



Tenaflly
PUBLIC SCHOOLS



Tenaflly Middle School Program of Studies

2024-2025

John D. Fabbo, Principal
Patrick E. Comey, Vice Principal
Cathy Paz, Supervisor of Curriculum



A Message from Our Administration

Dear TMS Families,

The Middle School fulfills a unique purpose within our school system. We are the bridge between the primary years at our four neighborhood elementary schools and the young adult years at Tenafly High School where our students finish their K-12 education. Our students experience many changes over their three years with us. They expand social circles, experience puberty and physical changes, and start to become independent teenagers. We work on strengthening their basic skills while helping them see the relevance of our complex curriculum.

Many of our students experience failure for the first time while at middle school, so we understand the importance of embracing failure and developing a growth mindset. We expect our students to have strong moral character and to understand the difference between right and wrong. We also know that our children's success hinges on the bond between home and school. Your help and support are critical to this success.

The TMS staff is skilled in dealing with the many intellectual, physical, emotional, and social changes early adolescents experience. One way we handle these challenges is to have our school organized by teams to nurture our students as they grow. The cross-curricular team teachers meet weekly to coordinate instruction and discuss the needs of individual students. Our guidance counselors attend these meetings and follow the students all three years, so they get to know each and every student very well.

This Program of Studies will give you an overview of our academic program. If you have any questions, feel free to contact one of us directly. We are confident that your child's middle school years will be both academically enriching and personally rewarding.

Sincerely,

John D. Fabbo, Principal

Patrick E. Comey, Vice Principal

Cathy Paz, Supervisor of Curriculum and Instruction



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Affirmative Action Program for School and Classroom Practices

The Tenafly Public School District prohibits discrimination based on the following protected categories: race; creed; religion; color; national origin/nationality; ancestry; age; sex/gender (including pregnancy); marital status/civil union partnership; familial status; affectional or sexual orientation; gender identity or expression; domestic partnership status; atypical hereditary cellular or blood trait; genetic information; disability (including perceived disability, physical, mental and/or intellectual disabilities); or liability for service in the Armed Forces of the United States. This includes equality of educational opportunities including classroom programs, curriculum development and instructional materials. The statement confirms compliance with Title VI of the Civil Rights Act of 1954, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Age Discrimination Act of 1975. (See Board of Education Policy Nos. 1140, 2260).

In accordance with Board of Education Policy No. 2260, the Board shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Student Learning Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in education programs and by providing opportunities for pupils to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.



The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Tenafly Public School District Affirmative Action Officer:

Dr. Jeff Gorman, Interim Assistant Superintendent

201-816-4503

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Choosing a Program

Registration for each of the Middle School grades is a cooperative effort by students, parents, teachers, school counselors, and administrators. The school administration asks each student and parent to read this booklet for a complete understanding of what is required for the middle school years, what choices are available, and how students are assigned to individual classes. It is expected that once choices are made, students will remain in those classes for the entire term. Therefore, thoughtful choices are necessary.

Most regular education students will follow the same program at each grade level in heterogeneous classes. There are a few classes that have been developed to accommodate variations in achievement levels. These include Math 7 Advanced, Algebra Grade 7 or 8, Geometry Grade 8, Math 8, and Beginning Spanish and French 7/8.

For students entering Grades 7 and 8, team and department teachers recommend students for these classes. Parents will be notified when their child is selected for such a class. Students entering Grade 6 are assigned to classes and teams after discussions with their elementary school teachers, school counselor and a review of their elective choices. Parents of students entering Grade 6 will be notified of any special placements in the summer.

This Program of Studies will be posted on our TMS website.

Teams

Grades 6, 7 and 8 are divided into interdisciplinary teams of approximately 100 students and five academic teachers. The teachers share a common schedule and common planning time. Team classes include Math, Language Arts, Science, and Social Studies. All other classes are cross-teamed.

The school counselors place students on teams. The teams are balanced by gender, elementary sending school (Grade 6), learning differences and other needs. Although the curricula on all teams at each grade level are the same, team teachers may plan unique activities or events for their team of students. Teams of students do not stay together for all three years; they are reassigned each year.



The Program

The TMS day is divided into eight 44-minute class periods and one class at each grade level is split in half to accommodate student lunches. For students at all grade levels, the activities for five periods are the same full-period classes every day in Language Arts, Math, Science, Social Studies, and Physical Education/Family Life.

In addition, Grade 6 students also take one full period of Literacy each day and a 22-minute World Language class. An additional class period each day is devoted to classes in the Integrated Arts.

In addition, Grades 7 and 8 students take one full period of a World Language. The remaining period is devoted to a rotation of classes in the Integrated Arts.

Language Arts

The language arts program builds upon the language experiences of the elementary years and aims to nurture proficiency in the interrelated activities of reading, writing, speaking, listening, viewing, and critical thinking.

Through both guided and independent reading and writing activities in the language arts class, students apply comprehension strategies to create meaning from text, deepen their grasp of verbal structures, and expand their vocabulary. In the sixth, seventh, and eighth-grade classes, students study poetry, drama, the novel, memoirs, short stories, and nonfiction. Students can expect to engage in whole-class readings of a single text, group readings of varied texts, independent reading, and research. Grammar, usage, and mechanics of English are taught within the context of writing; additional reinforcement with grammar-text exercises is provided on an as-needed basis.

In each of the grade levels, and in all of the activities of the classroom, the English language arts program seeks to engage students with their capacity to use language as a source of understanding and a means of expression. It is important to note that each year, teachers use their discretion in determining which specific activities and texts they will use to meet their students' varied learning needs and capabilities.



Language Arts Grade Six

The sixth grade course, designed to nurture an awareness and appreciation of good writing and a love of reading, guides students to become more skillful writers and closer readers with a special focus on making inferences and supporting them with textual evidence. Students build working vocabulary and increase awareness of grammar in order to express themselves more effectively as they write and read a variety of genres including but not limited to short fiction, poetry, literary analysis, and novels. With many opportunities for students to work collaboratively and contribute to collegial discussions, students form a community of critical thinkers.

Language Arts Grade Seven

The seventh-grade program extends the work of the sixth grade by immersing students further in the study of various reading and writing genres. Through independent reading and the study of whole-class texts, students are given regular opportunities to develop individual lines of inquiry about literature. Shared texts such as S. E. Hinton's *The Outsiders*, *Before the Ever After* by Jacqueline Woodson, and short story collections provide students with exposure to classic literature, highly-acclaimed young adult literature, and other genres. Writing instruction continues to emphasize the process as students experiment with composition in various genres.

Language Arts Grade Eight

The eighth grade language arts program provides a capstone experience in literacy as students build upon the foundational skills learned in the earlier grades to study classic literary works and pursue independent inquiry in literature and nonfiction reading. Shared texts such as John Steinbeck's *Of Mice and Men* provide opportunities for students to engage in the kind of close reading and writing about literature that will prepare them for high school. Students study rhetorical devices for persuasive and expository writing. The I-Search project, a research paper on a self-selected topic written in the form of a nonfiction feature article, engages students in critical research skills and in the synthesis of ideas across various texts and sources. Throughout the year, emphasis is placed on "reading as a writer" and writing for authentic audiences.

Literacy

This course will provide explicit reading instruction to support sixth graders' transition from elementary reading curricula (learning to read) to the demands of secondary school reading (reading to learn). This will be accomplished in a workshop environment developed from decades of research of what is effective for helping secondary students become skillful, engaged readers. Whole-class, small-group and individualized instruction will meet the needs of all learners. By taking the literacy course, the hope is that all students find a place for reading in their lives, enjoy reading and its challenges, become emotionally invested in what they read, and utilize a variety of strategies to make sense of texts in a wide range of genres. Throughout this course, students will be expected to generate, articulate, and negotiate textual interpretations and develop and understand that texts often possess meanings beyond what is represented.

The sixth grade Media Studies program is taught during Literacy and enables students to navigate digital and social media by learning about online etiquette, their rights, as well as their responsibility as digital citizens in our 21st-century world. Students will be equipped with strategies that will empower them to be careful, yet reflective, consumers and contributors when engaged in online activities. Students will also learn traditional library skills such as how to access and locate materials and resources independently within the TMS Library Media Center. Students will utilize an array of databases offered through our library. In doing so, students will learn how to apply research skills in an effective and efficient manner when creating projects for content-area and integrated arts classes across the curriculum.

Mathematics

All programs are designed to emphasize the development of student understanding of selected concepts and topics; to perform operations; to understand problems and then to select appropriate methods and operations for solutions; and to develop higher-order thinking skills. An accelerated program is offered as early as sixth grade, beginning with Math 7 Advanced. Classes taken in the summer will not substitute for our middle school courses nor can outside courses be used for placement.

The curriculum offered supports the following Mathematical Practice Standards:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The table below outlines the most common sequences/accelerations offered at TMS.

Grade 5	Grade 6	Grade 7	Grade 8
Math 5	Math 6	Math 7	Math 8
		Math 7 Advanced	Algebra 8
	Math 7 Advanced	Algebra 7	Geometry

Math Grade 6

In Grade 6, instructional time focuses on five 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, including negative numbers; (3) writing, interpreting, and using expressions (4) writing and solving one-step equations and inequalities; and (5) developing understanding of statistical thinking.

This program blends these mathematical strands with real-world problem solving including investigating concepts and building conceptual understanding while developing, reinforcing, and mastering computational and procedural skills. Students analyze data and make predictions based on various graphs. They become familiar with showing multi-step mathematical procedures algebraically. Students consider real number properties and the rational number set, with emphasis on integer operations. They use both mental math and algebra to solve linear equations. They become familiar with polygons and area formulas. In all problem-solving settings, students learn to make strategic choices of procedures for efficient, effective results.

Math Grade 7

In Grade 7, instructional time focuses on five critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers (3) fluently solving linear equations and graphing solutions of inequalities; (4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (5) drawing inferences about populations based on samples.

As in seventh grade, this program blends mathematical strands with real-world problem solving including, but not limited to, the examples given here. Students simplify expressions and solve multi-step equations using one variable. They translate among verbal, tabular, graphical and algebraic representation of functions. Students use descriptive statistics to summarize and compare data sets. In all problem-solving settings, students learn to make strategic choices of procedures for efficient, effective results.



Math Grade 7 Advanced

Prerequisites*: Minimum final grade of A- in Math 6,
Minimum scores on benchmark assessments, and
Teacher recommendation

This course follows the same scope and sequence of Math 7. Students are exposed to content in discovery-based experiences to develop concepts and are expected to apply content knowledge in more rigorous, less routine assessment settings and scenarios.

*Students in grade 5 may be eligible for acceleration into Math 7 Advanced as sixth graders, based on multiple criteria including report card scores, teacher recommendation, and benchmark assessment scores. Sixth grade students in Math 7 Advanced with an average below B- at the end of Trimester 1 will have their placements reviewed and possibly revised to Math 6.

Math Grade 8

Prerequisite: Math 7

Math 8 focuses on those skills needed to help students gain experience in reading, writing and understanding the unique language of mathematics. Students continue to translate among verbal, tabular, graphical and algebraic representation of functions. Students study integers with a focus on their real-world applications. They learn multiple strategies for solving equations of one variable. The number system is expanded to include rational numbers. Ratios and proportions and their application to similar figures are explored as students study the geometry of two and three-dimensional figures.



Algebra - Grades 7 and 8

Prerequisites: Minimum final grade of A- in Math 7 OR
Minimum final grade of B+ in Math 7 Advanced; and
Teacher recommendation

This class is the equivalent of the Tenafly High School Algebra 1 class with the same rigor and expectations. Students in this class develop their abstract reasoning skills as they employ the language of mathematics through the use of variables and expressions. The four fundamental operations of rational numbers along with sets and number properties will be employed to help students transition from the concrete to the abstract. Students apply algebraic and graphing techniques as they study: relations, functions, linear equations, linear inequalities, linear systems, exponents, rational exponents, radicals, polynomial operations, factoring, solving quadratic equations, and interpreting statistics as related to the linear model.

The NJSLA-M for Algebra 1 is taken by all students enrolled in Algebra 7 or Algebra 8. Based on the current information provided by NJDOE, students in Algebra 1 course equivalents must meet the NJDOE requirements regarding passing the NJSLA-M as a component of their graduation requirements.

Students earning a grade of C+ and below will be recommended to repeat the course in the subsequent year.

Geometry - Grade 8

Prerequisites: Minimum final grade of B in Algebra 7, and
Teacher recommendation

Note: Students entering the district must have completed a full year of Algebra 1 as evidenced by a transcript or report card to be eligible for this class.

This course is the equivalent of High School Geometry with the same rigor and expectations. Students engage in an in-depth study of the traditional topics of Euclidean geometry and the development of proof-writing. Topics in Geometry include triangle congruence, postulates and theorems, equidistant theorems, parallel line properties, quadrilateral properties, lines and planes in space, polygons, similar



polygons, the Pythagorean Theorem, circles, area, volume, coordinate geometry, and an introduction to trigonometry and numerical exercises.

The NJSLA-M Geometry Exam is taken by all students in the class. Based on the current information provided by NJDOE, students in a Geometry course at this level must meet the NJDOE requirements regarding passing the respective NJSLA-M Geometry exam as a component of their graduation requirements.

Students earning a grade of C+ and below will be recommended to repeat the course in the subsequent year.

Student Placement in Math

Students will be placed in programs/courses by the Mathematics Department based on multiple criteria, including teacher recommendation, course grade averages, and standardized/benchmark test scores. All students in grade 5 who wish to be considered for our most advanced sequence of courses are required to complete a placement exam in the spring. Questions regarding placement recommendations are handled through the district math supervisor, building administration, and the counseling department. Individual student placement is reviewed annually.

Science

The science program emphasizes process, skills and concept development through laboratory experiences and problem-solving. In addition to classroom activities, students must collect and evaluate data and write lab reports based on these observations. Through the Middle School years, the study of Science progresses from concrete to more abstract ideas. Teachers focus on the differentiation of work and small group work in the classroom.

Science Grade 6

The year is devoted to an introduction to Physical Science. Students investigate matter and energy as well as force and motion. Hands-on activities and lab investigations are used to reinforce class discussion. This year of study bridges the elementary curriculum and the middle school curriculum. Lab activities, investigation skills, and lab reporting skills are introduced and reinforced in grades 7 and 8.

Science Grade 7

The year focuses on the study of Life Science. Beginning with life at its smallest form, the curriculum progresses through the cell, human body and builds to show how all organisms interact with their environment. The major objectives of the course include developing a knowledge of scientific techniques and scientific concepts. Units of study include the use of the microscope, the cell, chemistry of living things, structure and function of human systems, genetics, evolution and ecology.

Science Grade 8

Several disciplines within Earth Sciences, including geology, astronomy, oceanography, and meteorology comprise this year of science. In addition, related concepts from physical science are re-introduced where appropriate. The geology unit includes movements of the earth's surface, plate tectonics, volcanoes, earthquakes, changes to the surface caused by weathering and erosion, as well as the study of rocks and minerals. Included in astronomy are units on the solar system, the stars, and the universe. Major topics in the meteorology unit are the study of weather patterns and climate change. Oceanography includes ocean floor topography, currents, waves and life within the ocean.

Social Studies

The middle school social studies curriculum engages students with the concepts that form the basis of human history, culture, and environments. Courses focus on establishing both core subject knowledge and the necessary cognitive proficiency in such areas as reading, writing, speaking, interpreting maps and globes, analyzing charts and graphs, and utilizing various research resources. Basic concepts include how people's lives are affected by their environment, how cultures spread and evolve over time, and how historical events continue to impact our modern-day world. While specific content is different at each grade level, all classes are organized around geography, history, economics, politics, and cultural anthropology. In addition, all courses emphasize awareness and appreciation of current events and how they reflect key social studies concepts, skills, and principles.

Social Studies Grade 6

As an introduction to the middle school social studies program, this dynamic curriculum teaches sixth grade students to understand the importance of using social science disciplines to gain a broader understanding of the world and their place in it. Units of study include an introduction to social studies with a concentration on geography, culture, government and civics, and economics. The sixth-grade curriculum provides multiple perspectives on a variety of topics and serves as a foundation for student learning and inquiry in later academic years. A variety of learning experiences aim to transition students from the consideration of issues first encountered at the elementary school level to a more sophisticated analysis of historical topics in both seventh and eighth-grade courses. In addition to the informational and conceptual content, the sixth-grade course focuses on the development of social studies skills, study habits, and literacy in the content area.

Social Studies Grade 7

The world history curriculum at this level focuses on the development of civilization through an examination of selected historical content drawn from the ancient and medieval world, including places in Southwest Asia, Africa, China, India and Europe. Through these studies, students are introduced to the human experience and how the past influences the present. Students will learn about the importance of archaeology



and how it can teach us about early civilizations through the use of artifacts and a variety of historical sources. This course will provide students not only with key concepts but with many opportunities to explore values and develop critical thinking skills. This class will also highlight the themes of respect for cultural diversity and the need for global cooperation in the past as well as present-day. Overall, an emphasis is placed on social studies skills that are necessary for later academic work, which will help prepare students for a rapidly changing world in the twenty-first century.

Social Studies Grade 8

The American Studies program concentrates on American history, civic education, and the development of a uniquely American nation from its colonial origins to its most severe internal crisis, the Civil War. The concept of government at the federal, state, and local levels are developed, along with an analysis of our federal constitution. The U.S. Constitution is studied in a historical context with additional focus on its key provisions and function in the governing of this nation. Both primary and secondary documents are infused throughout multiple units of study. Interactive lessons, project-based learning, and interdisciplinary units help students connect current local and national issues to American historical events and decisions. In general, this course will provide students with the necessary historical content and citizenship skills for later learning in their academic careers.

World Languages

Students in Grade 6 choose to study French, Spanish or Chinese for the next three years. World Language courses are aligned with the NJ SLS 7.1 for interpretive, interpersonal, and presentational communication in the target language. Activities in ALL World Language classes are designed to foster growth in the interpretive (listening and reading), interpersonal (conversational), and presentational (speaking and writing) proficiencies. Students who have shown a high degree of proficiency in a world language are sent to Tenafly High School to take advanced coursework.

World Languages Grade 6

Chinese: This is an introductory course in Mandarin Chinese. It will emphasize communication skills, focusing on conversational comprehension (speaking, listening and understanding skills). Students will learn Simplified Chinese characters and the Pinyin phonetic system. The study of Chinese cultures is an integral part of the course.

French: The sixth grade French class is designed as an introduction to the French language and culture. This course provides a foundation of phonetics, elemental vocabulary, and basic grammar including: Greetings, Alphabet, Numbers, Dates. Themes include: Meeting and Greeting others, Music, Family and Descriptions, Sports and Activities, School. This course is designed to lay foundations for success in French 7.

Spanish: The sixth grade Spanish class is designed as an introduction to the Spanish language and culture. Themes will include *La Escuela es Fantástica*, *Yo soy yo*, *Estamos muy ocupados*, *Mi gente*. Students will use the language with small but meaningful chunks of vocabulary and grammar. Activities in this course are designed to develop Novice Low proficiency skills in the interpretive mode (listening and reading), interpersonal mode (conversation), and presentational mode (speaking and writing).

World Languages Grades 7 & 8

Chinese 7: The 7th grade Chinese will continue to emphasize communication skills, focusing on conversational comprehension (speaking, listening and understanding skills). Students will then start to build a foundation for literacy (reading and writing). Students will be able to communicate and exchange information, handle short social interactions by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

French 7: The seventh grade French class will build on the foundations of 6th grade French. The focus for the year is *Ma vie et moi*, or *Me and my life*, and our immediate sphere of experience. Themes include *Mon identité* (My Identity), *Ma famille* (My Family), *Chez nous* (Our Homes), and *Notre école* (Our School). We will explore ourselves and our immediate lives through the lens of our uniqueness. We will explore diversity amongst us and around the world, with special attention to similarities and differences in the Francophone world. This course is designed to build student linguistic

proficiency. With an emphasis on interpretive, interpersonal and presentational modes of language, students will consider what they “Can Do” with the language throughout the year.

Spanish 7: The seventh grade Spanish class will build on the foundations of 6th grade Spanish. The focus for the year is *Mi vida y yo*, or *Me and my life*, and our immediate sphere of experience. Themes include *Mi identidad* (My Identity), *Mis intereses* (My interests), *Mi familia* (My Family), *Nuestras casas* (Our Homes) and *Nuestra Escuela* (Our School). We will explore ourselves and our immediate lives through the lens of our uniqueness. We will explore diversity amongst us and around the world, with special attention to similarities and differences in the Hispanic world. This course is designed to build student linguistic proficiency. With an emphasis on interpretive, interpersonal and presentational modes of language, students will consider what they “Can Do” with the language throughout the year.

Chinese 8: Students will continue to expand their language through a standards based approach. They will be able to communicate and exchange information about familiar topics using phrases and simple sentences, they will be able to handle a variety of short social interactions in everyday situations by asking and answering questions. As part of answering the essential question “How are we connected”, students will continue to understand and appreciate the cultural practices and perspectives of Chinese culture.

French 8: The eighth grade French class will be an extension of the seventh grade as we focus on the different facets of our lives. Through the lens of *Nos vies*, or *Our Lives*, this course will explore our daily and weekly routines and activities (*Ma routine; Ma semaine*), our town (*Mon quartier; Ma ville*), the things we eat (*Bon apétit*) and what we do to promote our well-being in our immediate world (*Le bien-être*). We will explore our lives through the lens of our interactions with the people and stimuli that surround us. We will explore diversity amongst us and around the world, with special attention to similarities and differences in the Francophone world. This course is designed to build student linguistic proficiency. With an emphasis on interpretive, interpersonal and presentational modes of language, students will consider what they “Can Do” with the language throughout the year.



Spanish 8: The eighth grade Spanish class will be an extension of the seventh grade as we focus on the different facets of our lives. Through the lens of *Nuestras*, or *Our Lives*, this course will explore our daily and weekly routines and activities (*Mi rutina; Mi semana*), our town (*Mi barrio; Mi ciudad*), the things we eat (*Mis comidas*) and what we do to promote our well-being in our immediate world (*El bienestar*). We will explore our lives through the lens of our interactions with the people and stimuli that surround us. We will explore diversity amongst us and around the world, with special attention to similarities and differences in the Hispanic world. This course is designed to build student linguistic proficiency. With an emphasis on interpretive, interpersonal and presentational modes of language, students will consider what they “Can Do” with the language throughout the year. A minimum grade of “C” is required to go on to the second level of language study in high school.

Beginning Spanish 7/8 and Beginning French 7/8 are courses offered in alternating years. These courses are designed to provide a foundation for students who are beginning their world language education in 7th or 8th grade respectively. These courses provide an opportunity for students who may have struggled in 6th or 7th grade and need more foundational support to develop their language skills. They are designed to prepare students for transition the subsequent year to 8th grade or 9th grade Spanish or French.

Transfer Students

Grade 6 transfer students who have not taken Spanish in the elementary schools will begin the study of French or Chinese.

Transfer students in grades 7 or 8 who have no previous World Language experience will take a Beginning Spanish or French course, depending upon the year.

Student Placement

Students select their language of study prior to entering grade 6. Students who enter Tenafly Middle School from other school districts or exit the ELL program must meet with the department supervisor and take a placement assessment.

*Students are encouraged to study a World Language that is not spoken in the home. Any student who selects to study a language that he/she speaks at home and/or has



studied at a heritage language school or with a tutor will need to take a placement test. If the student's proficiency is determined to be higher than the level offered at TMS, the student will need to choose another language of study for the middle school years.

Physical Education and Family Life

Tenafly Middle School Physical Education directly reflects the New Jersey Student Learning Standards for Comprehensive Health and Physical Education. The curriculum emphasizes the importance of physical fitness and lifelong activities. Each unit focuses on skill development, goal setting, sportsmanship, team, and individual sports/activities. Classes are planned to maximize student participation and leadership in a safe learning environment. The students at TMS will also receive Family Life education during the school year.

Grade 6 Family Life

Sixth grade Family Life students will study nutrition and healthy eating habits, reproductive anatomy, puberty, decision-making skills, and L.E.A.D (Law Enforcement Against Drugs). Students will learn about these topics through class lectures, student-led discussions, group activities, professional presentations, and role-playing.

Grade 7 Family Life

The Seventh grade Family Life program is a progression from the sixth-grade curriculum. Seventh-grade topics include smoking, vaping, alcohol and drug education, the process of conception, fertilization, pregnancy, and the birth process, physiology of exercise, communicable diseases, and responsible dating. Students will engage in class discussions, student-led presentations, professional presentations, group projects, and skits.

Grade 8 Family Life

The Eighth grade Family Life curriculum is a continuation of the 6th and 7th-grade curriculum and aims to further develop personal and interpersonal skills. We focus on enhancing the students' knowledge of values, decision-making skills, communications, friendships, healthy vs. unhealthy relationships, power in relationships, dating relationships, abstinence, teen pregnancy, contraception, sexually transmitted infections, club drugs, eating disorders, stress/anger management, and suicide prevention.



Integrated Arts Program

Music

There are many fun and exciting music classes offered at Tenafly Middle School. Students can choose to participate as a performer in our award-winning Orchestra, Band or Chorus programs. These ensembles are available in each grade and rehearse every other day. Early morning lessons or sectional rehearsals are required and are part of the student's grade. There are two major performances each year, one in the winter and one in the spring. In addition to our performing groups, general music classes are offered in all grades. Many extra-curricular activities are offered at TMS – Jazz band, Philharmonic Orchestra, various chamber groups, the Vocal Showcase and TMS Spring Musical.

Performing Music Grades 6, 7 & 8

Concert Band

Concert Band strives to develop instrumental techniques and musicianship through the study of band literature. Students increase their musical skills by exploring the various styles of music from the classics to modern pieces, marches, and "pop" arrangements. Band experiences help students develop an appreciation for music and provide them with an opportunity to work as part of a large group. Small group lessons are provided for all 3 grade levels.

Chorus

The vocal music program provides students with the opportunity to participate in choral groups in each of the middle school grades. Chorus members learn to sing many kinds of music in an expressive way while learning correct vocal technique including posture, breath control, diction, and stage presence. Students experience the rewards of being part of a performing ensemble. Early morning chorus rehearsals are scheduled for those students already in Band or Orchestra who would like to also perform with their grade-level chorus. Small group lessons are provided for all 3 grade levels.



Orchestra

Orchestra provides string students with the opportunity to continue playing their string instruments in an ensemble. During rehearsals, a variety of new music will be learned and advanced instrumental skills will be developed. This group activity stresses working as part of a section, and all sections working together toward musical goals. Students are introduced to chamber music, composition and conducting skills as well. Small group lessons are provided for all 3 grade levels.

Music Activities After School

The Jazz Band includes selected sixth, seventh and eighth graders who play both traditional jazz instruments such as saxophone, trumpet, trombone, bass, piano, guitar, and drum set, but musicians who play other instruments (flute, clarinet, French horn, all strings, etc.) are also invited to join. This group learns music in rock, Latin and jazz styles. A Philharmonic Orchestra, composed of selected string, woodwind, brass and percussion players from all grades, meets after school one day a week. Vocal Showcase is an after-school activity for chorus members in grades six, seven and eight that provides an additional opportunity for students to work on solos and small group vocal settings. All groups perform in school and for the greater community. Each Spring, TMS produces a musical that all TMS students are invited to audition for. The annual Spring Musical provides all TMS students with vocal and theatrical opportunities, in addition to dance and stage crew activities.

General Music Grades 6, 7, 8

Exploring Music 6

In Grade 6, Music students learn about the science of sound and acoustics and explore how instruments create their own unique sound. They also study how music notation works by composing (writing) simple pieces of music and then performing them. In addition, students will analyze music through discussion, listening, and "hands-on" activities. They will explore an array of musical time periods, discuss famous composers and learn a variety of musical styles and genres.



Music Technology 7

This 7th Grade course will give students an opportunity to use the music lab to learn the basics of using music software programs. This will include the use of the Chrome Music Lab, Groove Pizza, Blob Opera and other software programs available on the web.

Music Technology 8

This 8th Grade course will give students an opportunity to use the music lab to continue to explore the use of music software programs. In this class, we will learn to use loops, compose ringtones, write original songs and discover the world of movie soundtracks. Through this project-based class, students will experience many technological innovations of the music world.

Theatre

Grades 6, 7 & 8

Introduction to Theater is an introductory course to build confidence, social and interpersonal skills and provide students with communication skills that will help them succeed in their school career. Students will work on improvisation, playwriting, public speaking, and scene/character study. Students will also discover the history of theater and its various forms throughout the world. Partner work, whole group discussions, small group work, and independent work are used to have students feel comfortable working with other people in different situations. TPS Discovery Program Guide, TMS Eighth grade students will explore different areas of drama and theater while working on building their social skills. Students in 8th grade will work on their public speaking, improvisational and playwriting skills. The class will also touch on some Shakespeare and theater history. If you want to work on the power that your voice can have and how to use it in a positive way, then this is the class for you.



Theatre Activities After School

The TMS Drama Club is a year-long club that introduces students to the world of theatre, improvisation and playwriting. Each Spring, TMS produces a musical that all TMS students are invited to audition for. The annual Spring Musical provides all TMS students with vocal and theatrical opportunities, in addition to dance and stage crew activities.

Technology Education

Engineering Technology Grade 6

This course is designed with a comprehensive approach to past and present technologies, while focusing on physical sciences and mechanical engineering. In this class, students will learn Google Apps for Education and create including Docs, Sheets, Slides, and Forms with an emphasis on collaboration and acknowledging the web-based benefits in order to prepare them for middle school and high school success. Students are introduced to important scientific principles such as motion, force, momentum, and energy conversion and apply them to real-world problems. Hands-on activities involve optics, sensory, audio and light mechanics, electronics and electromagnetism. Students will be introduced to coding software and programming hardware such as bloxels, little bits, ozobots and more. Students will be challenged to investigate simple machines, civil engineering and aviation.

Engineering Technology Grade 7

This course is designed with a comprehensive approach to past and present technologies, while focusing on life sciences, social engineering and electrical engineering. In this class, students will learn advanced Google Apps for Education tips and tricks with an emphasis on collaboration, data collection, data analysis, marketing and artificial intelligence. Students are introduced to important scientific principles such as biology, ecology, electronics, and electricity. Students will also learn about digital citizenship, online safety and career exploration. Hands-on activities can include electronic snap circuits, spheros, cue robots and more. Students can code software with M.I.T. Scratch or program flying machines. Students will also create and design their own video games. Students will be challenged to investigate video game design, electrical engineering and emerging technologies.

Engineering Technology Grade 8 - Robotics

This course is designed as an introduction to the massive emerging robotics industry. This course will seek to develop and expand students' skills and knowledge so that they can design and develop robotic devices. Topics covered in the course may include mechanics, electrical and motor controls, pneumatics, computer basics, and programmable logic controllers. Students will use the VEX robotics systems to create, program, test and evaluate their robotic machines. Students will train in remote control and autonomous control to gain knowledge into the robotic challenge arena. VEX robots provide the tools to inspire the problem solvers of tomorrow through the use of educational robotic solutions. Students will also investigate any collaborative industries such as mechatronics, electronics, computer aided design, and virtual modeling software.

Visual Art

The Visual Arts program provides students the opportunity to study concepts, methods, materials, and skills involved in the creative process. Demonstration, discussion, and individual attention are part of all lessons, as are the study of the various historical, social and cultural influences and traditions, which have influenced and continue to shape artistic production. Aesthetic awareness and knowledge of the process of critique are emphasized as well as individual expression and problem-solving. The development of responsible attitudes in regard to safety and the care and use of materials are stressed.

Art - Grades 6 and 7

In these beginning art courses, students learn basic problem-solving techniques concerning elements of art, composition, color theory, and design principles. Projects are approached as problems that have infinite solutions. Students explore new techniques of painting, drawing, and sculpture. Art criticism, aesthetic judgment, and art history are introduced to support lessons. Unity, balance, and form are addressed as well as artists' styles and techniques as they apply to painting, drawing, weaving, sculpting, and clay projects.



Digital Art - Grade 6 and 7

In these beginning digital art courses, students will apply the principles of art to create digital art using several digital art platforms, including Adobe Photoshop and Illustrator. The basics of photography and video production will be explored.

Art - Grade 8

The eighth-grade art courses will explore drawing, painting, crafts and sculpture and pottery while building on both technical skills and individual expression learned in sixth and seventh grade. Students will develop an understanding of the elements and principles of design through different projects and mediums. Units will include still life, figure drawing, color theory, painting, sculpting, collage, mask making, and one and two-point perspective.

Digital Art 8

Students will take a journey into the digital design space. Students will experiment with various audio and video capture devices. They will create graphic art from photos and videos. This course will advance students in their use of Adobe Photoshop and Illustrator. Students will also learn how to create 2d to 3d digital art products.

Personal Financial Literacy and Career Readiness

Grade 7

The focus of this course will be to explore and compare areas of career interest including the education needed, skills needed, costs of education, and potential income in each career area of interest. Learn about the job application process and the costs of funding a business.

Grade 8

The focus of this 8th grade personal financial literacy course is to introduce students to strategies to increase savings and limit debt, to make informed choices about sources of credit, how to build and maintain a good credit history, personal budgeting, taxes and insurance protection.



Reaching All Peer to Peer (R.A.P.P.) - Grade 8

In the spring of Grade 7, students may apply to participate in the New Jersey Peer-To-Peer Program. Those selected from their written applications and personal interviews will be placed in the 8th-grade RAPP class. Students meet with an adult mentor and train as peer leaders. In the second half of the year, the students coordinate and facilitate peer programs as well as presentations for faculty and parents. The major emphasis of the program is building leadership skills. This course takes the place of an elective course.

English Language Learners (ELL)

The ELL program provides instruction to students who are learning English language skills. Conversation, vocabulary building, writing skills, and reading comprehension are stressed. Content area material is used as a vehicle to teach English. The program is flexible and helps students at all levels. Placement in and out of ELL is determined by multi exit criteria, including a passing score on a state-approved test.

ELL Grade 6

In this class, sixth graders work on reading strategies and learn English through content areas. There is a focus on class participation, reading for information and vocabulary development. Students work on critical thinking and literacy skills which lead to better performance on the NJSLA-ELA.

ELL Grade 7

Seventh grade English Language Learners work on building their speaking skills, reading strategies, vocabulary, grammar and writing strategies using selections in different content areas. Students work on critical thinking and literacy skills which lead to better performance on the NJSLA-ELA.



ELL Grade 8

This class provides eighth grade ELL students with a sheltered environment where students develop listening, speaking, reading and writing skills. English is learned through content, especially social studies and science. Emphasis is also on vocabulary development, grammar and different types of writing. Students work on critical thinking and literacy skills which lead to better performance on the NJSLA-ELA.

Beginning ELL Language Arts

In this class, the goal is to develop reading strategies and to build proficiency in English structure, mechanics, and conventions. There is a strong focus on reading and writing. These skills are developed through high-interest nonfiction reading; paragraph writing; mini-lessons in grammar, mechanics, and conventions; reading comprehension activities; and reader's theater.

Intermediate ELL Language Arts

In this class, a collection of adapted and authentic world literature in different genres is used to strengthen reading and writing skills. The class also develops grammar skills by analyzing errors from students' writing samples.

Advanced ELL Language Arts

Literacy is enhanced through varied texts, short stories, assigned novels, independent reading, and poetry. There is a focus on story elements, literary terms, and techniques. Interpretive writing is developed and independent reading is encouraged.

ELL Skill Building Grades 6, 7, 8

Through sheltered instruction, students review and preview the concepts and skills taught in their science, social studies, and math classes. They prepare for tests and quizzes, receive literacy support for long-term research projects, and build the presentation skills necessary to present in front of their English-proficient, grade-level peers.



Special Education

The Department of Special Education offers a range of programs catering to students with identified special education needs. Individualized Education Programs (IEPs) are crafted during collaborative meetings that include input from the Child Study Team, Special Education Teachers, General Teachers, and parents or students.

Advisory

In very concrete and straightforward ways, the Tenafly Middle School Advisory Program reflects, promotes, and celebrates our "Tiger Stripes"! The TMS Advisory program is meant to be a complement to the already stellar work we all do every day attending to the whole child as well as meeting the instructional needs of our students.

Though school reform efforts come and go, one abiding truth (especially in middle school years) is the concept that a student's sense of "belonging" in school is the foundation for future success. For over two decades, the trend in Middle School education has emphasized this need for student connectedness; a concept that refers to a school culture in which students have meaningful relationships with adults within the school, are engaged in the school and feel a sense of belonging to the school. School connectedness correlates directly with low attrition and improved academic achievement (Blum & Libbey, 2004b; Klem & Connell, 2004; McNeely & Falci, 2004). Middle school reformers have consistently advocated advisory programs as a way to develop connections between pre-adolescents and their teachers (Jackson & Davis, 2000a; MacIver & Epstein, 1991). A lasting, meaningful relationship with at least one caring adult in the school is the cornerstone of connectedness (Jackson & Davis, 2000a; MacIver & Epstein, 1991; Scales et al., 2000). All of the 6th, 7th, and 8th-grade lessons in this Advisory Guide were created with this concept of connectedness in mind.



Discovery Programming

Discovery Programming is for students who are interested in pursuing and furthering their talents and interests. A variety of programs will be offered in the areas of authentic research, language arts, social studies, math, science, and the arts. Tenafly Public Schools uses multiple measures to identify the intellectual abilities, creativity and interests of students and to match these with curricular and extra-curricular offerings. Multiple measures for annual identification include NJSLA, benchmark assessments, student conferences and portfolios, teacher evaluations through Renzulli scales and exemplar teacher observations of student proficiency.

The emphasis of Discovery Programming is on talent development. A variety of special programs allows us to provide instructional programming alternatives that emphasize a broad range of advanced-level enrichment experiences for our students.

Emerging talents are identified by classroom teachers, specialists, parents, and the students themselves. Appropriate curriculum adaptations and modifications may occur through differentiation of the regular curriculum and/or through Discovery outreach programs. Programs range from a Micro to Macro Pond Life study to online courses with the National Archives. TPS Discovery Program Guide, TMS.

Media Center

All sixth grade Language Arts classes receive a library orientation at the beginning of the school year. A brochure outlining the types of available materials and library procedures is given to all students. The librarian provides research and book selection assistance to faculty, staff and students.

Individual, group and class instruction in library skills is also given by the librarian at all three grade levels at teacher request, or when deemed necessary. The library staff is active in preparing temporary collections of books and audio-visual materials for use in connection with reports, projects and special assignments.

The library is open almost every day before school at 8:00 a.m. and after school until 3:30 p.m. Staff members are available to assist students during these times.



Promotion

Students who successfully complete the subjects established for grades six, seven, and eight are promoted to the next grade level. If Language Arts, Mathematics, Science, Social Studies, Physical Education or Family Life are failed, students are required to attend the summer review session. Failure to make up subjects in the summer may result in a student repeating the course(s) the following year. The administration will decide if retention is necessary for students who fail subjects and perform unsatisfactorily in summer school.

TMS After School Activities and Athletics

The TMS program includes extra or co-curricular activities. TMS sponsors the following before and after school programs. All students are encouraged to participate in these activities as part of their total Middle School experience. Students are also encouraged to bring ideas forward for new clubs.

Interscholastic Sports

Cross-Country
Track and Field
Volleyball
Baseball
Softball

Clubs

Debate Team	Philharmonic Orchestra
Drama Club	Philosophy Club
E-Sports	Quiz Bowl
Global Citizenship	Science Olympiad
GSA (Gay-Straight Alliance)	Sixth and Seventh Grade Ambassadors
Junior Key Club	Spring Musical
Impressions (Yearbook)	STEM Club
Jazz Band	Student Organization
Limelight (Literary Magazine)	Tiger Tales (Newspaper)
Math Counts Club	Vocal Showcase
Open Gym	