

# Deer Lakes Middle School

Program of Studies  
2019-20 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, 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
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Lisa Bowen	School Nurse	3681	<a href="mailto:lbowen@deerlakes.net">lbowen@deerlakes.net</a>
Judy Tatrn	Building Secretary	3623	<a href="mailto:jtatr@deerlakes.net">jtatr@deerlakes.net</a>

## District Administration

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Bobbi Ann Barnes	Assistant Superintendent	1213	<a href="mailto:babarnes@deerlakes.net">babarnes@deerlakes.net</a>
Rachel Mariano	School Psychologist	2643	<a href="mailto:rmariano@deerlakes.net">rmariano@deerlakes.net</a>
Lindsay McGaughey	Director of Special Education	2647	<a href="mailto:lmcgaughey@deerlakes.net">lmcgaughey@deerlakes.net</a>

## Support Staff

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Kristen Porter	Social Worker	2673	<a href="mailto:kporter@deerlakes.net">kporter@deerlakes.net</a>
Therese Shrum	English as a Second Language	3300	<a href="mailto:tshrum@deerlakes.net">tshrum@deerlakes.net</a>



# Staff Directory

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Fabian	Lisa	3123	Computers	lfabian@deerlakes.net
Fink	Sue	3104	Social Studies	sfink@deerlakes.net
Gazzo	Mende	3010	Health and Phys. Ed	mgazzo@deerlakes.net
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Lubinsky	Pete	3011	Health & Phys. Education	plubinsky@deerlakes.net
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Weider	Maggy	3207	Family and Consumer Science	mweider@deerlakes.net
Welteroth	Charlena	3218	Language Arts	cwelteroth@deerlakes.net



## 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 School Counseling 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 counselor.

All students are provided with a Career Cruising account. Career Cruising is an Internet-based career exploration and planning tool used by your son or daughter to explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever your son or daughter has access to the Internet.

### **School Counseling 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.

### **School Counseling 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.

### **School Counseling Department Mission Statement**

The mission of Deer Lakes School Counseling 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, business/community, and post-secondary partners will ensure all students are offered the knowledge and skills necessary to maximize academic potential, and to explore career decisions to make students competitive in the 21<sup>st</sup> century.



## Student Assistance (SAP)

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. 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 SAP Team. Contact Ms. Jaros for a list of SAP 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 SAP Team will monitor the student, provide support and make any necessary referrals to other assisting agencies which may benefit the student.

## Innovation Center

The Innovation Center at Deer Lakes Middle School is the "hub" of the school. The 21st Century space books for students to check out, interactive TV's, dry erase walls and an open layout/mobile concept for student and class collaboration. It also features our "Technology Help Desk" a student run group to assist students with their Chromebook devices. There are power towers at each mobile table to charge the student Chromebooks and makerspace items. Our makerspace area is growing each year with new items including a 3D printer and other hands-on/robotics/programming devices. Students can visit the Innovation Center any time during the school day.

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/library media specialist 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 School Counseling 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 and 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.

# Honor Roll

Highest Honor	96 – 100%
High Honor	92 – 95%
Honor	87 – 91%



# 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 students build independence.

Our guidelines for advanced coursework include academic performance at a level of 87% (B+) or better. In addition, students should be Advanced on the most recent PSSA. While PSSA results for the current year are not released until the summer, parents and guardians can use past performance to help make that decision. Students who have historically scored advanced on the PSSA may be ready for an advanced course in that subject. Students who are scoring basic or below should register for the academic level course.

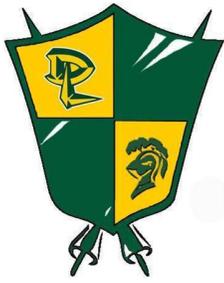
Students currently enrolled in an academic course who register for an advanced course and score less than Advanced on the current year's PSSA and have a final grade below an 87% in the subject for which they are electing to take an advanced course will be registered for an academic level course unless the parent/guardian decides to use waiver process. Parents will be notified that their son/daughter has not met the guidelines and will be given a waiver form to sign and return if they still choose to register for an advanced course.

Students already enrolled in advanced courses should be performing at a level of 77% (C+) or better to continue in the advanced track for that course. They should also be performing at an advanced level on the PSSA for that subject. Students not meeting those guidelines will be registered for an academic level course unless the parent/guardian decides to use the waiver process. Parents and guardians will be notified that their son/daughter has not met those guidelines and will be given a waiver form to sign and return if they still choose to register for an advanced course.

## **Schedule Changes**

Students have the first four weeks of the school year or semester to make adjustments to their schedule. Schedule change forms are located in the School Counselor's Office or online. 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 \_\_\_\_\_

Student signature \_\_\_\_\_

## FOR OFFICE USE ONLY

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



## Language Arts Middle School Course Description

### **3160 Language Arts 6**

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**

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.



## Language Arts Middle School Course Description continued

### **3165 Advanced Language Arts 6 cont.**

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.

### **3170 Language Arts 7**

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**

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.

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.



## Language Arts Middle School Course Description continued

### **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.

Because this is only a 40 minute class period, students will be expected to complete work outside of the classroom on a regular basis. Regular work completion and a solid work ethic are essential for success in this class.

### **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. Students in the advanced class should also expect two additional novels over that of the regular language arts course. 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.

This is a 40 minute class which mirrors a high school level advanced academic course. As such, there will be work assigned outside of class nightly. Group work is an essential part of this class, which means that students must be accountable for their portion of the work. Students must be prepared daily with completed work in order to be successful in this course.



# Mathematics Middle School Course Description

## **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. 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 continued

## **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

### **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 (including trips), are held each year. Participation in the concerts is mandatory. Prior playing experience is recommended, however, beginner students are welcome.

### **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 continued

### **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.

### **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.



## Health and Wellness Middle School Course Description

### **3661 Health and Wellness 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 Health and Wellness 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. 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 Health and Wellness 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. 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

### **3560 Science 6**

Science 6 is an integrated course aligned to the Pennsylvania State Standards and the Next Generation Science Standards. It is designed to give students a significant introduction to four separate units: The Nature of Science (scientific tools, measurement, and the scientific method); Ecosystems, Natural Resources, Astronomy and Space (Earth, moon, and sun); Weather and Water; and Energy as Waves (sound and light energy). Students will use various problem solving strategies, independent and group activities, laboratory experiments and online resources to enhance student learning.

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.

### **3570 Science 7**

Science 7 is an integrated course aligned to the Pennsylvania State Standards and the Next Generation Science Standards. It is 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 Cell Processes; Astronomy and Space (solar system, stars, and galaxies) and Physics (motion, forces, work and machines, energy, magnetism, and electricity). Students will use various problem solving strategies, independent and group activities, laboratory experiments, and online resources to enhance student learning.

### **3580 Science 8**

Science 8 is an integrated science course aligned to the Pennsylvania State and Next Generation Science Standards. It is designed to give students a significant introduction to Earth, Life, and Environmental Science topics including: Earth (layers of Earth, rocks, minerals, plate tectonics, earthquakes, volcanoes, and geologic time); Life (genetics, inheritance, and evolution) and Environmental Science (human impact on Earth's systems and climate change). Students will use various problem solving strategies, independent and group activities, laboratory experiments and online resources to enhance student learning.



## **Social Studies** Middle School Course Description

### **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 uses 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

### **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**

Throughout this course, students practice problem-solving skills, communication skills, and group cooperation through classroom activities focused on basic nutrition, cooking skills, kitchen safety, and clothing care.

### **4561 Computers 6**

Students in Computers 6 will learn the touch operation of the computer keyboard. Time is spent learning the proper keyboarding techniques and keyboarding position. Students are expected to achieve a minimum of 25 words per minute by the completion of the semester. They will use a web-based keyboarding program called EduTyping to enhance their speed and accuracy. Students will also become very familiar with Google Classroom and the Google Suite of applications. The sixth grade students will also spend time learning about Digital Citizenship through Common Sense Media.

### **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 and the Google Suite of applications. They will use Google Drive, Google Docs, Google Sheets, Google Slides, and Google Drawings to complete a variety of lessons and projects. Google Sketchup, a 3D modeling program, and 3D printing is introduced. Students will learn to create 3D structures such as a house, tower, tables and chairs, and a castle. They will also be involved in a series of lessons entitled "Delete Digital Drama" which will address online behaviors and teenagers. Students will work independently on reinforcing their keyboarding skills using EduTyping, a web based keyboarding program. Seventh grade students will also spend several weeks learning drag-and-drop coding in Code.org.



## **Unified Arts** Middle School Course Description continued

### **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. In the eighth grade course students will become more aware of and prepared for their career after graduation. Students will learn ways to acquire, keep and advance in a career. Valuable time and resource management skills will be learned through the service learning project.

### **4381 Technology Education 8**

Technology Education in 8<sup>th</sup> grade continues to expose students to the various Technology Systems with an emphasis on manufacturing. The course will formally introduce common woodworking tools along with manual and programable machines. A series of hands-on activities will be completed during this 12 week course in order to process materials, assemble parts and apply finishes to a class projects.

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, Google Drawings and Google Slides. In addition, 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 a 3D printer. Students will also spend several weeks coding in the advanced Express Course of Code.org. The importance of digital citizenship will also be discussed through Common Sense Media.



## **Unified Arts** Middle School Course Description continued

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. Transportation and construction systems will be covered in greater detail.



## **World Language**

The world language courses at the middle school are taught as a level I high school course. They do not receive high school credit. World language courses are not recommended for students who have below 70% in their 7 grade language arts course. They are also not recommended for students who do not score at least proficient on the English/Language Arts section of the PSSA. Students who register for a world language course and fail to score at least proficient on the ELA section of the PSSA will be notified that they are being registered for the 8<sup>th</sup> grade reading course.

Parents/Guardians will need to opt-out of that reading course using the waiver form if they still elect to have their son/daughter to world language in 8<sup>th</sup> grade.

### **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.

### **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.*

