

# Deer Lakes Middle School

Program of Studies  
2017-2018 school year





## A Message to our Deer Lakes Families

Deer Lakes Middle School aims to prepare students for the academic rigors of high school and any post-secondary plans that they have. Our course offerings are designed for students to explore a variety of areas and interests.

During the three years of middle school, students will take a range of courses including art, computers, physical education, family and consumer science, general music, and technology education. Students will also have their first opportunity to experience a world language. Students interested in the performing arts can enroll in our band, strings, or choral programs. Those course experiences, when combined with our core academic curriculum, combine to provide a rounded educational experience for all students.

We are also working to incorporate the concepts of STEM into all of our courses. These concepts not only include science, technology, engineering, and math as the acronym implies but also many other “soft skills”. Skills such as collaboration, critical thinking, innovation, public speaking, and cultural awareness are all critical for success in today’s global marketplace. Teachers are also working to break down what have become known as the “silos of education.” For too long the academic subjects have operated independently in their own “silo.” Math was isolated to math class, writing was isolated to Language arts class. Now teachers work collaboratively on cross-curricular products that the students will produce. This process is aided by technology and products such as Google Classroom.

This course of studies guide is designed to give you a brief overview of our middle school curriculum and the support services that we offer.

Please review this course information with your child and if you have any questions, please feel free to contact me.

Thank you,

David Campos  
Principal, Deer Lakes Middle School



Deer Lakes Middle School  
 17 East Union Road  
 Cheswick, PA 15024  
 www.deerlakes.net

## Office Staff

724-265-5310

staff member	title	extension	email
David Campos	Principal	3621	dcampos@dlsd.k12.pa.us
Jackie Jaros	School Counselor	3670	jjaros@dlsd.k12.pa.us
Donna Colucci	School Nurse	3681	dcolucci@dlsd.k12.pa.us
Judy Tatrn	Building Secretary	3623	jtatr@dlsd.k12.pa.us

## District Administration

724-265-5300

staff member	title	extension	email
Janell Logue-Belden	Superintendent	1210	jloguebelden@dlsd.k12.pa.us
Bobbi Ann Barnes	Assistant Superintendent	1213	babarnes@dlsd.k12.pa.us
Rachel Mariano	School Psychologist	2643	rmariano@dlsd.k12.pa.us
Lindsay McGaughey	Director of Special Education	2647	lmcgaughey@dlsd.k12.pa.us

## Support Staff

724-265-5300

staff member	title	extension	email
Dana Fuerst	Speech Therapist	3202	dfuerst@dlsd.k12.pa.us
Karen Radick	Mental Health Liaison	2674	kradick@dlsd.k12.pa.us
Todd Schachter	Social Worker	2673	tschachter@dlsd.k12.pa.us
Therese Shrum	English as a Second Language (ESL)	3300	tshrum@dlsd.k12.pa.us



# Staff Directory

Last Name	First Name	Extension	Position	Email
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Crawford	Thomas	3209	Science	tcrawford@dlsd.k12.pa.us
Derby	Matthew	3109	Chorus	mderby@dlsd.k12.pa.us
Dietrich	Elizabeth	3219	Math	edietrich@dlsd.k12.pa.us
Earls	Natalie	3107	French and Spanish	nearls@dlsd.k12.pa.us
Fabian	Lisa	3123	Computers	lfabian@dlsd.k12.pa.us
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Gazzo	Mende	3010	Health and Phys. Ed	mgazzo@dlsd.k12.pa.us
Hildebrandt	Lisa	3110	Special Education	lhildebrandt@dlsd.k12.pa.us
Huerbin	Damon	3210	Special Education	dhuerbin@dlsd.k12.pa.us
Huerbin	Lisa	3204	Reading	lhuerbin@dlsd.k12.pa.us
Jones	Patrice	3106	ISS/Intensive Tutorial	pjones@dlsd.k12.pa.us
Koehler	Valerie	3110	Special Education	vkoehler@dlsd.k12.pa.us
Koprivnikar	James	3114	Mathematics	jkoprivnikar@dlsd.k12.pa.us
Kroll	Sarah	3111	Science	skroll@dlsd.k12.pa.us
Kubicko	Stephen	3205	History	skubicko@dlsd.k12.pa.us
Lubinsky	Pete	3011	Health & Phys. Education	plubinsky@dlsd.k12.pa.us
Mangieri	Katie	3214	Special Education	kmangieri@dlsd.k12.pa.us
McQueen	Tammy	4403	Gifted	tmcqueen@dlsd.k12.pa.us
Mellish	Tina	3211	Mathematics	tmellish@dlsd.k12.pa.us
Mickle	Tamara	3212	Social Studies	tmickle@dlsd.k12.pa.us
Myers	Maria	3005	Reading	mmyers@dlsd.k12.pa.us
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Scholl	Leanne	4503	Strings	lscholl@dlsd.k12.pa.us
Schwarzl	Karen	3213	Reading	kschwarzl@dlsd.k12.pa.us
Snyder	Christopher	2707	Band	csnyder@dlsd.k12.pa.us
Weider	Maggy	3207	Family and Consumer Science	mweider@dlsd.k12.pa.us
Weltheroth	Charlena	3218	Language Arts	cweltheroth@dlsd.k12.pa.us



## Mission Statement

The Deer Lakes Middle School will provide educational opportunities for every student to develop to their fullest potential. Students at the middle level, ages 10-14, have distinct physical, emotional, and intellectual needs. We will provide educational programs designed to meet the unique needs of these students and will provide transitional learning experiences between elementary and high school education. In order to address these needs, it is our belief that the total school staff must function as a team, along with parents, students and the community to create a middle school which exposes students to a wide range of educational experiences, builds and reinforces skills, and allows students to share and accept responsibility. We also assume that students want to and need to be actively engaged in the learning process. We will develop in students, the problem solving and critical thinking skills necessary to succeed in a continually changing technological society. We will create an environment that enables students to become increasingly motivated as independent and cooperative group learners in a multi-cultural society.

## Special Education Support Services

Numerous services are available to meet the needs of eligible students. Deer Lakes School District offers the following services within the district: Learning Support, Emotional Support, Autistic Support, Life Skills Support, Speech/Language Support and Gifted Support. The following services are contracted: Vision, Hearing, Occupational Therapy and Physical Therapy.

The district also works with the following organizations as deemed appropriate: Western PA School for Blind Children, Western PA School for the Deaf, PACE, Pressley Ridge Schools, Watson Institute, The Children's Institute, Wesley Highlands, Holy Family Institute, Longmore Academy, St. Stephen's, Wesley Academy, and Adelphoi Village.



## Special Education Screening, Evaluation, and Placement Procedures

The Deer Lakes School District uses the following procedures for locating; identifying and evaluating specified needs of school-aged students requiring special programs or services. These procedures, as required by law, are as follows:

The district, as prescribed by Section 1402 of the School Code, routinely conducts screenings of a child's hearing acuity in the following grades: kindergarten, 1, 2, 3, 7, and 11. Visual acuity is screened in every grade. Speech and language skills are screened in kindergarten and on a referral basis. New students are screened annually. Gross motor and fine motor skills, academic skills and social-emotional skills are assessed by classroom teachers on an ongoing basis. Specified needs from all of these screening sources are noted within the child's official file. School records are always open and available to parents, and only to school officials who have a legitimate "need to know" regarding information about the child.

Information from the records is released to other persons or agencies only with appropriate authorization that involves written signed permission by the parents. Communications with parents of exceptional students shall be in English or in the native language of the parents.

Screening information will be used by the Intervention Planning Team within the student's school to meet his or her specific needs or to document the need for further evaluation. The Intervention Planning Team will make adjustments relative to such things as the child's learning style, behavior, physical disabilities and classroom experiences. If a student does not make progress, parents will be asked to give written permission for further individual professional evaluations.

After all the evaluations are completed, an Evaluation Report (ER) will be compiled with parent involvement. It will include specific recommendations for the types of intervention necessary to deal with the child's specified needs. Parents are then invited to participate in a meeting where the results of this multidisciplinary evaluation will be discussed. If the student is eligible, an Individualized Education Plan (I.E.P.) will be developed to provide specialized services to the student.

Deer Lakes School District's I.E.P. Team consists of the parents and the following district staff: a regular education teacher, a special education teacher, the Local Education Agency (LEA) which may be the Director of Special Education and/or the principal, and other teachers/specialists as needed.

Parents may request that the district initiate a screening or evaluation of their student's specified needs at any time by contacting the building principal in writing. Further information about these procedures may be obtained by calling Mrs. Lindsay McGaughey, Director of Special Education, at 724-265-5300, ext. 2647 or 1-888-709-4115.

Parents are an integral part of the I.E.P. Team and should be physically present at the I.E.P. meeting. The district will notify parents in writing, make documented phone calls and home visits, if necessary, to make parents aware of the I.E.P. conference and the need for parental participation. At the completion of the I.E.P. meeting, parents are presented with a Notice of Recommended Educational Placement (NOREP) with which they may agree or disagree. If parents disagree with the program being recommended, the issue may be taken to mediation or to a due process hearing.



The mission of the Deer Lakes School District English as a Second Language Program is to provide effective and age-appropriate English instruction in listening, speaking, reading, and writing, and to support English language learners to achieve in all content areas.

Information about early intervention, parent rights, mediation or due process procedures, specific special education services and programs offered by the Deer Lakes School District, and the district's Educational Records Policy are available upon request from the building principal in a child's school.

## School Counseling Program

The Guidance Office at Deer Lakes Middle School is designed to assist all students in the areas of academic achievement, personal/social development and career development, ensuring our students become the productive, well-adjusted adults of tomorrow. Students are taught to advocate for themselves and are surrounded by a counseling philosophy that "We are here to help you to help yourself." The office works with students, parents/guardians, staff, and the community to create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success in addition to well-adjusted social interactions with peers. The office networks with local agencies and organizations to offer support for students and their families. Ms. Jaros is the middle school guidance counselor.

### **Guidance Office Belief Statements**

- All children have the potential to be successful.
- Each one of us has a story to share that makes up who he/she is.
- Everyone wants and needs to belong to someone and something.
- Values, experiences, and perception influence our education and learning process.

### **Guidance Office Vision Statement**

The Deer Lakes Middle School Guidance Office is committed to assisting each middle level student in achieving success academically, personally/socially, and to begin the career exploration process in order to be fully prepared to be a contributing and successful high school student and beyond.

### **Guidance Department Mission Statement**

The mission of Deer Lakes Guidance Department is to provide a comprehensive counseling program to meet the academic, career, personal/social and emotional needs of each student. In partnership with other educators, parents/guardians and the community, school counselors will ensure all students are offered the knowledge and skills necessary to maximize academic potential, explore career opportunities and prepare them to make sound decisions.



## Student Assistance (CARE)

Pennsylvania Student Assistance Programs (SAP) utilizes formal and systematic approaches designed to provide assistance to students troubled by physical health, emotional health, drug, alcohol, or family problems. At Deer Lakes Middle School, Children At Risk Everyday (CARE) is our student assistance program. Members of this group are concerned staff members trained to provide the support and assistance needed by many teens.

Program goals:

- To express a concern for the general well-being of the student
- To focus on educational concerns and improve the quality of student interaction with the school
- To enlist the support of staff, family, and community in providing assistance to the student

Parents/Guardians, staff members, peers, or student may make a referral by contacting any member of the CARE Team. Contact Miss Jaros for a list of CARE Team members. The team will make an assessment back on observation and interviews with the referred student and, as necessary, have conferences with parents/guardians and staff. The CARE Team will monitor the student, provide support and make any necessary referrals to other assisting agencies which may benefit the student.

## Library

The Deer Lakes Middle School Library Media program provides students and teachers current resources and up-to-date technology. The library/media curriculum focuses on incorporating information literacy with technology skills, enabling our students to become effective users of ideas and information.

The media center is staffed by a full time teacher/librarian and is open during the school day. The school uses an online circulation program, Follett Destiny, that can be accessed through any computer/device that has internet access. The website to access Follett Destiny is **deerlakes.follettdestiny.com**. When the webpage appears, select the middle school and click the catalog tab to begin your search.

Students and teachers also have access to numerous online databases purchased by the school district, as well as over 10,000 print resources found in the library media center. In addition, e-books are available for student use and as well as for faculty.





# PSSA and Keystone Testing

## **PSSA Testing**

Except for a very few students who meet specific criteria for participation in an alternate assessment, PSSA tests are administered to students in grades 6-8 in the areas of English/Language Arts (ELA) and mathematics. Students in grade 8 are administered the science PSSA assessment. Testing is conducted in the spring of each school year. The Pennsylvania Department of Education publishes a testing schedule that must be closely followed by the school district. Student results are shared with parents and guardians in the late summer/early fall once scores have been returned to the district and the data has been reviewed.

Parents and Guardians may review the assessments by making arrangements with the Guidance Office. Confidentiality agreements must be signed, and no copies of the assessments or notes about assessment items will be permitted to leave the school. If upon review of the exam parents/guardians do not want their child(ren) to participate due to religious beliefs, a letter must be submitted to superintendent specifying their objection prior to testing and request their child(ren) are excused from the exam.

## **Keystone Testing**

The Keystone Exams are end of course assessments designed to evaluate proficiency in academic content of the Pennsylvania Core Standards. Algebra I Keystone exams are the only test administered at the Middle School. Students who take algebra I at the Middle School must take the Keystone exam toward the end of the course. The testing window is published by the Department of Education. Typically, the test is administered in the spring of the school year. Student results are shared with parents and guardians in the early fall once scores have been returned to the district and the data has been reviewed.

Parents/Guardians may review the Keystone exam if they believe that the assessment is in conflict with their religious beliefs. Confidentiality agreements must be signed, and no copies of the assessments or notes about assessment items will be permitted to leave the school. If upon review of the exam parents/guardians do not want their child(ren) to participate due to religious beliefs, a letter must be submitted to superintendent specifying their objection prior to testing and request their child(ren) are excused from the exam. A project will need to be completed by students who opt out of the exam.



# Grading Scale and Grading Procedures

<b>grade</b>	<b>percentage</b>
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	62-66
F	61 or below

## Grading Procedure

Students who fail two or more core subjects for the school year or fail the same core subject two years in a row will need to make up the course(s) in summer school or will be retained. Contact the Guidance Office for more information.



# Advanced Courses and Schedule Changes

## Advanced Coursework

Students are encouraged to challenge themselves while here at DLMS. To help students prepare for AP courses at the high school we offer advanced courses in both math and Language Arts. Students and their parents/guardians should have a conversation about whether an advanced course that involves a faster-paced and more rigorous curriculum is appropriate. Some factors that you should consider include attendance, work ethic, and current academic performance. Advanced coursework is recommended for students that have regular attendance, have a strong work ethic, and are already excelling academically. These courses move at an accelerated pace when compared to the academic level courses and are designed to help the students build independence.

## Schedule Changes

Students have the first four weeks of the school year to make adjustments to their schedule. Schedule change forms are located in the Guidance Office. A parent/guardian signature is required on the form along with a rationale for the requested schedule change.





# DEER LAKES MIDDLE SCHOOL SCHEDULE CHANGE FORM

Student's name \_\_\_\_\_ Grade \_\_\_\_\_

Student ID \_\_\_\_\_ Birth Date \_\_\_\_\_

Class to be dropped \_\_\_\_\_

Class to be added \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_

## FOR OFFICE USE ONLY

APPROVED \_\_\_\_\_ DATE \_\_\_\_\_



# Language Arts Middle School Course Description

## Language Arts

### 3160 Language Arts 6

This course is a double period language arts period combining language arts and reading

Students will begin to look critically at texts and form arguments based on their reading. In addition to creating claims, which are supported through textual support, students will begin to become critical readers of text and be able to revise and edit not only their work, but the work of others as well. With a focus on academic writing style and format, students will complete most work in class using the stages of the writing process to write clear, coherent drafts and compositions throughout the school year. Students will also review all of the parts of speech as well as selected grammar rules, with a focus on varying sentence length and complexity to increase understanding for their audience. In addition to writing, the student will use media and technology for expressive, informational, argumentative, critical, and literary purposes. Students will be exposed to a variety of grade-level literature and informational texts while practicing effective reading strategies and working to improve overall reading comprehension. Higher-level thinking skills will be used as students read closely, analyze text, and cite textual evidence to support their assertions through text-dependent writing assignments.

The content of this course meets and exceeds Pennsylvania Department of Education Common Core standards for Language Arts and includes, but is not limited to the following:

- Using the reading process to construct meaning from a wide range of literary, informational, and technical texts.
- Using the writing process to communicate information and ideas.
- Using listening, viewing, and speaking strategies.
- Understanding the power of language and using language in authentic contexts.
- Understanding the common features of a variety of literary forms.
- Responding critically to visual, oral, and written texts.

### 3165 Advanced Language Arts 6

This course is a double period language arts period combining language arts and reading

Students will look critically at texts and form well-organized arguments and responses based on their reading. In addition to creating claims, which are supported through textual support, students will begin to become critical readers of text and be able to revise and edit not only their work, but the work of others as well. With a focus on academic writing style and format, students will complete most work in class using the stages of the writing process to write clear, coherent drafts and compositions throughout the school year. Students will also review all of the parts of speech as well as selected grammar rules, with a focus on varying sentence length and complexity to increase understanding for their audience. In addition to writing, students will use media and technology for expressive, informational, argumentative, critical, and literary purposes. Students are to be intrinsically interested in writing and are to exhibit the ability to write fluently for a variety of purposes. Excellent study habits, exceptional organizational skills, and a high level of motivation are expected. Students in Advanced LA will be assigned a higher Accelerated Reader goal. These students will be required to complete an independent novel project each quarter; therefore, students registered for advanced reading must be motivated independent readers. They must also possess excellent organization and study skills.

The content of this course meets and exceeds Pennsylvania Department of Education Common Core standards for Language Arts and includes, but is not limited to the following:

- Using the reading process to construct meaning from a wide range of literary, informational, and technical texts.
- Using the writing process to communicate information and ideas.
- Using listening, viewing, and speaking strategies.
- Understanding the power of language and using language in authentic contexts.
- Understanding the common features of a variety of literary forms.
- Responding critically to visual, oral, and written texts.



# Language Arts Middle School Course Description

## Language Arts

### 3170 Language Arts 7

This course is a double period Language Arts period combining Language Arts and Reading

Through short stories, media, and drama, this course follows the PA Common Core Standards to produce readers and writers that love literature and are able to respond to it analytically through respectful discussion and eloquent writing. Writing will be evaluated using specific traits such as: ideas and content, organization, sentence fluency, word choice, voice and conventions. Grammar and mechanics are studied formally to provide students with a common vocabulary with which to discuss their writing with teachers and peers. Collaboration with the seventh grade reading curriculum ties in with all of the above skills.

Students will be exposed to different genres and text types as well as various works of literature, poetry, short stories and novels. The class will study the literary elements and implement other reading strategies to aide in comprehension. In order to do this, students will construct meaning through interaction with the text, shared reading and academic discussion.

### 3175 Advanced Language Arts 7: Double Period (Language Arts and Reading)

In addition to grade level expectations, this class is intended to challenge students by accelerating pace and varying assignments. The expectation is that the student will also be able to complete tasks and assignments thoughtfully and independently. Through short stories, media, and drama, this course follows the PA Common Core Standards to produce readers and writers that love literature and are able to respond to it analytically through respectful discussion and eloquent writing. Writing will be evaluated using specific traits such as: ideas and content, organization, sentence fluency, word choice, voice and conventions. Grammar and mechanics are studied formally to provide students with a common vocabulary with which to discuss

### 3175 Advanced Language Arts 7 (cont.)

In addition to grade level expectations, this class is intended to challenge students with higher reading levels using pacing, depth, and complexity. If deemed necessary, the curriculum is accelerated to Meet individual student's needs.

### 3180 Language Arts 8

Language Arts 8 is an intensive and comprehensive course which focuses on classic works of fiction, nonfiction, drama and poetry. Students will engage with new vocabulary pulled from the texts being covered in class. Writing is a major component of this course, and students should expect to write on a regular basis for a variety of purposes under the guidance of the instructor. Writing will be done across curricular areas and supported within the ELA (English Language Arts) classroom. Students will be expected to read and analyze independently throughout the school year. Students should be prepared for the following:

- Regular interaction with complex texts and their academic language.
- Reading and writing grounded in evidence from texts, both literary and informational.
- Building knowledge through sound research and through content rich non-fiction.



# Language Arts Middle School Course Description

## Language Arts

### 3185 Advanced Language Arts 8

Advanced Language Arts 8 is an intensive and comprehensive course which focuses on classic works of fiction, nonfiction, drama and poetry. Students will engage with new vocabulary pulled from the texts being covered in class. In addition, students will be covering common prefixes, suffixes, and Greek and Latin roots in preparation for future PSAT and SAT testing. Writing is a major component of this course, and students should expect to write on a regular basis for a variety of purposes under the guidance of the instructor. Writing will be done across curricular areas and supported within the ELA (English Language Arts) classroom. Students in the advanced course should expect analytical writing on a more frequent basis than in Language Arts 8. In addition, students will be expected to read and analyze independently throughout the school year. Students should be prepared for the following:

- Regular interaction with complex texts and their academic language.
- Reading and writing grounded in evidence from texts, both literary and informational.
- Building knowledge through sound research and through content rich non-fiction.

Since the ultimate goal of an honors class is to better prepare students for Pre-AP and AP courses at the high school level, students will be expected to read a novel from the middle school AP “recommended reading” list once per month. Students will be held accountable for this reading at the end of each month via a book report or short writing assignment.



# Mathematics Middle School Course Description

## Mathematics

### 3360 Math 6

Math 6 will reinforce basic mathematical concepts as well as introduce new concepts that are required for grade 6. This course is aligned with the Pennsylvania Core Standards. Students will work within the five main core standards for grade 6. These main standards include Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics. The students will be expected to work with their peers, problem solve and clearly explain their reasoning when applicable. The students in Math 6 will be responsible for all the possible eligible content from the PA Core Standards. The basic content within the standards will be introduced to the students this year and will be built upon in later courses within the district.

### 3365 Advanced Math 6

Advanced Math 6 is aligned with the Pennsylvania Core Standards. The students will have essential mathematic concepts reinforced while working within the five main core standards. These main standards include Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics. Advanced Math 6 students are responsible for the same set of Pennsylvania Core Standards that are requirement of all 6th grade students. However the students in Advanced Math 6 will be exposed to a different level of understanding within each of the standards through the use of tasks, complex questioning, and problems solving situations. Students in this course may also be introduced to concepts towards the end of the school year that would benefit them in future courses such as Advanced Math 7.

### 3370 Math 7

This yearly course will help students build, strengthen, and apply skills in real-world and problem-solving situations. This course's instructional time will focus on these critical areas: developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations, 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 drawing inferences about populations based on samples. This course is aligned to the PA Common Core.

### 3375 Advanced Math 7

This year long course is designed to challenge the skilled math student who has met all the prerequisites to enroll in the class. This course is "fast paced" and will enrich and expand the general math curriculum. It gives the student the skills necessary to follow an accelerated math program. This course's instructional time will focus on these critical areas: developing understanding of and applying proportional relationships, developing understanding of operations with rational numbers and working with expressions and linear equations, 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 drawing inferences about populations based on samples. We will also begin to explore 8th grade topics of the Pythagorean Theorem, exponents and scientific notation, and transformations. This course is aligned to the PA Common Core.





# Mathematics Middle School Course Description

## Mathematics

### 3380 Pre Algebra

This course is fully aligned to the Pennsylvania Core Standards for grade 8. It is designed to strengthen students' algorithmic skills, while introducing more complex thinking and real world problem solving application. There is special emphasis on collaborative work, concept development by creating multiple visual representations, and reading and interpreting information in a mathematical sense. Students will use scientific calculators and other current technology when appropriate. It is strongly encouraged that students have of their own Texas Instrument calculator model TI30XIIS. Performance in this course is one of the factors used to determine appropriate high school math placement: Algebra I or Integrated I.

### 3385 Algebra I

In this course, students will become acquainted with the functional use and importance of Algebra in higher mathematics and science. This course also emphasizes the importance of Algebra in everyday life and allows students to appreciate the deductive nature of mathematics. Topics to be discussed will include symbols and sets, variable and open sentences, axioms, equations, linear equations dealing with slope and intercepts, negative numbers and inequalities, polynomials, special products and factoring, algebraic fractions, graphs, equations with two variables and the real number system.

Students successfully completing this course will receive a high school math credit for the class.

### 3387 Geometry

The student enrolled in this class will gain experience with integrated solids and coordinate geometry. The use of Algebra skills in this class is very vital to the student's success. The student will develop logical thought patterns in relation to real life applications. Topics in this course include elements of geometry, inductive and deductive reasoning along with proof relationships. The study of various one and two-dimensional polygons is also an important part of this class. The use of the Pythagorean Theorem, circles arcs, constructions, loci and the study of volume all play an important part in the student's development and enhancement of skills.

Students successfully completing this course will receive a high school math credit for the class.



# Performing Arts Middle School Course Description

## Performing Arts

### 4140 General Music

The focus of sixth grade general music is American musical theater and the history of American popular music. The students will learn about and listen to music from various time periods and genres. These areas of music have many connections to social studies which are discussed in class. Students are graded on participation, tests, and a research project.

### 4116 Band 6

Band 6 is a performance-based class that focuses on fundamental instrumental band methods to develop the elementary players' skills and abilities. The class meets all 6 days of the 6-day cycle as a full-ensemble rehearsal and includes two formal performances at the end of the first and second semesters. Additional performance opportunities including, but limited to, the Homecoming parade, pep rallies, etc. vary from year to year.

Students of all ability levels are welcome.

### 4136 Chorus 6

Chorus is offered to students who love to sing. In this class, students will learn to develop a healthy vocal technique, while singing a diverse and varied repertoire including current, classical and multicultural music. Chorus members will take part in a number of performances throughout the year. Participation in these events is required. No prior singing experience is necessary to join chorus; only the willingness to work hard and to be part of a team.

### 4126 Strings 6

### 4127 Strings 7

### 4128 Strings 8

Students will continue developing instrumental technique and musical skills through the rehearsal of a variety of string orchestra repertoire. Students are graded on participation, performance tests, and written assignments. Two major concerts, as well as several other performance opportunities, are held each year.

### 4117 Band 7

Band 7 is a performance-based class that focuses on the development of basic fundamental instrumental band methods to develop the intermediate players' skills and abilities. The class meets all 6 days of the 6-day cycle as a full-ensemble rehearsal and includes two performances at the end of the first and second semesters. Additional performance opportunities including, but limited to, the Homecoming parade, pep rallies, etc. vary from year to year.

Students of all ability levels are welcome.



# Performing Arts Middle School Course Description

## Performing Arts

### 4137 Chorus 7

Chorus is offered to students who love to sing. In this class, students will learn to develop a healthy vocal technique, while singing a diverse and varied repertoire including current, classical and multicultural music. Chorus members will take part in a number of performances throughout the year. Participation in these events is required. No prior singing experience is necessary to join chorus; only the willingness to work hard and to be part of a team.

### 4138 Chorus 8

Chorus is offered to students who love to sing. In this class, students will learn to develop a healthy vocal technique, while singing a diverse and varied repertoire including current, classical and multicultural music. Chorus members will take part in a number of performances throughout the year. Participation in these events is required. No prior singing experience is necessary to join chorus; only the willingness to work hard and to be part of a team.

### 4118 Band 8

Band 8 is a performance-based class that focuses on the development of basic fundamental instrumental band methods to develop the advanced players' skills and abilities. The class meets all 6 days of the 6-day cycle as a full-ensemble rehearsal and includes to formal performances at the ends of the first and second semesters. Additional performance opportunities including, but not limited to, the Homecoming parade, pep rallies, etc. vary from year to year.

Students of all ability levels are welcome.

## Elective

### Tutorial

A tutorial is a quiet study period in which students may receive academic assistance or reinforcement, work on projects, read, or visit the library for research.

**\*\* NOTE:** While Band, Strings, and Chorus students will not have a scheduled tutorial period, if the need arises for a student to seek help from a classroom teacher or complete make-up assignments, the music teacher and classroom teacher will agree upon a time for the student to attend a tutorial.



# Physical Education/Health Middle School Course Description

## Physical Education/Health

### 3661 Physical Education 6

The goal of the physical education program is to equip students with a variety of activities that allow them to understand, utilize, and demonstrate an awareness of being physically fit. These goals are met through adventure activities, personal fitness, lifetime sports, as well as team sports.

### 3671 Physical Education 7

The goal of the physical education program is to equip students with a variety of activities that allow them to understand, utilize, and demonstrate an awareness of being physically fit. These goals are met through adventure activities, personal fitness, lifetime sports, as well as team sports.

### 3675 Health 7

Health students will be able to explain factors that influence childhood and adolescent drug use such as peer influence, social acceptance, stress, media influence, decision making/refusal skills, rules, regulations and consequences.

### 3681 Physical Education 8

The goal of the physical education program is to equip students with a variety of activities that allow them to understand, utilize, and demonstrate an awareness of being physically fit. These goals are met through adventure activities, personal fitness, lifetime sports, as well as team sports.

### 3685 Health 8

Health students will analyze factors that impact growth and development between adolescence and adulthood. Some examples of these areas of study include relationships, puberty, abstinence, STD's and HIV prevention. Guest speakers, including the district's school resource officers, present as a part of the health curriculum.



# Science Middle School Course Description

## Science

### 3560 Science 6

This course is an integrated science course exploring topics of the nature of science, Life, and Earth science. The nature of science topics include tools, measurement and the scientific method. Life science topics include the characteristics of life and classification. Earth science topics include the water cycle, watersheds, and weather.

The students will use a variety of independent and group activities including hands on and online activities to learn concepts in the different science disciplines.

### Science 7

Science 7 is an integrated course designed to give students a significant introduction to four separate units: Chemistry (matter, elements and the periodic table, chemical bonding, and chemical reactions); Cells and Heredity (cell processes, genetics, and DNA); Astronomy and Space (solar system, stars, and galaxies) and Sound and Light (electromagnetic, light and sound waves). Students will use various problem solving strategies, independent and group activities, laboratory experiments and online resources to enhance the curriculum.

### 3580 Science 8

This course is an integrated science course exploring topics in the areas of Earth, Physical, and Environmental science. Earth science topics including mapping technologies, weathering and erosion, rocks and minerals, plate tectonics, volcanoes and earthquakes. Physical science topics include force, motion, work, and energy. Environmental topics include population growth and limiting factors, energy flow in ecosystems and cycles of matter.

The students will use a variety of independent and group activities including hands on and online activities to learn concepts in the different science disciplines.



# Social Studies Middle School Course Description

## Social Studies

### 3460 World Geography

World Geography, will provide students with a greater understanding of the Earth. Students study the world using the Five Themes of Geography (place, location, movement, region and human environmental interactions). Students will use these themes to determine why things are located where they are, such as regions, ethnic groups, landforms. By studying these themes students will be able to fully understand the geography, history, culture of people in the Americas, Europe, Asia, Africa, and the Pacific World.

### 3470 World History 7

Students will use prior knowledge of the world's geography and a host of skills mastered in previous social studies classes to learn about historical events from "Caveman to Columbus."

The curriculum used a variety of methods to engage the middle school learner as they journey through time learning about major historical events and groups including "The Neolithic Revolution, Early Egypt, Mesopotamia, the Middle East, India, China, as well as the Greeks, Romans, Arabs, and the Medieval period." The class couples the learning of major historical events and groups with their culture, economy, and political organization. The curriculum is aligned with the Pennsylvania State System of Standards as well as the Common Core standards. Students will work to develop better writing and reading skills as they "think like a historian."

Short and long term projects will be assigned throughout the year including projects, research papers, and presentations. Grades are determined by the completion accuracy, and quality of work on homework, papers, projects, presentations, quizzes, and tests.

### 3480 Civics 8

Civics provides a basis for understanding the rights and responsibilities for being an American citizen. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and the rights and responsibilities of citizenship.



# Unified Arts Middle School Course Description

## Unified Arts

### 4461 Art 6

Art 6 will experience different facets of art from production, historical and aesthetic aspects. Each year, students will build upon the skills and knowledge gained the year before. Students will create various projects via drawing, painting, and sculpture. Some Artists we touch upon: Andy Warhol, Georgia O'Keeffe, Pablo Picasso, Vincent Van Gogh, and many others.

### 4661 FCS 6

The sixth grade family and consumer sciences (FCS) course lasts for a semester for three days of the six day rotation. Throughout this course, students practice problem-solving skills, communication skills, and group cooperation through classroom activities focused on basic foods and nutrition with emphasis on cooking techniques and safety, basic child care, and clothing care.

### 4561 Computers 6

Students in Computers 6 will learn the touch operation of the keyboard. The majoring of the semester is spent learning proper keyboarding techniques and typing position. Students are expected to type at a minimum of 25 words per minute by the completion of the class. Students will become familiar with Google Classroom and use Google Docs daily. They will also work on their skills in EduTyping, a web-based keyboarding program.

### 4471 Art 7

Art 7 will experience different facets of art from production, historical and aesthetic aspects. Each year, students will build upon the skills and knowledge gained the year before. Students will create various projects via drawing, painting, and sculpture. Some Artists we touch upon: Andy Warhol, Georgia O'Keeffe, Pablo Picasso, Vincent Van Gogh, and many others.

### 4571 Computers 7

Students in Computers 7 will work extensively in Google Classroom. They will use Google Drive, Google Docs, Google Sheets, and Google Slides to complete a variety of computer lessons and projects. Google Sketchup, a 3D modeling program, will be introduced. Students will learn to create 3D structures such as a tower, table and chairs, and a castle. Students will also briefly work on keyboarding speed and accuracy using EduTyping online reinforcement lessons. They will also experience an information presentation entitled, "Delete Digital Drama." It is a collaborative lesson addressing online behaviors

# Unified Arts Middle School Course Description

## Unified Arts



#### 4381 Technology Education 8

#### 4371 Technology Education 7

Technology Education explores various technology systems including communication, transportation, construction, manufacturing, power and energy, and bio-/enviro-technology. The course is intended to introduce students to the specific characteristics of each system and helps them to recognize the impacts they have on industry, society, and the environment and daily life.

Students learn about technology systems while working at multimedia computer modules. Students will work with a different partner at each module. Each module has a different technology theme. This course will be enhanced with additional assignments and presentations.

#### 4481 Art 8

Art 8 will experience different facets of art from production, historical and aesthetic aspects. Each year, students will build upon the skills and knowledge gained the year before. Students will create various projects via drawing, painting, and sculpture. Some Artists we touch upon: Andy Warhol, Georgia O'Keeffe, Pablo Picasso, Vincent Van Gogh, and many others.

#### 4681 FCS 8

The eighth grade family and consumer sciences (FCS) course lasts for a trimester. Within the eighth grade course, students continue to practice problem-solving skills and group cooperation with in the breakfast foods and nutrition section, which emphasizes cooking techniques and safety. Valuable time and resource management skills are learned throughout the sewing unit and the construction of the sports bag project.

Technology Education explores various technology systems including communication, transportation, construction, manufacturing, power and energy, and bio-/enviro-technology. The course is intended to introduce students to the specific characteristics of each system and helps them to recognize the impacts they have on industry, society, and the environment and daily life.

Students learn about technology systems while working at multimedia computer modules. Students will work with a different partner at each module. Each module has a different technology theme. This course will be enhanced with hands-on woodworking manufacturing class project.

#### 4581 Computers 8

Students in Computers 8 will work with more advanced projects in their Google Classroom/Google Suite to prepare them for their high school career. This course will also include a large, culminating project that involves Internet research, Google Docs, Google Sheets, and Google Slides. Students will continue to advance their 3D modeling skills through the use of Google Sketchup. Students will create intricate 3D structures using this program and will have the opportunity to print using our 3D printer. Students will continue to work independently in EduTyping learning numbers and symbols.





4386 Photo Vid  
elective course

**length**      **1 semester**

This course will focus on Digital Photography, Graphic Design and Video Production / Broadcasting. Students will learn about the basics of visual communication, taking pictures with digital cameras and editing images with software applications for a variety of effects. Students will also learn about fundamental skills required to plan, produce and edit video projects. In addition, students will apply their video skills to broadcast a daily informational news program to the school.

4385 STEM Tech  
elective course

**length**      **1 semester**

This course will focus on Science Technology Engineering and Math (STEM) skills. Students will be engaged with enhancement activities not provided in depth during the regular Technology Education and Science classes. Students will accentuate their technology knowledge through class projects and participation in STEM-related contests and competitions.

General examples of content, contests and competitions include, but are not limited to, Robotics, Engineering, Eco-friendly technology, Biotechnology, Electronics, Graphic / Electronic Design, County and Regional school interactions, etc.



## 4211 Spanish I

Students will begin their journey into the study of a world language. Students will learn greetings, numbers, telling time, dates, weather expressions, school supplies and classes, likes and dislikes, express basic needs and wants, and describe daily activities and routines through the use of oral and written activities in the language. Students will also be introduced to the culture of the Spanish speaking world through a variety of media and activities.

This course is a level I high school course. It does not receive high school credit.

## 4221 French I

Students will begin their journey into the study of a world language. Students will learn greetings and introductions, numbers, family members, dates and seasons, weather expressions, telling time, likes and dislikes, activities, interrogatives, and how to order in a cafe through the use of oral and written activities in the language. Students will also be introduced to the culture of the French speaking world through a variety of media and activities.

This course is a level I high school course. It does not receive high school credit.

*Course offerings listed in this guide are tentative and subject to change, depending upon enrollment, general student interest, and available staffing and other resources. All students are therefore advised that registration for a course does not guarantee placement in that course or that the course will be offered. The district will attempt to limit changes in the course selection guide, and will notify affected students promptly in the event of a change in the availability of a course for which he or she has registered.*

