundational concepts that enable students to make connections while learning to think algebraically. The curriculum then transitions students to pre-algebra with an emphasis on building proportional reasoning with rates, ratios and linear relationships, and functions. Visual models bring coherence to instruction, making abstract concepts more concrete.</p>	

TITLE: ALGEBRA CORE 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Algebra Core for eighth grade students is an intense and rigorous program. Major topics include solving equations and inequalities, ratio and proportion, probability and statistics, systems of equations and inequalities, properties of exponents, polynomials and factoring, linear and quadratic equations and functions, exponential growth and decay, Pythagorean Theorem, inverse variation, simplifying radical expressions, and solving word problems that correlate with the various topics.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency, 73% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students who do not meet this acceptable level may be reassigned to Math 8.</p> <p>The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA). Students enrolled in this course will take the Pennsylvania Keystone Exam.</p>	

TITLE: ACCELERATED ALGEBRA I - 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Accelerated Algebra I requires successful completion of Pre-Algebra</p>	
<p>Accelerated Algebra I for eighth grade students is an intense and rigorous program. Major topics include solving linear equations and inequalities, exponential growth and decay, systems of linear equations and inequalities, properties of exponents, polynomials and factoring, solving linear, radical and quadratic equations, exponential functions, the Pythagorean Theorem, inverse variation, simplifying radical expressions and solving word problems that correlate with the various topics.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students who do not meet this acceptable level will be scheduled to retake the course the next year.</p> <p>The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA). Students enrolled in this course will take the Pennsylvania Keystone Exam.</p>	

TITLE: ACCELERATED GEOMETRY - 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Accelerated Geometry requires successful completion of Algebra I</p>	
<p>This course is a foundational course focused on shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in-depth study of geometric reasoning and proof, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, volume, and geometric probability. Students will apply this learning to solve real-world mathematical problems.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 85% average or higher will be scheduled into core Algebra II instead of Accelerated Algebra II.</p>	

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

TITLE: ACCELERATED ALGEBRA II	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
Accelerated Algebra II requires successful completion of Algebra I	
<p>This course is organized around the study of families of functions. Emphasis is placed on linear, quadratic, exponential, and logarithmic functions, as well as translating these functions between graphs, tables, symbolic representations and real-life context. Students will solve equations; describe, analyze and evaluate data in various contexts; and use counting principles to calculate probabilities. Students will apply these concepts using a variety of technologies and apply this learning to solve real-world mathematical problems.</p> <p>Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 85% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 85% average or higher will be scheduled into core PreCalculus instead of Accelerated PreCalculus.</p> <p>The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).</p>	

SCIENCE

TITLE: SCIENCE 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Eighth grade science will cover 4 core topics in the area of Physical Science: Motion and Forces, Energy and Matter, Properties of Matter and Interactions of Matter. Laboratories, guided inquiry, lecture, digital media presentations, discussion, debate and cross curricular connections will guide student learning in the classroom while links to real-world applications and multiple disciplines of science are integrated throughout to develop an understanding of the essential learnings. Collaboration, communication, critical thinking and problem solving skills will be utilized and stressed to develop a successful 21st century learner that is adequately prepared for the rigors of the high school curriculum. Laboratory work stresses safety techniques and involves practical student applications of the concepts being taught. Content reading and writing skills are integrated to help students become more successful learners.</p>	

SOCIAL STUDIES

TITLE: SOCIAL STUDIES 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This eighth grade social studies course (U.S. History I) is an overview of American history from 1763 to 1877. U.S. History I is the first of three secondary courses that will examine and evaluate the crucial periods of our nation's history from its inception to the present day. Units taught chronologically at this level include: the American Revolution, the Early National Period, Change and Expansion, and the Civil War/Reconstruction.</p> <p>Throughout the course, analysis of graphs, charts, maps, and primary sources is stressed to assist students in critical thinking. A multidisciplinary approach is taken to increase students' awareness of the many factors that shaped American history. Active learning strategies are employed to bring the subject to life. Teachers strive to compare and contrast the course of U.S. History with current events.</p> <p>Each unit of study strives to provide students with a working knowledge of North American geography and the ability to recognize how geographical factors helped shape the political, economic, and social development of the United States. U.S. History I prepares students for their high school history courses. The foundation provided is useful in comprehending the development of our political values, economic system, and present role in world affairs.</p>	

PHYSICAL EDUCATION/HEALTH

TITLE: PHYSICAL EDUCATION/HEALTH 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p>The physical education program incorporates lifetime fitness activities with an overall goal of increasing student fitness levels. Activities are developmentally appropriate to the level of each learner and will incorporate the fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Emphasis is placed on fitness awareness, motor skill development, safety techniques, group cooperation, sportsmanship, responsibility, and respect.</p> <p>The eighth grade health course is designed to develop concepts and skills that foster health, well-being, and a positive lifestyle, and it teaches students to assume responsibility for their own health. Students are actively engaged in lessons that teach injury prevention for themselves as well as caring for others who become injured. Course topics include first aid and CPR, consequences of alcohol and drug use and abuse, and various body systems including the immune system, circulatory system, and the reproductive systems. The course also includes the state-mandated instruction on AIDS and Sexually Transmitted Diseases (STDs).</p>	

ELECTIVES

TITLE: PHYSICAL EDUCATION/HEALTH FY 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p><i>This elective course would be in addition to the required Health/PE course</i></p> <p>The physical education program incorporates lifetime fitness activities with an overall goal of increasing student fitness levels. All activities are developmentally appropriate to the level of each learner and will incorporate the fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Emphasis is placed on fitness awareness, motor skill development, safety techniques, group cooperation, sportsmanship, responsibility, and respect.</p>	

WORLD LANGUAGE ELECTIVES

TITLE: FRENCH I - 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This first level course stresses the systematic development of basic listening, speaking, reading, and writing skills. Major units covered include regular er, ir, and re verbs; definite and indefinite articles; adjectives; prepositions; and some irregular verbs. Students are introduced to French cultures through the use of songs, movies, skits, and simple stories. An appreciation of the spread of French culture throughout the world is integrated through each lesson. Class recitation is very important and oral proficiency is stressed.</p>	

TITLE: FRENCH II	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>French II is an intermediate language course designed to expand the students' knowledge of French I. The course reinforces the elements of the language: the noun, verb, adjective, articles, and gender. The course fully integrates French culture into every chapter and each chapter is thematic in its approach. The vocabulary, grammatical structures, and cultural readings are incorporated in the theme and reinforce it as well. There is a constant recycling of previously learned material. The prerequisite for this course is French I.</p>	

TITLE: GERMAN I - 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>In German I, students continue to learn and use the basic skills for second language learning: listening, speaking, reading, and writing. The main focus of the course is building vocabulary and learning how to carry on conversations in German. Though the students are not expected to speak perfectly, proper pronunciation is taught and practiced during dialogues and student-to-student interaction. In addition to vocabulary and grammar, culture is woven into the German I class through readings in the textbook, songs, videos, and the use of authentic materials.</p>	

TITLE: GERMAN II	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course continues the development of the skills of listening comprehension, speaking, reading, and writing in German. The students will be encouraged to use the target language as much as possible to communicate in class. Though there is a strong emphasis on written and spoken communication, activities which strengthen vocabulary and grammar are also incorporated, as is the culture of German-speaking countries. The prerequisite for this course is German I.</p>	

TITLE: SPANISH I - 8	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course is designed to help beginning students attain proficiency in the four skills of listening, speaking, reading, and writing. Students acquire a firm linguistic base which serves as the foundation for effective communication and meaningful language proficiency. The language is presented within the context of the contemporary Spanish-speaking world and its many cultures. Students learn a variety of situational vocabulary as well as grammatical structures such as verb conjugation, agreement, and various types of adjectives and pronouns.</p>	

TITLE: SPANISH II	OCCURS: 1 PERIOD DAILY
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>This course is designed to continue the development of the skills required to actively use the language in a variety of contexts and situations. Vocabulary and grammatical structures are taught within a personal and cultural context. Students are encouraged to actively use the target language to communicate within the classroom. With an emphasis on speaking and listening, students engage in a variety of activities that encourage the development of oral proficiency. Collaborative activities encourage oral proficiency by allowing students to practice and to use the language creatively. Opportunities for reading, writing and listening include the use of short articles, recorded conversations, stories, music, and internet activities.</p>	

PERFORMANCE MUSIC ELECTIVES

TITLE: BAND 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p><i>Students that did not participate in sixth or seventh grade band will be required to audition for the teacher before being admitted into the class.</i></p> <p>Eighth grade band is a year-long, fully graded course for students who already play a band instrument and were previously a member of the seventh grade band. Band meets every other day throughout the year. The standards for grading are very high as students must complete assignments, demonstrate and apply knowledge of music theory and instrumental techniques, perform in the annual concerts, and actively be involved in class. They will be tested on material from books as well as other pieces for performances. A positive and cooperative attitude is essential for success in the ensemble setting. There are no beginning level band classes offered in the eighth grade.</p> <p>NOTE: Students must be enrolled in Band 8 to be eligible to participate in the DMS Honors Band.</p>	

TITLE: CHORUS 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Chorus 8 (Concert Choir) draws upon the vocal technique and literacy skills established in 6th and 7th grade and applies them to a wide range of song styles. The Concert Choir presents one concert each semester and focuses exclusively on advanced performance preparation, including feature solo opportunities, event hosting, and a cappella arranging. Students are assessed on their demonstration of musicianship and vocal technique, as well as memorization of concert music and participation in concerts. Concert Choir also prepares students for a successful transition to the high school program by offering social and musical opportunities with</p>	

the high school choir members. NOTE: Students must be enrolled in Chorus 8 to be eligible to participate in the DMS Honor Choirs: GCC & FoxTones.

TITLE: ORCHESTRA 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SCHOOL YEAR
<p>Eighth grade Orchestra is a year-long, graded course offered to students who have participated in the seventh grade Orchestra (or are new to the district with previous experience). Students that did not participate in the sixth and/or seventh grade orchestra will be required to audition for the teacher prior to being admitted into the class. Grading is based on in-class performance/preparation, playing assessments, practice log entries, concert attendance/performance (2 per school year), and other musical aspects. At home practice is required to have success in this class. Orchestra members in this ensemble can further their learning experience by auditioning for honors orchestra as an additional enrichment to this course.</p>	

UNIFIED ARTS ELECTIVES

TITLE: ART 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p>Art 8 is designed to be an extension to the skills and techniques practiced in previous art courses. Students should consider this course if they want to improve their art skills along with having the opportunity to use more advanced art materials. Creative expression, independent problem solving, original ideas and personal style is promoted. Art 8 includes a focus on drawing, acrylic painting, and ceramics.</p>	

TITLE: ENGINEERING/DESIGN 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p>This course will focus on the application of the Engineering Design Process (EDP) model as it relates to the development of an aerodynamically sound vehicle. The students will apply the EDP model to solve problems, research, develop and build a vehicle while considering design constraints, vehicle parameters, specifications, and product tolerances. Students will produce thumbnail sketches, design sketches, working drawings, and develop and test prototypes using a testing apparatus. Ultimately students will produce a final vehicle design that culminates into a race competition.</p> <p>Additionally, students will gain future-ready skills in a flexible, personalized, and experiential form of learning as they embark on the Materials Processing phase of this course. Students will identify the basic processes used to change the shape, form, and function of materials. Students will utilize computer-aided drawing (CAD), computer-aided machining (CAM), and Computer Numerical Control (CNC) techniques to enhance and improve the results of a finished product..</p>	

TITLE: FAMILY AND CONSUMER SCIENCE (FACS) 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	SEMESTER
<p>Family and Consumer Sciences provides the foundation of knowledge and skills necessary for successful and healthy living that are used throughout a lifetime. The 8th grade course begins with fundamental cooking basics and then focuses on career skills associated with running a foods related business.</p>	

Grade: Percentage

TITLE: MUSIC PRODUCTION AND CAREERS 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p>Music Production and Careers provides students with the opportunity to explore, engage with, and create music using more sophisticated applications of various digital media. This course provides an overview of non-performance music careers, including music production, therapy, technology, marketing, and soundtrack composition. This class is primarily project-based, with students having the opportunities to select areas of interest, develop their ideas, and extend their experiences into future plans of exploring music further via the high school music elective offerings.</p>	

TITLE: INTRO TO PYTHON 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p>This course introduces students to the exciting world of programming using the Python language. Students will utilize computational thinking principles and basic Python programming language to gain a basic understanding of object-oriented programming and enhance their critical thinking and problem-solving skills as they learn to design, code, and debug Python programs to solve scenario-based challenges. Students will continue to build upon the computational skills of inputs/outputs, functions, conditionals, loops, expressions, iterations, graphics, and data representations introduced in CS GAME DESIGN, using creativity and imagination.</p>	

TITLE: PYTHON 8	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p><i>This elective course requires a strong understanding of block-based coding and carries a prerequisite of successful completion of Algebra 1 (Grade of B or higher required).</i></p> <p>This course introduces students who have mastered basic algebraic concepts to the exciting world of advanced programming using the Python language through Carnegie Mellon's CS Academy Python course. Students will transition from the mixture of block-based and text-based code introduced in CS GAME DESIGN to program in an entirely text-based environment while creating digital artifacts and completing physical challenges. Students will continue to build upon the computational skills of functions, conditionals, expressions, iterations, graphics, and data representations introduced in CS GAME DESIGN.</p>	

TITLE: PUBLIC SPEAKING THROUGH THE LENS OF HISTORY	OCCURS: 3 PERIODS PER 6 DAY CYCLE
GRADE: PERCENTAGE	DURATION: SEMESTER
<p>This eighth-grade social studies elective course will provide students with real-world skills that will benefit them as individuals and the DMS learning community. Students who take this course will gain life-long abilities such as constructing and presenting a refined position while developing their conclusions and supporting those with evidence, listening actively to their peers and being able to see topics from different perspectives, developing active and critical thinking and listening skills. Students will learn to cultivate the attributes of effective public speaking; voice, eye contact, body language, tone, dress, and audience through debate, mini speeches, role-play, class discussions, and performing a formal presentation to a group of their peers and teachers. Each unit involves practicing and assessing their own public speaking skills and will incorporate opportunities to learn about historical topics,</p>	

debates, and speeches. The learning experiences represented in this course are not only valuable to students' future endeavors but are essential skills for a successful high school, college, and/or professional career.

ADDITIONAL EDUCATIONAL PROGRAMS

EDUCATION OF EXCEPTIONAL CHILDREN

The Fox Chapel Area School District is committed to an educational program that provides all students with the opportunities to develop according to their potential. Inherent in this commitment is the realization that students who qualify for special education services have unique abilities, talents, interests, and needs.

Students are identified for these services by an Individualized Education Program (IEP) team (which includes the parents) after the team reviews the results of a multidisciplinary evaluation. Educational placement and specially designed instruction are determined by the student's IEP

GIFTED EDUCATION SERVICES

The gifted education program is designed to meet gifted and talented students' unique academic and affective needs. The middle school QUEST curriculum has been designed to foster areas of student strengths and interests through rigorous, motivating, and meaningful learning experiences. Students are challenged through differentiated instruction within the regular classroom setting and through additional activities outside the classroom. Placement in the program is the result of a comprehensive screening and testing process conducted by a school psychologist through Pupil Services. Students participate in gifted education activities based on their cognitive abilities and their classroom performance by demonstrating a need for specially designed instruction.

RESPONSE TO INSTRUCTION & INTERVENTION (RtII)

Response to Instruction & Intervention is a multitiered approach to respond to the needs of students who require assistance with instruction and assessment, behavior, emotional concerns, and attendance. Support can be provided in one or any combination of these areas. Initial interventions are provided by the student's core teachers and counselors and are monitored to determine their effectiveness. If additional support is needed, a team is created for the students and an Intervention Plan is developed. Parents are essential members of the team, which determines appropriate accommodations for individual students. To help facilitate the RtII process, Dorseyville has an established resource center that is staffed by the RtII Coordinator or a teacher. In addition, two after-school programs – Back on Track (BOT) and the Grade Recovery Program (GRP) – provide opportunities for students to receive help with homework or complete assignments. Students may be referred to BOT by staff and GRP is required if a student fails a core subject. The Dorseyville Middle School Summer Intervention Program is a required program for students who fail a year-long core class. Attendance and successful completion of the program is required for students in order to be promoted to the next grade level.

SPECIAL EDUCATION SERVICES

The Special Education program is designed to provide all students the opportunities to develop academic, behavioral, social and emotional skills to their potential. Students are identified for these services upon the results of a multidisciplinary evaluation. An Individualized Education Program (IEP) team which includes

principals/lead teachers, counselors, parents, related service professionals and, if age appropriate, students meet and create a plan to address the needs of the child. Emphasis is placed on specially designed instruction which allows the student to participate and achieve success within the school environment.

EMOTIONAL SUPPORT

The Emotional Support program provides a structured, behaviorally enhanced approach to learning for students whose primary need is for social and emotional development. The goal of this program is to teach students behaviors and/or social skills necessary to function successfully in the school environment. Positive Behavioral Support Plans are created through the IEP process that enhance this level of support. Referral to this program is made through the multidisciplinary evaluation or the IEP Team.

LIFE SKILLS

The life skills support program provides students with a program of study designed to meet special physical, social, and cognitive needs. Students are involved in a variety of experiences planned to broaden and strengthen their abilities to function in school and in their larger community. This is accomplished by structuring a plan which combines an academic program with one that allows students to be active in the community in which they live, in order to become an independent adult.

SPEECH AND LANGUAGE THERAPY

Speech and language therapy services are available to students who have articulation, fluency, language, or voice difficulties. Pull-out and/or inclusive services are provided by a speech and language therapist.

STUDY SUPPORT

Study Support serves special education students who are participating in the regular education curriculum. This class provides support in the areas of reteaching or reviewing skills, organization, test taking and study skills. Referral to this class is made through the IEP Team

ENGLISH AS A SECOND LANGUAGE (ESL)

The English as a Second Language course replaces the English language arts class for non-native speakers of English. The student is evaluated to determine his/her level of English proficiency. Any student who qualifies will attend either 1 or 2 periods each day. The purpose of this course is to assist the student in developing and refining the skills of listening, speaking, reading, and writing in English until he/she is capable of being successful in the grade level English language arts classroom.