Lacey Township Middle School

Program of Studies 2026-2027

Lacey Township Middle School

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www.laceyschools.org

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LACEY TOWNSHIP MIDDLE SCHOOL
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Phone (609) 242-2100 Fax (609) 242-2114
www.laceyschools.org

August, 2026

Dear Parents/Guardians and Students:

On behalf of the administration and staff, I would like to welcome you to the Lacey Township Middle School. The middle school houses students in grades 6, 7 and 8. We believe this is a critical stage for our students. Thus, our purpose is to serve as a transitioning agent to prepare elementary students for the rigor and expectations they will encounter at the high school level.

In an effort to familiarize you with the philosophy and goals of our school, we have compiled this Program of Studies. It has been designed to assist you in understanding not only the course of studies offered, but all academic and non-academic programs that are available at LTMS. Throughout the document, you will find links to additional resources that you may find valuable.

It is our goal to work hand-in-hand with you to make your experiences at LaceyTownship Middle School positive ones. Please feel free to contact us at 609-242-2100 with any questions or concerns you may have.

Sincerely,

Gregory Brandis
Principal

Lacey Township Middle School Philosophy

The concept of the Middle School Model or Middle School Philosophy was established out of a dissatisfaction by educators in the Junior High School Model, a subject-centered model, of educating students between the ages of 11 and 14. It was believed that students in this age group required a student-centered learning environment and curriculum designed to address both the educational and developmental needs of the students.

At Lacey Township Middle School, the administration and staff believe that for our students to succeed, we must focus on all aspects of the student: mental, physical, emotional, social, and academic. Collectively, our teachers and counselors have established a variety of programs to develop the health, wellness, and academic achievements of our students. Additionally, co-curricular opportunities exist to promote and refine social skills.

We invite the parents/guardians and families of our students to become actively involved in the programs offered at the middle school. We encourage you to join us on our journey to make the middle school years an experience of healthy growth, excitement, and achievement.

Lacey Township School District
Policies on Discrimination in Academic Programs

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Section 504 of the Rehabilitation Act
Nondiscrimination on the Basis of Handicap in Programs and Activities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Lacey Township School District is responsible to prevent discrimination in policy, programs, and practice regarding personnel and students.

The Lacey Township School District is responsible to identify, evaluate, and afford success to appropriate educational services for students who are determined eligible for Section 504 services. Parents/Guardians who disagree with the school's determination may request a hearing with an impartial hearing officer.

Parents/Guardians of children who are believed to have a disability that requires modifications or accommodations to their educational programs should contact the building principal or submit a written request to Mr. William W. Zylinski, Assistant Superintendent/District 504 Coordinator, 200 Western Boulevard, Lanoka Harbor, NJ 08734.

Affirmative Action Statement

Joseph Bond, Affirmative Action Officer
(609) 242-2100

The Lacey Township Board of Education reaffirms its policy to insure equal educational opportunity for all students and to prohibit discrimination because of sex, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, or disability in the educational programs and activities, not limited to but including course offerings, athletic programs, guidance and counseling, tests and procedures, parenthood and marital status, through an intensive affirmative action program which shall be an integral part of every aspect of educational policies and programs to the maximum extent possible.

The Board of Education also reaffirms its policy to insure equal employment opportunity for all persons to prohibit discrimination in employment because of sex, sexual orientation, race, color, creed, religion, national origin, age, domicile, marital status, or non-employment in the public education system of the school district. An intensive affirmative action program shall be an integral part of every aspect of employment, not limited to but including upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeship, promotion, or tenure.

Reporting/Grievance Procedures

Complaints alleging violations of the District's Affirmative Action Policy shall be reported to the building principal or principal's designee and the school's Affirmative Action/Title IX Officer. Incidents/concerns may be reported to Mr. William W. Zylinski, Assistant Superintendent/District Affirmative Action/Title IX Coordinator at 200 Western Blvd., Lanoka Harbor, NJ, 08734 or by calling (609) 971-2000 ext. 1003.

Harassment, Intimidation, and Bullying

District Anti-Bullying Coordinator

William W. Zylinski
wzylinski@laceyschools.org
609-971-2000, ext. 1003

Middle School Anti-Bullying Specialist

Dana Polichetti
dpolichetti@laceyschools.org
609-242-2100, ext. 3022

Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

Reporting Procedure

The Board of Education requires the principal at each school to be responsible for receiving complaints alleging violations of this policy. All board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this policy to the principal or the principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All board members, school employees, volunteers and contracted service providers who have contact with students also shall submit a report in writing to the principal within two school days of the verbal report. The principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. Students, parents, and visitors are encouraged to report alleged violations of this policy to the principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

For further information on the Lacey Township School District policy on Harassment, Intimidation, and Bullying, please visit: www.laceyschools.org/Page/139

Guidance/Student Services

(609) 242-2100, ext. 3002

Watson Heilala, Guidance Counselor
Autumn Vella, Guidance Counselor
Dana Polichetti, Guidance Counselor
Nicole Wilson, School Psychologist
Tracy Whelan, LDTC
Cayenne Mandes, School Social Worker

Kimberly Ellingsen, Speech Therapist
Shoshana Kalantarov, Speech Therapist

Kathleen Lieter, Administrative Assistant

The Guidance Office provides middle school children, parents, and teachers with a variety of professional services which enable students to participate in the educational program for which they are best suited. Each student is assigned a counselor whose services are available to the student, his/her teachers and parents. The goal of the counselor is to establish a relationship with the student that will help him/her interpret and evaluate facts about him/herself so he/she may make better present and future decisions about his/her educational counseling, social and career plans. Both group and individual educational counseling are provided to achieve this goal.

Students may request an appointment with a guidance counselor through the Guidance Office. Parents can call (609) 242-2100 (ext. 3002) to set up a conference with the counselor and/or a teacher.

In addition to academic counseling, the following services and programs are offered to the students through the Guidance/Student Services Office:

Student Registration

Kathleen Lieter, Administrative Assistant

Any student entering Lacey Township Middle School who is new to the Lacey Township School District must complete the registration process. Parents/Guardians should visit the following site and complete the pre-registration process:

https://www.fridayparentportal.com/portal/security/login.cfm

Once this process has been completed, please call (609) 242-2100 (ext. 3002) to schedule an appointment to complete the registration process.

Student Scheduling

Mr. Watson Heilala, Guidance Counselor (6th Grade)
Mrs. Dana Polichetti, Guidance Counselor (7th Grade)
Ms. Autumn Vella, Guidance Counselor (8th Grade)

The scheduling process for rising 6th, 7th, and 8th art begins at the beginning of the second semester. Counselors will meet with students either individually or in groups to discuss options available to them.

NJTSS and I&RS

New Jersey Tiered System of Support (NJTSS) & Intervention & Referral Services (I&RS)

NJTSS is a framework of supports and interventions to improve student achievement, based on the core components of Multi-Tiered Systems of Support and the three tier prevention logic of Response to Intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate and family and community engagement, NJTSS builds on Intervention and Referral Services (I&RS) and gives schools structure to meet the academic, behavioral, health, enrichment and social/emotional needs of all students.

Under N.J.A.C. 6A:14-3.3, district boards of education are required to establish guidelines for the involvement of school staff and community members in each building's system of intervention and referral services. Intervention and Referral Services (I&RS) is a way in which teachers' and students' needs are supported in the general education environment. I&RS does not replace traditional methods or resources for helping students; rather its focus is to align students' needs with available resources in the general education environment.

Intervention & Referral Services (I&RS)

Watson Heilala, Coordinator

Under N.J.A.C. 6A:16-7.3, district boards of education are required to establish guidelines for the involvement of school staff and community members in each building's system of intervention and referral services. Intervention and Referral Services (I&RS) is a way in which teachers' and students' needs are supported in the general education environment. I&RS does not replace traditional methods or resources for helping students; rather its focus is to align students' needs with available resources in the general education environment.

The I&RS Team:

- Identifies the responsibilities of building staff who participate in the planning and provision of intervention and referral services;
- Actively involves parents/guardians in the development and implementation of the I&RS plans;
- Identifies students in need and then plans and provides appropriate interventions for those students within the general education community;
- Reviews and assesses the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

The I&RS process uses a collaborative approach between school personnel and families in targeting identified needs for students who are making minimal academic and/or emotional progress in the regular education setting. Using a team approach, the needs of students who are identified at risk for learning, behavior, and/or health problems are evaluated. The team collects and evaluates relevant data in order to determine or identify specific issues which may hinder a student's performance. Once these issues have been identified, individualized interventions are determined, implemented, and documented. An intervention plan may include, but is not limited to, activities such as classroom accommodations, occupational therapy, and/or guidance services.

The I&RS process is ongoing and continues to monitor student progress within the student's academic setting. If the I&RS process exhausts all of the available school based regular education interventions with minimal success over an extended period of time, other options may be explored. It is often the case that plans are revisited and modified. In most cases, a successful intervention plan which is created and shaped over a period of time proves to be a powerful tool for the student at risk.

A child may be referred to I&RS if he/she is experiencing academic, emotional, and/or behavioral difficulties. Please note that interventions in the general education setting shall be provided to students exhibiting academic difficulties and shall be utilized, as appropriate, prior to referring a student for an evaluation of eligibility for special education and related services [N.J.A.C. 6A-14-3.3(b)]. A direct referral to the child study team may be made when it can be documented that the nature of the student's educational problem is such that evaluation to determine eligibility for special education services is warranted without delay [N.J.A.C. 6A-14-3.3(b)]. The parent may make a written request for an evaluation to determine eligibility for services under this chapter. Such a request shall be considered a referral and shall be forwarded without delay to the child study team for consideration. [N.J.A.C. 6A-14-3.3(d)1]. The team may also determine that an evaluation is not warranted and, if so, determine other appropriate actions. [N.J.A.C. 6A-14-3.3(e)].

School Threat Assessment Team
Jennifer Watson, Assistant Principal

Policy Statement

The board of education of each school district shall develop and adopt a policy for the establishment of a threat assessment team at each school. The teams are charged with identifying students of concern, assessing their risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk.

Threat assessment teams must be multidisciplinary in membership and, to the extent possible, include the following individuals:

1. a school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. a teaching staff member;
3. a school principal or other senior school administrator;
4. a safe schools resource officer or school employee who serves as a school liaison to law enforcement;
5. the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3

Special Education Services and Programs

Tracy Whelan, Learning Disabilities Teacher Consultant (LDTC)
Nicole Wilson, School Psychologist

It is the goal of the Lacey Township Middle School Special Education Department to provide each student with an individualized program designed to meet the student's needs as an exceptional learner in accordance with Individuals with Disabilities Education Act, Section 504, and the Americans with Disabilities Act. To that end, the special education department provides a wide variety of services to students with disabilities.

Programs offered at the middle school include instruction in LLD rooms and general education classrooms. LLD rooms provide replacement instruction in small group settings. In-Class Support and In-Class Resource programs are collaborative teaching models which utilize the expertise of both general education and special teachers.

Lacey Township Middle School also offers three additional programs for students with special needs who may require more than instructional accommodations. The Multiple Disabilities Program has been designed for students who have a combination of various disabilities, including but not limited to sensory, mobility, instructional, and mental retardation. The program offers a three-year transitional program that incorporates the academically based program with a life skills program.

The Autistic Program has been established in a highly structured setting dedicated to supporting students with Autistic Spectrum Disorders. The focus is on the development of language and communication skills, social skills, life skills, and academics. An emphasis is placed on maintaining appropriate behavior and developing independent skills through the use of structure.

The Behavioral Disabilities Program is designed for students who exhibit the inability to build satisfactory interpersonal relationships with peers and teachers. This program provides students with a highly structured setting dedicated to the development of appropriate interpersonal skills and behaviors. Small group instruction and an age appropriate behavior modification system is in place to achieve this goal.

The district also provides speech therapy, occupational therapy, physical therapy and counseling as related as described in the Individual Education Plan. For further information concerning special services, please visit:
https://www.laceyschools.org/domain/38

Lacey Township Middle School

Academic Program

To fulfill the middle school vision of transitioning students for higher academic pursuits, the middle school staff is committed to helping our students become successful, independent learners. The curriculum has been developed to meet New Jersey Department of Education Standards and challenge the students by maintaining high academic standards. As part of our academic focus, we believe that it is our responsibility to guide the students toward becoming responsible citizens. The curriculum is designed to meet the diverse academic and social needs of our students while ensuring that their learning experiences prepare them for the demands of the 21st Century. It is essential for our students to be able to read analytically, write logically and think critically.

2365 ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The Board of Education recognizes the use of artificial intelligence (AI) may result in increased and enhanced learning opportunities for students in the school district. The Board adopts this Policy to provide guidelines and expectations for student use of generative AI.
For the purpose of this Policy, "AI" means all types of generative AI technologies that create new content or outputs from a prompt to produce text, images, videos, or music.
For the purpose of this Policy, "AI tools" means software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence.

For the purpose of this Policy, "assignment" means any task or work required of a student as part of a student's educational and co-curriculum program in the district. The Board recognizes the potential of AI tools to enhance and transform a student's educational and co-curricular experience in the district. However, AI tools are not inherently knowledgeable and are trained from large amounts of data collected from various sources. Outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, to ensure the responsible use of AI and to maintain academic integrity, students shall be required to comply with the district's Acceptable Use of Generative Artificial Intelligence Plan (AI Plan) that will include proper citation and/or documentation methods to support the content provided by an AI tool in a student assignment.

The Superintendent or designee may designate an AI Coordinator to oversee the use of all AI tools in the district and may designate additional AI Coordinators and/or committees to monitor the use of all AI tools within the district. The Superintendent or designee, in consultation with district staff and AI Coordinator(s), shall develop the district's AI Plan.

Authorized Use of AI

Teachers may permit student use of AI in an assignment at their discretion in all grade levels and departments in consideration of grade level and age appropriateness. The AI must be pre-approved by the Superintendent, designee, or AI Coordinator.

Students may use AI as detailed in the instructions provided by the teacher for each assignment. Teachers must explicitly provide authorization for a student to have permission to use an AI tool for an assignment. Absence of permission to use AI in an assignment's instructions means that AI should not be used.

Teachers will advise students on how AI tools may be used in an assignment in which the teacher approves of AI tool usage. The teacher will clearly express the extent to which AI will be used based on the assignment as well as what AI tool will be used. Some examples of the extent to which AI may be used include, but are not limited to: a rough draft, an outline, planning, ideating, entire assignment, editing, student feedback, and exploration.

When a staff member assigns class work to a student, if use of AI is permitted, the extent to which AI may be used must be written in the directions at the time of assignment. If there is no written permission for AI, then the student should proceed without the use of AI with the expectation that the use of AI is prohibited.

Citing AI

When AI use is permitted in an assignment, the student must provide citation or documentation of the platform in the discipline-specific requirements provided by the staff member. The citation or documentation should include the:

- Name of the AI Tool
- Version of the AI Tool
- Description of the use of the AI Tool
- Date the AI Tool was used for this purpose
- Prompts entered into the AI Tool

Using the official websites from MLA, APA, and Chicago would be the best places to obtain this specific information.

AI Approval and Review Procedure

Teachers will submit a request for approval for AI Tools that they would like to authorize students to use. Student requests for AI Tools will go directly to their teacher who will make the request for approval if the teacher approves of the academic use of the AI Tool.

A team of district staff members, as determined by the Superintendent or AI Coordinator or designee, shall convene regularly to review requests for AI Tools.

The team of district staff members shall consider an AI Tool's impact on academic integrity, potential algorithmic bias or discriminatory outcomes, inaccurate, misleading, or otherwise educationally inappropriate outcomes, privacy violations, copyright and licensing unknowns, and equity of access.

Informing Parents and Parental Consent

The district will make parents aware of this AI policy and provide a list of approved AI tools at the beginning of the school year. If changes are made to the AI policy during the regular course of the school year, parents will be notified.

Prohibited use of AI

Prohibited use of AI includes but is not limited to:

- Any use of AI which does not align with the conditions set by the directions of the assignment when the assignment was provided to the student.
- Using AI to complete an assignment in a way that falsely represents the assignment as the student's own work and does not properly attribute AI content.
- Using AI to create misinformation or to misrepresent others with the result of harassing, bullying, or intimidating an individual(s).
- Using AI with confidential student or staff personal information.
- Using AI in any manner that would result in a violation of Policy and Regulation 2361 – Acceptable Use of Computer Networks/ Computers and Resources.
- Using AI in any manner that disrupts the orderly operation of the school or school district.

Consequences of Violating Policy 2365 - Acceptable Use of Generative AI

The following are guidelines to address inappropriate student use of AI. They include but are not limited to the following guidelines.

The consequences for student violations of Policy 2365 - Acceptable Use of Generative Artificial Intelligence (AI) or this AI Plan may include, but is not be limited to the consequences listed in the following policies: Policy and Regulation 5600 – Student Discipline/Code of Conduct; Policy and Regulation 2361 – Acceptable Use of Computer Networks/Computers and Resources; Policy and Regulation 5512 - Harassment, Intimidation, and Bullying; Policy and Regulation 5701 - Academic Integrity.

Staff members will address a suspected violation to academic integrity by consulting Policy 5701.

Any alleged violation of the provisions of this Policy or the district's AI Plan is provided appropriate due process in accordance with the provisions of Policy and Regulation 5600 – Student Discipline/Code of Conduct.

Other Policies and Regulations may be applicable depending upon the student conduct.

Annual Policy Review

The Superintendent of Schools or AI Coordinator(s) will establish a process for the annual review and update of the district's AI Policy and Regulation that may involve a committee of parents, students, and community members that represent, where possible, the composition of the district's schools and community. The Superintendent or designee will report to the Board and/or a designated committee of the Board the process used for the annual review of this Policy and Regulation and will recommend to the Board updates, if any, to the AI Policy and Regulation.

Approved list of AI

The District will keep a running list of AI tools that the BOE will approve, as needed.
Adopted: June 16, 2025

LTMS Honors Programs

Lacey Township Middle School offers the opportunity for students to participate in both an ELA, mathematics, and science honors programs. The courses are designed to challenge the students and prepare them for the rigor of the high school honors and AP programs.

What to Expect From the LTMS Honors Programs 2026-2027

What Should I Expect Academically in an Honors Course?

- Approximately one hour of homework per honors class per night; homework can include reading assignments.
- Maintaining a class average of **75** or better. Specifically, for STEM, English Honors, Math Honors, Algebra Honors, or Geometry Honors, an average below **75** at the end of any marking period will merit a review of placement.

What Skills am I expected to Possess and Maintain in an Honors Course?

- Managing multiple due dates in each honors class.
- Working independently.
- Collaborating with classmates.
- Engaging in higher level thinking/questioning/analyzing/critical thinking.
- Contributing to class discussions through active participation while maintaining an appropriate and respectful voice. Active participation is the consistent and simultaneous engagement of the minds of all the learners with the content of the lesson. Active participation can be either covert or overt: teachers can ask all students to think, imagine, predict, or visualize: or they can ask all students to write, speak, or do.

What Else am I Accountable for in an Honors Course?

- Demonstrating appropriate and respectful behavior in accordance with the LTMS Code of Student Conduct. Students are expected to self-regulate their behavior in class without the need for teacher intervention.
- Completing all assignments, classwork and homework, in accordance with the due dates.
- Attending school regularly. Consistent student attendance to school is integral to his/her success in the program. Violation of the district attendance policy may warrant removal from the honors program. A student who is absent from school has the same number of days as they were absent to make up assignments and assessments. (ex. A student absent 3 (three) days has 3 (three) days to complete absent work.)

New Jersey Department of Education Requirements

Student Learning Standards

In 2010, the New Jersey State Board of Education adopted the Common Core State Standards for English Language Arts and Mathematics. These standards identify what students need to know and be able to do at each grade level. The standards are designed to ensure that all students are college and career ready by the completion of grade 12. They were designed to incorporate academic content and skill, while focusing on critical thinking, problem solving, and analytical skills. In May 2016, the New Jersey State Board of Education adopted revisions to the mathematics and ELA standards and renamed all areas of the state's academic standards the New Jersey Student Learning Standards

Standardized Testing

The state of New Jersey began standardized assessment of students in the 1970s. The assessments were designed to measure student proficiency in the areas of mathematics and English Language Arts. Over time, these assessments have been revised to align with the development of learning standards.

The following is a list and brief descriptions of standardized assessments administered to students at Lacey Township Middle School. Please be advised that not all students will be administered all assessments.

NJSLA - ELA and Mathematics

Students in grades 6, 7 and 8 will continue to be assessed in both English Language Arts and mathematics. The assessments will be based on New Jersey Student Learning Standards. During testing, each student is encouraged to make his/her best effort in completing the test sections. Test scores are utilized not only for district curriculum alignment, but to address the needs of each student.

NJSLA - Science (Grade 8)

The New Jersey Student Learning Assessment (NJSLA) Science 8 is the state test for students in Grade 8 science. The NJSLA Science 8 assessment will be aligned to New Jersey Student Learning Standards (NJSLS). The assessment will be a computer-based test, administered to students on the same platform as the NJSLA English Language Arts (ELA) and mathematics assessment.

Dynamic Learning Maps (Identified Students Grades 6, 7 & 8)

Dynamic Learning Maps (DLMs) are state-required assessments for students with the most significant intellectual disabilities in the areas of English Language Arts and mathematics. DLMs will be completed in the Spring.

ACCESS for English Language Learners (Identified Students Grades 6, 7 & 8)

ACCESS for English Language Learners is a state-required assessment for students who are identified as English Language Learners. This assessment will be administered during Marking Period 3.

Grade 6 Academic Program

Core Courses	Examples of electives include
*English Language Arts 6 ***OR*** *English Language Arts 6 Honors *CP 6th Grade Math **OR** *6th Grade Math Honors ***OR*** *CP 6th Grade Advanced Math Social Studies 6 Science 6 Health/Physical Education 6 * *ELA and mathematics classes meet every day*	Art - 6 (¼ Year) Computer - 6 (¼ Year) Spanish - 6 (¼ Year) Music - 6 (¼ Year) Band (Full Year) Chorus (Full Year)

Grade 7 Academic Program

Core Courses	Examples of electives include
*English Language Arts 7 ***OR*** *English Language Arts 7 Honors *CP 7th Grade Math **OR** *7th Grade Math Honors **OR** *Algebra 1 Honors Social Studies 7 Science 7 Health/Physical Education 7 * *ELA and mathematics classes meet every day*	Art - 7 (½ Year) Earth and You (½ Year) History of New Jersey - 7 (½ Year) Narrative Through Film Study - 7 (½ Year) Spanish - 7 (½ Year) Computer- 7 (½ Year) Band (Full Year) Chorus (Full Year)

Grade 8 Academic Program

Core Courses	Examples of electives include
*English Language Arts 8 ***OR*** *English Language Arts 8 Honors *CP 8th Grade Math **OR** 8th Grade Math Honors **OR** Geometry Honors Social Studies 8 Science 8 Health/Physical Education 8 * *ELA and mathematics classes meet every day* ** *Band and Ensemble course require audition and teacher recommendation.*	Art - 8 (Full-Year) Engineering and Design - 8 (Full Year) Narrative Through Film Study - 8 (Full-Year) Spanish - 8 (Full-Year) General Music- 8 (Full-Year) Theater- 8 (Full-Year) Band (Full Year)** Select Ensemble (Full Year)**

Marking System

Report cards will be issued quarterly through both Student and Parent Portals and shall indicate a grade and seven comments for each course. Progress reports may be issued midway through each quarter through both Student and Parent Portals.

Explanation of Grades

90-100	Outstanding Achievement	I	Incomplete
80-89	Above-Average Achievement		
70-79	Average Achievement	WF	Withdrawal Failing
65-69	Minimal Achievement	WP	Withdrawal Passing
Below 65	Unacceptable Achievement (Failing)		

Standardized Grading Policy

Lacey Township Middle School follows a standardized grading policy to ensure instructional consistency and academic transparency. Student grades are calculated based on specific category weightings and minimum assessment requirements each marking period.

Grade Weighting Categories

The following weightings are applied to all courses to determine the marking period average:

Category	College Preparatory (CP)	Honors
Major Assessments	40%	50%
Minor Assessments	30%	30%
Homework / Classwork	30%	20%

Assessment Guidelines

To provide students with multiple opportunities to demonstrate mastery, teachers typically adhere to the following assessment counts per marking period:

- **Major Assessments:** minimum of 3 assessments
- **Minor Assessments:** minimum of 5 assessments
- **Homework/Classwork:** A minimum of 10 and a maximum of 40 assignments

In a full-year course, no grade lower than a 55 will be issued during Marking Period 1. Grades reflecting the true numeric value of work done by students will be issued during marking periods 2, 3 and 4. In a half-year course, no grade lower than a 55 will be issued during Marking Periods 1 and 3.

At the end of the first three marking periods, a student may be issued an *incomplete* (I) when course requirements have not been completed. The student will have the opportunity to complete the work by the middle of the following marking period. If the work is not completed within the allotted time, the Incomplete may be changed to a failing grade. An incomplete for the fourth marking period and in place of a final grade may be issued only under the following conditions:

1. The teacher has communicated the student's lack of progress to the student, parent, and counselor in a timely manner. The counselor will also notify the parent.
2. Upon written approval from the principal.

Any student who fails two (2) or more FULL-YEAR SUBJECTS or who is being considered for retention will be reviewed by the Promotion Retention Committee (administrator, counselor**,** child study team member, and teachers assigning failing grades). Eligibility for course recovery will be determined. A final recommendation will be made to the principal.

Rotating electives are averaged together for the year. Should the average grade of these courses fall below 65, this will count as failing one full-year course grade. EXAMPLES OF ELECTIVES INCLUDE: Computer Education, Music, Art, Spanish, History of New Jersey, Narrative through Film, and Engineering and Design.

1. Failure to complete course recovery where indicated may result in retention at grade level.

Progress Reports

If midway through a marking period a student is in danger of failing a subject or is not progressing satisfactorily, an interim report will be made available online through the Student/Parent Portal. The progress reporting system has been instituted to give students an opportunity to bring their performance up to a satisfactory or passing level.

The interim reports may also be utilized by the staff to make parents/guardians aware of students who have done outstanding work or have performed beyond the expected level or have demonstrated extra effort and work.

Parents are encouraged to analyze these interim reports when made available and to bring any questions or concerns to the attention of the counselor or teacher involved.

Report Cards

There are four (4) marking periods during the school year. Report cards are made available online through the Student/Parent Portal to the students/parents/guardians. Report cards include the grades earned and comments related to the student's progress in each course.

Parents are urged to carefully examine all the information included on the report card. It is recommended that any concerns or questions be directed to the child's counselor or, in the case of a specific course, to the teacher.

Honor Roll Status

An Honor-Roll list is published and publicly posted each marking period for 6th, 7th and 8th grade students. To be included on the honor roll, a student must achieve an 80 or above in each subject, including rotators and physical education. An Incomplete grade in any subject will prevent a student from achieving honor roll status.

8th Grade Academic Awards Criteria

Honor Roll Award: The student must achieve an 80 or above in each subject, including rotators and physical education for all four marking periods in 6th and 7th grade and the first three marking periods of 8th grade.

Presidential Award: The student must achieve a 90 or above in each subject, including rotators and physical education for all four marking periods in 6th and 7th grades and the first three marking periods of 8th grade. Recipients must be enrolled in at least one of the following advanced math or ELA classes during the 8th grade year: G138, A138S, A138H, 0182.

Distinguished Scholar Award: This is awarded to the four highest achieving students in the 8th grade. The student must have been awarded the Presidential Award in order to qualify. The student must be enrolled in a full-year elective to qualify. Eligibility is based on the average of the students' 8th grade marking periods: 1, 2, and 3 in all subjects (except Health/PE) i.e. ELA, Math, Science, Social Studies, and Full-Year Elective. In addition, recipients must be enrolled in at least one of the following advanced math or ELA classes during the 8th grade year: G138, A138S, A138H, 0182.

Course Descriptions

English Department

Department Philosophy

The Lacey Township Middle School English Department is committed to providing a rigorous academic experience designed to transition the students from elementary to high school. To that end, all students will be provided with a block English period, consisting of 84 instructional minutes. In alignment with New Jersey Student Learning Standards, the curriculum at each level is structured to reinforce and expand upon the essential reading and writing basics, while encouraging critical thinking and analytical skills.

English 6

Sixth grade students in English Language Arts at Lacey Township Middle School will interact with content and information in the areas of reading, writing, grammar, vocabulary, speaking, and listening. During their sixth grade year, students will study a broad range of genres from fiction, non-fiction, poetry, and drama to develop close reading and comprehension skills, as well as provide the basis for creative and analytical writing tasks. Students will have opportunities to develop their writing ability through a series of targeted tasks, which include argumentative and expository writing to more creative assignments. Technology will be infused throughout the curriculum for research, authentic projects, presentations, and writing. Emphasis will be placed on learning and using the conventions of English grammar and an expanded vocabulary to promote effective communication. Students will be prepared for success in a variety of settings as they matriculate.

English 6 Honors

English 6 Honors is meant to be rigorous and to challenge students in both new and traditional ways. Participants will be selected through a matrix of criteria including class grades, standardized test scores, teacher recommendation, and a survey of skills and knowledge. This course will focus on growth in the areas of reading, writing, listening, speaking, viewing, and reflection. Coursework will involve reading and analyzing texts across all literary genres, and students will be encouraged to focus on the writer's craft, make connections, and examine historical aspects of the text. Formal and informal writing tasks, presentations, and discussions in various formats will be integral parts of the course. Vocabulary and grammar instruction will be linked with reading and writing experiences. Students will use a variety of digital tools for

the creation of artifacts of learning through both independent and collaborative assignments. Student responsibility and class participation are imperative.

English 7

Seventh grade students in English Language Arts at Lacey Township Middle School will interact with content and information in the areas of reading, writing, grammar, vocabulary, speaking, and listening. During their sixth grade year, students will study a broad range of genres from fiction, non-fiction, poetry, and drama to develop close reading and comprehension skills, as well as provide the basis for creative and analytical writing tasks. Students will have opportunities to develop their writing ability through a series of targeted tasks, which include argumentative and expository writing to more creative assignments. Technology will be infused throughout the curriculum for research, authentic projects, presentations, and writing. Emphasis will be placed on learning and using the conventions of English grammar and an expanded vocabulary to promote effective communication. Students will be prepared for success in a variety of settings as they matriculate.

English 7 Honors

English 7 Honors is meant to be rigorous and to challenge students in both new and traditional ways. Participants will be selected through a matrix of criteria including class grades, standardized test scores, teacher recommendation, and a survey of skills and knowledge. This course will focus on growth in the areas of reading, writing, listening, speaking, viewing, and reflection. Coursework will involve reading and analyzing texts across all literary genres, and students will be encouraged to focus on the writer's craft, make connections, and examine historical aspects of the text. Formal and informal writing tasks, presentations, and discussions in various formats will be integral parts of the course. Vocabulary and grammar instruction will be linked with reading and writing experiences. Students will use a variety of digital tools for the creation of artifacts of learning through both independent and collaborative assignments. Student responsibility and class participation are imperative.

English 8

In eighth grade, students read and analyze literature and informational text and write for a variety of purposes. Students will be assigned reading assignments from a variety of instructional texts, which will include the following literary genres: short stories, poetry, drama, novels, and nonfiction. A variety of writing activities will be linked to reading selections; grammar, mechanics, spelling, and usage will be taught in connection with writing instruction. As we are mindful of its place in the 21st Century, technology will be infused throughout the curriculum to support students in research and writing assignments. Curriculum and instruction will be aligned to the New Jersey Student Learning Standards.

English 8 Honors

It is the goal of the English 8 Honors course to create a creative, intelligent, and challenging learning environment. Throughout the year students will learn to be better readers, creative and intelligent writers, active listeners, diligent researchers, and thoughtful speakers. The keys to this course will be a willingness to ask questions, explore beneath the surface, and read between the lines. This class involves hands-on activities, group work, and independent work. Students will complete both formal and informal essays, open response questions, creative projects, presentations, as well as formal assessments. Daily teacher-led and student-led classroom discussions will be conducted based on activities and assignments completed both inside and outside of school in which all students are expected to participate. Students will also be involved in note-taking, developing annotation skills, warm-up activities, Socratic discussions, and a variety of collaborative and independent assignments.

Health/Physical Education Department

Department Philosophy

The members of the Health and Physical Education Department believe that physical education is an integral part of a student's educational program. The physical education program will provide students with physical activity opportunities designed to promote a lifetime commitment to physical activity as part of a healthy lifestyle. Our physical education program offers the opportunity to develop health-related physical fitness and lifetime activities that promote physical competence, cognitive understanding, and attitudes about physical activity so all students can develop healthy active lifestyles. The Lacey Middle School Health and Physical Education Program is a required comprehensive program composed of two marking periods, including one and one half marking periods of physical education and one half marking period of health.

Health & Physical Education 6

The physical education curriculum provides the opportunity to build upon skills and abilities as the student transitions into Middle School. A focus is placed on the total student, physically, emotionally and socially. The students are exposed to a variety of team, individual, and fitness activities. Grade 6 physical education curriculum focuses on the development of skills, knowledge of games, and ways to improve one's fitness. The grade 6 health curriculum focuses on the instruction of decision making, peer relationships, personal health/body systems, family life, puberty, and substance abuse prevention.

Health & Physical Education 7

The physical education curriculum provides the opportunity to develop the total student, physically, emotionally and socially. The students are exposed to a variety of team, individual,

and fitness activities. Grade 7 physical education curriculum focuses on the development of skills, knowledge of games, and ways to improve one's fitness. The grade 7 health curriculum focuses on the instruction of wellness, puberty, human reproduction, drugs, alcohol, eating disorders, tobacco, and HIV/AIDS.

Health & Physical Education 8

The grade 8 physical education curriculum builds upon the foundation established in grade 7 and focuses on a more in-depth concentration of advanced skills, rules, and fitness. The health component for grade 8 students discusses body system growth and development, the life cycle, contraception, sexually transmitted disease, drugs, alcohol, safety, and HIV/AIDS.

Mathematics Department

Department Philosophy

The philosophy of the Lacey Township Middle School Mathematics Department is to empower all students to think critically and reach their fullest potential in order to excel in our ever-changing, technology-driven, global community. We set high expectations for our students and allow them to develop collaborative problem solving skills, while they acquire the mathematical aptitudes and understandings in an environment that is accommodating to their diverse individual needs.

We believe that every student can learn mathematics at an appropriate and meaningful level consistent with his or her abilities. Therefore, our mission is to provide curriculum and instruction aligned to the New Jersey Student Learning Standards that will challenge each student to learn meaningful mathematics at the highest possible level. All students are provided with an 84-minute block five days a week. We strive to encourage our students to utilize mathematical technology as a tool to stimulate and facilitate learning, not as a replacement of analytical thought. Students will have the opportunity to demonstrate knowledge through hands-on learning, the completion of projects, and the use of technology. Our teachers are committed to connecting with students and providing a stimulating, caring, safe environment where students are actively involved in the learning process. Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently.

College Prep 6th Grade Math

Sixth grade college prep mathematics focuses on expressions and equations, ratios and rates, fractions, decimals, problem solving, data, graphing, equations, and number concepts. This course sets a strong and solid foundation in working with decimals, and fractions, Algebraic and

geometric concepts will be integrated into every unit and meaningful connections will be made to real-world problem solving. This course is designed to prepare students for college prep grade 7 mathematics.

College Prep 6th Grade Accelerated Math

Sixth grade accelerated mathematics is a compacted combination of both seventh and eighth grade New Jersey State Standards, with an emphasis on pre algebra skills to prepare students for Algebra 1. The course is designed to follow the fifth grade accelerated math class, student placement is based on students' successful completion of the fifth grade accelerated class. Students will develop a unified understanding of the real number system; model relationships with variables and equations; use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; and solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects. The Mathematical Practice Standards apply throughout this course together with the content standards, in order to allow students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Upon the successful completion of this course, students are prepared for the seventh grade Algebra 1 honors course.

College Prep 7th Grade Math

Prerequisite: 6th Grade Math

Seventh grade college prep mathematics focuses on expressions and equations, ratios and proportional relationships, geometry, statistics and probability, and the number system. This course sets a strong and solid foundation in working with decimals, fractions, and negative numbers. It introduces algebraic concepts such as variables and solving algebraic equations. Algebraic and geometric concepts will be integrated into every unit and meaningful connections will be made to real-world problem solving. This course is designed to prepare students for college prep grade 8 mathematics.

College Prep 7th Grade Advanced Math

Prerequisite: 6th Grade Math & placement criteria

Seventh grade advanced mathematics is a compacted combination of both the seventh and eighth grade New Jersey State Standards. Students will develop a unified understanding of the real number system; model relationships with variables and equations; use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; and solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects. The Mathematical Practice Standards apply throughout this course together with the content standards, in order to allow students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Multiple criteria are used for student placement, including teacher recommendation,

previous math grades and various testing scores. Upon the successful completion of this course, students are prepared for the eighth grade Algebra 1 honors course.

College Prep 8th Grade Math

Prerequisite: College Prep 7th Grade Math

Eighth grade college prep mathematics continues with the study of integers, order of operations, variables, expressions, and equations in preparation for Algebra I. This course is designed to introduce students to complex algebraic concepts and provide students with an understanding of logical and problem solving thinking. Topics studied include rational and irrational numbers; simplifying expressions and equations; solving multi-step equations; graphing linear equations and systems of equations; properties of functions, transformations and geometric equations; angle relationships; volume of cylinders, cones and spheres; and statistics and probability. Students will have the opportunity to demonstrate knowledge through hands-on learning, the completion of projects, and the use of technology. This course emphasizes problem solving, the modeling of relationships with variables and equations, and concepts of functions as a precursor to concepts that are included in Algebra 1 and other high school standards.

Algebra 1 Honors

Algebra 1 Honors (Grade 8 students only)

Prerequisite: College Prep 7th Grade Advanced Math & teacher recommendation or Grade 6 Accelerated Math & teacher recommendation

The Algebra 1 Honors course provides students with an in-depth level of instruction, a rigorous pace, and a cooperative learning environment. The course helps to develop students' critical thinking skills and algebraic problem solving through the use of real-life examples and applications of Algebra. Units of study include linear relationships, systems of equations and inequalities, exponents and exponential functions, quadratics, polynomials, and data analysis and probability.

Geometry Honors

Prerequisite: Algebra 1 Honors & teacher recommendation

Geometry provides the necessary mathematical tools for complex reasoning and solving problems in the sciences, technology, and engineering. This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problems. In addition to the standard Euclidean geometry topics covered (i.e. inductive/deductive reasoning, proof, constructions, congruence, similarity, triangles, polygons, circles, etc.), the foundation of Trigonometry is developed and applied to solving problems. Throughout the course, emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.

Science Department

Department Philosophy

The philosophy of the Lacey Township Middle School Science Department is to provide an inclusive learning environment that reaches each individual student's needs. Students apply scientific and engineering practices in investigations driven by fundamental questions about the world. Coursework and content are designed for students to engage in argument driven by evidence; obtaining, evaluating, and communicating information; analyzing and interpreting data; and the development and use of models. The program is developed along with the New Jersey Student Learning Standards so that students deepen their understanding of disciplinary core ideas to prepare for future success in higher level science courses.

Science 6

Sixth grade science is an Earth science course in which students reinforce content knowledge by studying topics which include space systems, history of the Earth, weather and climate, Earth Systems, and human impacts. Students will be exposed to various methods of learning which include direct instruction, discussions, cooperative learning, videos, PowerPoint presentations, and group projects; many hands-on opportunities will be provided. A focus on engineering design and lab safety skills will also be included in this course which prepares students for future success as they continue learning and discovery in other science courses.

Science 7

Seventh grade science is a life science course in which students reinforce content knowledge by completing numerous hands-on activities. Topics include the study of a cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, organization in living systems, and the behavior of organisms. Students will be exposed to various methods of learning which include direct instruction, discussions, cooperative learning, videos, PowerPoint presentations, lab experiments, microscope work, and group projects; many hands-on opportunities will be provided. These different activities will be differentiated to meet each student's needs.

Science 8

Eighth grade science is a physical science course that allows students to explore the world in which they live through physics, chemistry, and earth/spaces sciences. The academic methods used include, but are not limited to, laboratory experiences, fieldwork, lectures, readings, and

discussions. Physical science will provide the students with a basic understanding of atomic interactions, how the Earth functions and its place in the universe, and the laws of forces and motion. Students will be introduced to diverse scientific theories and laws while gaining an understanding of how they interact with them in everyday life.

STEM Academy

STEM Science 8

Prerequisites: STEM application and placement

The STEM Science 8 program is an accelerated physical science course that incorporates Science, Technology, Engineering, and Mathematics. The academic methods used include in-class engineering competitions, the reading and discussing of scholarly journal articles, and the creation of models to explain scientific phenomena. The physical science portion of the course will provide the students with a basic understanding of atomic interactions, how the earth functions and its place in the universe, and the laws of forces and motion. Students will be introduced to diverse scientific theories and laws while gaining an understanding of how they interact with them in everyday life.

8th Grade STEM Academy

Within the STEM Program, special emphasis is placed on problem-solving techniques, data analysis, and the application of new knowledge. Experiments and projects are generally more intricate, and students must demonstrate the ability to work independently as well as in groups. Students accepted into the STEM program will be placed in STEM Science 8 and STEM Algebra 1 Honors or STEM Geometry Honors.

The following information will be used to calculate student placement.

- 7-8 Grade Knowledge Survey
- ELA IXL Diagnostic Score
- Math IXL Diagnostic Score
- An average of Science and Math Marking Period 1, 2, and 3 Grades

A total will be calculated from these scores to determine which students will be accepted into the STEM program.

Social Studies Department

Department Philosophy

Social Studies is the combined and unified examination of history, geography, government, economics, and civics. Equally essential, it is an examination of humanity, people and events that have shaped the world. Social Studies facilitates students' connections between the past and their own lives. It also facilitates critical thinking skills and an appreciation of diversity, differing points of view, and interdependence. It is a central goal to have students examine and comprehend the political, cultural, social, and economic roots of the United States, and therefore awaken and cultivate knowledgeable, active citizens and participants on a local, state, national, and global level. In order to assist students in reaching their educational potential, it is our objective to provide for universal access, offering instruction for a variety of learning styles, strengths, and challenges.

Social Studies 6 - The American Way

This course will begin with the study of ancient cultures as it relates to how accomplishments of early societies in North America paved the way for exploration. Strong emphasis will be applied on colonization, settlement, and cultures in America. Studies of the American Revolution and the events that led to conflict will guide student comprehension regarding the birth of our nation. Principles of early American government will also provide students with an understanding of how democracy was developed.

Social Studies 7 - American History

This program begins with an overview of the major principles, ideals, and philosophies of the US Constitution and the federal government, and the rights and responsibilities for developing good citizenship and participation. The study will then chronologically combine the social, political, and economic issues faced by our nation from the Federalist Era of Washington and Adams through the Civil War, along with the period of Reconstruction. It is our goal to have students develop an understanding of our complex, diverse, uniquely American heritage.

The 7th grade curriculum facilitates critical thinking and reasoning by equipping students with ample opportunities for speaking, reading nonfiction and informational text, writing persuasive and expository essays, and analyzing primary source documents. Lastly, students will discuss

and research current events to help them understand timely, relevant issues concerning their state, country and the world and their implications for the future.

Social Studies 8 - World History: From the Prehistoric through the Middle Ages

This course offers a survey of the most significant powers of the ancient world. Strong emphasis will be applied on Western civilizations including Greece and Rome. This course examines each empire and its impact on a local and global stage. Topics discussed include: Economics, geography, discoveries and inventions, politics and government, religion and its impact on the development of said empires, culture, military endeavors, and more. In conjunction with this course we will examine, in-depth, modern current events and their impacts on today's society.

Electives

Students at Lacey Township Middle School are provided with the opportunity to explore a variety of introductory elective courses. Examples of electives include Art, Computers, World Language language, Narrative through film Engineering and Design, Band or Music. Grade 7 students will be enrolled in two one-marking period elective courses on a rotating basis. Grade 8 students may choose to continue with rotating electives or enroll in a full year foreign language or music elective.

Art Department

Department Philosophy

The Lacey Township Middle School Art Department is based not only on the most current art education philosophies, which emphasize essential questions, enduring understandings and a sensory-based approach to art making, but it is also deeply rooted in educating students about the elements and principles of art. The program is designed to encourage critical thinking, creative problem solving, imagination, and personal expression. Sensory-based art education allows the students to create from their own experiences, memories and emotions, thus producing more authentic, genuine works of art and fostering a deeper, personal connection with the art-making process.

Art 6

The 6th grade art course meets every other day for 10 weeks. The school year is divided into four marking periods, with new classes beginning at the change of a marking period. The 6th grade

program is designed as an introductory course to portfolio creations. Students will also be introduced to color theory, composition, perspective, and two- and three-dimensional design while exploring different types of media. Students will work with a variety of techniques and materials such as painting, drawing, and sculpture, with an emphasis on developing drawing and painting skills. Historically significant works of art and the artists who created them will be examined. At this level, the emphasis is on experimentation with materials, different art techniques, forming personal ideas, developing a sense of community, and the development of imagination and creative problem solving.

Art 7

The 7th grade art course meets every other day for 20 weeks. The school year is divided into four marking periods, with new classes beginning at the change of the second marking period. The 7th grade program is designed as an introductory course to the elements and principles of art. Students will also be introduced to color theory, composition, perspective, and two- and three-dimensional design while exploring different types of media. Students will work with a variety of techniques and materials such as painting, drawing, and sculpture, with an emphasis on developing drawing and painting skills. Historically significant works of art and the artists who created them will be examined. At this level, the emphasis is on experimentation with materials, different art techniques, forming personal ideas, developing a sense of community, and the development of imagination and creative problem solving.

Art 8

The 8th grade art course meets every other day for the entire school year. The 8th grade program is designed to support and encourage greater student self-reflection and personal expression using the skills and techniques acquired throughout the student's prior years in art. The course and projects are still deeply rooted in and based on the elements and principles of art. Whereas the previous year was an introduction to those concepts, the students in 8th grade are encouraged and directed towards creating artwork that is more meaningful on a personal level and that expresses their own ideas, emotions, and beliefs. Students will create this artwork using a wide variety of media, both in two- and three-dimensional formats, with emphasis placed again on developing their drawing and painting skills. Students that are interested in pursuing the visual arts beyond middle school are provided a strong foundation to continue on in their high school courses.

Computer/Technology Department

Department Philosophy

As we become part of an increasingly digital world, the Lacey Township Middle School Computer Technology Department recognizes its responsibility to prepare our students to

function and act responsibly in such an environment. Today's technology enhances the learning environment for all students and offers extensive opportunities for creation and collaboration when used appropriately and responsibly.

Computer Technology

The 6th grade Computer course meets every other day for 10 weeks. The school year is divided into four marking periods, with new classes beginning at the change of a marking period. Sixth Grade Computer Class provides students with a variety of computer skills that will be useful throughout the remainder of their education and into their lives beyond school. These skills include but are not limited to keyboarding and proficiency using word processing, spreadsheet software, and other digital tools. Internet safety, ethical and legal computer use, navigation of files on the cloud, and digital citizenship will also be reviewed. In addition, students will review and use terminology related to basic computer knowledge and skills. Productivity tools will be explored and applied, including Google Apps for Education and other district tools such as the Student Portal and Study Island. We will also explore coding skills tools from www.code.org. All classwork and materials will be distributed via Schoology or Google Classroom and collected via Google Classroom.

Engineering and Design 7-8

This course is a hands-on investigation of science, technology, engineering, and math. Students observe different aspects of these subjects and examine how they impact their daily lives. This course requires students to think, act, and problem-solve in the same way as professional researchers. Creativity and an open mind are encouraged as we build and create structures that demonstrate the knowledge we have gained. The combination of hands-on activities and technology allow students to explore and create in an atmosphere that blends enthusiasm and learning.

Earth and You 7

Earth and You is a 7th grade STEM elective that explores the impact humans have on our planet and what we can do to lessen that impact. Students will investigate topics such as climate change, alternative energy, resource conservation, pollution, sustainability, and other environmental challenges through hands-on STEM activities and problem-solving. This course provides students with an opportunity to explore important environmental topics in depth, while empowering students to think creatively about solutions and their role in creating a more sustainable future.

History of New Jersey 7

Students in this course will embark on a journey through time to discover the rich history of the state of New Jersey. From the Lenape Native Americans who were the original inhabitants, the vast battlefields of the Revolution, to today's modern development, students will explore the events and people that shaped New Jersey into the diverse and dynamic place it is today. They will delve into topics such as the state's industrial revolution, its contributions to science and technology, and the civil rights movement. Through hands-on activities, field trips, and primary source analysis, students will develop a deep appreciation for New Jersey's past and its impact on the present.

Building upon this foundation, students will examine New Jersey's more recent history, including its role in the 20th and 21st centuries. They will explore the state's transformation into a suburban and urban center, the challenges and opportunities presented by globalization, and the importance of civic engagement. By understanding New Jersey's past, students will gain valuable insights into the issues facing the state today and develop the critical thinking skills necessary to become informed and engaged citizens.

World Language Department

Department Philosophy

To have a better understanding of the world, it is increasingly important to be multilingual in the 21st century. Our department's goal is to create global citizens who respect and embrace differences by acquiring the ability to communicate in another language.

Spanish 6

The 6th grade Spanish course meets every other day for 10 weeks. The school year is divided into four marking periods, with new classes beginning at the change of a marking period. The primary emphasis in this introductory course is placed on the application of previously learned vocabulary and grammar in order to answer simple questions and begin forming simple sentences and phrases in order to increase communication and fluency in the target language. Connections to grammar and vocabulary will be used to describe people, places and things. Listening, understanding, and speaking will be used in order to develop correct pronunciation and build sufficient vocabulary to converse with comprehension. Topical vocabulary units will enable the student to connect vocabulary to

the description of people, places and things. The student will be introduced to important cultural events and their historical significance in Spanish-speaking countries.

Spanish 7

The 7th grade spanish course meets every other day for 20 weeks. The school year is divided into four marking periods, with new classes beginning at the change of the second marking period. The primary emphasis in this introductory course is placed on listening, understanding, and speaking in order to develop correct pronunciation and build sufficient vocabulary to converse with comprehension. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. The student is introduced to customs, daily activities, and holidays.

Spanish 8

The primary emphasis in this introductory course is placed not only on speaking but also comprehension and vocabulary retention. A student is expected to build sufficient vocabulary in order to effectively communicate. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. Students will progress from memorizing words and phrases to organizing simple sentences. The student is introduced to customs, daily activities, and holidays.

Spanish 1 (Full Year)- Grade 8 only

The primary emphasis in these introductory courses is placed on listening/understanding and speaking in order to develop correct pronunciation and build sufficient vocabulary to converse with comprehension. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. Instruction in the basic structure of the language enables the student to read short passages and progress from writing simple sentences to composing friendly letters and diary entries. The student is introduced to customs, daily activities, holidays, foods, and geography of the country being studied.

Students who successfully complete either German 1 or Spanish 1 will be eligible to move on to German 2 or Spanish 2 at the high school level. These students will have the ability to complete 5 years of a foreign language and will be eligible to take the Advanced Placement exam.

Music Department

Department Philosophy

The Lacey Township Middle School Music Department believes in music education for all students. Our goal is to provide students the opportunity to create, perform, and respond to a varied repertoire of music through our general music, adaptive music, choral, and instrumental programs. We believe music education is essential for developing self discipline, self expression, and self worth. We strive to foster lifelong music literacy skills that enable our students to apply aesthetic, cultural, and historical context to experiences throughout their lives.

General Music 6

The 6th grade general music course meets every other day for 10 weeks. The school year is divided into four marking periods, with new classes beginning at the change of a marking period. Students in 6th grade will have General Music as a 10-week rotator class. This course has a two-prong approach, focusing on both lifelong music literacy skills and music performance skills. The elements of music (meter, tempo, dynamics, rhythm, timbre, texture, and pitch) are used as the basis for music literacy, aesthetic response, critique and composition. Guitar, piano, and drumming are the focal points for music performance. Composition skills are developed using music technology.

Adaptive Music

Special Education students may have Adaptive Music as a 10-week rotator class. This course focuses on music creation and response. Units of adaptive study include guitar, piano, percussion, vocal performance, music technology, and composition.

Choral Music 6, 7

All students in 6th, and 7th grade can elect to participate in the choral music program. Students may take Chorus as a class during the instructional day or elect to participate through weekly pull-out lessons and after school rehearsals. Instruction is focused on vocal technique, rehearsal etiquette, and repertoire, with those choosing to take Chorus as a class also receiving comprehensive music theory and music technology instruction. Summative performances take place in January and May.

Concert Band - Grade 6, 7, 8

Students in 6th, 7th and 8th grade who have prior instrumental experience *and* who have met satisfactory performance, participation, and behavior standards may participate in Concert Band. Students may take Concert Band as a class during the instructional day or elect to participate through weekly pull-out lessons and after school rehearsals. Instruction is focused on instrumental technique, rehearsal etiquette, and repertoire, with those choosing to take Concert Band as a class also receiving comprehensive music theory and music technology instruction. Summative performances take place in January and May.

Select Ensemble - Grade 8

Students in 8th grade can audition to be part of this advanced curricular vocal performance group. Select Ensemble has performances in each of the four quarters and often performs for community events. Instruction is focused on vocal technique, rehearsal etiquette, music theory, repertoire and audition skills. Emphasis is placed on small group and solo performance skills.

Theater- Grade 8

Students will learn the fundamentals of theater performance with an emphasis on the actor's tools of body, voice, and mind as well as crucial elements of theatrical storytelling. Using a combination of improvisational games and theater exercises, students will become comfortable with public speaking and stage performance. Students will learn script analysis as a tool to enhance character development. Additionally, there will be a focus on the history of musical theater throughout the decades.

Narrative Through Film Study

A course intended to familiarize students with the evolution of film history as well as provide them with a chance to analyze film as a visual art form. There will be an emphasis on building technical knowledge of film-making in each unit.

Basic Skills Instruction

The New Jersey Department of Education mandates that all public school students demonstrate proficiency in reading, writing, and mathematical skills. Students who fail to meet a score of proficient on the NJSLA assessments must be remediated until proficiency is demonstrated. Lacey Township Middle School provides a program designed to provide identified students with the skills needed to meet the New Jersey Student Learning Standards in the areas of English Language Arts and mathematics.

At the close of the academic year, students in need of remediation will be identified based on teacher recommendation, NWEA scores, and NJSLA scores. Parents will be notified of Basic Skills placement and will be invited to an informational session to discuss the program.