

January 2020

**FRANKLIN
MIDDLE SCHOOLS
HAMILTON STREET CAMPUS
SAMPSON G. SMITH CAMPUS**

PROGRAM OF STUDY



**GRADES 6 - 8
2020 - 2021**

Hamilton Street Campus

415 Francis Street
Somerset, New Jersey 08873
Main Office: 732-249-6410

Sampson G. Smith Campus

1649 Amwell Road
Somerset, NJ 08873
Main Office: 732-873-2800

Franklin Township Public Schools

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Dr. Carolyn Armstrong- Supervisor of Language Arts Literacy (6-12)
Holly Gamble- Supervisor of Pupil Personnel Services (6-12)
Kenneth Margolin- Director of Athletics
Justin Miller- Supervisor of Social Studies and World Language
Roberta Mitchell- Director of Fine, Visual, Performing Arts and Practical Arts
Julie Ochoa - Supervisor of ESL/Bilingual Education
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Sean Thomas - Supervisor of Health and Physical Education
Edward Ward - Supervisor of Instructional Technology

MISSION STATEMENT

- Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential.

CORE BELIEFS

- Great teachers that provide continuously effective and engaging instruction will improve student achievement.
- Recognizing that the ultimate goal is student achievement and that all children can learn, but learning takes effort.
- Every child deserves our best every day.
- School gives our children what they need.

SEXUAL HARASSMENT

The Franklin Township Board of Education seeks to provide a working and learning environment free from sexual harassment. It will be, then, a violation of this policy for students or staff members to harass other students or staff through conduct or communication of a sexual nature.

Any student or staff member who believes that he or she is a victim of sexual harassment should contact the building principal immediately.

HARASSMENT, INTIMIDATION AND BULLYING

The New Jersey State definition of Harassment, Intimidation or Bullying is as follows:

“Harassment, Intimidation or Bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived difference or characteristic, such as race, color, religion, gender, a mental, physical or sensory disability, sexual orientation, gender identity or expression, national origin or ancestry, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function, on a school bus and that, or off school grounds; including via social media, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

1. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a pupil or damaging the pupil’s property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property;
2. Has the effect of insulting or demeaning any pupil or group of pupils;
3. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

In addition to the State definition, the Franklin Township Board of Education has determined that Harassment, Intimidation and Bullying also includes any act by a student toward another student which may be reasonably perceived as, or as having the effect of, one student attempting to exercise power or control over another student so as to deprive that student of his/her freedom from fear, or right to have his/her individual dignity respected.

EQUAL EDUCATIONAL OPPORTUNITY

The Franklin Township Board of Education affirms its policy to ensure equal educational opportunity for all students and to prohibit discrimination because of sex, race, color, creed, religion, ancestry, national origin, sexual orientation, social/economic status, parenthood, marital status, and disability in the educational programs and activities, including but not limited to course offerings, athletic programs, guidance and counseling, tests and procedures, and vocational education opportunities through an Affirmative Action Program which shall be an integral part of every aspect of educational policies and programs.

SECTION 504/AMERICANS WITH DISABILITIES ACT (ADA)

As delineated by Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990, it is the policy of the Franklin Township Public Schools not to discriminate on the basis of a disability in its admissions and employment policies and procedures.

SCHOOL COUNSELING DEPARTMENT SERVICES

The middle school counseling department provides a variety of services for students, parents and teachers. Each student is assigned a counselor upon entering the school. Counselors are available to service student interests and needs and to help make the necessary adjustments of school life. Counselors are available to interpret standardized tests, abilities and or career interest for future goals and realistic needs. They can help students select the best possible courses for the next school year. In addition, counselors are available for social and emotional needs including outside agencies whenever they deem necessary.

HIGHLIGHTS WHEN ENTERING MIDDLE SCHOOL

- ✓ Interdisciplinary Teaming Model (6A ~ 6B) (7A ~ 7B) (8A ~ 8B)
- ✓ More Elective choices on an A/B day rotation
- ✓ Allow for student choice of electives for students, including those in need of special programs and additional academic support
- ✓ Allows for continuity of courses throughout the Middle School experience in preparation for high school
- ✓ Students who need two instructional labs will still have the ability to take one full year performing elective or two electives in an A/B day rotation
- ✓ School dances / events held at each school will be open to students of both campuses
- ✓ One 8th grade Promotion Ceremony will be held at Franklin High School
- ✓ Class advisors in each school will come together to fundraiser and plan

THE STUDENT

1. Complete and turn in on time all assignments to meet the announced deadlines
2. Complete and turn in make-up work within the prescribed time limit when absent from school
3. Manage her/his time so that all assigned tasks will be completed and that there will be time for review of the day's classroom activities as a preparation for the next day's activities
4. Understand the nature of the assignment and ask questions when necessary
5. Seek help for problems encountered in the completion of homework by consulting with the teacher

THE PARENT/GUARDIAN

1. Creating a learning environment at home is vital to the success of each student
2. Be aware of your child's homework and assignments so you can encourage completion
3. Establish a regular daily routine for homework by providing the time, place and proper environment.
4. Keep lines of communication open with teachers

HONOR ROLL

To be placed on the academic honor roll for the marking period, a student must achieve a numeric grade as follows:

- ✓ **Principal's Honor Roll ~ 96 and above in ALL areas**
- ✓ **High Honor Roll ~ 90 and above in ALL areas**
- ✓ **Honor Roll ~ 80 and above in ALL areas**

THE GRADING SYSTEM

The school year is divided into four marking periods. At the end of each marking period; report cards are issued with the following system being used:

100- 96 = A+
95 - 90 = A
89 - 86 = B+
85 - 80 = B

79 - 76 = C+
75 - 70 = C
69 - 60 = D
59 and below = F

During the marking periods, *Interim Progress Reports* will be generated and parents can view them through the Parent Portal on Genesis. Parents and students may access grades and assignments throughout the school year via the Parent Portal on Genesis.

BELL SCHEDULE

Within a school day, students move through a series of 11 class period that rotate on an A/B cycle. Core academic, such as English Language Arts and Mathematics meet every day, whereas, Social Studies and Science meet every other day.

<u>Delayed Opening</u>	
9:20 - 9:29	~ Morning Arrival
9:29 - 9:53	~ Period 1
9:56 - 10:20	~ Period 2
10:23 - 10:47	~ Period 3
10:50 - 11:14	~ Period 4
11:17 - 11:41	~ Period 5
11:44 - 12:08	~ Period 6
12:11 - 12:35	~ Period 7
12:38 - 1:02	~ Period 8
1:05 - 1:29	~ Period 9
1:32 - 1:56	~ Period 10
1:59 - 2:23	~ Period 11
2:23 - 2:26	~ Prepare for Dismissal

<u>Regular Bell Schedule</u>	<u>Minimum Session</u>
7:20 - 7:29 ~ Morning Arrival	7:20 - 7:29 ~ Morning Arrival
7:29 - 8:04 ~ Period 1	7:29 - 7:54 ~ Period 1
8:07 - 8:42 ~ Period 2	7:57 - 8:22 ~ Period 2
8:45 - 9:20 ~ Period 3	8:25 - 8:50 ~ Period 3
9:23 - 9:58 ~ Period 4	8:53 - 9:18 ~ Period 4
10:01 - 10:36 ~ Period 5	9:21 - 9:46 ~ Period 8
10:39 - 11:14 ~ Period 6	9:49 - 10:14 ~ Period 9
11:17 - 11:52 ~ Period 7	10:17 - 10:42 ~ Period 10
11:55 - 12:30 ~ Period 8	10:45 - 11:10 ~ Period 11
12:33 - 1:08 ~ Period 9	11:13 - 11:38 ~ Period 5
1:11 - 1:46 ~ Period 10	11:41 - 12:06 ~ Period 6
1:49 - 2:24 ~ Period 11	12:09 - 12:34 ~ Period 7
2:25 - 2:26 ~ Prepare for Dismissal	12:35 - 12:36 ~ Prepare for Dismissal

PLANNING A PROGRAM OF STUDY

Planning an appropriate program of study involves a collaborative effort between home and school. A student's selection of courses should be based on careful consideration of the student's aptitudes and abilities, personal interests and career aspirations.

In selecting a course of study, it is recommended that the following points be considered:

- Prerequisite for a course has been met or exceeded.
- Courses are intellectually stimulating and personally enriching.
- Courses, not instructors, are chosen. Requests for schedule changes based on personnel issues will not be honored.
- Selected courses are discussed with those who can provide valuable insight; such as teachers, subject area supervisors and school counselors.

COURSE OFFERINGS * Required

All courses are full year offerings, courses that are underlined are offered every day. All other courses are offered every other day on an A/B rotation.

SIXTH GRADE Offerings

*Math / Math Advanced
 *English / English Honors
 *Science / Science Honors
 *History
 *Physical Education / Health
 Computer Applications
 STEM
 Theatre Arts
 Visual Art
 Rock/Pop Music Ensemble
 Leadership Mindset
 Money Matters ~ **Recommendation Required**
 Dance ~ Audition / approval required
 Chorus
 Intro to Band
 Band - Previous experience required
 Intro to Orchestra
 Orchestra - Previous experience required
 Spanish
 French
 Math Lab
 English Lab

SEVENTH GRADE Offerings

*Math / Math Advanced / Algebra Honors
 *English / English Honors
 *Science / Science Honors
 *History
 *Physical Education / Health
 Computer Applications
 STEM
 Theatre Arts
 Visual Art
 Modern Day Music & Songwriting and Production
 Concepts of Fitness
 Social Emotional Leadership
 Genius Hour
 Money Matters ~ **Recommendation Required**
 Dance ~ **Audition / approval required**
 Band - previous experience required
 Chorus
 Orchestra - previous experience required
 Spanish
 French
 Math Lab

EIGHTH GRADE Offerings

*Math / Geometry & Algebra Honors
 *English / English Honors
 *Science / Science Honors
 *History
 *Physical Education / Health
 Computer Programming ~ PreReq Teacher
Recommendation & Comp Apps 7
 Computer Applications
 STEM
 Musical Theatre
 Visual Art
 Modern Day Music & Songwriting Production
 Media Production
 Guitar
 Concepts of Fitness
 Pathways to College & Career Success
 Genius Hour
 Media Production
 Money Matters ~ **Recommendation Required**
 Dance ~ Girls **Audition / approval required**
 Dance ~ Boys **Audition / approval required**
 Band - previous experience required
 Chorus
 Orchestra - previous experience required
 Spanish /Native Spanish
 French /Latin
 Math Lab
 English Lab

COURSE LEVELS

Course level placement will be based on teacher recommendations and demonstrated competency within that discipline of study. These competencies are generally shown through classroom participation, proven record of academic achievement, successful completion of the prerequisite courses, and demonstrated willingness. If students and their parents/guardians do not agree with the recommended placement, a Course Selection Waiver form may be completed and returned to the counseling office. Course Waivers must be submitted no later than **July 31, 2020**.

SCHEDULING TIMELINE

Course of Study Orientation for Students at Franklin Middle School at HSC & SGS will be held in January 2020.

Student (and parent if so desired) will meet with the counselor individually to register for courses during the months of March through April. Remember to choose courses wisely as initial low requests totals may lead to the cancellation of a course.

Initial course requests will be provided to students in April 2020 to be verified by student and parent. Please contact the Counseling Office at immediately if any discrepancies are found.

Final schedules will be received by students before the first day of school. Please refer to the previously stated procedures for class and or course transfers.

EXTRACURRICULAR CLUBS

Depending upon interest, clubs may be offered at each campus, or at just one, but still available to students from either campus. Transportation to campus where club is held will be provided. Transportation home after club will be provided. School based yearbook teams will work together to compile one yearbook. Student government will meet and work together on common projects.

Grade 6 ~ Student Advisory Council	Dance Troupe
Grade 7 ~ Student Advisory Council	Drama / Musical
Grade 8 ~ Student Advisory Council	Competition Orchestra
Student Council	Art Enrichment
School Newspaper	Competition Choir
Yearbook	Junior National Honor Society
Diversity	Wind Ensemble
Women to Girls	Jazz / Band
Spelling	Connections
Youth Participatory Action Research (YPAR)	Robotics
Law Enforcement	
Media Production*Grant funded	

PROGRAM OFFERINGS

ENGLISH LANGUAGE ARTS

Students will focus on increasing proficiency in reading, writing, speaking, listening and media literacy, students will strive to master the thematic understanding of both fictional and non-fictional materials, as well as develop their vocabulary and ability to respond critically to literature. They will receive instruction in complex writing structures through the writing process in order to improve their writing in different genres and for varied audiences and purposes.

Language Arts Literacy ~ Grade 6

This course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and includes the four aspects of language use: reading, writing, speaking, listening, and media literacy. Students will use strategies for effective communication for varied audiences and purposes. Students will develop the ability to critically read and respond to various genres of literature, enhance vocabulary and refine their composition skills.

Note: For Spanish speaking English Learners, this course is offered in a bilingual setting.

English Honors Grade 6 ~ by teacher recommendation only

Honors placement is determined by multiple criteria: standardized test scores, report card grades, performance on a district writing sample, and teacher recommendation.

Language Arts Literacy ~ Grade 7

Building on the skills established in 6th grade, 7th grade students will increase proficiency in reading writing, speaking, and listening and media literacy. Students will use strategies for effective communication for varied audiences and purposes. Students will develop the ability to critically read and respond to various genres of literature, enhance vocabulary and refine their composition skills as they engage in all stages of the writing process.

Note: For Spanish speaking English Learners, this course is offered in a bilingual setting.

English Honors Grade 7 ~ by teacher recommendation only

Honors placement is determined by multiple criteria: standardized test scores, report card grades, performance on a district writing sample, and teacher recommendation.

Language Arts Literacy ~ Grade 8

Students will focus on increasing proficiency in reading, writing, speaking, listening and media literacy, 8th grade students will strive to master the thematic understanding of both fictional and non-fictional materials, as well as develop their vocabulary and ability to respond critically to literature. They will receive instruction in complex writing structures through the writing process in order to improve their writing in different genres and for varied audiences and purposes.

Note: For Spanish speaking English Learners, this course is offered in a bilingual setting.

English Honors Grade 8 ~ by teacher recommendation only

Honors placement is determined by multiple criteria: standardized test scores, report card grades, performance on a district writing sample, and teacher recommendation.

FINE, VISUAL & PERFORMING ARTS (FVPA)

Co-Curricular Opportunities ~

- ✓ Dance Showcases ~ students will have the opportunity to perform at dance showcases, together, from both campuses
- ✓ Band and orchestra opportunities at each school during the school day
- ✓ Performances during the school year at each school
- ✓ Rehearsals for Jazz Band, Wind Ensemble & Advanced Orchestra afterschool
- ✓ Transportation home will be provided for after school clubs/ensembles
- ✓ Large end of year performances featuring both schools for band, chorus, orchestra and dance

Extra-Curricular ~

- ✓ Art Club, Competitive Choir, Dance Troupe, Jazz Band Ensemble, Advanced Orchestra and Wind Ensemble
- ✓ Offered after school ~ open to students on both campuses
- ✓ Transportation to rehearsals will be provided through a shuttle bus
- ✓ Transportation home will be provided
- ✓ One drama & one musical production
- ✓ Open to students from both campuses
- ✓ Practice / performances to be held at each school on alternating years
- ✓ Parent/Guardian pick up after rehearsal a must if the rehearsal goes past 4pm – **NO** transportation available after that time

Grade 6	Grade 7	Grade 8
Dance	Dance	Dance Girls & Dance Boys
Introduction to Band/Band	Band	Band
Chorus	Chorus	Chorus
Introduction to Orchestra/Orchestra	Orchestra	Orchestra
Theatre Arts	Theatre Arts	Musical Theatre
Visual Art	Visual Art	Visual Art
Rock/Pop Music Ensemble	Modern Day Music & Songwriting Production	Modern Day Music & Songwriting Production
		Guitar
		Media Production*Pending

Grade 6 Electives Offered:

These courses are offered every other day (A/B rotation), all year long

Theater Arts 6

This is a beginning elective course in which students engage in creative theatre exercises to develop imagination, observation skills, and concentration. Students condition their bodies and voices to be flexible, coordinated and expressive. Students are introduced to drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions and vocal technique. Students will apply critical and creative thinking skills to solve the unique problems of performance. Students will make connections between the relationship of theatre to other arts and non-arts disciplines. All students are expected to see both the FMS Drama Club's Fall Play and Spring Musical (Tickets \$5 each).

Visual Arts 6

In 6th grade the concepts of the art elements and principles of design are studied throughout the year. Students also focus on art history, appreciation, production, and criticism. Subjects of study include ceramics, color, printmaking, cultural dimensions and contributions,

drawing and painting, value and perspective. Throughout each unit of study, students develop knowledge of vocabulary, artists, history, processes, and other art methods and techniques.

Rock/Pop Music Ensemble 6

This year long elective course will offer 6th grade students the opportunity to play and create music hands on while learning the basics of written notation, guitar, ukulele, drums, keyboards, voice and electric bass in order to play and compose popular songs as a modern music ensemble. Genres of music covered in this elective include: Pop, Rhythm & Blues, Soul, Rock & Roll, & Reggae. (Other genres will be covered if time and interest allows).

The following courses are offered EVERYDAY all school year

Introduction to Band 6

This is a course for students who have no or limited experience taking instrumental band music lessons in the fifth grade or any previous training in instrumental music. Students will learn proper performance skills related to posture, tone production, and sight-reading, and will develop a sense of teamwork. Students can expect to perform for various school functions and evening concerts. Instrument rental is required. Select instrumentation might be determined by enrollment.

Band 6

This is a course for students who have taken instrumental band music lessons in the fifth grade and have previous training in instrumental music. Students will learn proper performance skills related to posture, tone production, and sight-reading, and will develop a sense of teamwork. Students can expect to perform for various school functions, band festivals and evening concerts. Instrument rental is required.

Chorus 6

This is a course for students who have an interest in singing in a group. Students will be performing a variety of musical genres, all while developing their singing voices. This course will help develop the singers' music reading skills and performance skills. Students can expect to perform for various school functions and evening concerts. There previous experience required to participate in this course.

Introduction to Orchestra 6

This is a course for students who have no or limited experience taking instrumental Orchestra music lessons in the fifth grade or any previous training in instrumental music. Orchestra is for students interested in playing violin, viola, cello, and string bass. Students will develop fundamental skills in tone, pitch, and rhythm and learn intermediate level string orchestra repertoire. Students will need to rent their instruments to participate. All violin and viola students are required to have their own shoulder rest (separate purchase is required). Students will have performance opportunities.

Orchestra 6

Orchestra is for students of violin, viola, cello, and string bass who have previous training at the elementary level or take private lessons. Students will develop fundamental skills in tone, pitch, and rhythm and learn intermediate level string orchestra repertoire. Students will need their own instruments to participate. All violin and viola students require their own shoulder rest (separate purchase is required). Students perform as an ensemble at least three times a year.

Contemporary Dance 6 (Auditions and recommendations only)

This class is for students who have prior experience in dance technique and dance performance.

Advanced Dance 6 (Auditions and recommendations only)

This class is for students who have prior experience in dance technique and dance performance.

Grade 7 Electives Offered:

These courses are offered every other day (A/B rotation), all year long

Theatre Arts 7

The FMS Theatre Arts Classes are specifically designed to teach you about theatre arts and how they can support, reinforce, and enrich your life. Confident public speaking, creativity and ensemble work are skills that will help you become aware of yourself and how you are perceived by others. In this class, students will be introduced to the more advanced concepts of theatre arts. Students will use various techniques to build confidence and trust, stimulate imagination, movement and role play. Students will exhibit and reinforce their skills through individual and small group presentations. All students are expected to see both the FMS Drama Club's Fall Play and Spring Musical (Tickets \$5 each).

Visual Art 7

This course is designed to continue to show students a variety of art concepts and techniques. The intent is to continue to develop the technical skills and to give each student an opportunity to investigate a variety of media. Emphasis will be placed on the elements of art and principles of design. Studio experiences will be provided in the areas of drawing, painting, printmaking, sculpture, ceramics and design. Lessons will be drawn from four foundational art disciplines (art production, art history, art criticism and aesthetics) that build a body of cumulative knowledge, understandings, and skills in art that can be appropriately evaluated.

Modern Music Business Songwriting and Production 7

In this year long course, 7th grade students will build upon their previous knowledge of music, making connections between past masters in music history and current hit-makers in order to learn essential songwriting and music production techniques. Students will learn about the jobs associated with music production and creation including, producer, artist, session musician, arranger, songwriter, recording engineer, mastering engineer, graphic designer, videographer, manager, marketing associate, and how performing rights organizations like BMI, ASCAP, and SESAC make certain that music creators are paid for their works.

The following courses are offered EVERYDAY all school year

Contemporary Dance 7 (Auditions and recommendations only)

This class is for students who have prior experience in dance technique and dance performance.

Advanced Dance 7 (Auditions and recommendations only)

This class is for students who have prior experience in dance technique and dance performance.

Band 7

This is a course for students who have taken Band 6 or can demonstrate instrumental music experience with proficiency. Students will continue to learn proper performance skills related to posture, tone production, and sight reading, and will develop a sense of teamwork. Students can expect to perform for various school functions, band festivals and evening concerts. Instrument rental is required. Teacher recommendation will be needed.

Chorus 7

This is a course for students who have an interest in singing in a group. Students will be performing a variety of musical genres, all while developing their singing voices. This course will help develop the singers' music reading skills and performance skills. Students can expect to perform for various school functions and evening concerts. There previous experience required to participate in this course. Students interested can audition for the after school Competition Choir.

Orchestra 7

Orchestra is for students of violin, viola, cello, and string bass who have passed Orchestra 6 or can demonstrate similar experience. Students will further develop tone, pitch, and rhythm and rehearse more complex intermediate level string orchestra repertoire. Students will need their own instruments to participate. All violin and viola students require their own shoulder rest (separate purchase). Students perform as an ensemble at least three times a year.

Grade 8 Electives Offered:

These courses are offered every other day (A/B rotation), all year long

Musical Theater 8

This performance-based class will take an in-depth look at the skills of acting, singing, and dancing which are essential to the production of musical theatre. Students should come into the class with an understanding of themselves as an artist and their current level of ability in vocal performance, stage acting, and musical theatre dance and expect to be challenged to grow in all three areas. Students will be expected to perform solo songs as well as duets as well as taking featured and ensemble roles in large-scale dance-oriented production numbers. Students will also participate in an Audition Workshop where they will learn how to present themselves professionally in an audition setting. All students are expected to see both the FMS Drama Club's Fall Play and Spring Musical (Tickets \$5 each).

Visual Art 8

Students will continue to work with a wide variety of art concepts and techniques including drawing and design, painting, sculpture, printmaking and ceramics. This course will provide opportunities for individual students to be challenged to explore his/her creative potential through new concepts and visual awareness while improving art skills. The students will develop greater creative skills, be more responsive to self and others while developing self-confidence and self-esteem. The elements of art and principles of design will continue to be stressed. Students will have an opportunity to study artists and artwork of western and non-western civilizations. Students will have the opportunity to display their artwork on the annual Teen Arts Festival.

Modern Music Business Songwriting and Production 8

In this year long course, 8th grade students will build upon their previous knowledge of music, making connections between past masters in music history and current hit-makers in order to learn essential songwriting and music production techniques. Students will learn about the jobs associated with music production and creation including, producer, artist, session musician, arranger, songwriter, recording engineer, mastering engineer, graphic designer, videographer, manager, marketing associate, and how performing rights organizations like BMI, ASCAP, and SESAC make certain that music creators are paid for their works.

Guitar 8

This first year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat-picking, singing songs, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences. Instrument rental is required.

Media Production 8

This beginning course will introduce students to the concepts and technical skills needed to tell a story through film production. Through a series of in-class exercises with an emphasis on single camera shooting, scripting, storyboarding, and the basic fundamentals of non-linear editing students will create video projects. The course will prepare students for the Aspects of Video courses at the high school level.

The following courses are offered EVERYDAY all school year

Advanced Dance (8th grade boys- Auditions and recommendations only)

This class is for students who have prior experience in dance technique and dance performance.

Advanced Dance (8th grade girls- Auditions and recommendations only)

This class is for students who have prior experience in dance technique and dance performance.

Chorus 8

This is a course for students who have an interest in singing in a group. Students will be performing a variety of musical genres, all while developing their singing voices. This course will help develop the singers' music reading skills and performance skills. Students can expect to perform for various school functions and evening concerts. There is previous experience required to participate in this course. Students interested can audition for the after school Competition Choir.

Orchestra 8

Orchestra is for students of violin, viola, cello, and string bass who have passed Orchestra 7 or can demonstrate similar experience. Students will further develop tone, pitch, and rhythm and rehearse more advanced string orchestra repertoire. Students will need their own instruments to participate. All violin and viola students require their own shoulder rest (Separate purchase). Students perform as an ensemble at least three times a year.

Band 8

This is a course for students who have previous training in instrumental music. Students will continue to develop proper performance skills related to posture, tone production, and sight reading, and will develop a sense of teamwork. Students can expect to perform for various school functions, band festivals and evening concerts. The middle school band program is a feeder program to the Franklin High School Band program, including the award winning FHS Marching Band. Instrument rental is required. Students must have enrolled in 7th grade band program and received their teacher's recommendation in order to enroll in this course.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education program is designed to motivate all students toward maintaining health and fitness through lifelong interest and enjoyment of physical activity. The focus is on learning and advancing strategies of sport, exposure to leisure time activities, and opportunities to work harmoniously with others.

Physical fitness is an important aspect of the program as all students are introduced to the extensive Fitness Center where Nautilus, treadmills, and free weights are utilized. Students are taught the importance of each component by learning their strengths and weaknesses. Students are encouraged to set personal fitness goals to maintain high levels of fitness.

The Health courses emphasize understanding self and others, decision-making skills, and the need for personal responsibility for choices made. Self-esteem, drug education, first/aid and CPR education, and problems confronting today's youth are some of the topics addressed.

All Physical Education classes are co-educational with active participation required in order to maintain a passing grade.

Middle School Athletics ~ two campuses suited to different sports ~ available to all students as follows:

Fall Season	Winter Season	Spring Season
Football	Girls Basketball	Girls Track & Field
Girls Soccer	Boys Basketball	Boys Track & Field
Boys Soccer	Wrestling	Softball
Girls Cross Country	Cheer	Baseball
Boys Cross Country		
Field Hockey		

CONCEPTS OF FITNESS Grade 7-8 (Prerequisite of an 80 in PE)

This course will be a physical education elective that offers an in-depth opportunity for students to learn about various fitness, strength, conditioning, and nutrition concepts. The vision of this class has four critical steps:

- ❖ Develop the knowledge and skills to implement life-long healthy behaviors.
- ❖ Establish fitness goals, monitor progress and revise program as needed.
- ❖ Increase muscular strength, aerobic capacity, flexibility, and self image.
- ❖ Develop a deep understanding of healthy nutritional habits.

This course will implement modern, research-based fitness trends such as bodyweight training, functional fitness, yoga, band work, HIIT, and plyometric. Collaborating with their teacher and peers, students will use technology to monitor their progress to build self-reliance and a life-long passion for health and fitness.

MATHEMATICS

Progress and success in learning mathematics are possible only when students select courses that are appropriate to their skills and the knowledge demonstrated in previous math classes. Recommendation for placement in mathematics courses will be based on multiple criteria including scores achieved on the district approved standardized assessments.

Middle grade math courses are assigned based on students' readiness and level of achievement. Appropriate technology and modeling will be used to enhance mathematical understanding, application of concepts and problem solving.

Exploring Math and Math Connection supplemental math classes will be based on multiple criteria, including scores achieved on state and district approved standardized assessments.

Advanced Math 6, Advanced Math 7, 7th grade Honors Algebra 1, 8th grade Algebra 1 and 8th grade Honors Geometry placement is determined by multiple criteria and teacher recommendation.

Math 6

This comprehensive course addresses all domains of the grade 6 New Jersey Student Learning Standards (NJSLS) in Mathematics: Ratios & Proportional Relationships, The Number System, Expressions & Equations, Geometry, and Statistics & Probability. Course content includes activities focused on four critical areas:

1. students connect ratio and rate to whole number multiplication and division and use concepts of ratio and rate to solve problems;
2. students complete their understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
3. students write, interpret, and use expressions and equations; and
4. students develop their understanding of statistical thinking.

Fluency with multi-digit number operations with connections to Geometry and Statistics is a major area of focus.

Note: For Spanish speaking English Learners, this course is offered in a bilingual setting.

Advanced Math 6

Students in Advanced Mathematics 6 are preparing for Honors Algebra I in grade 7. While coherence is retained, in that it logically builds from 5th grade Mathematics, this course differs from the 6th grade Mathematics course in that it addresses all domains of grade 6 and 7 New Jersey Student Learning Standards (NJSLS) in Mathematics: Ratios & Proportional Relationships, The Number System, Expressions & Equations, Geometry, and Statistics & Probability. The course demands a rapid pace for instruction and learning. Content is organized into four critical areas:

1. students study ratios, rates, proportional reasoning and proportional relationships to solve problems;
2. students develop and extend their understanding of rational number operations;
3. students utilize the arithmetic of rational numbers to formulate expressions and equations in one variable, write, interpret, and use numerical/algebraic expressions and equations, graph linear equations and interpret solutions to solve problems;
4. students develop and extend their understanding of statistical thinking and draw inferences about populations based on samples.

Fluency with operations on rational numbers, linear expressions, linear equations, proportional relationships and proportional reasoning within the context of problem solving with connections to Geometry and Statistics are major areas of focus.

Math 7

This comprehensive course addresses all domains of the New Jersey Student Learning Standards (NJSLS) in Mathematics: Ratios & Proportional Relationships, The Number System, Expressions & Equations, Geometry, and Statistics & Probability. Course content includes activities that focus on four critical areas:

1. students develop their understanding of proportional reasoning and apply proportional relationships;
2. students develop their understanding of operations with rational numbers while simplifying algebraic expressions and solving linear equations;
3. students solve problems involving scale drawings and informal geometric constructions, and work with two- and three-

- dimensional shapes to solve problems involving area, surface area, and volume; and
4. students draw inferences about populations based on samples.

Fluency with operations on rational numbers, linear expressions, linear equations, proportional relationships and proportional reasoning within the context of problem solving with connections to Geometry and Statistics are major areas of focus.

Note: For Spanish speaking English Learners, this course is offered in a bilingual setting.

Advanced Math 7

This course differs from the 7th grade Mathematics course in that it contains content from 8th grade Mathematics. While coherence is retained, in that it logically builds from the 6th grade Mathematics course, the additional content, when compared to the 7th grade Mathematics course, demands a faster pace for instruction and learning. Content is organized into four critical areas:

1. students utilize the arithmetic of rational numbers to formulate expressions and equations in one variable and solve problems, extend mastery of the properties of operations to develop an understanding of integer exponents, and work with numbers written in scientific notation;
2. students utilize linear equations and systems of linear equations to represent, analyze, and solve a variety of problems;
3. students compare two data distributions and address questions about differences between populations, work informally with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences;
4. students reason about relationships among two-dimensional figures, while gaining familiarity with the relationships between angles formed by intersecting lines, work with three dimensional figures, relate them to two dimensional figures by examining cross-sections and solving real world and mathematical problems using measurement and geometric concepts.

Fluency with operations on rational numbers, linear expressions, linear equations, proportional relationships and proportional reasoning within the context of problem solving with connections to Geometry and Statistics are major areas of focus.

7th grade Honors Algebra 1

In 7th grade Honors Algebra 1 students extend their mastery of the properties of rational number operations and formalize the mathematics they learned through the end of sixth grade. This course differs from the 8th Grade Algebra 1 course in that it contains more content from 8th grade Mathematics that support the Algebra 1 standards. While coherence is retained, in that it logically builds from Advanced Math 6, the course demands a rapid pace for instruction and learning. Content is organized into five critical areas: (1) students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and use them to solve problems; (2) students learn function notation and language for describing characteristics of functions, explore many examples of functions and interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations, compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change; (3) students utilize regression techniques to describe relationships between quantities; (4) students understand integer exponents, work with numbers written in scientific notation and extend the laws of exponents to rational exponents, apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions; (5) students compare the key characteristics of quadratic functions to those of linear and exponential functions and select from among these functions to model phenomena.

Math 8

This comprehensive course addresses all domains of the New Jersey Student Learning Standards (NJSLS) in Mathematics: The Number System; Expressions and Equations, Functions, Geometry and Statistics and Probability. Course content includes activities that focus on three critical areas: (1) students formulate and reason about expressions and equations, including model an association in bivariate data with a linear equation, and solve linear equations and systems of linear equations; (2) students grasp the concept of a function and utilize functions to describe quantitative relationships; (3) students analyze two-dimensional and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean Theorem. Connections to proportional reasoning, lines and linear equations, an introduction to functions, deepen an understanding of algebraic concepts as well as radicals, integer exponents, and the Pythagorean Theorem, in preparation for Algebra 1, are major areas of focus. Fluency with operations on rational numbers and solving multi-step equations in one-variable with connections to Geometry are a major focus.

Note: For Spanish speaking English Learners, this course is offered in a bilingual setting.

Algebra 1: Grade 8

In 8th Grade Algebra I students formalize and extend the mathematics they learned through the end of grade 7. This course differs from

High School Algebra I in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the Advanced 7th grade Mathematics course, the additional content, when compared to the high school course, demands a faster pace for instruction and learning. Course content includes activities that focus on five critical areas: (1) students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems; (2) students learn function notation and language for describing characteristics of functions, explore many examples of functions and interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change; (3) students use regression techniques to describe relationships between quantities; (4) students extended the laws of exponents to rational exponents, applying this new understanding of number and strengthening their ability to see structure in and create quadratic and exponential expressions; (5) students compare the key characteristics of quadratic functions to those of linear and exponential functions and select from among these functions to model phenomena.

Honors Geometry: Grade 8

In 8th grade Honors Geometry students will extend 8th grade Geometry concepts that support high school Geometry. Students can expect rigor, proof, and abstraction in Geometry Honors. Students will use an axiomatic approach in the study of deductive reasoning and proof as applied to lines, planes, angles, parallel lines, congruent and similar polygons, special triangles, circles, areas and volumes, and construction. Students will be able to analyze and synthesize the mathematical concepts presented in this course within the context of problem solving, while performing operations quickly and accurately. Students should be self-motivated and willing to do challenging work. Problem solving and reasoning skills are emphasized as an integral part of this course.

Electives:

Money Matters 6

Prerequisite: by recommendation only

Students will learn grade appropriate basic strategies on how to manage money and make their money grow by investing in the stock market. Utilizing 5th and 6th grade math skills and concepts, student will be introduced to saving and investing in order to create financial goals and save for the future, decision making and choices, money responsibility and allowances, comparison shopping and basic budgeting. Students will participate in the SIFMA stock market game as part of the class. Students will be expected to draw upon and apply a variety of math concepts while in the class.

Money Matters 7

Prerequisite: by recommendation only

Students will learn grade appropriate basic strategies on how to manage money and make their money grow by investing in the stock market. Utilizing 6th and 7th grade math skills and concepts, students will learn how to set financial goals and save for the future through saving and investing, managing debt through opportunity cost (needs vs wants), analyze personal budgets, and track current spending habits using checking accounts and debit cards. Students will participate in the SIFMA stock market game as part of the class. Students will be expected to draw upon and apply a variety of math concepts while in the class.

Money Matters 8

Prerequisite: by recommendation only

Students will learn grade appropriate basic strategies on how to manage money and make their money grow by investing in the stock market. Utilizing 7th and 8th grade math skills and concepts, students will learn how to set financial goals and save for the future through saving and investing, income and career choices (decision making and choices), advertising influences, entrepreneurship, and credit and debt management. Students will participate in the SIFMA stock market game as part of the class. Students will be expected to draw upon and apply a variety of math concepts while in the class.

SCIENCE

Science Grade 6

This course is the first course in a three year course sequence that exposes students to life, earth and space, and physical science concepts. The curriculum provides for extra time for the study of chemistry and physics. This course is aligned to the new Next Generation

Science Standards (NGSS-NJSLS). Students will make comparisons and interpret and analyze information. Students are taught using engaging, hands-on activities and experiential learning.

Note: For English Learners at levels 1 & 2, this course is offered in a co-taught, sheltered English setting.

Science Grade 7

This course is the second course in a three year course sequence that exposes students to life, earth and space, and physical science concepts. The curriculum provides for extra time for the study of life science. This course is aligned to the new Next Generation Science Standards (NGSS-NJSLS). Students will make comparisons and interpret and analyze information.

Note: For English Learners at levels 1 & 2, this course is offered in a co-taught, sheltered English setting.

Science Grade 8

This course is the third course in a three year course sequence that exposes students to life, earth and space, and physical science concepts. The curriculum provides for extra time for the study of earth and space science. This course is aligned to the new Next Generation Science Standards (NGSS-NJSLS). Students will make comparisons and interpret and analyze information.

Note: For English Learners at levels 1 & 2, this course is offered in a co-taught, sheltered English setting.

Honors Science Grade 8

This is a rigorous science course designed for students considering AP Physics I as Freshman. Students considered for this course are required to be concurrently enrolled in either Algebra I or Honors Geometry and must have received a 90 or better in 7th-grade science. Honors Science is a course that exposes students to the same content as the non-honors course, but also includes physical science concepts touched on in AP Physics I. Instruction will emphasize computational thinking and experiential learning.

Elective:

STEM 6	STEM 7	STEM 8
Simple Machines	Mechanical Advantage	Introduction to 3D Printing
Principles of Motion	Kinematics and Dynamics	Programming: Video Game Design
Design Challenges: Modeling	Introduction to Engineering: Tools and Levers	Robotics: EV3
Final Project: I	Robotics: EV3	Final Project: III
	Final Project: II	

STEM 6

Science, Technology, Engineering and Mathematics (STEM), the academic discipline of science, technology, engineering and math. The emphasis for this elective is on building and doing science. These courses are designed to emphasize collaborative learning and the independent, teacher guided study of topics students identify as most interesting to them.

STEM 7

The Design and Problem-Solving classes will provide students with a hands-on learning experience, in which they will use STEM concepts and 21st century technology and tools to formulate solutions to real-world, everyday problems by designing, experimenting, and building prototypes using the design-thinking process.

STEM 8

The Design and Problem Solving classes will provide students with a hands-on learning experience, in which they will use STEM concepts and 21st century technology and tools to formulate solutions to real-world, everyday problems by designing, experimenting, and building prototypes using the design-thinking process.

SOCIAL STUDIES

Social Studies Grade 6

This course provides a greater understanding of what history is and how it should be studied. Students then will learn about five themes of geography and build upon map skills taught in prior grades. The curriculum then analyzes the European exploration of the Western

Hemisphere, as well as the practices of the Inca, Maya, and Aztec Civilizations. The final units examine the hardships of slavery in the New World, and contemporary issues affecting the Western Hemisphere.

Note: For English Learners at levels 1 & 2, this course is offered in a co-taught, sheltered English setting.

Social Studies Grade 7 ~ The Western Hemisphere

The 7th grade curriculum, "World History: The Early Years" is a study of world civilizations from the beginning of time through the Renaissance. It incorporates history, religion, geography and governments through a cultural and historical perspective. Each unit's lessons will incorporate ideas for differentiated instruction, integrating technology, student objectives, special reading strategies and map skills.

Note: For English Learners at levels 1 & 2, this course is offered in a co-taught, sheltered English setting.

Social Studies Grade 8 ~ Early American History

The 8th grade social studies curriculum covers early American History starting with the Road to the Revolutionary War, through the Constitution and our early struggles as a nation. The first unit of the curriculum is on the Holocaust with a focus on understanding how genocide is possible, encouraging active citizenship, and building empathy. Throughout the course students will continue to develop in citing textual evidence, map skills, identifying bias, and building literacy skills.

Note: For English Learners at levels 1 & 2, this course is offered in a co-taught, sheltered English setting.

Electives:

Leadership Mindset 6

The Leadership Mindset course will immerse students in an experiential learning environment that is committed to developing leadership qualities by promoting empathy, positive social relationships, and moral conviction and a willingness to act on it. Students will analyze leadership in context, find value in different attitudes and definitions of leadership, develop their own perspectives on community issues, and mobilize support for their vision and solutions. Analytical, interpersonal communication, and reflection skills will be honed as students research and devise solutions to school/community problems that they identify in their self-initiated projects.

Social Emotional Leadership 7

The Leadership course will immerse students in an experiential learning environment that is committed to developing leadership qualities by promoting empathy, positive social relationships, and moral conviction and a willingness to act on it. Students will analyze leadership in context, find value in different attitudes and definitions of leadership, develop their own perspectives on community issues, and mobilize support for their vision and solutions. Analytical, interpersonal communication, and reflection skills will be honed as students research and devise solutions to school/community problems that they identify in their self-initiated projects.

Pathways to College & Career Success 8

The focus is College and Career Pathways. The units are Self-Reflection and Goal Setting, Career Development, College Investigation and Preparation, and Developing a Long Range Plan. This is not necessarily the same as what is covered in the 6th and 7th grade courses.

TECHNOLOGY EDUCATION

The Middle School Technology Program is designed to promote critical thinking. This is accomplished through the use of various problem solving activities and a final design project. The technology program consists of sequence of computer applications courses that will introduce the student to the various computer applications, computer science fields, and current technology trends.

Computer Applications 6	Computer Applications 7	Computer Applications 8	Computer Programming / Java Script 8
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Chromebook 101	Technology Careers	Technology and Society	Digital Citizenship
Digital Citizenship	Digital Citizenship	Digital Citizenship	CSD Unit 3 Animations and Games
CSD Unit 1 Problem Solving	CSD Unit 2 web Development	CSD Unit 3 Animations and Games	CSD Unit 4 – The Design Process
iMovie – Part 1	iMovie – Part 1, 2	iMovie – Part 1, 2, 3	CSD Unit 5 – Data and Society Tech + Society
Garage Band – Part 1	Garage Band – Part 1, 2	Garage Band – Part 1, 2, 3	CSD Unit 6 – Physical Computing
Design Project – Choice	Design Project – Choice	Design Project – Choice	Programming Design Project

Computer Applications 6

The Middle School Technology Program is designed to promote critical thinking. This is accomplished through the use of various problem solving activities and a final design project. The technology program consists of sequence of computer applications courses that will introduce the student to the various computer applications, computer science fields, and current technology trends.

Computer Applications 7

Students enrolled in this course will extend word processing, graphics, and multimedia concepts learned in grade 3-6 and experience the first extensive course on spreadsheets as well as computer concepts and procedures. Emphasis is placed on computer awareness, usage and applications.

Computer Applications 8

Students enrolled in this course will further their knowledge of computer applications and have the opportunity to apply the computer skills and concepts learned in grades K-7. They will experience their first formal introduction to database programs in a computer lab format. Emphasis is placed on computer awareness, usage and applications.

Computer Programming - Grade 8

Prerequisite: Enrolled in Algebra 1 or above; Computer Application 7 grade >80 and teacher recommendation

This course is designed to introduce the student to the computer approach to solving problems. The course is highly visual, dynamic, and interactive making it engaging for new coders. The course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. The experiences in the course will directly transfer to future work with computers. The students will get “hands-on” experience with the computer from the earliest stages of the course. They will work on a wide variety of problems, many of which will reflect the students’ backgrounds and interests, as they cover the topics in the course outline.

Genius Hour - Grades 7 & 8

Genius hour originated in companies such Google, where creativity and the free exchange of ideas are encouraged as a means to inspire the development of innovative ideas. The Genius hour class allows students to select and explore a problem that exists in their school, community or society that they are passionate about resolving. Students will learn brainstorming skills in order to develop inquiry questions that will allow them to explore solutions to their problem. The process of investigation and inquiry will teach students how to identify their values, enhance their personal strengths and increase their problem solving and communication skills, while encouraging them to interact positively with their peers, school, local community and the world around them. This exploration and collaboration will result in the creation of public service campaigns, surveys, volunteer campaigns, or any other endeavor that students assert are necessary to successfully implement their ideas.

WORLD LANGUAGES

All students are required to have one period of Foreign Language Instruction for a full year. Students will build upon the communication skills while increasing the scope of their vocabulary.

Grade 6	Grade 7	Grade 8
Spanish 1A	Spanish 1B	Spanish 1C
French 1A	French 1B	Spanish Natives

		French 1C
		Latin

Grades 6

Spanish 1A and French 1A are introductory/novice level courses where students begin to develop written and oral communication skills. They learn how to greet others, provide biographical information about themselves and other familiar people, and discuss things that are going on around them and the things they do in their daily lives.

Grades 7

Spanish 1B and French 1B are the second level courses in the sequence of novice language instruction. In the course, students expand their written and oral communication skills in the language. They learn how to greet others, provide biographical information about themselves and other familiar people, and discuss things that are going on around them and the things they do in their daily lives.

Grade 8

Spanish 1C and French 1C are the third level courses in the sequence of novice language instruction. In the course, students expand their written and oral communication skills in the language. Students learn how to talk about their families and home life, discuss their school activities, and learn about food and traditions from the target language culture.

Native Spanish is a course designed for students who speak Spanish as their native language. In the course, students continue to develop their listening comprehension, reading and writing skills through the study of history, art, and cultural traditions.

Latin is an introductory course that focuses on the acquisition of fundamental communication skills, the development of reading fluency, and a sensitivity to the Roman cultural patterns. In addition, students will enjoy delving into classical mythology and the daily life of the Romans/Greeks. Students will explore the archeological relics and the brilliant engineering of Roman architecture.

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE

Students enrolled in the English as a Second Language Program, not only take ESL courses but are also supported via course offerings in other departments. These courses are designed specifically to support English Learners. Additionally, Spanish-speaking students at the beginning levels of English Language Development will be able to access Mathematics and Literacy content in **bilingual classes**.

ENGLISH AS A SECOND LANGUAGE (ESL)

These courses are designed for English Language Learners to gain proficiency in English through the WIDA Standards (the Language of Math, the Language of Science, the Language of Language Arts, and the Language of Social Studies), while at the same time developing skills in listening, speaking, reading and writing. Courses are offered at four different levels of English Language proficiency as defined by the ACCESS for ELLs or the WAPT. The goal of these courses is to fully prepare students to be successful in English speaking content classrooms and to develop students' skills in the full range of language arts.

Grades 6-8 ESL 1-2

This course is offered to **students who speak a language other than Spanish** and whose English Language Development levels are between *entering and emerging*. It meets for two periods daily, as it replaces the students' literacy course. The focus of this course is to support and develop students' English language skills in both receptive (listening and reading) and productive (speaking and writing) domains. Language development will occur in response to level-appropriate activities based on in-depth studies of cross-curricular units, including: "An Immigrant's Experience," "Making Sense of Earth's Phenomena," "Understanding our Bodies and Ourselves," and "Classification: Animals."

Grade 6

Grade 6 ESL 1-2

This course is offered to Spanish-speaking students whose English Language Development levels are between *entering and emerging*. It meets for one period daily, as it is concurrent with the students' grade-level bilingual literacy course. The focus of this course is to support and develop students' English language skills in both receptive (listening and reading) and productive (speaking and writing) domains. Language development will occur in response to level-appropriate activities based on in-depth studies of cross-curricular units, including: "Discovering Ourselves," "Severe Weather," "Social Activism and "Technology."

Grade 6 ESL 3-4

This course is offered to students whose English Language Development levels are between *developing and expanding*. It meets for one period daily, as it is concurrent with the students' grade-level literacy course. The focus of this course is to support and develop students' English language skills in both receptive (listening and reading) and productive (speaking and writing) domains. Language development will occur in response to level-appropriate activities based on in-depth studies of cross-curricular units, including: "Discovering Ourselves," "Severe Weather," "Social Activism and "Technology."

Grade 7

Grade 7 ESL 1-2

This course is offered to Spanish-speaking students whose English Language Development levels are between *entering and emerging*. It meets for one period daily, as it is concurrent with the students' grade-level bilingual literacy course. The focus of this course is to support and develop students' English language skills in both receptive (listening and reading) and productive (speaking and writing) domains. Language development will occur in response to level-appropriate activities based on in-depth studies of cross-curricular units, including: "Human Roots: Beliefs about the Creation of the World," "Out of the Ashes: The Eruption and Recovery of Mount St. Helens," "Then and Now: Origins of Societal Principles," and "Ends and Means: Controversy in Biomedicine."

Grade 7 ESL 3-4

This course is offered to students whose English Language Development levels are between *developing and expanding*. It meets for one period daily, as it is concurrent with the students' grade-level literacy course. The focus of this course is to support and develop students' English language skills in both receptive (listening and reading) and productive (speaking and writing) domains. Language development will occur in response to level-appropriate activities based on in-depth studies of cross-curricular units, including: "Human Roots: Beliefs about the Creation of the World," "Out of the Ashes: The Eruption and Recovery of Mount St. Helens," "Then and Now: Origins of Societal Principles," and "Ends and Means: Controversy in Biomedicine."

Grade 8

Grade 8 ESL 1-2

This course is offered to Spanish-speaking students whose English Language Development levels are between *entering and emerging*. It meets for one period daily, as it is concurrent with the students' grade-level bilingual literacy course. The focus of this course is to support and develop students' English language skills in both receptive (listening and reading) and productive (speaking and writing) domains. Language development will occur in response to level-appropriate activities based on in-depth studies of cross-curricular themes, including: Finding Home, Geological Transformations, Civil Rights and Innovation.

Grade 8 ESL 3-4

This course is offered to students whose English Language Development levels are between *developing and expanding*. It meets for one period daily, as it is concurrent with the students' grade-level literacy course. The focus of this course is to support and develop students' English language skills in both receptive (listening and reading) and productive (speaking and writing) domains. Language development

will occur in response to level-appropriate activities based on in-depth studies of cross-curricular units, including: Finding Home, Geological Transformations, Civil Rights and Innovation.

PLACEMENT CRITERIA

ENGLISH LANGUAGE ARTS

Placement into English Honors, Grades 6-8

Students are placed in Honors English in one of two ways:

- Students currently in English Honors with a grade of ≥ 85 in the first semester

For students who are not currently placed in Honors, placement is determined via multiple measures:

- Most recent PARCC ELA Literacy Score; when a PARCC score is not available, the i-Ready mid-year school will be used
- Highest grade on a writing assessment in first semester
- First semester report card grade

- Teacher recommendation

Fine, Visual & Performing Arts Grade 6	Criteria
Dance Troupe	<input type="checkbox"/> Audition
Theatre Arts Spring Musical	<input type="checkbox"/> Audition

Grades 7 and 8	Criteria
Advanced Dance	<input type="checkbox"/> Audition <input type="checkbox"/> and/or Teacher Recommendation
Theatre Arts Fall Play/Spring Musical	<input type="checkbox"/> Audition

Mathematics

Placement into Advanced Math 6 and Advanced Math 7

Students are placed in Advanced Math 6 or Advanced Math 7 in one of two ways:

- Students currently in Advanced Math that have maintained an average of ≥ 80

For students who are not currently placed in Advanced Math, placement is determined via weighted points assigned to multiple measures:

- Marking Period Average (10%)
- Benchmark Assessment Average (35%)
- Fluency Assessment Average (15%)
- IOWA Algebra Aptitude Test (30%)
- PARCC (5%)
- Work Habit (5%)

Placement into Honors 7th Grade Algebra 1

Students are placed into Honors 7th Grade Algebra 1 in one of two ways:

- Students currently in Advanced Math 6 that have maintained an average of ≥ 80

For students who are not currently placed in Advanced Math 6, placement is determined via weighted points assigned to multiple measures:

- Marking Period Average (10%)
- Benchmark Assessment Average (35%)
- Fluency Assessment Average (15%)
- IOWA Algebra Aptitude Test (30%)
- PARCC (5%)
- Work Habit (5%)

Placement into 8th Grade Algebra 1

Students are placed into 8th Grade Algebra 1 in one of two ways:

- Students currently in Advanced Math 7 that have maintained an average of ≥ 80

For students who are not currently placed in Advanced Math 7, placement is determined via weighted points assigned to multiple measures:

- Marking Period Average (15%)
- Benchmark Assessment Average (40%)
- Fluency Assessment Average (30%)
- PARCC (5%)
- Work Habit (10%)

Placement into 8th Grade Honors Geometry

Students are placed into 8th Grade Geometry Honors according to the following criteria:

- Students currently in Honors 7th Grade Algebra 1 that have maintained an average of ≥ 80

Science

Placement into Honors Science 8

Students must meet the following criteria:

- Concurrent enrollment in Honors Geometry or Algebra
- Grade of ≥ 90 in Grade 7 Science, student essay and Math PARCC Scores

World Language

Placement into Spanish for Native Speakers - Middle School

Students must meet the following criteria:

- ≥ 8 on Written Test
- ≥ 9 on Oral Interview
- Teacher Recommendation

