

WALDWICK MIDDLE SCHOOL

Course of Studies



Michael J. Meyers, Principal

INTRODUCTION

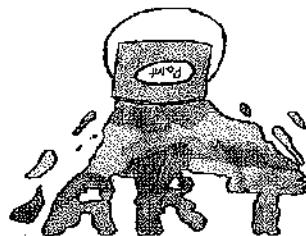
The Waldwick Middle School believes that all children should receive an education beyond the academics. Their needs should be met in a safe and supportive environment that is conducive to the educational process. All students should be nurtured to develop a sense of responsibility and feelings of self-worth. Children should be guided to become more creative and develop problem-solving skills. The learning process should provide children with experiences that promote good citizenship and community pride.

It is the responsibility of the administration and faculty to work together to create this type of environment. Teachers should be given the freedom and support to investigate and test new ideas. The element of trust between administration, faculty, and parents should encourage participatory decision-making, planning, and evaluating for the enrichment of the students' educational experiences. This sense of collegiality is fundamental to the success of the school community.

In summation, the educational process should provide children not only with the building blocks of academics, but with the necessary skills to put them on the path to becoming positive, successful members of society.

Students in Software Applications helped to prepare this Middle School Course of Studies book; specifically, Allison Johnson, class of 2016, formatted the information and remastered the artwork.

Students in Christine Parsils' middle school art classes created the original artwork for this book.



ART APPRECIATION 8: In this course, students build on their previous information to achieve new levels of skill and understanding. Activities emphasize art as self-expression, structure and the language of art, history of art, influences of art on culture as well as multi-cultural aspects and impact of art on society. Attention is directed towards encouraging awareness of art and encouraging creativity and sound judgment in the production of art by using various media and relevant technology. It also stresses the importance of art in our daily lives and allows for the sharing and expression of ideas.

TECHNOLOGY EDUCATION/WOODS 8: This course is a continuation of the seventh grade technology course. Students explore two more modules including History/Evolution and Resources of Technology. They are introduced to basic woodworking tools and safety procedures as well as CAD and orthographic projections. Students trace major technologies that have had an impact on civilizations and apply the knowledge from past technological developments to new and future technology. Planning and problem-solving activities are an integral part of this course.

LIFE SKILLS 8: This course offers practical experiences in developing basic life skills. In the foods unit, students learn about the food guide pyramid, food preparation, label analysis, eating disorders, and analysis of popular diets. In the sewing unit, students gain experience in both hand and machine sewing including an introduction to textile and design principles. They accomplish the goals through group and individual projects. Students learn about their rights and responsibilities as consumers so that they can view themselves as consumers of goods, services, and information.

TV PRODUCTION 8: The goal of this curriculum is to give students the opportunity to learn about the process and elements of TV Production. They are introduced to filming, scripting, editing, and critiquing. As such, students produce a quality program of their own. In this way, they complete many problem-solving tasks. Students also learn the importance of media/visual literacy, news analysis, and ethical issues.



PHYSICAL EDUCATION



The *Physical Education* program focuses on the initiatives to increase physical activity and the overall health and well being of Waldwick's youth. The program meets on a daily basis and stresses basic skills and knowledge of rules for activities taught. The Presidential Physical Fitness Award Program is continued throughout the middle school. Sneakers and Physical Education uniforms are mandatory for the program. Individual lockers are assigned to all of the students for their gym clothes and sneakers.

HEALTH EDUCATION

The *Health* curriculum enables students to learn that both health and wellness are related to their levels of physical, mental/emotional, and social well being, and also informed choices are linked to improved health. The following areas are explored on all three-grade levels:

- The physical, mental, and social factors that impact social development
- Knowledge of body systems
- Prevention and intervention strategies in relation to drug and alcohol abuse
- Identification and prevention of infections and non-infectious diseases
- Analyze nutritional concepts that impact health
- Injury care, prevention and emergency response
- Conflict avoidance and anger management techniques

Each year the students experience a more in-depth scope and sequence for the above topics. Lectures, class discussions, worksheets, inventories, and role-play are all a part of the strategies used to disseminate this information.



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Mathematics

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Language Arts, ESL, Testing

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Social Studies/Athletics

Robert Rolling
Science, Health/Physical Education

Janet Sobkowicz
Related Arts, World Languages

■ WMS EMAIL BLAST

E-Updates is a fully-automated email messaging service. The e-updates are emails from the school district that contain important information and news. Sign-up instructions are posted on the district web site at www.waldwick.k12.nj.us, click on the Middle School link and follow the directions.

■ WALDWICK MIDDLE SCHOOL WEBSITE

Please take the time to review the WMS web site at www.waldwick.k12.nj.us. We are a paperless community so we post all forms and other important information on this site. In addition to the wealth of information, faculty sites, and other resources, we have a GUIDANCE site too! We post various items such as homeroom announcements, quarterly guidance newsletters, etc.

■ WMS GUIDANCE NEWSLETTER

We publish a newsletter three times a year (fall, winter, and spring). This newsletter is loaded with Guidance related items, such as presentations, contests, testing information, and the like. It is posted to the WMS Guidance web site.

■ COUNSELOR MEETINGS

Individual counselor meetings with each student takes place several times throughout the school year. The meetings entail assisting students with setting academic and/or social goals for this year. Often times middle school students need reminders that they are here to grow not only academically, but as individuals as well. For the 6th grade students it will be a way to extend upon the group meetings held previously (such as the 5th grade orientation, grade level meetings, etc.). For the 7th and 8th grade students it will be to discuss goals and strategies to meet the demands of middle school and to prepare them for the rigors of high school academics. Establishing good study and time-management habits in the middle school will make the transition to high school one step easier.

RELATED ARTS



DIGITAL LITERACY 6: Digital Literacy is a required course in the sixth grade cycles program. It is intended to provide students with knowledge of the information sources and tools available to 21st Century learners and with development of the skills to be able to use and judge the credibility of these sources. Students learn the essential skills required for high-quality research, including identifying appropriate sources, recognizing relevant information for note taking, paraphrasing notes into one's own words, quoting texts, and citing sources according to MLA format. Students learn about cloud computing, collaborative design, and web-based information tools. Because modern life and work require people to learn new technology skills constantly, one unit will focus on emerging technologies and literacies such as computer coding, 3D printing, and designing with electronics.

ART APPRECIATION 6: The curriculum is designed to widen student awareness of the artistic process and to expose students to activities and projects fostering creative thinking through various media and technology. It is also geared to reinforce respect between use of tools, techniques, and materials. Students develop an "art" vocabulary and learn to apply integration of shapes, lines, and colors into objects. Projects challenge students with a variety of situations relating to styles, movements, artists, and cultures.

MUSIC APPRECIATION 6: Music is a reflection of the time in which it is composed. Sixth grade music appreciation focuses on life during two musical periods and how the events of these time periods influenced the evolution of music. The units of study include: Instruments and Elements of Music, Baroque Period, and the Classical Period. Each unit will include discussion of important composers, as well as listening to examples of their works. Students will also complete a short research project about a composer.



RELATED ARTS, cont.



ART APPRECIATION 7: Creative art activities and projects are an integral part of this course. The discipline and creativity involved in the production of artwork is supplemented by art history as well as learning how to evaluate and analyze the art of self and of others. Through the study and application of the various disciplines, students begin to appreciate and strengthen their perceptual awareness of the aesthetics of art and the influence of differing cultures.

MUSIC APPRECIATION 7: Music Appreciation 7 is devoted to music of the 20th century. The course begins with a unit on Classical music of this time and includes characteristics of other types of 20th century art, as well as historical events that shaped the art of this time. The second unit focuses on jazz. Students will learn about characteristics of jazz, six different types of jazz, and famous composers of jazz music. The course concludes with units on the American musical and popular music. Both of these units include listening to many musical examples, as well as projects to deepen understanding and appreciation.

COMPUTER LITERACY 7: Computer Literacy is designed to help students develop their knowledge in computer skills. The course includes units on proper keyboarding techniques, digital citizenship, Google Apps for Education, multimedia presentations, and computer coding software and applications. Throughout the course students will learn skills to help them type more efficiently, be a good digital citizen, navigate Google Applications, and develop skills to organize and present information to an audience. Projects and activities provide the opportunity to develop critical thinking and problem solving skills and to enhance interdisciplinary learning.

TECHNOLOGY EDUCATION 7: This course provides an introduction to technology as a means of satisfying human needs and wants by processing resources. Technology is any modification of the natural world designed by humans to solve problems, enhance our lives, and extend our capabilities. Students experience two modules of the New Jersey Technology Curriculum which are: Introduction to Technology and Resources of Technology. CAD and other Technology Learning Activities are used to compliment both modules in learning how to apply the Technology Design Loop to solve problems.

GUIDANCE DEPARTMENT

Mr. Josh Sussman
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cassidyl@waldwickschools.org

Guidance counselors work closely with parents, guardians, teachers, nurses, and Child Study Team members to assist in a student's total development. Services include individual and group counseling; referrals to other agencies; liaison between parents, guardians, and school administrators; and interpretation of standardized tests. Counselors help students make academic, career, and personal choices, but it is the parents, guardians and students who make final decisions in these crucial areas.

Group guidance sessions are held during the middle school years. Although individual student conferences are scheduled regularly, students, parents, and guardians can also request an appointment whenever they see a need.

KEEP UP WITH WHAT'S GOING ON AT WMS!

TWITTER

In our continuing effort to increase communication at Waldwick Middle School, we have introduced the use of Twitter (@WaldwickMiddle) to "tweet" periodic updates about calendar events, student successes, sporting events, and other useful information. Emails will continue to be the official source of information, along with our school website.

To receive these messages automatically on your computer or your web-enabled mobile phone, sign up for a Twitter account. This only takes two minutes and you can begin receiving updates without searching the web. Start following @WaldwickMiddle now at the following link: <https://twitter.com/#!/WaldwickMiddle>

Please be aware that Waldwick Middle School is simply using Twitter as a form of increased communication. This account will be used strictly for one-way communication and there will be no monitoring of student, parent, or other community accounts. If you are in need of communicating or responding to any WMS administrator or faculty member, please continue to use e-mail or phone. Questions or comments can be directed to Josh Sussman, Guidance Counselor at: sussmanj@waldwickschools.org

A NOTE REGARDING EARLY DISMISSAL

If you are going to pick up your child from school during the course of the school day, it would make the process much easier if you would send a note to the attendance office (first thing in the morning) stating the date, reason and time you plan to pick up your child. That way we can have your child ready and waiting for you in the main office. You will still be required to come in and sign your child out but it will make the process much simpler as opposed to having to locate and pull your child from class at the last moment. If you have any questions, please call the attendance office.

NAVIANCE FAMILY CONNECTION

Family Connection from Naviance® is a web-based program that links counselors and schools with students and parents to improve college, and career planning. Naviance Succeed consists of several tools used for researching colleges, and exploring careers. These applications are used at your school and district to promote college and workplace readiness. This program is primarily used at the high school level but there is a middle school CAREER component. At the middle school level, Career Planner uses The Career Key assessment. Tailored specifically for middle school students, The Career Key helps younger students become more self-aware. This program is introduced to all 8th grade students so that they become accustomed to navigating the program prior to entering high school.



WORLD LANGUAGES

The mission of the World Language Department is to provide students with the opportunity to develop proficiency in a world language and to equip them to live in a global society. The aim of teaching *World Languages* at the middle school level is to make learning a new language as enjoyable an experience as possible so that the students are motivated to continue the study of the same language in high school. All courses of study are structured to meet the individual learning styles of the student through a wide variety of reading, writing, listening, and speaking activities. The target language is used as much as possible in classroom activities to provide the knowledge and skills for practical application. Students are encouraged to use the target language daily in authentic situations. These courses are aligned to the Common Core Standards and the New Jersey Core Curriculum Content Standards.

WORLD LANGUAGE 6: The grade 6 World Language program is offered in a quarter course format in both French and Spanish. The course focuses on awareness and appreciation of other cultures including similarities and differences. It also fosters communicative skills in the target language through thematically centered activities and authentic context. Units of study include: Self, School, Calendar, Numbers, Time, Classroom Objects, Weather, Body Parts, and Our World. Interdisciplinary lessons are essential to the program as it is vital for students to make connections with other disciplines. The implementation of 21st Century Life Skills is a crucial component for delivering instruction as life skill standards are aligned to meet the standards of the World Language course of study. Current technology to deliver instruction includes Google Apps for Education in addition to other online media sources. Students have the option of selecting French or Spanish the following year.

BONJOUR

WORLD LANGUAGE 7: The grade 7 World Language Program is offered in both French and Spanish. Students begin to communicate simply and become accustomed to hearing, understanding and responding to simple sentences. The new textbook series provides audio and video supplemental material. Students utilize the computer labs, laptops and Chromebooks to access the Internet and perform such tasks as Web quests and RSTs. This course initiates the sequence of instruction which continues through high school. Units of study include: Friends, Family, Home, School, Sports, Shopping, Food and Celebrations. This is a full year course.

WORLD LANGUAGE 8: The eighth grade world language program is a continuation of the Level 1 program in French or Spanish with further emphasis on communication and culture. Oral proficiency skills, as well as reading and writing skills, are emphasized and implemented in preparation for continued study of world languages. In addition to content based knowledge, interdisciplinary lessons are integrated in the program to enhance skills, knowledge, and expertise of 21st Century learning as identified by the Partnership for 21st Century Skills. Current technology is an essential part of the program and is regularly incorporated in the delivery of instruction through the use of Chromebooks, which provides the students with easy access to a wide variety of cultural, meaningful and relevant information found in the Internet. Units of study include: Leisure Activities, Likes and Dislikes, Self-Descriptions, Restaurant Experience, House and Bedroom Description, Family Traditions and Celebrations, Shopping and Vacations. Students are accepted either into Level 2 or 2 Honors of World Language in grade 9, based upon performance, teacher assessment and teacher recommendation. This course is offered as a full year course.

HOLA

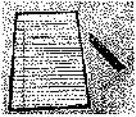
GENESIS PARENT PORTAL

Genesis is the student database we utilize at WMS. Parents will receive a letter over the summer (prior to the start of school), which will provide more information about the registration and use of this program. The Parent Portal allows parents to view their child's progress and grades online throughout the school year.

HOMEWORK REQUESTS

If you are out due to illness for two or more days and want to request homework, **you must call the guidance department by 9:00am in order to be able to pick up any homework/class work after school that same day.** Teachers require a complete day in order to implement your request. All homework requests must be called into the guidance office and messages left on the attendance line for homework will NOT be honored. The attendance line is only for leaving the attendance clerk information regarding the reason for the absence.

You can call 201/652-9000 ext. 5007 to request homework. Provide the exact number of days the child will be out of school. You must pick up the work in the MAIN office (on the counter) between 3:05pm and 3:45pm. If you designate another student to pick up the homework, please make sure that you have made arrangements with that student yourself. The guidance department cannot be responsible for doing this for you. If you need to get into your child's locker, please make sure you get the locker number and combination from your child so that you have access to their locker after 3:00pm. If your child is out an entire week, please do not wait until the last day to request work. Staff will require extra time for requests made on such short notice. Additionally, most of the homework assignments can be accessed online. Students will be advised by their teachers on how to access online assignments.



LANGUAGE ARTS

The mission of the English Department is to offer students a comprehensive program that incorporates reading, writing, listening, speaking with 21st Century literacy skills to help them develop for college and career readiness. The goal in the middle school is to foster a love of the written word and the craft of writing. The Language Arts and English course of study offers students extended writing opportunities in a writing workshop format. These courses are built upon a variety of themes in conjunction of with the English/Language Arts Common Core State Standards to allow for students to make connections between texts and through interdisciplinary connections. Each unit is designed around text sets that allow students to gather evidence on overarching questions allowing students to complete performance tasks guided by what has been read. Using both digital and print texts, the students will explore various types of texts from short story, essay and poetry to video, audio and paintings to develop the critical literacies for success and use as models to their own writing.

Language Arts 6: This course uses the Writing Workshop model to allow students to continue growing as writers. The course is aligned thematically with the Reading 6 class as well as with the standards to allow for students to make connections between texts and through interdisciplinary connections and then apply to their writing. Each unit uses both informational and/or literary texts to model various writing styles and methods so students can then apply to their own writing. Students follow the writing process using digital tools to write narrative, informational, research, and argument pieces as well as letters and poems to mimic real world writing. In addition, students learn new vocabulary words through a word study program as well as practicing proper grammar. All students will begin a writing portfolio to follow them through the middle school.

English 7: Building upon the skills in Language Arts 6, students in English 7 continue to use the writing workshop format to explore a variety of texts from a writer's perspectives then craft writing in various modes including narrative, analysis, argument and research synthesis. In grade 7, there is a greater emphasis on literary analysis and research skills for writing in addition to narrative and expository writing. Students will build upon proper grammar, mechanics, notetaking, research techniques and organizational writing as they continue to add to the portfolio created in Grade 6.

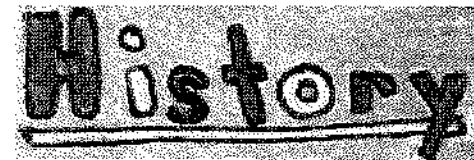


SOCIAL STUDIES

The mission of the Social Studies Department is to emphasize critical thinking, interpretation, analysis, and historiography so that our students can become active, informed, responsible citizens. The program is aligned with the New Jersey Core Curriculum Content Standards that will identify interdisciplinary connections, utilize technology, and supply authentic problems to solve that provide students with a challenging environment that will prepare them for the 21st century world.

GLOBAL STUDIES 6: The Global Studies course is designed to introduce students to the countries and cultures of the Eastern World by using an all-around approach that focuses on the economic, cultural, political, and sociological development of human societies across the globe. The course will develop and practice geography and social studies skills through contact and interaction with the various histories, cultures and countries of Africa, the Middle East, and Asia as well as analyze the development of human origins and the migratory patterns which led to the establishments of the Eastern societies.

ENRICHMENT 6: Enrichment is a multi-faceted, project-based course which provides opportunities to improve skills such as written and verbal expression, reading comprehension, collaboration, and computer/information literacy within the framework of a character education curriculum. The projects include written assignments, research tasks, speeches, collaborative efforts, and technology-based presentations. The units that will be covered throughout the year are: Honor/Honesty, Courage, Citizenship, Courtesy/Respect, Justice/Fairness, Career Exploration, Perseverance, and Caring/Compassion.



BEGINNING UNITED STATES HISTORY 7: The Beginning of United States History course explores the United States from colonization to the Civil War using a variety of lessons that center on the economic, cultural, political, and sociological development of the United States from colonies to a new nation and beyond. The course will investigate key concepts, events, personalities, and the domestic and foreign policy of the history of the United States for the early settlement period, the Revolutionary War, the Bill of Rights, the Battle of Federalism, Expansion and Conflict, and the Civil War. In addition, students will work with the newest research tools and technology that will help them develop the factual knowledge and analytical skills necessary to evaluate different interpretations of United States history and create their own understanding of it.

GRADE 8 EARLY WORLD HISTORY: The Early World History course surveys the history of the world from early civilizations to the Middle Ages using sophisticated methods that encompasses the economic, cultural, political, and sociological development of human societies across the globe. The course will explore key concepts, events, personalities, and human experiences in beginnings of human society, Mesopotamia, Indus River Valley civilization, Ancient Egypt, Ancient Greece, Ancient Rome, and Europe during the Middle Ages. Students will be actively engaged in projects, presentations, and technological research that will have them thinking critically about the past and how it shaped the world in the 21st century.



WALDWICK MIDDLE SCHOOL

Academic Programs

SIXTH GRADE Required Courses

Mathematics
Social Studies
Science
Language Arts
Reading
Physical Education/
Health

Enrichment

Related Arts Cycles

Art Appreciation
Music Appreciation
Digital Literacy
World Language

Band*
Chorus*
Band/Chorus*

*All students must
take Band or Chorus

SEVENTH GRADE Required Courses

Mathematics
Social Studies
Science
Language Arts
Reading
Physical Education/
Health
World Language

Related Arts Cycles

Art Appreciation
Computer Literacy
Technology Education
Music Appreciation

Electives
Band
Chorus
Band and Chorus

EIGHTH GRADE Required Courses

Mathematics
Social Studies
Science
Language Arts
Reading
Physical Education/
Health
World Language

Related Arts Cycle

Art Appreciation
Life Skills
Technology/Woods
TV Production

Electives
Band
Chorus
Band and Chorus



READING

All the Reading courses explore the act of reading as a process that evolves through the teaching of reading strategies and the application of those strategies to self-selected thematic books of high interest. Students write in response to literature and explore conventions of texts to improve their own reading and writing. Classes work together thematically with the English classes to meet the standards of English/Language Arts Common Core State Standards through rich informational, literary and multimedia texts by exploring units designed around central themes and scaffolded texts to allow ample models and practice reading toward achieving goals. The students approach a variety of texts from literature, social studies and science to examine issues and draw conclusions about the world around them through the interdisciplinary themes.

Reading 6 uses the Reading Workshop model to allow students to continue growing as readers through independent reading and modeled classroom reading. The course is aligned thematically and with the standards to allow for students to make connections between texts and through interdisciplinary connections. Each unit is designed around text sets that allow students to gather evidence on overarching questions allowing students to complete performance task guided by what has been read. Using both digital and print texts, the students will explore various types of texts from short story, essay and poetry to video, audio and paintings to develop the critical literacies for success.

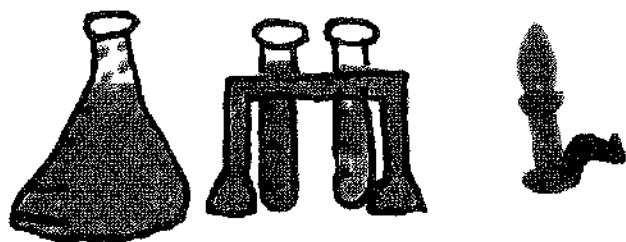
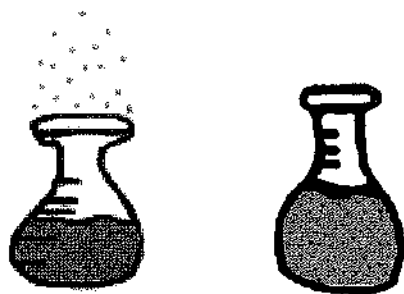
Reading 7 approaches reading thematically to meet the standards of English Language Arts Common Core State Standards through rich informational, literary and multimedia texts. The units are designed around central themes such as Bold Actions, Risk and Exploration and Nature at Work and scaffolded texts to allow ample models and practice toward achieving goals. Students will use both digital and print resources including video, audio and authentic websites. In addition, students will approach a variety of texts from literature, social studies and science to examine issues and draw conclusions about the world around them through interdisciplinary themes. Each unit culminates in a Performance Task to highlight student learning.

Reading 8 Students are continuing to hone the skills of literary analysis. With a focus on understanding their place and the world around them, students read and view a variety of texts focusing on themes of culture and belonging, approaching adulthood and freedom in society. Students are also critically reading a wide variety of genres and texts. Independent reading, class novels, book clubs, informational texts and multimedia texts are used to support the thematic units. Students write the texts as argument, analysis or synthesis of the author's ideas demonstrating increased critical understanding through the use of textual evidence. In this course, students will examine the relationships of the past to the present, identify interdisciplinary connections, and utilize technology to express ideas and share conclusions as to how themes impact themselves and the world around them.

eighth grade curricula. The topics covered in this course include the metric system, scientific method, states and properties of matter, atoms, elements and the Periodic Table, minerals and rocks of the Earth, plate tectonics, fossils, erosion and deposition, the electromagnetic spectrum, properties of light, astronomy, tools used to study space accurately, movements of the Earth-Sun-Moon system, organization of life, cellular structure and function, photosynthesis, and the structure of ecosystems with food webs and chains. Moreover, students will practice Obtaining, evaluating, and communicating information. They will conduct themselves as scientists in hands-on activities by working independently as well as in cooperative partnerships. This is in accordance with the engineering practices that students will engage in throughout the course of the year as well.

INTEGRATED SCIENCE 7: The Integrated Science 7 course is designed for middle school students to explore the three branches of science (life, physical, earth) through hands-on lessons and student-led inquiry-based experiences. The curriculum content is based on the framework presented in the Next Generation Science Standards. Students will develop their inquiry skills and solve problems by designing and implementing laboratory experiments, making inferences, and working both independently and collaboratively with their peers to understand the world around them. Throughout the school year students will use the Scientific Method to learn their role as a scientist and become a meaningful contributor to the classroom community. Students will start the course with reinforcing and implementing the basics of science education, such as, lab safety, tools and Metric measurement, branches of science, and the Scientific Method. Students will be responsible for implementing those skills into each unit of study. Using their knowledge of basic science skills, students will explore topics, such as, human genetics, chemical reactions, forces and motion, weather and climate, and the relationship between humans and the Earth systems. In each unit students will discover the relationships among the branches of science, recognize patterns, and engage in science practices for 21st Century learners.

INTEGRATED SCIENCE 8: The Eighth Grade Science Curriculum is designed for students to be ready to enter into a high school setting having received a fully integrated study of three major branches of science, namely, Life Science, Physical Science, and Environmental / Earth Science. Essential skills are stressed throughout the year, including metric measurement, lab equipment and safety, and the use of scientific reasoning in order to solve problems. The curriculum's framework is designed around the Next Generation Science Standards and implements science practices, crosscutting concepts, and disciplinary core ideas as its tenets. The newly integrated curriculum aims to strengthen key concepts initiated in sixth and seventh grades but on a deeper level of engagement and insight. Students will study wave properties and the electromagnetic spectrum as well as light optics and gravitational force. The second third of the year revolves around Earth's formation and geologic history, climate change, and the effects of human impacts on the environment. Finally, students will be engaged in discovering the principles behind evolution and natural selection towards the end of the year.



English 7 Honors: The honors level Grade 7 English course uses the writing workshop approach to explore a variety of texts from a writer's perspective to craft writing a various modes including narrative, analysis, argument, and research synthesis. At the honors level students are given more complex and longer pieces of reading mentor texts which includes additional class novels to explore the world around them and make connections to it through advanced writing. In grade 7, there is a greater emphasis on literary analysis and research skills for writing in addition to narrative and expository writing. Students will build upon proper grammar, mechanics, notetaking, research techniques and organizational writing as they continue to add to the portfolio created in Grade 6.

English 8: In English 8, students use writing to demonstrate an analysis of literature, use of narrative technique, build arguments, and synthesize ideas built through various written and multimedia texts. Students strive for precision as they build stronger writing pieces. Model texts from literature, informational history/science texts and speeches, essays and documentaries are examined and used to help influence student writing.

Using the writing workshop format, students continue to build portfolios that began in Grade 6 to showcase the variety of writing that is done and demonstrate and understanding of organizational strategies and editing that takes place within various writing tasks. At the end of the year, students reflect back on the writing they've done over the course of Middle School and reflect on their growth as writers.

English 8 Honors: While following the curriculum of English 8, the English 8 honors course delves deeper into the themes with additional readings at advanced levels to help students grow. Built to incorporate strategies from Pre-Advanced Placement, students are given further opportunities to hone their reading and writing skills to write with precision and sophistication. Students analyze great literary works paired with shorter works to produce more complex writing. Using the writing workshop format, students continue to build portfolios that began in Grade 6 to showcase the variety of writing that is done and demonstrate and understanding of organizational strategies and editing that takes place within various writing tasks. At the end of the year, students reflect back on the writing they've done over the course of middle school and reflect on their growth as writers.

PRE-ALGEBRA APPLICATIONS 7: The *Pre-Algebra Applications* course focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) develop understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. This course is also designed to help students develop the power of logical analysis and discover a logical mathematical system to analyze, make connections, and solve problems both inductively and deductively. Reading and writing in conjunction with problem solving are emphasized throughout the course. The curriculum for *Pre-Algebra Applications* is based on the Common Core Standards for 7th grade.

PRE-ALGEBRA HONORS 7: The *Pre-Algebra Honors 7* course is designed to be a discovery based course. In addition to the areas mentioned above in *Pre-Algebra Applications*, students master fundamental linear algebra concepts, make connections with geometry, and form a solid foundation to prepare the students for a high school level Algebra 1 honors course. Students in this course have demonstrated a mastery of previous material that will permit them to explore extensions to concepts, more difficult problems, and abstract generalizations. The curriculum for *Pre-Algebra Honors 7* is based on the Common Core Standards for 7th and 8th grade.

ALGEBRA APPLICATIONS 8: The *Algebra Applications* course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course is also designed to help students develop the power of logical analysis and discover a logical mathematical system to analyze, make connections, and solve problems both inductively and deductively. Reading and writing in conjunction with problem solving are emphasized throughout the course. The curriculum for *Algebra Applications* is based on the Common Core Standards for 8th grade.

ALGEBRA CONCEPTS 8: The *Algebra Concepts* course is designed for students who need additional work to master the concepts of *Pre-Algebra Applications* in order to be successful learning the concepts mentioned above in *Algebra Applications*. The curriculum for *Algebra Concepts* is based on the Common Core Standards for 8th grade.

ALGEBRA 1 HONORS 8: The *Algebra 1 Honors 8* course is the first rigorous course in the topics and techniques of algebra. This course is designed for the advanced student who has demonstrated an excellent understanding of the topics in *Pre-Algebra Honors*. The student learns to manipulate polynomials, algebraic fractions, and irrational algebraic expressions. In addition, the student learns to solve and deeply understand linear equations, quadratic equations, rational equations, and systems of equations. This course is also designed to help students to continue to develop the power of logical analysis and discover a logical mathematical system to analyze, make connections, and solve problems both inductively and deductively. Reading and writing in conjunction with problem solving are emphasized throughout the course. The curriculum for *Algebra 1 Honors 8* is based on the Common Core Standards for High School assigned to Algebra 1 as noted in the NJ State Curriculum.





SCIENCE

The mission of the Science Department is to develop in our students an understanding of the basic principles of science; a respect for and ability to use the basic tools of the scientist; an understanding of the scientific approach to problem-solving; desirable attitudes of open-mindedness, intellectual honesty, scientific integrity; and an appreciation of cause and effect relationships.

The *Science* program gives our students a basic understanding of the three major areas of science: physical science, life science, and earth science. These courses provide them with a solid foundation in laboratory techniques and safety fundamentals and are coordinated with the K-5 program. In compliance with the New Jersey Science Content Standards, Science 6, 7, and 8 helps prepare our young people for the state assessment program, especially the NJ ASK assessments.

The delivery of this curriculum maintains a high degree of structure, important to students at these levels, while allowing for creativity and the development of critical thinking skills. The teaching methodology, texts, assignments, and grading policy are designed to assist our students in making the transition from the elementary approach to the specialization that occurs in grades 9 through 12. Our students are asked to realize that the success in these courses is dependent on the effort put into the course and that, if they put forth this effort, they will feel successful about their progress. The development of career planning and workplace readiness skills, including data retrieval and analysis, information management, and research such as utilizing the Internet and network access, are essential to the program.

INTEGRATED SCIENCE 6: This Integrated Science 6 course is designed to introduce the middle school student to a more complete view of science as prescribed by the Next Generation Science Standards. This will help to better prepare them as 21st century learners, in recognizing patterns, relationships, and the continuity of science practices in the field. A solid foundation will be established in sixth grade and then more concepts and details will be mastered as they advance through the seventh and



MATHEMATICS

The mission of the Mathematics Department is threefold. The first goal is to develop the conceptual understanding of mathematical principles. The second goal is to develop the procedural skills necessary to carry out mathematical operations involving these principles. The third goal is to develop a variety of problem solving abilities that can be applied to a wide variety of situations. Calculators will be used in these courses as a problem solving tool so that students become proficient and selective in their use but not become dependent on them. These courses are aligned to the Core Curriculum Content Standards in Mathematics. Students will be reasoning and modeling in the following curriculum content areas of Number Sense, Concepts, and Applications; Spatial Sense and Geometry; Data Analysis; Probability, Statistics, and Discrete Mathematics; and Patterns, Functions, and Algebra.

MATHEMATICS 6: The *Mathematics 6* course focuses on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. This course is also designed to help students develop the power of logical analysis and discover a logical mathematical system to analyze, make connections, and solve problems both inductively and deductively. Reading and writing in conjunction with problem solving are emphasized throughout the course. The curriculum for *Mathematics 6* is based on the Common Core Standards for 6th grade.

MATHEMATICS 6 ACCELERATED: Students in this course have demonstrated a mastery of previous material that permits them to explore extensions to concepts, more difficult problems, and abstract generalizations to the concepts explained above in the *Mathematics 6* course. The curriculum for *Mathematics 6 Accelerated* is based on the Common Core Standards for 6th grade.