



Warren Middle School
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Table of Contents	Page
Middle School Philosophy.....	1
Grade Level/Guidance Mission Statements.....	2
Middle School Overview/Course Requirements/Offerings.....	3
Integrated Language Arts.....	4
Social Studies.....	5
Science.....	6
Mathematics.....	8
Unified Arts.....	9
Physical Education/Health.....	14

Warren Middle School Philosophy

A middle school is a completely different educational structure from an elementary or senior high school. The purpose of a middle school is to provide a setting for learning, which takes into consideration the transition between childhood and adolescence.

The challenge of middle school education is to develop an educational program, which is based on the needs and characteristics of a most diverse and varied population. A true middle school creates an environment in which every student is special and where activities and programs are developmentally appropriate for this age group. A true middle school encourages each student to assume responsibility for his/her learning.

We believe Warren Township Middle School provides opportunities for every student to develop to the utmost of his or her own potential (intellectually, physically, and socially) so that each student can achieve success today, and become a happy, productive, and responsible member of our society.

To accomplish these, the school and home must communicate and work closely together.

Grade 6 Team's Mission Statement



The 6th Grade Team will provide the transition for the academic, social, and emotional needs of students moving from an elementary environment to the upper Middle School.

Grade 7 Team's Mission Statement

The 7th Grade Team's Mission is to recognize the academic and social needs of 7th graders and to help them make the adjustment to an environment involving multiple teaching styles while fostering their overall social and emotional development.

Grade 8 Team's Mission Statement

The Eighth Grade teachers strive to facilitate the transition from a supportive, elementary environment to the demands of a comprehensive high school program. We try to help students take responsibility for their actions so they can become independent thinkers and make mature decisions.

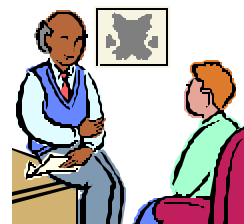
Guidance Services/Mission Statement

Students of today are confronted with significant personal/interpersonal and educational issues. The mission of our schools is to socialize children for productive future careers, positive contributions to family and community, and economic well being. Comprehensive school counseling programs, when fully implemented, have been shown in a variety of studies to produce major benefits for students, schools, families and communities.

The Warren Developmental School Counseling Program is designed to respond to the needs of all students in our school district. The Middle School counseling program is structured to anticipate and fulfill the academic, career, and personal/social needs of all of our students.

As a proactive program, the focus shifts from intervention to prevention, from crisis-based to a planned program, and from unplanned and unstructured approaches to a sequential, systematic service delivery. The Warren Township Comprehensive Developmental 6-8 counseling program:

- **Involves all students**
- **Is based on an organized and planned curriculum**
- **Is sequential and flexible**
- **Is integrated as part of the total educational process**
- **Involves all school personnel, the family and the community**
- **Helps students learn more effectively and efficiently**
- **Prepares students for life's ongoing transitions**
- **Is multi-culturally sensitive and addresses issues of racism and prejudice**



Middle School Overview

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Integrated Language Arts (2 periods)	Integrated Language Arts	Integrated Language Arts
Mathematics High Math Heterogeneous Math	Mathematics Pre-Algebra Heterogeneous Math	Mathematics Algebra I J Algebra I K Pre-Algebra
Science Catastrophic Events Earth In Space	Life Science Macro to Micro Biology	Physical Science
Social Studies	Social Studies	Social Studies
Physical Ed./Health	Physical Ed./Health	Physical Ed./Health
Spanish/French	Spanish/French	Spanish/French
	Spanish/Reading	Spanish/Reading
	French/Reading	French/Reading
<u>Unified Arts Cycles</u>	<u>7th Grade Electives*</u>	<u>8th Grade Electives*</u>
Health Computers Art Home Arts Technology Study Skills Music	Design and Problem Solving Drama Foods and Nutrition Just Art Movies Then and Now Puzzles Songwriting with Computers Band Orchestra Excel	Art Through Children's Literature Drama Creating Art NJASK Prep CAD, Earthquake Towers & Rockets Puzzles Interior Fashion & Design Band Literary Magazine Multimedia Computer Presentations Newspaper Photoshop and Web Development The Roots of Rock Sew A Little- Cook A Little Orchestra

All seventh grade students will take the computer course, Microsoft Excel. Band and orchestra students will be cycled into Band/Orchestra for the second and fourth cycles that occur in conjunction with the holiday and spring concerts. Eighth grade band and

orchestra students will be cycled into Band/Orchestra for the second and fourth cycles that occur in conjunction with the holiday and spring concerts.



Pupil Services

Students classified as eligible for special education services by the Child Study Team (CST) may complete course work through the in-class support setting or in a replacement class. Both programs are staffed by certified special education teachers, with the in-class support program having a mainstream teacher as well. The in-class support program enables students to receive special educational support while maintaining enrollment in a regular class setting. The replacement class serves students who require assistance in an academics subject in a more individualized setting.

Programs of the Department of Pupil Personnel Services are available to all WMS students as necessary or required. These include evaluations by the Child Study Team, speech or language therapy, adaptive physical education, English as second language (ESL), and meeting with the Student Assistance Counselor (SAC).

ELL

English Language Learners is a comprehensive program designed to develop native-like fluency in non-native English speakers. Individualized instruction incorporates all aspects of language use including interpersonal communication and academic language skills from early beginner to advanced proficient. Close attention is focused on skills necessary for achievement in mainstream classes.

E2

E2 is a student enrichment model of an integrated curriculum based on the New Jersey State Core Curriculum Standards. E2 provides the opportunity for cooperative teaching and weaving lessons into the fabric of the total curriculum and classroom. E2 recognizes the talent, achievement, curiosity, creativity, and motivation of students. E2 encourages the development of critical thinking and higher order thinking skills. E2 includes such activities as Problem of the Week, Continental Math, Math Counts, Professional Pathways Seminar, Extra for Experts, Chess, Poetry/Writing Contests, Word Masters, and individual contests in content areas.

Integrated Language Arts

The integrated language arts/literacy program provides students with the skills and knowledge to enable them to construct meaning, interpret meaning, analyze and critique texts. Literate students are lifelong learners whose command of language is exemplary and who gain pleasure and fulfillment from using language in reading, writing, speaking, listening and viewing.



Integrated Language Arts Grade 6

The sixth grade language arts and reading programs are integrated, interactive ways of communicating that develop through reading, writing, speaking, listening, and viewing. Students form literature circles in the classroom where reading and cooperative learning come together to enhance comprehension and spark a spirit of camaraderie. Other types of reading include short stories, poetry, novels, and independent reading. Students are exposed to a variety of genres and encounter elements of literature, such as theme, setting, characterization, tone, mood, and plot. Special emphasis is given to figurative language, reading strategies, and vocabulary.

Throughout the year, students focus on understanding the writing process. There are six writing workshops in which the students learn to write by writing. The workshops include personal and expressive writing, observation and description, narrative and literary writing, informative writing, persuasion, and response to literature. Students complete the writing process and produce finished pieces. Most of these compositions are evaluated using the NJ Registered Holistic Scoring Rubric. Grammar mini-lessons are delivered within the context of writing. Revision and editing skills are reinforced through Daily Oral Language. Reading and writing form the foundation on which students build individual speaking and writing styles.

Integrated Language Arts Grade 7

Language Arts 7 focuses on the development and application of skills outlined in the NJ Core Curriculum Content Standards: reading, writing, speaking, listening and media literacy. Students' reading skills are developed through the use of multi-length works, such as short stories, novellas, novels, poetry, and non-fiction pieces. Novel study may include literature circles, class novels, and independent reading. Vocabulary study is encompassed within the context of reading and writing. The elements of effective writing are addressed through the writing process. Informative, narrative and persuasive formats are emphasized. The communication skills of speaking, listening, and media literacy are included within the context of each reading and writing unit, as is the development of critical thinking skills.



Integrated Language Arts Grade 8

The Language Arts Grade 8 program focuses on the development and application of skills outlined in the NJ Core Curriculum Content Standards. This is accomplished through the use of thematic units that integrate reading, writing, listening, speaking and critical thinking skills. Thematic units explore topics such as bias, inhumanity, tolerance and respect often examined within the context of actual historical events. Students read works from all genres including poetry, short stories, plays and novels. Selections may include To Kill a Mockingbird, Night, Skin Deep, Flowers for Algernon, and The Miracle Worker. In addition, an independent reading program allows students to strengthen their skills and pursue their own interests while reading at their individual level and pace.

Students use the writing process with an emphasis on content, organization, style, form, proper word usage and standard written English as they strengthen

their compositional proficiency. Additionally, a specific emphasis is placed on the techniques of persuasive essay writing. Grammar and mechanical skills are taught in mini-lessons as needed, and vocabulary is addressed within the reading and writing program as well as through the use of a separate text.

This program prepares students for the NJASK 8.

Reading

Reading 7 and 8 focuses on the development and application of four types of reading comprehension.

The four types of comprehension emphasized are literal, interpretive, critical and words in context. Literal comprehension is reading the lines to understand explicit meaning such as facts, stated main idea, and sequencing. Interpretive comprehension is reading between the lines to understand implicit meaning such as conclusions, unstated main idea, cause/effect, and inference. Critical comprehension is reading beyond the lines to understand transplicit meaning validity, reliability and relevance. Words-in-context reading means to examine the surrounding text to understand meaning and vocabulary in a specific passage.

The comprehension skills are integrated into thematic units dealing with adolescent behavior choices and consequences. Students read newspaper and magazine articles, short stories, and one novel per marking period. Student response can be whole class, small guided reading groups, or independent work depending on the exercise given. Written student responses are kept in individual portfolios to allow for evaluation and discussion with each student.

Social Studies

The social studies program builds upon the NJ State Core Curriculum standards by exposing children to the Ancient and Medieval World in the sixth grade. Grade 7 begins with the study of world history after 1789 and places an emphasis on the development of current world cultures. Grade 8 is a survey course of American history with an emphasis on the development of citizenship and the development of democracy

Grade 6



This course introduces students to the themes of geography, culture, interdependence, and continues to develop skills identified in the New Jersey Core Curriculum Content Standards for social studies. Emphasis is on the world, past and present, East and West, citizenship, and the humanities. The year begins with geography reinforced with daily oral geography questions. Units cover ancient civilizations from early man through the age of exploration. Reading, writing, viewing, and discussing related humanities materials encourage students to develop a knowledge base for understanding the complexities of world cultures. Technology is also incorporated through the use of web quests designed by the teachers.

During the sixth grade year, each student completes a research paper. Students select a topic that is covered within the curriculum. Research, utilizing the Internet and textual sources, is conducted over a three-week period in the media center. Students complete a two-to-three page report under the guidance of the

media specialist and facilitated by the classroom teacher. Note taking, outlining, drafting, revising, and editing skills are modeled and practiced. Students also construct a work-cited page and illustration. The research skills are revisited and spiraled through the middle school years.

Grade 7

Social Sciences of the Eastern Hemisphere include the regions of Europe, Russia, Middle East, the African continent, and South and East Asia. Students will study the geography, history, and culture of each region. As the unit progresses, students will take an in-depth look at the modern day challenges that the region faces. This includes the civic, political, and economic aspects of the region as well as the global impact. Throughout the year, students will also address current events and discuss issues and how they pertain to the curriculum. A final objective of the Social Studies course is to successfully complete a 3-5 page typed research paper about a past or present issue associated with a country or continent.

Grade 8

The eighth grade social studies program covers the period from pre-Revolutionary Colonial America into the twenty-first century. Thematic units covered in the course include: the Revolutionary War, the Constitution along with a heavy emphasis on the Bill of Rights, Westward Expansion and Manifest Destiny, Jacksonian Democracy, the Civil War and Reconstruction, American industrialization and imperialism, America's growing involvement in world affairs as seen in its involvement in the two world wars, man's inhumanity to man as witnessed by the Holocaust, the roots and lasting repercussions of the Cold War, and the role history has played in shaping America's place in current world events.

Throughout the year, students produce a variety of items that reflect their grasp of the course's content while honing their skills in analytical thought, writing, oral presentation, critical reading, independent research, and computer applications (e.g. PowerPoint). The research paper project continues the structured process of independent research and writing that students were first exposed to in the elementary school and will continue to do throughout their academic and professional lives.

Science

The middle school science program emphasizes an inquiry based, hands-on, process-centered approach to the study of science in order to prepare students with a solid foundation in science literacy that fosters the knowledge, skills and attitudes necessary to thrive in a technological and scientific society.



Grade 6

Sixth grade science covers the units dealing with the solar system, earth, storms, earthquakes, and volcanoes. Along the way students also learn basic science processing skills such as keeping a notebook, formulating questions, investigating, designing experiments, recording, analyzing, and interpreting data. Throughout the year, higher order thinking skills are emphasized while students gain knowledge,

skills, and attitudes that will help them appreciate and respect their world and develop a keen interest in science.

The inquiry -based modules used in sixth grade science feature many opportunities for hands -on experiments in a laboratory setting. The first unit is Earth In Space. The second unit is Catastrophic Events, which exposes students to concepts dealing with storms and other weather phenomena, earthquakes, and volcanoes. The students also gain exposure to some underlying science concepts that will be expanded throughout their middle school experience – concepts such as convection currents, density, wave mechanics, crystal formation, and cause and effect relationships. The entire sixth grade science curriculum has been aligned with the New Jersey State Core Curriculum Content Standards.

Grade 7

The seventh grade life science program consists of a broad survey of the five major kingdoms and characteristics of living organisms in these kingdoms. In the first inquiry module, *Organisms: From Macro to Micro*, the main topics of study include microbiology, botany, zoology, mycology, ecology, taxonomy, and introductory genetics. Investigations include: identifying protists, exploring transpiration and photosynthesis in plants, observing anatomy and life cycle of various invertebrates, cultivating microscopic and macroscopic fungi, creating a pond ecosystem, and creating a dichotomous classification key. In the second inquiry module, *Genetics and Heredity*, topics of study include traits, probability, Punnett squares, and Mendel’s experiments. The application of these skills is demonstrated in a culminating, creative activity.

Emphasis is placed on cooperative lab activities, applying the scientific method to problem solving, keeping accurate records in a science notebook, using proper lab equipment and techniques, and keeping informed of the latest scientific developments through reading “Current Science.”

This new inquiry- based science program encourages independent thinking, discovery of scientific principles through inquiry, and application of basic principles learned.

Grade 8



Physical Science is Phun!! The eighth grade year is a foundation-building course for chemistry, matter, motion, forces and technology. Students are encouraged to develop lab skills such as choosing variables, keeping a safe environment, and using scientific equipment properly. Our modern laboratory facilities enable students to participate in hands-on investigations. Emphasis is focused on observation, critical thinking, and keeping a scientific journal. This course provides many opportunities for students to develop the processing skills of interpreting data, predicting, hypothesizing, and drawing conclusions.

Early in the year, students are introduced to the proper and safe use of lab equipment such as Bunsen burners, balances, Celsius thermometers and graduated cylinders. This leads to the study of the properties and states of matter. Building on that, students investigate the development of the periodic table, the evolution of atomic structure, mixtures and solutions, and simple chemical reactions. The physics unit explores the relationships that exist between forces and motion.

Mathematics

The mathematics program provides students with mathematical skills, understanding and attitudes that they will need to be successful in their futures, careers, and daily lives. Students continue to develop proficiency in reasoning, problem solving, and communicating about mathematics, while building their conceptual understanding, and procedural and analytical skills.



Grade 6

The mathematics program at grade six consists of two levels: a homogenous and a heterogeneous level. Two textbooks are used, one for each level. The homogenous level is a fast paced, challenging program that consists of a variety of instructional techniques and strategies. The heterogeneous level is a comprehensive program that encourages children of various levels to achieve their fullest potential through a variety of techniques and instructional strategies.

Placement in the sixth grade mathematics courses is based on multiple criteria: teacher recommendation, standardized test scores, and a comprehensive fifth grade proficiency test. 5th grade parents are notified of their child's recommended placement in the spring of the 5th grade year.

The sixth grade mathematics program continues the strong commitment of the Township schools to effectively prepare students for standardized testing.

The mathematics program is aligned with the five mathematical standards adopted in July of 2002 by the NJ State Department of Education. The standards provide a framework to develop a classroom atmosphere that encourages students to: develop the ability to pose and solve mathematical programs, communicate mathematically through written, oral, symbolic, and visual forms of expression, connect mathematics to other learning by understanding the interrelationships of mathematical ideas, develop reasoning abilities, incorporate technology, develop spatial sense and an ability to use geometric properties and relationships to solve everyday problems, develop an understanding of patterns, relationships, and functions, understand statistics and probability and use them to describe sets of data and model situations, develop an understanding of measurement to describe and analyze phenomena, apply the methods of discrete mathematics to model and explore practical situations, develop a high level of mathematical thought through the experiences of algebra, geometry, and traditional computation.

Grade 7

The magic word for 7th grade math is **THINK**. The seventh grade teachers want students to start thinking things out logically, systematically, and mathematically.

The math program in 7th grade is divided into two sections -a heterogeneous group and a Pre-Algebra group. Placement into either seventh grade course is based upon the sixth grade final marking period grades, teacher recommendation, and previous math placement in the sixth grade year.

In the heterogeneous group, the conceptual mathematical skills are introduced, developed and reinforced in the following areas - problem solving, decimals,

rational numbers, ratio, proportion, percent, integers, number patterns, algebra, geometry, number theory, and areas of measurement.

The course of study for the Pre-Algebra student is based upon the same conceptual basis but it is expected that the pre-algebra students will have a solid background in using rational numbers and decimals. The topics that will be covered are integers, equations and inequalities, rational and irrational numbers, number theory, monomials and polynomials, ratio, proportion, percent, linear and nonlinear functions and graphing, real numbers and geometry.

The goal in both of these groups is to give the students a solid background and understanding of concepts that will enable them to succeed in 8th grade.



Grade 8

The mathematics program at the eighth grade level consists of three levels: Pre-algebra, Algebra 1K, and Algebra 1J. All three courses are aligned with the five mathematical standards adopted in July 2002 by New Jersey State Department of Education. Seventh grade students will be recommended into one of three possible math courses at the eighth grade level. This placement is based on the Iowa Algebra Aptitude Test and the student's math grade average for the first three marking periods. Course one is a Pre-Algebra course for those students who will enter Algebra I at the high school level. Students passing this class will be eligible for the integrated science class as a freshman. The second course is the Algebra I (K level) offered at Watchung Hills Regional High School. This course will cover nine chapters of the algebra book. The third Middle School offering will be an Algebra I (J level) course which will cover twelve chapters of the algebra book. This fast paced course is akin to an honors level class at the high school level. Students who successfully complete either algebra course will take geometry and biology class as a freshmen. Students enrolled in either the Algebra J or K class will have a minimum of forty-five minutes of homework per evening so as to be on an equal footing with students enrolled in the same course either in one of our sister districts or at WHRHS.

In order to predict a student's success in eighth grade math and eighth grade language arts, indicators are established for the placement of a student. Consideration has been taken into account in regard to mastery of basic skills as reflected in the state mandated eighth grade test, NJASK 8, for your child's placement. If you have any questions in regard to your child's recommended placement, please contact the Middle School guidance counselor.

PRE-ALGEBRA

The Pre-algebra course is a comprehensive course that covers a broad spectrum of mathematics. Throughout the year we cover:

- Number Sense and Concepts – includes ratios; proportions; percents; estimations.
- Spatial Sense and Geometry – includes recognizing and solving problems involving direct and indirect measurement; using formulas to find volume and surface area; fractals; transformations of shapes on and off the coordinate plane.

- **Data Analysis, Probability, Statistics, and Discrete Mathematics** – includes predicting, determining, interpreting and using probability to represent data; organizing, analyzing, and evaluating data.
- **Patterns, Functions, and Algebra** – includes recognizing, creating, and extending patterns to represent data.
- Throughout the entire course, the student will be using algebraic expressions, and equations to solve problems, whether it is solving for x or trying to find an unknown side of a triangle.

This program is two -fold. It covers concepts that are found on the Grade Eight Proficiency Assessment (GEPA), and it prepares the student for Algebra at the High School level.



ALGEBRA 1

Seventh grade students may be recommended for Algebra 1 in the 8th grade. These are students who have demonstrated a high level of ability and scored successfully on a standardized readiness test.

There are two levels of Algebra 1 available at the Middle School (J and K). Both are aligned with Watchung Hills Regional High School's curriculum for Algebra 1 at these levels.

The topics for both courses include:

- **Introduction to Algebra** – includes variables and equations; applications and problem solving
- **The Real Number System** – includes operations on real numbers
- **Solving Equations and Problems** – includes transforming equations; solving problems
- **Polynomials** – includes operations on monomials and polynomials; problem solving
- **Factoring Polynomials** – includes quotients and factoring; products and factors; factoring patterns; general factoring and application; solving quadratic equations
- **Fractions** – includes algebraic fractions; operations on algebraic fractions; polynomial long division
- **Applying Fractions** – includes ration and proportion; fractional equations; percents; negative exponents
- **Introduction to Functions** – includes two variables; linear equations; linear and quadratic functions
- **Systems of Linear Equations** – includes solving systems of linear equations
- **Inequalities** – includes inequalities in one variable; combined inequalities; inequalities in two variables
- In addition to these, Algebra 1J continues with the following topics:
- **Rational and Irrational Numbers** – includes rational numbers; irrational numbers; radical expressions
- **Quadratic Functions** – includes quadratic equations; using quadratic equations; variation

Grades will be reviewed at the end of the first marking period for students in both algebra K and algebra J. Students who do not maintain an average of 70 or better in algebra K will be moved to Grade 8 pre-algebra. Students who do not maintain an average of 83 or better in algebra J will be moved to algebra K.

World Language

The middle school world languages program affirms the belief that students should have the opportunity to study at least one language other than English as a process for building cross-cultural understanding and communication. The New Jersey Core Curriculum Content Standards for World Languages emphasize the importance of student proficiency in the chosen world language. The Spanish and French courses emphasize listening, speaking, reading, and writing skills and acquaint students with the countries and cultures of these languages. Students explore geography, customs, holidays, food, and music.

French

Grade 6

Sixth Grade French

Sixth grade French is an introduction to the language and culture of the francophone world. This introduction to the French language includes such units as:

- ? **Identifying oneself by name and nationality and identifying family members**
- ? **Telling time**
- ? **Talking about weather**
- ? **Ordering and paying for food and beverages**
- ? **Days of the week, months of the year**

Creative projects include family trees, menus, mardi gras masks, and food posters.

Grade 7

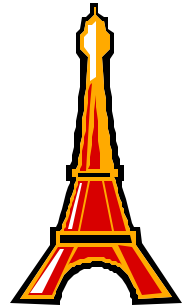
Seventh grade French stresses the skills of listening, speaking, reading, and writing of French, and the culture of its speakers. Major theme unit objectives include:

- Introduction of oneself to French-speaking students
- Talking about school courses and activities
- Shopping for school supplies and clothes
- Finding out about sports and hobbies in francophone countries
- Ordering food and beverages in a French café
- Finding out where French-speaking people go to have fun

Cultural projects include research and presentations on Paris, as well as the lives of famous francophones. A field trip to see a bilingual presentation, and a French lunch, are highlights of the seventh grade French experience.

Grade 8

Eighth grade French is a continuation of the communicative themes begun in seventh grade. Students learn to discuss present, past, and future events in the target language. Thematic units and their objectives include:



- Descriptions of self and family members
- Shopping in a marché
- Talking about weekend activities
- Discussing clothes and fashion
- Making vacation plans
- Discussing towns and cities; asking for and giving directions

Role-playing with real-life situations are used to make the learning of French come alive. An in-depth research project of areas of the French-speaking world is included in the eighth grade curriculum. Students are exposed to French literature via a bilingual presentation of a French play.

Upon successful completion of eighth grade French, students are prepared for French II at the high school level.

Spanish

Grade 6



Spanish/Reading Program: Grades 7/8

The Spanish/Reading program is a two -year course that exposes the student to world language for two marking periods throughout each school year. The goal of this program is to develop an interest and appreciation for the target language, its culture and develop a better proficiency in communication/written skills. Classroom activities include oral comprehension exercises, questions and responses, written assignments, dialogues and cultural exposure.

In grade 7 the student will:

- **Accurately use greetings, farewells, and expressions of politeness**
- **Describe numbers (1-100), dates, and time**
- **Describe themselves and others; character traits, where they are from, and nationality**
- **Express likes and dislikes and negative ideas**
- **Some vocabulary units include: the school and classroom, the bedroom and home, animals, weather and climate**
- **Use definite and indefinite articles**
- **Identify and study Spanish speaking countries and the importance of learning a second language**

In 8th grade the student will:

- **To talk about classes and to sequence events; to tell time and at what time something happens**
- **To describe people and things; to talk about things you like and why; to tell where people and things are**

- To understand and apply pronouns and to conjugate the present tense of regular –ar, -er, -ir verbs
- To conjugate irregular verbs
- Research a famous Spanish speaking individual and present an oral report in both Spanish and English
- To understand the family tree and family vocabulary
- Locations and Directions

Unified Arts



The middle School philosophy supports a curriculum that is rich with opportunities for relevant hands-on, experiential learning and varied, multiple way for students to express themselves and demonstrate learning. The Unified Arts program offers students an opportunity to take classes and explore interests different from the grade level academic offerings. Curriculum and instruction focus on the Cross-Content Workplace Readiness Standards and on the Visual and Performing Arts Core Curriculum Content Standards.

Music Program

Students who play an instrument and take instructional lessons may participate in the band and/or orchestra. Two concerts are performed at night per year. Other playing opportunities do exist throughout the course of the school year as well.

Red Band = 6th Grade Band

Blue Band = 7th/8th Grade Band

Jazz Band = 6th, 7th, 8th Graders

Orchestra = 6th, 7th, 8th Graders

6th Grade Chorus

7th/8th Grade Chorus

Select Ensemble = 7th/8th Graders

Grade 6 Cycled Program

Art

In the sixth grade art program students experience creating with a variety of mediums. The skills and techniques that were introduced in the elementary level are developed further to increase their abilities. Projects that have proven to help the sixth grade student feel confident in art are continued. New ideas are also added to stimulate the creative process.

Home Arts

The grade six Home Arts course is a hands on course introducing students to basic sewing and food preparation skills. Students learn simple and sewing techniques such as sewing a seam and sewing on a button. Students discover how the sewing machine works and gain control of using the sewing machine safely and correctly. Combining their new learned skills students complete a simple but lovely smelling sachet project. In the foods area students learn about kitchen equipment and safety. Various cooking techniques are used as they work in group in their own kitchen lab to prepare simple nutritious snack and breakfast foods.

Computers – Microsoft Power Point

The Microsoft PowerPoint program covers the creation of an interactive multimedia presentation from a blank slide to a completed presentation. Presentations will include design templates, text, graphics, hyperlinks, sounds



and animation. Students will complete two presentations. The first is an exploration of world biomes in which students will research five biomes and give a five minute oral report based on the content of their presentations. The second is a simulated web page where students will create a presentation about themselves, then link the slides together with the use of auto shapes and hyperlinks.

Health

Students in sixth grade focus on the anatomy and physiology of the major body systems, including disease prevention for each. Students focus on skills needed to demonstrate positive behaviors including decision making skills, conflict resolution and self esteem. The family life portion of health education focuses on the physical and emotional changes brought about during puberty. Students will explore all aspects of all types of healthy relationships, types of abuse, and resource places to find help when needed. Students will also discuss tobacco use and the effects tobacco on the body.

Study Skills

This course in Study Skills is scheduled for all sixth graders on a cycle basis. The objective of the course is two-fold. *Cognitive skills* deemed necessary for academic success are introduced and/or emphasized. Organizational skills are stressed, for success both in academic areas and life in general. Students are required to use the Premier Agenda Planner System to maximum effectiveness. They maintain a notebook for class activities, a folder for work in progress and a well-organized locker. Cognitive skills covered include learning theory and style, aids to memorization, critical brain power concepts, questioning and comprehension practice. Study techniques such as SQ3R, outlining, graphic organizers and testing strategies (to avoid test anxiety) are also stressed as well as listening and following directions. *Organizational skills* include: goal setting, long and short-range planning, supplies and study environment, textbook analysis, note-taking techniques, time management and discretionary use of TV and computer. Effort is made to reach a variety of student learning modalities by incorporating games and interdisciplinary art activities whenever possible.

Music

By the end of Sixth Grade, your child should be able to:

- Recognize specific compositions from the Classical period in music history and understand the musical characteristics inherent in these works.
- Discuss the composers, Mozart and Haydn.
- Conduct in duple and triple meter.
- Integrate the components of melody.
- Create and perform an original melody on Orff instruments.
- Distinguish between the following musical forms: Rondo and Theme and Variation.
- Participate in our optional sixth grade chorus.



Grade 7 Electives

Design and Problem Solving

- Create and design using CAD
- Work on critical thinking and problem solving challenges
- Design egg drop vehicles

Drama

- Learn basic acting skills, stage positions and terms
- Perform pantomimes and improvisations
- Perform simple speeches in front of an audience

Foods and Nutrition

- Learn about nutrition and what your body needs to be healthy
- Work cooperatively with others in kitchen group work
- Prepare a variety of foods from each of the food groups

Just Art

- Create forms with clay
- Draw portraits in pastel
- Paint landscapes with watercolors

Movies Then and Now

- Explore the world of movies
- Compare past and present movie production
- Investigate the world of film from script to screen

Puzzles

- Exercise your brain
- Solve puzzles such as crosswords, Sudoku and cyrptoquotes
- Try your hand at creating puzzles

Songwriting with Computers

- Learn music programs on the computer
- Write songs
- Arrange songs using computer generated melodies

Band

- Play every day in a band of full instrumentation preparing for performances
- Perform Concerts and the Memorial Day Parade
- Participate in weekly lesson

Orchestra

- Rehearse daily for performances
- Perform Winter & Spring concerts; Elementary tour in May
- Participate in weekly string lessons

Excel (Required Course of All Students)

- Create spreadsheets in Microsoft Excel
- Track stocks using real time information on the Internet
- Use formulas to calculate equations

Electives 8

Art Through Children's Literature

- Read your favorite books from childhood
- Learn illustration methods used by Caldecott winners
- Write and illustrate your own children's book

CAD, Earthquake Towers, and Rockets

- Learn the basics of Computer Aided Design (CAD).
- Research and construct Earthquake Tower.
- Research and construct Solid Fuel Model Rockets

Creating Art

- Construct figures in clay
- Compose a watercolor painting
- Weave with paper straws

Drama

- Perform in front of others through speeches, improvisations, and acting
- Build a character for the stage
- Create a video commercial

GEPA Prep

- Improve your skills in language arts
- Improve your skills in math
- Be ready for the GEPA test

Interior and Fashion Design

- Explore room design and Feng Shei
- Do your own personal color analysis
- Learn about clothing design and combinations

Literary Magazine

- Learn fundamental principles of magazine journalism
- Produce pieces of art and literature for possible inclusion in magazine
- Cooperate with the group of editors to produce the school publication *Magnum Opus*

Multimedia Computer Presentations

- Create an interactive multimedia presentation with graphics
- Learn to add transitions and special effects to presentation

- Incorporate sound and video files in presentation

Newspaper

- Learn fundamental principles of newsprint journalism
- Follow the reporting process through to publication
- Produce the school publication *Wolverine Times*

Photoshop and Web Development

- Create graphics in Adobe Photoshop
- Build a webpage using HTML
- Build a webpage using Microsoft FrontPage

Puzzles

- Exercise your brain
- Solve puzzles such as crosswords, Sudoku and cyrptoquotes
- Try your hand at creating puzzles

The Roots of Rock

- Study how modern music evolved
- Listen to all genres of music
- View videos of the important music makers in America

Sew a Little ~ Cook a Little

- Learn hand and machine skills needed to prepare simple sewing projects.
- Explore various food preparation techniques used in cooking
- Work together to create a class restaurant

Band

- Play your instrument every day in rehearsal
- Perform in at least two full concerts, smaller concerts and tours
- Participate in weekly lesson

Orchestra

- Rehearse daily for our performances
- Perform at Winter & Spring concerts; Elementary tour in May
- Participate in weekly string lessons



Physical Education and Health

Grades 6, 7 and 8

There are unlimited possibilities for our students in the Physical Education Program. There is enjoyment as well as the opportunity to improve and grow in the areas of strength, speed, agility, endurance, coordination, social and emotional development. Most important is for students to enjoy themselves while reaching a

new level of fitness and performance. As students progress through grade levels, greater skill development is emphasized.

COURSE OVERVIEW

TEAM SPORTS

- ? Basketball
- ? Field Hockey/Floor Hockey
- ? Flag/Ultimate Football
- ? Soccer
- ? Softball
- ? Volleyball
- ? Kickball
- ? Ultimate Frisbee
- ? Lacrosse
- ? Team Handball/Speedball



INDIVIDUAL AND DUAL SPORTS

- ? Cross Country
- ? Track and Field

LIFETIME ACTIVITIES

- ? Tennis
- ? Personal Fitness/Fitness Testing
- ? Aerobics/Step Aerobics
- ? Badminton
- ? Dance (square, line, folk, social, aerobic)
- ? Social Games (ping pong, shuffleboard, hackey sack)
- ? Cooperative Games

Health

Grade 6

Grade 6 health is part of the sixth grade Unified Arts cycle.

Grade 7

Students in seventh grade focus on disease prevention and concepts of health enhancing behaviors that go hand in hand with becoming a healthy, productive teen. Students focusing on personal, and life skills through decision making and responsibility activities. Seventh graders also classify chemical substances, and explore short and long term effects on the body and the mind. Students explore factors leading to stress and brainstorm healthy ways to deal with the stress of everyday teenage life. Family life education encompasses the anatomy and physiology of both the male and female reproductive systems. Students describe prenatal development from conception the birth. Students also discuss the impact of early sexual activity on their well being, and develop strategies to support sexual abstinence and HIV prevention.

Grade 8

Students in eighth grade focus on skills needed for becoming a healthy, productive teen. Students explore health promotion and disease prevention dealing with teen issues such as peer pressure, self-esteem, bullying, tolerance, eating disorders, relationships, and suicide. Students explore the medias influence on decisions they make dealing with sexuality, drugs and alcohol. Students discuss commitment and positive healthy relationships and responsible dating. They will also explore the impact on early sexual activity. Students will develop strategies to support sexual abstinence. Students will also contrast methods of contraception to prevent the transmission of STD's and HIV and unintended pregnancy.



The End