

# Program of Studies



## 2012-2013

John H. Walker Middle School

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Interim K-12 Coordinator of World Languages and  
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The Nutley School District will not discriminate on the basis of race, color, religion, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical handicap, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972 and NJAC 6:4-1.1 et. seq.

## **Introduction**

This catalog is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning at John H. Walker Middle School. It is a complete guide to the possible course offerings at the middle school. Each department has described its specific course offerings, highlighting the chief components of each course. Planning an individual student's middle school program of studies demands a cooperative effort between home and school. The courses at John H. Walker Middle School provide students with many opportunities to meet their educational needs.

Please understand that final decisions regarding the actual offering of any particular course for the 2012-13 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

## **Counseling and Guidance Services**

The John H. Walker Middle School Guidance Department is dedicated to providing its students with a positive transition from elementary school through high school. The program is built upon the belief that each student is unique, capable of making a meaningful contribution to our society and deserves every opportunity to attain self-fulfillment.

The role of the middle school guidance counselor is to guide, advise, consult, and assist with the variety of issues that students, parents, teachers, administrators, and others may have. The goals of the John H. Walker Middle School are:

- To assist students with personal and academic issues such as organizational skills, study skills, learning about self, identifying interests and abilities, and demonstrating those behaviors which lead to academic and personal success.
- To help students make educational and career decisions by learning about how to make decisions, identifying opportunities available to them, and beginning to identify goals and plans.
- To assist students in developing interpersonal skills, such as accepting differences in others, learning conflict resolution skills, and how to effectively communicate.

Guidance and counseling services are provided to students through individual and group counseling. At the middle school level, counselors work very closely with teachers and parents in order to assist students in their academic success. Parents/guardians are expected to help steer the student in the development of a course of studies which will provide a smooth transition to high school. They should monitor the student's performance and progress. Guidance counselors are a resource to both students and parents/guardians in the development and monitoring of educational programs and are available for consultation.

Students who are having severe difficulty in reading, mathematics, and/or writing may receive supplemental instruction upon the recommendation of the department coordinator and/or the evaluation and approval of the Special Services Director. Parents or students may initiate this service by contacting the appropriate department coordinator, guidance counselor, or Child Study Team case manager.

Guidance Staff: Alisa Gennace, Joyce Wood

Child Study Team: Abigail Bergen, Erin Sheridan

Student Assistance Counselor: Joseph Cappello

## **Scheduling Parameters**

### Course Levels

Initial course level placement will be based on placement assessments as well as teacher input. Students and their parents or guardians wishing to change the recommended placement must complete a Level Change Form within the time frame established at the scheduling meeting.

### Level Changes

The deadline for level changes in a full year course is the end of the first marking period or before 30 calendar days for transfer students. It is recommended that all level changes be made in consultation with the counselor, teacher, department coordinator, and parent(s). There must be an open seat in the requested course in order for the change to be made. Maintaining acceptable class size will be a priority.

In addition, the student is responsible for missed work. Grades follow the student when he or she makes a level change, with due consideration given to the weight of that grade.

### Eligibility for Vector Courses

During the spring of grade 6, all students will sit for assessments to be eligible for Vector coursework at the middle school. Students will take assessments in the four core areas (language arts, mathematics, science, and social studies). Assessments will be scored using a rubric. Grade 6 teachers will have the opportunity to provide feedback on each student. Each student's scores will be entered into a matrix to determine eligibility for vector courses. Vector matrices and recommendations will be handled centrally through the Department Coordinator.

## **Grading Parameters**

### Grade Level Promotion Requirements

In order for a student to be promoted to the next grade level, he or she must have successfully completed the four core courses which include language arts, mathematics, science, and social studies. If a student fails one or two of the four core courses, he or she will be permitted to attend summer school to pass the course. If a student fails more than two core courses, he or she will be retained at the grade level.

## Numeric Equivalents

<b>Grade</b>	<b>Grading Scale</b>
A	94.0 – 100
A-	90.0 – 93.9
B+	87.0 – 89.9
B	83.0 – 86.9
B-	80.0 – 82.9
C+	77.0 – 79.9
C	73.0 – 76.9
C-	70.0 – 72.9
D+	67.0 – 69.9
D	60.0 – 66.9
F	Below 60

## Process for Resolving Incomplete Grades

1. A grade of Incomplete (I) will be given only when there is just cause, (*e.g.*, work missing due to absence or illness). Otherwise, students are expected to submit work on time. While it is permissible to accept work that is late, students are expected to complete all work prior to the end of the marking period.
2. Unless there are extenuating circumstances, students are expected to resolve Incompletes no later than ten (10) school days after the close of the marking period. Unresolved Incompletes will be automatically turned into the earned grade after ten (10) days. If an extension is sought, a request must go through the department coordinator.

## **Academic Awards**

### Honor Roll

To qualify for the honor roll, a student must earn no less than a B- in the four core courses which include language arts, mathematics, science, and social studies.

### High Honors

To qualify for high honors, a student must earn no less than an A- the four core courses which include language arts, mathematics, science, and social studies.

### Presidential Academic Award

The President's Education Awards Program was developed to help principals recognize and honor those students who have achieved high academic goals by their hard work and dedication to learning. This award is given to both seventh and eighth grade students for achieving high honors in their academic subjects during the year.

## **Student Assessments**

1. Students in grades 7 and 8 will be required to take the New Jersey Assessment of Skills and Knowledge (NJ ASK) in each grade level. Students with scores that reflect partial proficiency in language arts or mathematics will be invited to attend a class after school to receive preventive remediation.
2. In addition to state and district mandated assessments; other evaluations are used to determine student proficiency in core curriculum content areas. These assessments may identify students who are not yet proficient in designated curricular areas. Also, the use of multiple indicators of a student's performance validates the student's need for additional assistance.
3. Students in grades 7 and 8 will take common assessments throughout their course work in all courses. Common assessments are designed to provide feedback on learning and instruction for students and teachers.

## **Communication**

### Student Progress

Progress reports may be sent home up to six times each marking period. Students who are performing below an A- in a vector course or below C- in other courses will receive a progress report. Progress reports are mailed home to parents or guardians. Report cards are sent home with students.

Telephone and in-person conferences are available upon request. Teachers encourage communication as necessary throughout the school year.

### NAVIANCE Family Connection

This program offers a number of innovative, easy-to-use, web applications for middle school students and their parents to assist with a variety of tasks such as college research, college planning, career planning and exploration, resume building, goal-setting, and communication between school and home.

### Access to NAVIANCE/Family Connection

- Go to <http://connection.naviance.com/jhwms> or use the link found at [www.nutleyschools.org](http://www.nutleyschools.org).
- Sign in with your registered e-mail and your password.  
\*If you forgot your password, click on the "Forgot Your Password" link.

If you do not have a Naviance account, contact your guidance counselor to set one up.

## **Review of Credit – Summer School**

In order for a student to be promoted to the next grade level, he or she must have successfully completed the four core courses which include language arts, mathematics, science, and social

studies. If a student fails one or two of the four core courses, he or she will be permitted to attend summer school to pass the course. If a student fails more than two core courses, he or she will be retained at the grade level.

Information about summer school will be posted on the district website as it becomes available and through the Guidance Office.

## **Career Planning**

NAVIANCE Career Planner can be used by students to research careers, learn more about themselves, link personality type and interests with both career clusters and individual careers, and gain an understanding of the academic preparation required to ensure they are ready to pursue careers in the fields in which they are interested.

Please go to <http://connection.naviance.com/nutleyhs> or use the link found at [www.nutleyschools.org](http://www.nutleyschools.org).

- Sign in with your registered e-mail and your password.  
\*If you forgot your password, click on the “Forgot Your Password” link.

If you do not have a NAVIANCE account, contact your guidance counselor to set one up.

## **Homebound Instruction**

At times, it may be necessary for a student to receive homebound instruction. Homebound instruction will provide the minimum requirements necessary for promotion.

## **Tardy Procedures**

The school day starts at 8:10 a.m. All students are required to be on time. Students who enter after 8:20 a.m. must report to the office annex for an entry pass. Students who are tardy without legitimate excuses will be assigned detention. Repeated instances of unexcused tardiness will necessitate a parental conference or possible suspension. The maximum number of excused tardies is nine (9). Progressive discipline will be assigned after two (2) or more unexcused tardies or ten (10) excused tardies.

Students who are tardy to class will be given teacher detention for the first two (2) tardies. On the third tardy the student will be referred to the vice-principal and progressive discipline will be assigned.

### Disciplinary Action for Tardies

Second Unexcused Tardy  
Third Unexcused Tardy  
Fourth Unexcused Tardy  
Fifth Unexcused Tardy

Warning  
Vice Principal’s Detention  
Central Detention  
Two Central Detentions



Sixth Unexcused Tardy  
More Than Six Unexcused Tardies  
After the Ninth Unexcused Tardy

Saturday Detention  
Administrative Discretion  
(Only nine excused tardies will be allowed)  
Administrative Discretion

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## Business Department

### Department Description

Students enrolled in Business Education courses will be introduced to and achieve a level of proficiency in accepted keyboarding technique. Microsoft Office Suite programs Word, Excel, and Power Point are introduced. Skills learned here act as the foundation for many high school offerings and can be used across content areas in both middle school and high school. We believe that business education programs enhance the rigor and relevance of academic programs by integrating the technical subject matter and professional skills that employers are demanding in the 21<sup>st</sup> century workplace.

### Course Descriptions

<b>Course Title:</b>	Computer Applications 7	<b>Course Number:</b>	0837
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	One Marking Period

<b>Course Description:</b>
<p>Computer Applications 7 is designed for students as an introduction to Microsoft Office Suite and to become more proficient utilizing proper keyboarding skills.</p> <p>This course requires students to understand and apply Microsoft Word, Excel, and Power Point while incorporating proper keyboarding skills.</p> <p>Students will build and develop skills through word processing application (Title Page, table design), spread sheets (data entry/save, formulas, analyze data, chart design), and presentation (design layout, slide manipulation, graphics, audio, transition, and animation)</p> <p>Successful completion of this course will be measured by grading technique using a rubric, written tests, student printouts of documents, and in-school projects.</p> <p>This course will meet five days a week for one marking period.</p>

<b>Course Title:</b>	Concepts of Keyboarding 7	<b>Course Number:</b>	0837
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	One Marking Period

<b>Course Description:</b>
<p>Concepts of Keyboarding is designed for students who want to learn accepted keyboarding technique and become proficient utilizing these skills.</p> <p>This course requires students to operate the computer using a variety of software, master the keyboard using the “Touch Typing” method, and comprehend the basic concepts of Word</p>

Processing.

Students will build and develop skills through application of proper keyboarding technique, understanding computer theory and basic file management, computer graphics, and basic word processing operations.

Successful completion of this course will be measured by grading technique using a rubric, written tests, student printouts of documents, and grading of notes.

This course will meet five days a week for one marking period.

<b>Course Title:</b>	Internet Safety	<b>Course Number:</b>	0860
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	One Marking Period

**Course Description:**

Internet Safety is designed for students who want to enhance their knowledge regarding the safe use of electronic communication through the Internet, social media, and text messaging.

This course requires students to understand and apply concepts learned while they interact with others in cyberspace including (a) “netiquette” or appropriate online behavior, (b) techniques used to avoid being a victim of cyber bullying, (c) actions to take if they are a victim of cyber bullying, and (d) ways to protect their personal information. Students are encouraged to take advantage of the Internet’s benefits while being aware of and reducing the potential risks.

Students will develop skills through course lectures, class participation, involvement in individual and group assignments and projects, as well as hands-on demonstrations and presentations. In addition, students will utilize the knowledge and skills attained in this course to assist them with making better decisions while using technology.

Successful completion of this course will be measured through class participation, class assignments, projects, presentations, and quizzes.

This course will meet five days per week for one marking period.

<b>Course Title:</b>	Applied Computer Technologies	<b>Course Number:</b>	0818
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	One Semester

**Course Description:**

Applied Computer Technologies is designed for students wishing to enhance their keyboarding skills and expand their knowledge of Microsoft Office computer software programs.

This course requires students to apply and improve correct keyboarding technique, to apply

advanced formatting functions utilizing Microsoft Word, Excel, and PowerPoint, and to apply their knowledge and skills to real world situations.

Students will build and develop skills through hands-on activities and assignments designed to improve proper keyboarding techniques and increase speeds, perform multi-step tasks. Students will utilize Microsoft Office programs to create different document styles such as one and two page reports, tables, letters, spreadsheets, mail merge, infographic, pictograph, and slide shows.

Successful completion of this course will be measured through class participation, student-created printouts, tests, grading using rubrics, projects, and timings.

This course will meet five days per week for one semester.

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## Career and Technical Education Department

### Department Description

Career and Technical Education (CTE) courses are designed to expose students to and more fully develop critical thinking, problem solving, and technical skills. Technology Education is defined as “problem-based learning utilizing math, science and technology principles” (ITEEA definition). Students are encouraged to participate in these courses that incorporate exploration of traditional, historical, and current technological skills through a hands-on project based approach. We believe that Technical Education courses provide rich opportunities for real-world learning experiences for all students where academic standards are reinforced and students are able to apply what they have learned in “real life” situations while they prepare for the 21<sup>st</sup> Century workplace.

### Course Descriptions

<b>Course Title:</b>	Introduction to Technology 7	<b>Course Number</b>	0837
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	One Marking Period

#### **Course Description:**

Introduction to Technology 7 is designed for students who want to develop an appreciation of technology for life, society and the environment.

This course requires students to develop problem-solving, critical and creative-thinking skills, through the application of the design cycle.

Students will build and develop problem-solving and critical thinking skills through hands-on activities. Students will be responsible for related concepts including measurement, technical sketching, technical drawing, the relationship between Science (Physics) and Technology, Building and Design Technology, Structures, and Flight.

Successful completion of this course will be measured through class participation, hands-on activities, homework assignments, and quizzes/tests. Students will be assessed utilizing the criteria of investigation, design, plan, create, evaluate, and attitudes in technology.

This course will meet five days a week for one marking period.

<b>Course Title:</b>	Principles of Technology	<b>Course Number:</b>	0818
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	One Semester

**Course Description:**

Principles of Technology is designed for students who want to study the fundamental structure of industrial technology (manufacturing, power, and energy) and its impact on our lives.

This course requires students to...

- Interpret how technology applications transfer from one area to another.
- Demonstrate how to apply technology to other fields of study.
- Demonstrate how other cultures use technology.
- Understand how technology has shaped our world.
- Understand how technology can be used to solve problems of the world.
- Understand how people can work cooperatively to solve common problems.
- Apply safe use of power equipment and safe practices in a production lab (shop) environment.

Students will build or develop problem-solving and critical thinking skills through hands-on activities. Students will be responsible for related concepts: measurement, hand and power tools (identification, safety, and proper usage), technical sketching, Computer Aided Drawing, structural design, simple machines, electricity and magnetism, and aerodynamics.

Successful completion of this course will be measured through class participation, hands on activities, homework assignments, and quizzes/tests. Students will be assessed utilizing the criteria of investigation, design, plan, create, evaluate, and attitudes in technology. All assessments will focus upon each student's potential and their ability to demonstrate their comprehension of the subject matter.

This course will meet five days a week for one semester.

## English Department

### Department Description

The English Department at John H. Walker Middle School strives to develop knowledge, skills, and strategies for students in the areas of reading, writing, speaking, listening, and viewing. With opportunities for daily practice that are independent, directed, and collaborative, students will progress from emergent to fluent readers and writers. Experiences with a wide variety of literature which reflects our diverse and multicultural society enable students to become familiar with many authors' writing styles. Additionally, students will be prepared for the demands of college, business, and life in a democratic society by practicing skills which require them to think logically and express themselves clearly. The stimulation of the students' curiosity, creativity, and imagination through the study of literature will assist them in making connections to their own existence and apply knowledge of the conventions of standard English grammar and usage when writing or speaking.

### Course Descriptions

<b>Course Title:</b>	English 7	<b>Course Number:</b>	0101, 0102
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

#### **Course Description:**

English 7 is designed for students who want to explore the five elements of language arts: reading, writing, speaking, listening, and critical viewing.

This course requires students to discover a variety of literary genres, create a variety of writing tasks, continue the study of grammar and its usage, and utilize technology for language arts experiences.

Students will build and develop skills through exposure to reading and writing strategies, process writing using graphic organizers, exhibit vocabulary development, demonstrate appreciation of the written/spoken word, and utilize effective communication skills.

Successful completion of this course will be measured by participation in class discussions, group and individual presentations, journals, essays, tests, quizzes, and homework.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	English 7 – Vector	<b>Course Number:</b>	0100
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	Placement Assessment and Teacher Matrix	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>English 7 – Vector is designed for students who want to focus on the five elements of language arts: reading, writing, speaking, listening, and critical viewing, with an advanced approach.</p> <p>This course requires students to demonstrate superior command of reading comprehension, to design writing assignments that are well organized and show elements of risk-taking, to think logically and creatively, and to possess a positive attitude toward independent reading and writing tasks.</p> <p>Students will develop skills in literary analysis, critical thinking/problem-solving strategies, advanced vocabulary development, advanced grammar usage, research skills using technology, and will take ownership as a lifelong learner of language arts.</p> <p>Successful completion of this course will be measured by participation in class discussions, group and individual presentations, journals, essays, tests, quizzes, homework, and a research paper.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	English 8	<b>Course Number:</b>	0106, 0107
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	English 7	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>English 8 is designed for students who want to explore the five elements of language arts: reading, writing, speaking, listening, and critical viewing.</p> <p>This course requires students to understand major literary genres and literary terms, create a variety of writing tasks, apply the conventions of standard English to all written assignments, and utilize technology for research and language arts experiences.</p> <p>Students will build and develop skills in reading strategies and literary awareness, process writing, vocabulary development, grammar and its usage, research skills, and application of technology.</p> <p>Successful completion of this course will be measured by participation in class discussions, group and individual presentations, journals, essays, tests, quizzes, homework, and a research paper.</p> <p>This course will meet five days a week for the academic year.</p>			



<b>Course Title:</b>	English 8 – Vector	<b>Course Number:</b>	0105
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	A- or better in English 7 – Vector or Teacher and Administrator Approval for students not in English 7 – Vector	<b>Length:</b>	Full Year

<b>Course Description:</b>	
<p>English 8 – Vector is designed for students who want to focus on the five elements of language arts: reading, writing, speaking, listening, and critical viewing, with an enhanced approach.</p> <p>This course requires students to demonstrate superior command of major literary genres and literary terms, create advanced proficient writing tasks and literary analyses, apply the conventions of standard English to all written assignments, utilize technology for research and language arts experiences, and apply critical thinking/problem-solving strategies to all aspects of the course.</p> <p>Students will build and develop skills in literary analysis, take risks as communicators, incorporate advanced vocabulary development, apply advanced grammar, exhibit research skills using technology, and demonstrate a positive attitude toward accomplishing independent reading assignments.</p> <p>Successful completion of this course will be measured by participation in class discussions, group and individual presentations, journals, essays, tests, quizzes, homework, independent reading, and a research paper.</p> <p>This course will meet five days a week for the academic year.</p>	

<b>Course Title:</b>	Reading/Writing 7	<b>Course Number:</b>	0812
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>	
<p>Reading/Writing 7 is designed for students who want to explore the elements of reading and writing strategies to enrich their language arts experiences. These strategies provide creative, unique, and authentic avenues that students can explore.</p> <p>This course is divided into two parts, reading or writing, for a semester each.</p> <p>The reading portion of the course requires students to understand literal and inferential reading comprehension skills, and to develop skills for surveying, questioning, and comprehending various forms of literary material. The writing portion of the course requires students to create a variety of writing tasks in a writing workshop environment.</p> <p>Students will develop skills through reading a variety of genres, identifying elements of style,</p>	

applying reasoning skills, keeping a writing portfolio, practicing process writing, developing editing and revising skills, and participating in writing conferences.

Successful completion of this course will be measured through hands-on activities in class such as writing portfolios, projects, and group work. No homework is required.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Journalism 8	<b>Course Number:</b>	0601
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Writing Prompt Response	<b>Length:</b>	Full Year

**Course Description:**

Journalism 8 is designed for students who want to deliver the news to the student body of John H. Walker Middle School by becoming a part of the school newspaper.

This course requires students to learn the fundamentals of good journalism including the journalistic style of writing, editing, expression, and layout design.

Students will build and develop skills through writing workshops and class discussions designed to help each student learn the basic principles of journalism and to apply such skills to the production of *The Raider Review*.

Successful completion of this course will be measured by completing assigned tasks including researching important stories, observing deadlines for written articles, displaying a positive work ethic during class time, and completing periodic tests and quizzes.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Literature/Media Connection 8	<b>Course Number:</b>	0600
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

**Course Description:**

Literature/Media Connection 8 is designed for students who want to explore the world of film and literature. Using a dynamic collection of films and books, this course assists students in making the connection between a variety of media and literature.

This course requires students to apply literary terms to film and analyze the plot, characters, and symbolism presented. Additionally, film terminology is introduced as well as lighting and sound elements.

Students will develop skills through the viewing of a variety of films as well as reading a collection of various novels. Class discussions and notebook response questions will assist

students in developing an appreciation for film and reading.

Successful completion of this course will be measured by daily participation, film reviews, film theme research, and director biographies. No homework is required for this class.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Language Arts Strategies 8	<b>Course Number:</b>	0829
<b>Grades:</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Teacher Recommendation	<b>Length:</b>	Full Year

**Course Description:**

Language Arts Strategies 8 is designed for students who want to refine skills for reading comprehension and writing.

This course requires students to apply and understand a variety of concepts relating to language arts literacy with emphasis on preparation for NJ ASK and other required assessments. Students will develop skills through discussing and analyzing elements of narrative, informational, and persuasive text as well as composing persuasive and expository essays. In addition, students will utilize proper grammar, punctuation, capitalization, sentence structure, and spelling.

Successful completion of this course will be measured through a variety of activities, reading and writing portfolios, journals, and class discussions.

This course will meet five days a week for the academic year.

## English as a Second Language (ESL) Department

### Department Description

Staff in the ESL Department believes that students should participate and communicate successfully in a pluralistic society. Language and culture are the foundation of human experience. We believe that all students must develop and maintain proficiency in English and in at least one other language. Students who come from non-English speaking backgrounds are provided opportunities to develop linguistic, cognitive, and socio-cultural proficiencies in English.

The ESL curriculum provides a sequential program of communication-based English instruction in preschool through grade 12. We believe that language is acquired through meaningful interactive experiences enriched by culturally authentic content. Through English language instruction, students are provided opportunities to reach out to others across cultural and linguistic boundaries.

Instruction is characterized by progressive learning in developing relevant themes and meaningful tasks involving comprehension, speaking, reading, and writing the language. Instruction is based on inquiry, solving real-life problems, and application of concepts. We believe that an appreciation of a child's learning style is necessary for success in language learning.

The ESL curriculum explores themes across content areas and makes connections to the multicultural dimensions of the 21<sup>st</sup> Century, fostering a greater respect for ethnic differences, and an understanding of world cultures.

### Course Descriptions

<b>Course Title:</b>	ESL Entering-Emerging	<b>Course Number:</b>	0020
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	NJ State-approved language proficiency test scores at the entering or emerging level	<b>Length:</b>	Full Year

#### **Course Description:**

ESL Entering-Emerging is designed for English Language Learners who can process, understand, produce, or use: a) pictorial or graphic representation of the language of the content areas; or b) general language related to the content areas.

This course requires students to focus on the development of all four language skills (speaking, reading, writing, listening) at the most basic level with an emphasis on vocabulary building, grammar, syntax, mechanics, and pronunciation. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students in this course are scheduled as a two-period daily block.

Students will build or develop skills by reading a variety of challenging Board of Education-

approved ESL Department books and magazines, in addition to using software designed for English Language Learners.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners) and by scoring Proficient or Advanced Proficient on the Language Arts section of the NJASK, when taken.

This course meets five days a week for the academic year.

<b>Course Title:</b>	ESL Emerging-Expanding	<b>Course Number:</b>	0021
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	NJ State-approved language proficiency test scores at the developing or expanding level	<b>Length:</b>	Full Year

**Course Description:**

ESL Emerging-Expanding is designed for English Language Learners who can process, understand, produce, or use: a) general, specific, or some technical language of the content areas; or b) expanded sentences in oral interaction or written paragraphs, or a variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs.

This course requires students to focus on the development of more extended, academic vocabulary, with emphasis on reading comprehension and essay writing. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students in this course are scheduled as a two-period daily block.

Students will build or develop skills by reading a variety of challenging Board of Education-approved ESL Department books in addition to selected newspaper and magazine articles.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners) and by scoring Proficient or Advanced Proficient on the Language Arts section of the NJASK, when taken.

This course meets five days a week for the academic year.

<b>Course Title:</b>	ESL Expanding-Bridging	<b>Course Number:</b>	0022
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	NJ State-approved language proficiency test scores at the expanding or bridging level	<b>Length:</b>	Full Year

<b>Course Description:</b>	
<p>ESL Expanding-Bridging is designed for students who are usually being transitioned to exit the ESL Program and are simultaneously enrolled in a mainstream English class.</p> <p>This course requires students to understand materials that focus on cognitive and academic language proficiency. Emphasis is placed on successful performance on the high school graduation test and college entrance exams. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.</p> <p>Students will build or develop skills by reading a variety of challenging Board of Education-approved ESL Department books in addition to selected newspaper and magazine articles. Extensive persuasive and expository writings are done.</p> <p>Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners) and by scoring Proficient or Advanced Proficient on the Language Arts section of the NJASK, when taken.</p> <p>This course will meet five days a week for the academic year.</p>	

## Health and Physical Education Department

### Department Description

The Health and Physical Education Department is committed to providing a high quality instructional program that is relevant to all students. Each teacher's goal is to provide students with a variety of activities that will prepare them for a lifetime of fitness and well-being. Instructional practices take into consideration changing developmental and movement abilities and also seek to develop self-confidence, teamwork, and leadership skills. In terms of Health Education, it is the goal of the teachers to deliver instruction that will have a strong impact on promoting healthy young adults. Instructional practices will focus on developing critical thinking skills to enable students to make informed decisions that encourage healthy lifestyles.

### Course Descriptions

<b>Course Title:</b>	Health 7	<b>Course Number:</b>	0937
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	1 Marking Period

#### **Course Description:**

Health 7 is designed to promote the characteristics of a healthy lifestyle through self-awareness, wise decision-making, and informed actions. Students will acquire knowledge and develop skills to strengthen their ability to make health-enhancing decisions. This course will promote intellectual growth and decision-making skills.

This course will allow students to develop an understanding of various health-related issues and topics. These topics include mental and emotional health, stress management, preventative health care and disease awareness, physical fitness, nutrition, the importance of wellness, drug awareness including themes on alcohol, tobacco, and drugs, basic first aid, and the function and role of developing body systems.

Students will build skills through group work, lecture and discussions, guest speakers, and readings from the text book as well as additional supplemental readings pertaining to relevant topics.

Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, and completion of an end-of-unit common assessment.

This course will meet five days a week for one marking period.

<b>Course Title:</b>	Health 8	<b>Course Number:</b>	0938
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Successful Completion of Health 7	<b>Length:</b>	1 Marking Period

<b>Course Description:</b>			
<p>Health 8 is designed to promote the characteristics of healthy lifestyle through self-awareness, wise decision-making, and informed actions. Students will continue to acquire knowledge and develop skills to strengthen their ability to make health-enhancing decisions. This course will promote intellectual growth and decision-making skills.</p> <p>This course will allow students to develop an understanding of the human reproductive system, puberty, pregnancy and childbirth, physical, emotional, and social aspects of human relationships and sexuality. Students will learn about disease awareness and preventative health care with a focus on sexually transmitted infections and HIV. Alcohol, tobacco and drug awareness as well as current trends in this area will be discussed.</p> <p>Students will build skills through group work, lecture and discussions, guest speakers, and readings from the text book as well as additional supplemental readings pertaining to relevant topics.</p> <p>Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, and completion of an end-of-unit common assessment.</p> <p>This course will meet five days a week for one marking period.</p>			

<b>Course Title:</b>	Physical Education 7	<b>Course Number:</b>	0927
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	3 Marking Periods

<b>Course Description:</b>			
<p>Physical Education 7 is designed to provide opportunities for physical, mental, and social development. The goal is to maximize physical potential, intellectual growth, and leadership skills.</p> <p>This course will allow students to develop an understanding of physical fitness components such as frequency, intensity, time and type and recognize that success and improvement are the result of effort and practice. Students will be taught the basic rules and regulations for sports and recognize the benefits of following safe practices, procedures, and etiquette when engaging in physical activity. The purpose of sports, games, and dance in modern society will be discussed with the students. Students will also apply movement concepts and principles to the learning and development of motor skills, be responsible for personal and social behavior in physical education class, respect for differences among people in physical activity settings, and participate in opportunities for enjoyment, challenge, self-expression, social interaction, and health benefits that physical activity can provide.</p>			



Students will build skills through participation in a physical educational program that will provide sequential instruction and knowledge necessary for the activities selected.

Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, in class observations, and completion of an end-of-unit common assessment. Students will be required to change into athletic clothing for class. Students must wear a t-shirt, shorts, and athletic sneakers. In colder weather, students should wear a sweatshirt and sweat pant.

This course will meet five days a week for one marking period.

<b>Course Title:</b>	Physical Education 8	<b>Course Number:</b>	0928
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Physical Education 7	<b>Length:</b>	3 Marking Periods

**Course Description:**

Physical Education 8 is designed to provide opportunities for physical, mental, and social development. The goal is to maximize physical potential, intellectual growth, and leadership skills.

This course will allow students to continue to develop skills related to physical fitness components such as frequency, intensity, time and type and recognize that success and improvement are the result of effort and practice. Students will learn more in-depth rules and regulations for sports and recognize the benefits of following safe practices, procedures, and etiquette when engaging in physical activity. Students will gain an understanding of movement concepts and principles related to learning and developing motor skills. Students will become responsible for personal and social behavior in physical education class and respect for differences among people in physical activity settings. Students will also participate in physical activity opportunities for enjoyment, challenge, self-expression, social interaction, and health benefits.

Students will build skills through participation in a physical educational program that will provide sequential instruction and knowledge necessary for the activities selected.

Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, in class observations, and completion of an end-of-unit common assessment. Students will be required to change into athletic clothing for class. Students must wear a t-shirt, shorts, and athletic sneakers. In colder weather, students should wear a sweatshirt and sweat pant.

This course will meet five (5) days a week for one marking period.

## Mathematics Department

### Department Description

The Mathematics program in grades 7 and 8 is designed to provide opportunities for all students to move forward in the development of a strong foundation in mathematics. The process skills of problem-solving, application, critical thinking, and mathematical reasoning are stressed. The courses available to students range from Pre-Algebra to Algebra I and Geometry, which prepare students for the study of advanced mathematics in high school and beyond.

The mathematics curricula emphasize thinking skills through a balance of number sense, computation, logic and reasoning, analysis, mathematical modeling, problem solving, and technology. The teachers of the mathematics department provide instruction that engages and challenges students in learning environments that are encouraging and developmentally appropriate.

Because of the sequential nature of mathematics, many courses require prerequisites in addition to teacher recommendations. Course recommendations are based on concrete data such as marking period grades and common assessment scores. Students are encouraged to adhere to the course sequence suggested by the teachers in the Mathematics Department.

The teachers of the Mathematics Department are available to provide students with assistance on homework assignments and work missed due to absence. Teachers are available for extra help before and after school in their assigned classrooms.

### Course Descriptions

<b>Course Title:</b>	Pre-Algebra 7	<b>Course Number:</b>	0322
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	Grade 6 Mathematics	<b>Length:</b>	Full Year

#### **Course Description:**

Pre-Algebra 7 is designed for grade 7 students who have successfully completed the grade 6 mathematics curriculum.

This course will require students to use mathematical skills taught in grade 6 with additional advanced computation including an emphasis on introductory algebraic concepts. Students will study fractions, decimals, percents, positive and negative integers, and rational numbers. They will develop and expand the use of ratios and proportions, techniques for solving algebraic equations, and problem-solving skills. Geometry concepts will include the coordinate plane, angles, polygons, perimeter, area, volume, surface area, similarity, and transformations. Students will develop algebraic thinking skills as they evaluate variable expressions, solve two-step equations, and begin the study of linear functions and their graphs. Statistics and probability will also be incorporated into the curriculum.

Successful completion of this course will be measured through teacher-generated assessments, common assessments, projects, assignments, and a final exam.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Pre-Algebra 8	<b>Course Number:</b>	0319
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Pre-Algebra 7	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Pre-Algebra 8 is designed for grade 8 students who have successfully completed Pre-Algebra 7 and would benefit from another year of pre-algebra before beginning an Algebra I curriculum in grade 9.</p> <p>This course will require students to use and expand all pre-algebra skills and concepts developed in Pre-Algebra 7. There will be a greater emphasis on operations with rational numbers, equation-solving techniques, and algebraic terminology. Geometry concepts will be extended to include more relationships between angles, congruence, symmetry, and more three dimensional figures. Students will further develop algebraic thinking skills as they begin to simplify polynomials and continue the study of linear and non-linear functions. Students will learn and use different methods for graphing functions. Statistics and probability will also be incorporated into the curriculum.</p> <p>Successful completion of this course will be measured through teacher-generated assessments, common assessments, projects, assignments, and a final exam.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Foundations of Algebra	<b>Course Number:</b>	0318, 0321
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	Placement Assessment and Teacher Matrix Grade 6 for entering Grade 7 Students or Pre-Algebra 7 Teacher and Administrator Approval	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Foundations of Algebra is designed for grade 7 students who have demonstrated strong ability in the grade 6 mathematics curriculum and for grade 8 students who have demonstrated advanced mathematical ability and thinking in Pre-Algebra 7. All students should expect extensive instruction in a fast-paced pre-algebra course, which will provide a solid foundation necessary for the Advanced Algebra curriculum in grade 9.</p> <p>This course will require students to use mathematical skills taught in grades 6 and 7 with additional advanced computation including a strong emphasis on algebraic concepts. Students will study fractions, decimals, percents, positive and negative integers, and rational numbers. They will expand the use of ratios and proportions, techniques for solving algebraic equations, and problem solving skills. Students will develop algebraic thinking skills as they simplify and evaluate variable expressions, solve equations requiring multiple steps, and graph and analyze</p>			

linear functions. Geometry concepts will include angles, polygons, perimeter, area, volume, surface area, similarity, and transformations. Introductory algebra will be integrated into the geometry topics. Statistics and probability will also be incorporated into the curriculum.

Successful completion of this course will be measured through teacher generated assessments, common assessments, projects, assignments, and a final exam.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Accelerated Algebra I	<b>Course Number:</b>	0317
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	Algebra Readiness Assessment – 90% or better on Part 2 in Grade 6 or Foundations of Algebra in Grade 7	<b>Length:</b>	Full Year

**Course Description:**

Accelerated Algebra I is designed for grade 7 students who have demonstrated superior ability in the grade 6 mathematics curriculum and have scored a 90% or better on Part 2 of the Algebra Readiness Assessment. The course is also appropriate for grade 8 students who successfully completed Foundations of Algebra in grade 7 and have demonstrated strong competency. All students should expect extensive instruction in the structures of algebra with emphasis on application, problem-solving, and critical thinking.

This course will require students to perform basic operations with all real numbers, variables, exponents, polynomials, radicals, and rational expressions. Course content also includes coordinate geometry, factoring of polynomials, solving of linear, quadratic, systems of equations and inequalities, and direct and inverse variation. Verbal problems and previously learned geometry concepts are integrated within each unit of study to emphasize the development of problem-solving abilities. Students will use mathematical vocabulary, notation, and graphs to represent ideas, describe relationships, and model situations. Students will be expected to complete mathematical computations without the use of a calculator and to use the language of mathematics with precision.

Successful completion of this course will be measured through teacher generated assessments, common assessments, projects, assignments, and a final exam.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Accelerated Geometry	<b>Course Number:</b>	0313
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Accelerated Algebra I – Grade 7	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Accelerated Geometry is designed for students who have demonstrated superior ability in mastering the concepts of Algebra I in grade 7. This course offers a rigorous and in depth curriculum in traditional Euclidean geometry enriched by the additions of coordinate, space, and transformational geometry, as well as trigonometry. This course stresses analytical thought and problem-solving with an emphasis on detailed analysis and the formal proof.</p> <p>This course requires students to extend the study of plane and spatial relationships studied in earlier grades through the application of inductive and deductive reasoning to defined terms, properties, postulates, and previously proven theorems. Topics will include but will not be limited to properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures, and the volume of solids. Various types of proof will be incorporated throughout the course. Students will extensively utilize algebraic skills through their application within the context of geometry. Real world problem-solving is emphasized in the study of each topic. Additional topics may include geometric probability and fractals.</p> <p>Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Mathematics Strategies 7	<b>Course Number:</b>	0828
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	Partially Proficient Score on NJASK6	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Mathematics Strategies 7 is a course that aims to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJASK standardized assessment in grade 6. A Math Strategies course is taken in addition to another middle school mathematics course.</p> <p>Students will review concepts, skills, and problem solving strategies in preparation for the NJASK 7, which models the state mandated HSPA (High School Proficiency Assessment) in grade 11. A proficient score on the HSPA assessment is required for high school graduation.</p> <p>Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Mathematics Strategies 8	<b>Course Number:</b>	0830
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Partially Proficient Score on NJASK 7	<b>Length:</b>	Full Year

<b>Course Description:</b>
<p>Mathematics Strategies 8 is a course that aims to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJASK standardized assessment in grade 7. A Math Strategies course is taken in addition to another middle school mathematics course.</p> <p>Students will review concepts, skills, and problem solving strategies in preparation for the NJASK 8, which models the state mandated HSPA (High School Proficiency Assessment) in grade 11. A proficient score on the HSPA assessment is required for high school graduation.</p> <p>Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year.</p>

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## Music Department

### Department Description

The Music Department gives students the opportunity to create, perform, critique and develop an understanding and respect for music in all its forms. Our philosophy is that music is an essential aspect of human existence and music education is therefore a crucial component to the total education of the students. Our performance-based curriculum aims to equip students with the foundation needed for success, as well as give students with other interests the opportunities only found through music learning and live performance.

### Course Descriptions

<b>Course Title:</b>	Band 7	<b>Course Number:</b>	0703
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	Recommendation or audition	<b>Length:</b>	Full Year

#### **Course Description:**

Band 7 is designed for grade 7 students who want to continue to explore and improve their skills on their respective band instrument.

This course requires students to understand and apply basic music fundamentals, musical elements, proper instrumental technique, historical context where appropriate, relation of music to the other arts, and appropriate performance practice.

Students will build and develop skills through the study and performance of age-appropriate literature for band, in a daily, full band rehearsal setting.

Successful completion of this course will be measured through class participation, ongoing part testing and skills assessments, and attendance at all scheduled performances.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Band 8	<b>Course Number:</b>	0704
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Band 7 or audition	<b>Length:</b>	Full Year

#### **Course Description:**

Band 8 is designed for grade 8 students who want to continue to refine their skills on their respective band instrument, and expand their musical experiences to become more accomplished and well-rounded musicians.

This course requires students to understand and apply music fundamentals, musical elements, proper instrumental technique, historical context, relation of music to the other arts, and appropriate performance practice.

Students will build and develop skills through the study and performance of age-appropriate literature for band that builds on skills attained during the previous year, in a daily, full band rehearsal setting.

Successful completion of this course will be measured through class participation, ongoing part testing and skills assessments, and attendance at all scheduled performances.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Chorale	<b>Course Number:</b>	0700
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	Interview and/or audition	<b>Length:</b>	Full Year

**Course Description:**

Chorale is designed for students who want to gain singing experience and develop vocal/music skills. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to take into account basic vocal production, beginning theory/fundamentals, historical context, musical elements, and appropriate performance practice.

Students will build and develop music and singing skills through the study, analysis and performance of a variety of age/level appropriate choral repertoire.

Successful completion of this course will be measured through class participation, sight singing exercises, as well as performance assessments.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Instrumental Music Lessons	<b>Course Number:</b>	0705
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	Participation in Band 7 or 8	<b>Length:</b>	Full Year

**Course Description:**

Instrumental Music Lessons is designed for students in grades 7 and 8 who wish to further refine their instrumental technique in a small, homogenous group setting. This course meets in conjunction with the respective ensemble course.

This course requires students to understand and apply music fundamentals, musical elements, proper instrumental technique, historical context, relation of music to the other arts, and appropriate performance practice.

Students will build and develop skills through the study of instrument-specific methods, aural training, and repeated practice of proper instrument technique.



Successful completion of this course will be measured through weekly lesson attendance, class participation, ongoing part testing and skills assessments, and a year-end evaluation.

This course will meet one day a week for the academic year.

<b>Course Title:</b>	Concert Choir	<b>Course Number:</b>	0701
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	Interview and/or audition	<b>Length:</b>	Full Year

**Course Description:**

Concert Choir is designed for students who want to explore music and perform in a large ensemble. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar.

This course requires students to take into account proper vocal production, basic theory/fundamentals, historical context, musical elements, and appropriate performance practice.

Students will build and develop music skills through the study, analysis and performance of a variety of choral repertoire. Successful completion of this course will be measured through class participation, sight-singing exercises, as well as performance assessments.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Debonaires	<b>Course Number:</b>	0702
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	Interview and/or audition	<b>Length:</b>	Full Year

**Course Description:**

Debonaires is designed for middle school girls who want to participate in a women's choir and develop vocal technique and musicianship skills. Performances are an integral part of the course and include concerts, competitions, and festivals, which will be outlined in a performance calendar.

This course requires students to perform with proper vocal technique, understand and apply basic music theory concepts, analyze and describe the historical and cultural context of music, utilize the expressive qualities of music, and demonstrate an ability to read music. Students will develop skills through the study, analysis, and performance of age-appropriate treble/women's choral repertoire and sight-singing exercises.

Successful completion of this course will be measured through class participation, repertoire and sight-singing testing, as well as performance assessments.

This course will meet five days a week for the academic year.

## Science Department

### Department Description

Science is systematic knowledge of the physical or material world gained through observation and experimentation. The John H. Walker Middle School Science Department provides an exploratory tour of the scientific world in the areas life science, physical science, and earth science. One of its fundamental goals is to provide students with a working knowledge of how basic science information is constructed, methods for measuring, experimental design, and ways to analyze and interpret information. This foundation of scientific knowledge will allow students to apply information so that they have an understanding of life, earth, and physical science which will allow them to make sound decisions in their lives. During their eighth grade year, students will take a science placement test that will help to place students appropriately at the beginning of their high school career.

### Course Descriptions

<b>Course Title:</b>	Grade 7 Science	<b>Course Number:</b>	0401, 0402
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>
<p>Grade 7 Science is designed for students to provide an exploratory examination of physical science, life science, and earth science. The main topics include Newton’s Fundamental Laws of Motion, an understanding of basic cellular physiology, and the rock cycle including volcanoes and earthquakes.</p> <p>This course requires students to understand basic fundamental principles, and utilize scientific method skills, such as measuring, graphing, and analyzing.</p> <p>Students will develop skills through group work, hands-on activities, and investigations. Successful completion of this course will be measured through tests, quizzes, homework, class work, lab work, and completion of end of unit common assessments.</p> <p>This class will meet five days a week for the academic year.</p>

<b>Course Title:</b>	Grade 7 Science – Vector	<b>Course Number:</b>	0400
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	Placement Assessment and Teacher Matrix	<b>Length:</b>	Full Year

<b>Course Description:</b>
<p>Grade 7 Science – Vector is designed for students who want to explore physical science, earth science, and life science through an intense investigative study and experimental framework.</p>

The main topics include Newton's Fundamental Laws of Motion, an understanding of basic cellular physiology, and the rock cycle including volcanoes and earthquakes.

This course requires students to apply scientific content knowledge to new situations, and understand the role of a scientist through experimentation.

Students will develop skills through hypothesizing, observing, testing, analyzing and reporting on group and individual data driven experiments. Successful completion of this course will be measured through participation in investigations, tests, homework, lab write-ups, as well as unit common assessments.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Grade 8 Science	<b>Course Number:</b>	0406, 0407
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

**Course Description:**

Grade 8 Science is designed to continue an exploration of the sciences, expanding of the topics discussed in seventh grade in the areas of physical science, life science and earth science. Topics in this course include chemical reactions, the human body systems, and the earth-moon-solar system celestial happenings.

This course requires students to understand and apply scientific principles to real-world situations.

Students will develop skills through investigations that are designed to be hands-on and allow students to visualize many of the components of the class. Successful completion of this course will be measured through class work, homework, quizzes, tests, lab work as well as common unit assessments.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Grade 8 Science – Vector	<b>Course Number:</b>	0405
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	A- or better in Grade 7 Science – Vector or Teacher and Administrator Approval for students not in Science 7 – Vector	<b>Length:</b>	Full Year

**Course Description:**

Grade 8 Science – Vector is designed for students who want to study science through experimentation and investigation. Topics in this course include chemical reactions, the human

body systems, and the earth-moon-solar system celestial happenings.

This course requires students to apply scientific content knowledge to new situations, and understand the role of a scientist through experimentation.

Students will build or develop skills through thinking and acting like a scientist, and applying content learned to new situations and problem-solving. Successful completion of this course will be measured through participation in investigations, tests, homework, lab write-ups, as well as unit common assessment.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Accelerated Physical Science	<b>Course Number:</b>	0410
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Accelerated Algebra I – C- or better	<b>Length:</b>	Full Year

**Course Description:**

Accelerated Physical Science infuses math (algebra) with theories and phenomenon of the physical world. This course is designed for students who are advanced in math and interested in learning about the physical world by applying mathematical formulas to investigative physical science.

This course requires students to apply analytical skills, measurement skills, basic algebra operations, simple mathematical calculations, and problem-solving skills while learning the laws of physics.

Students will develop understanding through problem-solving, using scientific apparatus and instruments, comparing results, analyzing lab results, and interacting with classmates during laboratory investigations. Successful completion of this course will be measured by performance on quizzes and tests, laboratory performance and analysis, class work, homework, classroom discussions, as well as other projects and a final exam.

This course will meet five days a week for the academic year.

## Social Studies Department

### Department Description

The goal of social studies is to educate young citizens, heirs to a vibrant democracy, for their role in the future of the nation and a global society. To this end, the department offers courses in both American and world history. The grade seven program builds upon the foundation established during the study of government and the economy in grade six, examining the historical origins of American institutions, and their transformation in the crucible of Civil War and Reconstruction. The grade eight course begins a two-year study of world history that will continue into the high school, examining the cultural foundations of the major global communities. Both courses are designed to address the New Jersey Core Content Curriculum Standards, and to prepare students for their transition into the high school.

### Course Descriptions

<b>Course Title:</b>	Grade 7 Social Studies	<b>Course Number:</b>	0201, 0202
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

#### **Course Description:**

Grade 7 Social Studies is designed to help students develop the knowledge and skills to become informed young citizens of the American democracy.

This course requires students to build upon the understanding of American government and the national economy acquired in grade six, and enhance their appreciation of how the American historical experience shaped the changing concepts of liberty and the proper role of government. Beginning with the colonial experience, students will examine the genesis of American ideas of freedom, and how these ideas were tested and altered by westward expansion, and the crucible of the Civil War and Reconstruction.

Students will develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, web quests, and digital projects.

Successful completion of this course will be measured by student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Grade 7 Social Studies – Vector	<b>Course Number:</b>	0200
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	Placement Assessment and Teacher Matrix	<b>Length:</b>	Full Year

<b>Course Description:</b>			
Grade 7 Social Studies – Vector is designed to help students develop the knowledge and skills to become informed young citizens of the American democracy.			
<p>This course requires students to build upon the understanding of American government and the national economy acquired in grade six, and enhance their appreciation of how the American historical experience shaped the changing concepts of liberty and the proper role of government. Beginning with the colonial experience, students will examine the genesis of American ideas of freedom, and how these ideas were tested and altered by westward expansion, and the crucible of the Civil War and Reconstruction. Vector students will be expected to develop the writing and analytical skills necessary to successfully complete document-based questions (DBQs), and to examine the historical record for bias and validity. Students will also be required to compare the perspectives of historians regarding key debates within American history.</p> <p>Students will develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, web quests, and digital projects.</p> <p>Successful completion of this course will be measured by student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Grade 8 Social Studies	<b>Course Number:</b>	0205, 0205
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
Grade 8 Social Studies is designed to provide students with the knowledge and skills to serve as effective and informed young citizens of the United States and the global community.			
<p>This course requires students to build upon the geography skills and knowledge acquired in the elementary social studies sequence to enhance their analysis of the historical development of the world’s cultures. Grade Eight Social Studies is the first part of the two year study of world history that will continue during the freshman year of high school. Commencing with the transition into civilization, students will examine how the ideas and institutions of the ancient and medieval eras shaped our world. The founding of many of the major religions lie within the periods covered by this course, and students will be expected to become familiar with the basic tenets and beliefs that have inspired each society.</p> <p>Students will develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, web quests, and digital projects.</p>			

Successful completion of this course will be measured by student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Grade 8 Social Studies – Vector	<b>Course Number:</b>	0204
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	A- or better in Grade 7 Social Studies – Vector or Teacher and Administrator Approval for students not in Social Studies 7 – Vector	<b>Length:</b>	Full Year

**Course Description:**

Grade 8 Social Studies – Vector is designed to provide students with the knowledge and skills to serve as effective and informed young citizens of the United States and the global community.

This course requires students to build upon the geography skills and knowledge acquired in the elementary social studies sequence to enhance their analysis of the historical development of the world’s cultures. Grade 8 Social Studies – Vector is the first part of the two year study of world history that will continue during the freshman year of high school. Commencing with the transition into civilization, students will examine how the ideas and institutions of the ancient and medieval eras shaped our world. The founding of many of the major religions lie within the periods covered by this course, and students will be expected to become familiar with the basic tenets and beliefs that have inspired each society. The vector course will utilize a more conceptual approach to the content, requiring students to organize the content of the course by key ideas, and to evaluate the validity of these ideas. Examples may include geographic determinism or economic explanations for the rise and collapse of empires. Students will also be expected to examine primary sources for bias and validity.

Students will develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, web quests, and digital projects.

Successful completion of this course will be measured by student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps.

This course will meet five days a week for the academic year.

## Special Services Department

### Department Description

The programs for special needs students at John H. Walker Middle School are designed to serve students with disabilities. The full array and continuum of programs and services in the least restrictive environment are available. Schedules for students are developed by the student, parents, case manager and guidance counselors to meet individual student needs as prescribed in their Individual Education Program (IEP). Program options include: fully mainstreamed with supplemental aides and services, in class support, replacement instruction, a self contained program and a program for autistic students. The New Jersey Core Curriculum Content Standards are addressed in all special education programs. Supplemental services include occupational therapy, physical therapy, and speech therapy. The department also provides a strong transition program with community-based supports for those students who require it.

### Autistic Program Description

The John H. Walker Middle School Autistic Program offers an individualized approach to instruction utilizing strategies of Applied Behavior Analysis, direct intervention and differential instruction. The program is designed to accommodate each student's individual need while meeting the New Jersey Core Curriculum Content Standards (NJCCCS). In addition to the NJCCCS, students receive instruction in the areas of self-help, daily living, social skills and behavior modification, as well as speech/language therapy and occupational therapy. Inclusion opportunities are also available to students. The use of accommodations, modifications and small group instruction enhance instruction in the Autistic Program which is determined by an Individualized Education Plan.

### Self-Contained Program Description

The John H. Walker Middle School self-contained program is designed to accommodate each student's individual needs while meeting the New Jersey Core Curriculum Content Standards. In addition, students receive instruction in the areas of daily living, social skills, speech therapy and transition to adult life. Inclusion and mainstreaming opportunities are available to students. The use of accommodations, modifications and positive supports in a small group as delineated in the students IEP enhance instruction.

### Self-Contained Course Descriptions

<b>Course Title:</b>	Writing Self-Contained	<b>Course Number:</b>	0031
<b>Grade(s):</b>	See * Below	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

#### **Course Description:**

This writing course will reinforce and teach the fundamentals of writing composition, construction, and editing.



Students will work on daily journal writing and interactive sentence editing. In addition, writing activities will include persuasive essays, speculative, picture, and narrative prompts. Open-ended questions will be worked on across the curriculum as well. Students will review, as well as learn, new concepts and skills, in preparation for the NJASK 7 and 8.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year. \* Some students may remain in this course of study for three years.

<b>Course Title:</b>	English Self-Contained	<b>Course Number:</b>	0030
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

**Course Description:**

This course will reinforce and teach the fundamentals of grammar usage, parts of speech, capitalization, and punctuation. Both a vocabulary and spelling component will be incorporated as well.

Students will review, as well as learn new concepts and skills, in preparation for the NJASK 7 and 8.

Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Basic Math Self-Contained	<b>Course Number:</b>	0033
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

**Course Description:**

This course will reinforce and teach all basic math facts; addition, subtraction, multiplication, and division. In addition, students will study fractions, decimals, percents, ratios and proportions, and geometry. Basic algebra concepts and terms will be introduced.

Students will review concepts, skills, and problem solving strategies in preparation for the NJASK 7 and 8

Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Basic Algebra Self-Contained	<b>Course Number:</b>	0035
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>This course will reinforce and teach all basic math facts; addition, subtraction, multiplication, and division. In addition, students will study number theory, decimals, rational numbers and fractions, ratios, proportions and percents, integers, exponents, square roots, equations from geometry, and graphing.</p> <p>Students will review concepts, skills, and problem-solving strategies in preparation for the NJASK 7 and 8</p> <p>Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Science Self-Contained	<b>Course Number:</b>	0036
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>This course will highlight portions of the grade 7 and 8 science curricula – Earth, Physical, and Life Science. Vocabulary, scientific concepts, and experiments will be discussed and conducted. Students will work collaboratively on class projects and activities. An understanding of the natural world and the use of technology will be explored. Class discussion and debates will stimulate a natural curiosity about everyday scientific principles.</p> <p>Students will review concepts, skills, and problem-solving strategies in preparation for the NJ ASK 7 and 8.</p> <p>Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Social Studies Self-Contained	<b>Course Number:</b>	0037
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>This course will highlight portions of the grade 7 and 8 social studies curricula – US History and World History. Vocabulary, world events, timelines, and research will all be applied and developed during this course. Class discussion and debates will stimulate a natural curiosity about everyday world occurrences.</p> <p>Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Reading Self-Contained	<b>Course Number:</b>	0032
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>This course will reinforce and teach reading fundamentals such as phonics, fluency, diction, and tone. Students will read from novels, short stories, and poems. Comprehension will be assessed.</p> <p>Use and understanding of literary terms, plot, literary elements; exposition, characters, setting, conflict, climax, and resolution. In addition, students will learn skills to help them use vocabulary in context, as well as speaking, listening, and viewing strategies. Weekly current events will be utilized for public speaking and writing synopsis.</p> <p>Students will review concepts, skills, and problem solving strategies in preparation for the NJ ASK 7 and 8.</p> <p>Successful completion of this course will be measured through teacher-generated assessments, projects, and assignments.</p> <p>This course will meet five days a week for the academic year.</p>			

<b>Course Title:</b>	Study Skills 7 and 8	<b>Course Number:</b>	0845
<b>Grade(s):</b>	7-8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>
<p>This course will help students develop and master skills, strategies, and techniques that can be applied to all subject areas to ensure student success.</p> <p>The greatest component of the Study Skills courses is the idea that it is differentiated on all student levels: interests, readiness, learning styles, content, process, and product. The focus will be on three study skills including processing skills (breaking down a task into steps), note-taking skills, and research skills. Each key component is usable in all subject areas and on each grade level. Mastery of these skills will provide a firm foundation for each student to rely on while working with any subject matter, task, or skill.</p> <p>This course will meet five days a week for the academic year.</p>

### SLD Program Description

In replacement instruction classes at John H. Walker Middle School, special education teachers provide grade-level instruction that is modeled after the general education curriculum. Curriculum standards in the areas of language arts, mathematics, science, and social studies are modified through the use of accommodations and learning supports that are part of the Individualized Education Plan. Small class sizes allow the teachers to provide individualized and differentiated instruction that enable the students to meet the guidelines set forth by the New Jersey Core Curriculum Content Standards. The goal of SLD Instruction Program is to increase the special education student's participation and progress in the general education curriculum.

### SLD Course Descriptions

<b>Course Title:</b>	English 7 SLD	<b>Course Number:</b>	0104
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>
<p>English 7 SLD is designed for students who want to explore the five elements of language arts: reading, writing, speaking, listening, and critical viewing.</p> <p>This course requires students to discover a variety of literary genres, create a variety of writing tasks, continue the study of grammar and its usage, and utilize technology for language arts' experiences.</p> <p>Students will develop skills through exposure to reading and writing strategies, process writing using graphic organizers, exhibit vocabulary development, demonstrate appreciation of the</p>

written/spoken word, and utilize effective communication skills.

The individual needs of each student will be addressed through a variety of presentation methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.

Successful completion of this course will be measured by participation in class discussions, group and individual presentations, journals, essays, tests, quizzes and homework. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.

This course will meet five days a week for the academic year and can be counted in fulfillment of the English requirement for promotion.

<b>Course Title:</b>	English 8 SLD	<b>Course Number:</b>	0109
<b>Grades:</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

**Course Description:**

English 8 SLD is designed for students who want to explore the five elements of language arts: reading, writing, speaking, listening, and critical viewing.

This course requires students to discover a variety of literary genres, create a variety of writing tasks, continue the study of grammar and its usage, and utilize technology for language arts' experiences.

Students will develop skills through exposure to reading and writing strategies, process writing using graphic organizers, exhibit vocabulary development, demonstrate appreciation of the written/spoken word, and utilize effective communication skills.

The individual needs of each student will be addressed through a variety of presentation methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.

Successful completion of this course will be measured by participation in class discussions, group and individual presentations, journals, essays, tests, quizzes and homework. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.

This course will meet five days a week for the academic year and can be counted in fulfillment of the English requirement for promotion.

<b>Course Title:</b>	Math 7 SLD	<b>Course Number:</b>	0306
<b>Grades:</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	Grade 6 Mathematics	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Math 7 SLD is designed for Grade 7 students who have successfully completed the grade 6 mathematics curriculum.</p> <p>This course will require students to use mathematical skills taught in grade 6 with additional advanced computation including an emphasis on introductory algebraic concepts. Students will study fractions, decimals, percents, positive and negative integers, and rational numbers. They will develop and expand the use of ratios and proportions, techniques for solving algebraic equations, and problem solving skills. Geometry concepts will include the coordinate plane, angles, polygons, perimeter, area, volume, surface area, similarity, and transformations. Students will develop algebraic thinking skills as they evaluate variable expressions, solve two-step equations, and begin the study of linear functions and their graphs. Statistics and probability will also be incorporated into the curriculum.</p> <p>The individual needs of each student will be addressed through a variety of presentation methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.</p> <p>Successful completion of this course will be measured through teacher generated assessments, common assessments, projects, assignments, and a final exam. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.</p> <p>This course will meet five days a week for the academic year and can be counted in fulfillment of the Mathematics requirement for promotion.</p>			

<b>Course Title:</b>	Math 8 SLD	<b>Course Number:</b>	0312
<b>Grades:</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Math 7	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Math 8 SLD is designed for Grade 8 students who have successfully completed Pre-Algebra 7 and would benefit from another year of pre-algebra before beginning an Algebra I curriculum in Grade 9.</p> <p>This course will require students to use and expand all pre-algebra skills and concepts developed in Pre-Algebra 7. There will be a greater emphasis on operations with rational numbers, equation solving techniques, and algebraic terminology. Geometry concepts will be extended to include more relationships between angles, congruence, symmetry, and more three dimensional figures. Students will further develop algebraic thinking skills as they begin to simplify polynomials and continue the study of linear and non-linear functions. Students will learn and use different methods for graphing functions. Statistics and probability will also be</p>			

incorporated into the curriculum.

The individual needs of each student will be addressed through a variety of presentation methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.

Successful completion of this course will be measured through teacher-generated assessments, common assessments, projects, assignments, and a final exam. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.

This course will meet five days a week for the academic year and can be counted in fulfillment of the Mathematics requirement for promotion.

<b>Course Title:</b>	Grade 7 Science SLD	<b>Course Number:</b>	0404
<b>Grades:</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

#### **Course Description:**

Grade 7 Science SLD is designed for students to provide an exploratory examination of physical science, life science, and earth science. The main topics include Newton's fundamental laws of motion, an understanding of basic cellular physiology, and the rock cycle including volcanoes and earthquakes.

This course requires students to understand basic fundamental principles, and utilize scientific method skills, such as measuring, graphing, and analyzing.

The individual needs of each student will be addressed through a variety of presentation methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.

Students will develop skills through group work, hands-on activities, and investigations. Successful completion of this course will be measured through tests, quizzes, homework, class work, lab work, and completion of end-of-unit common assessments. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.

This class will meet five days a week for the academic year and can be counted in fulfillment of the Science requirement for promotion.

<b>Course Title:</b>	Grade 8 Science SLD	<b>Course Number:</b>	0409
<b>Grades:</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Grade 8 Science SLD is designed to continue an exploration of the sciences, expanding of the topics discussed in seventh grade in the areas of physical science, life science and earth science. Topics in this course include chemical reactions, the human body systems, and the earth-moon-solar system celestial happenings.</p> <p>This course requires students to understand and apply scientific principles to real world situations.</p> <p>The individual needs of each student will be addressed through a variety of presentation methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.</p> <p>Students will develop skills through investigations that are designed to be hands-on and allow students to visualize many of the components of the class. Successful completion of this course will be measured through successful completion of class work, homework, quizzes, tests, lab work as well as common assessments. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.</p> <p>This class will meet five days a week for the academic year and can be counted in fulfillment of the Science requirement for promotion.</p>			

<b>Course Title:</b>	Grade 7 Social Studies SLD	<b>Course Number:</b>	0203
<b>Grades:</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Grade 7 Social Studies SLD is designed to help students develop the knowledge and skills to become informed young citizens of the American democracy.</p> <p>This course requires students to build upon the understanding of American government and the national economy acquired in grade six, and enhance their appreciation of how the American historical experience shaped the changing concepts of liberty and the proper role of government. Beginning with the colonial experience, students will examine the genesis of American ideas of freedom, and how these ideas were tested and altered by westward expansion, and the crucible of the Civil War and Reconstruction.</p> <p>Students will develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, web quests, and digital projects.</p> <p>The individual needs of each student will be addressed through a variety of presentation</p>			



methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.

Successful completion of this course will be measured through student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.

This course will meet five days a week for the academic year and can be counted in fulfillment of the Social Studies requirement for promotion.

<b>Course Title:</b>	Grade 8 Social Studies SLD	<b>Course Number:</b>	0207
<b>Grades:</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

**Course Description:**

Grade 8 Social Studies SLD is designed to provide students with the knowledge and skills to serve as effective and informed young citizens of the United States and the global community.

This course requires students to build geography skills and knowledge acquired in the elementary social studies sequence to enhance their analysis of historical development of the world's cultures. Grade 8 Social Studies the first part of the two-year study of world history that will continue during the freshman year of high school. Commencing with the transition into civilization, students will examine how the ideas and institutions of the ancient and medieval eras shaped our world. The founding of many of the major religions lie within the periods covered by this course, and students will be expected to become familiar with the basic tenets and beliefs that have inspired each society.

Students will build or develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, web quests, and digital projects.

The individual needs of each student will be addressed through a variety of presentation methods which cater to visual, auditory and kinesthetic learning styles. Course modifications will be implemented in accordance with those outlined in each student's Individualized Education Plan.

Successful completion of this course will be measured through student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps. Assessment methods will vary in order to reflect the student's ability levels and highest learning potential.

This course will meet five days a week for the academic year and can be counted in fulfillment of the Social Studies requirement for promotion.

## Visual Arts Department

### Department Description

Staff members believe that the arts are an important aspect of all cultural heritages and have a significant place in our everyday lives. Courses are designed to stimulate and develop creativity by providing a nurturing environment that promotes inquiry and is designed to meet the needs and capabilities of the individual. Our art program helps develop critical thinking skills, the visual training and techniques of art production, and aesthetic literacy by increasing students' perceptual awareness of art and helps develop their ability to organize, arrange and present work with critical thought. Art nourishes personal growth and enhances the development of social, cognitive, physical and communication skills.

### Course Descriptions

<b>Course Title:</b>	Fine Arts	<b>Course Number:</b>	0820
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	6 <sup>th</sup> Grade Portfolio Submission and Art Teacher Recommendation	<b>Length:</b>	Full Year

#### **Course Description:**

Fine Arts is designed for students who want to develop their evident skills in drawing, color work, and sculpture, and who show ability in visual arts and creative expression.

This course requires students to apply curricular techniques based on the elements of art and to create pieces of art as a means to understand the various forms and functions of art throughout history and various cultures. Students will perform hands-on tasks and understand how to use art to communicate through self-expression.

Students will develop skills through various art units which include, but are not limited to, drawing (proportion and dimension), color theory (blending, color wheel, painting, under-glazing), clay work (hand-built pottery, sculpture) and ceramics (under-glazing/glazing), calligraphy, cartooning, and a variety of other mediums and methodologies.

Successful completion of this course will be measured by class participation, weekly sketch assignments, class critique sessions, homework, art display/contest participation, and correct application of techniques, technologies, and methods presented for use in each medium.

This course will meet five days a week for the academic year.

<b>Course Title:</b>	Advanced Art	<b>Course Number:</b>	0821
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Fine Arts (grade of 84 or better) or Portfolio Submission	<b>Length:</b>	Full Year

<b>Course Description:</b>
<p>Advanced Art is designed for students who want to continue to develop their prowess and evolving skills in drawing, color work, sculpture and other mediums while creating original pieces of art as forms of expression.</p> <p>This course requires students to perform at a more advanced level in working with a variety of introduced art mediums. Students are required to apply elements of art and specific techniques in creating original pieces of art. Students will include introduced aspects of art history in their work, through lessons and class discussions, to understand the form, function, and importance of art in their work, everyday living, and future careers.</p> <p>Students will develop skills with practical application of course content through hands-on activities in extended studio time, demonstrations, interactive classroom discussions, and at-home “drawing challenge” sketch assignments.</p> <p>Successful completion of this course will be measured by portfolio submission, classroom projects, participation in class discussions and critique sessions, completion of at-home assignments, art display/contest participation, and classroom stewardship.</p> <p>This course will meet five days a week for the academic year.</p>

## World Languages Department

### Department Description

The World Languages Department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity. As Americans, we can no longer afford to isolate ourselves from the rest of the world. In today's global society, the study of a second language and culture is a fundamental component of a sound education. Learning a second language is not an end in itself, but a means to attain other important goals particularly communication with other people, insight into other cultures, an increased knowledge of the world in which we live, a better understanding of our own language and culture, and also, an advantage for career opportunity. The need for everyone to be able to communicate in a second language and to be able to understand and to appreciate other cultures both here and abroad is imperative of our times.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Primarily, grammar is presented through and for usage. Assessment of learning is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. It should be understood that only through an extended sequence of courses can the student accrue maximum benefits from language study and only in this way can he or she approach fluency. Staff in the World Languages Department utilizes the proficiency guidelines as outlined by the American Council on the Teaching of Foreign Language (ACTFL) to measure student aptitude in the target language.

### Course Description

<b>Course Title:</b>	Italian IA	<b>Course Number:</b>	0506
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

#### **Course Description:**

Italian IA provides students with the fundamental background required to speak, read, write and understand Italian. A great deal of stress is placed on the development of audio-lingual skills, including correct pronunciation, intonation, accentuation, and the use of appropriate native gestures (kinetics).

This course requires students to grasp meaning and to communicate orally and in writing within the scope of this Level I language. Students will develop and understanding and appreciation for the culture and use of current technology to study the language and culture.

Students will experience the language through activities specifically designed to develop comprehension, enhance fluency, and promote cultural awareness and understanding. The content and vocabulary introduced in context are activities of everyday life including school, home, sports, recreation, food, and clothing.

Successful completion of this course will be measured through common assessment of studied material, written compositions, homework assignments, oral performance reports, and individual projects, and final exam.

This course will meet five days per week for the academic year and will be equivalent to a half-year study of Level I language at the high school.

<b>Course Title:</b>	Italian IB	<b>Course Number:</b>	0507
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Italian IA	<b>Length:</b>	Full Year

**Course Description:**

Italian IB is the continuation of Italian IA. It continues to provide students with the fundamental background required to speak, read, write and understand Italian. A great deal of stress is placed on the development of audio-lingual skills, including correct pronunciation, intonation, accentuation, and the use of appropriate native gestures (kinetics).

This course requires students to continue to develop meaning and to communicate orally and in writing within the scope of this Level I language. Students will develop and understanding and appreciation for the culture and use of current technology to study the language and culture.

Students will experience the language through activities specifically designed to develop comprehension, enhance fluency, and promote cultural awareness, and understanding. The content and vocabulary introduced in context are activities of everyday life including school, home, sports, recreation, food, and clothing.

Successful completion of this course will be measured through common assessment of course materials, written compositions, homework assignments, oral performance reports, individual projects, and final exam.

This course will meet five days per week for the academic year and will be equivalent to second half-year study of Level I language at the high school. After successful completion of Italian IB, students will be able to register for Italian II or II Honors in grade 9.

<b>Course Title:</b>	Latin IA	<b>Course Number:</b>	0504
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Latin IA introduces the students to the fascinating world of Ancient Rome, the people and famous figures of Roman History.</p> <p>This course requires students to grasp the basic meaning of Latin grammar and syntax within the scope of Level I. The reading of Latin introduces the students to the fascinating forms and logic of the Latin Language.</p> <p>Students will experience the language through activities specifically designed to develop comprehension and promote cultural awareness of the Ancient World of Rome. The study of Latin vocabulary reveals the rich heritage of our English language.</p> <p>Successful completion of this course will be measured through common assessment of studied material, homework assignments, individual projects, and final exam.</p> <p>This course will meet five days per week and will be equivalent to half-year study of Level I language at the high school.</p>			

<b>Course Title:</b>	Latin IB	<b>Course Number:</b>	0505
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Latin IA	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Latin IB is the continuation of Latin IA. This course allows students to continue their discovery of the Ancient World of Rome, the people, and the famous figures of Roman History.</p> <p>This course continues to require students to grasp the basic meaning of Latin grammar and syntax within the scope of Level I. The reading of Latin introduces the students to the fascinating forms and logic of the Latin Language.</p> <p>Students will experience the language through activities specifically designed to enhance comprehension, and encourage cultural awareness and an understanding of the Ancient World of Rome.</p> <p>This course will be measured through common assessment of studied material, homework assignments, individual projects, and a final exam.</p> <p>This course will meet five days per week for the academic year and will be equivalent to the second half-year study of Level I language at the high school. Upon successful completion of Latin IB, students will be able to register for Latin II Honors in grade 9.</p>			

<b>Course Title:</b>	Spanish IA	<b>Course Number:</b>	0500
<b>Grade(s):</b>	7	<b>Credits:</b>	
<b>Prerequisites:</b>	None	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Spanish IA provides students with the fundamental background required to speak, read, write and understand Spanish. A great deal of stress is placed on the development of audio-lingual skills, including correct pronunciation, intonation, accentuation, and the use of appropriate native gestures (kinetics).</p> <p>This course requires students to grasp meaning and to communicate orally and in writing within the scope of this Level I language. Students will develop and understanding and appreciation for the culture and use of current technology to study the language and culture.</p> <p>Students will experience the language through activities specifically designed to develop comprehension, enhance fluency, and promote cultural awareness, and understanding. The content and vocabulary introduced in context are activities of every-day life including school, home, sports, recreation, food, and clothing.</p> <p>Successful completion of this course will be measured through common assessment of course materials, written compositions, homework assignments, oral performance reports, individual projects, and final exam.</p> <p>This course will meet five days per week and will be equivalent to half-year study of Level I language at the high school.</p>			

<b>Course Title:</b>	Spanish IB	<b>Course Number:</b>	0501
<b>Grade(s):</b>	8	<b>Credits:</b>	
<b>Prerequisites:</b>	Spanish IA	<b>Length:</b>	Full Year

<b>Course Description:</b>			
<p>Spanish IB is the continuation of Spanish IA. It continues to provide students with the fundamental background required to speak, read, write and understand Spanish. A great deal of stress is placed on the development of audio-lingual skills, including correct pronunciation, intonation, accentuation, and the use of appropriate native gestures (kinetics).</p> <p>This course requires students to continue to develop meaning and to communicate orally and in writing within the scope of this Level I language. Students will develop and understanding and appreciation for the culture and use of current technology to study the language and culture.</p> <p>Students will experience the language through activities specifically designed to develop comprehension, enhance fluency, and promote cultural awareness, and understanding. The content and vocabulary introduced in context are activities of every-day life including school, home, sports, recreation, food, and clothing.</p> <p>Successful completion of this course will be measured through common assessment of course</p>			

materials, written compositions, homework assignments, oral performance reports, individual projects, and final exam.

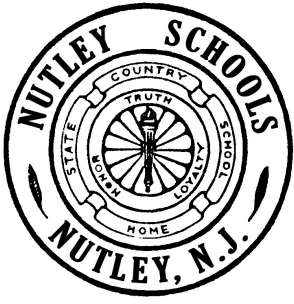
This course will meet five times per week and will be equivalent to half-year study of Level I language at the high school. After successful completion of Spanish IB, students will be able to register for Spanish II or II Honors in grade 9.

DRAFT



# Appendix A

## Forms



# Nutley Public Schools

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## John H. Walker Middle School

### Schedule Change Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ HR Section: \_\_\_\_\_

Counselor: \_\_\_\_\_

Current Class/Teacher: \_\_\_\_\_

\_\_\_\_\_ **Level Change/Course Override** New Level: \_\_\_\_\_  
(within MP1 or 30 calendar days for transfers)

\_\_\_\_\_ **Other** Please Describe: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Vice Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments

**John H. Walker Middle School  
325 Franklin Avenue  
Nutley, New Jersey 07110**

Mr. John Calicchio  
Principal

TELEPHONE  
(973) 661-8871

FAX  
(973) 320-8487

## **Elective Course Descriptions**

### **Grade 7 2012 – 2013**

#### Chorale

Chorale is designed for students who want to gain singing experience and develop vocal/music skills. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar. This course requires students to take into account basic vocal production, beginning theory/fundamentals, historical context, musical elements, and appropriate performance practice. Students will build and develop music and singing skills through the study, analysis and performance of a variety of age/level appropriate choral repertoire. Successful completion of this course will be measured through class participation, sight-singing exercises, as well as performance assessments. This course will meet five days a week for the academic year.

#### Debonaires

Debonaires is designed for middle school girls who want to participate in a women's choir and develop vocal technique and musicianship skills. Performances are an integral part of the course and include concerts, competitions, and festivals, which will be outlined in a performance calendar. This course requires students to perform with proper vocal technique, understand and apply basic music theory concepts, analyze and describe the historical and cultural context of music, utilize the expressive qualities of music, and demonstrate an ability to read music. Students will develop skills through the study, analysis, and performance of age appropriate treble/women's choral repertoire and sight-singing exercises. Successful completion of this course will be measured through class participation, repertoire and sight-singing testing, as well as performance assessments. This course will meet five days a week for the academic year.

#### Concert Choir

Concert Choir is designed for students who want to explore music and perform in a large ensemble. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar. This course requires students to take into account proper vocal production, basic theory/fundamentals, historical context, musical elements, and appropriate performance practice. Students will build and develop music skills through the study, analysis and performance of a variety of choral repertoire. Successful

completion of this course will be measured through class participation, sight-singing exercises, as well as performance assessments. This course will meet five days a week for the academic year.

### Band

Band is designed for grade 7 students who want to continue to explore and improve their skills on their respective band instrument. This course requires students to understand and apply basic music fundamentals, musical elements, proper instrumental technique, historical context where appropriate, relation of music to the other arts, and appropriate performance practice. Students will build and develop skills through the study and performance of age-appropriate literature for band, in a daily, full-band rehearsal setting. Successful completion of this course will be measured through class participation, ongoing part testing and skills assessments, and attendance at all scheduled performances. This course will meet five days a week for the academic year.

### Orchestra

Orchestra is designed for students who want to continue to refine their skills on their respective band instrument, and expand their musical experiences to become more accomplished and well-rounded musicians. This course requires students to understand and apply music fundamentals, musical elements, proper instrumental technique, historical context, relation of music to the other arts, and appropriate performance practice. Students will build and develop skills through the study and performance of age-appropriate literature for band that builds on skills attained during the previous year, in a daily, full-band rehearsal setting. Successful completion of this course will be measured through class participation, ongoing part testing and skills assessments, and attendance at all scheduled performances. This course will meet five days a week for the academic year.

### Study Skills

This course will help students develop and master skills, strategies, and techniques that can be applied to all subject areas to ensure student success. The greatest component of the Study Skills courses is the idea that it is differentiated on all student levels: interests, readiness, learning styles, content, process, and product. The focus will be on three study skills including processing skills (breaking down a task into steps), note-taking skills, and research skills. Each key component is usable in all subject areas and on each grade level. Mastery of these skills will provide a firm foundation for each student to rely on while working with any subject matter, task, or skill. This course will meet five days a week for the academic year.

### World Languages

The four basic skills (listening, speaking, reading, and writing) are introduced. An emphasis is placed on the development of audio-lingual skills including correct pronunciation, intonation, accentuation, and through cultural activities, the appropriate use of native gesture kinetics. The rudiments of grammar are taught as they are needed for oral and written expression.

Students experience the language through activities specifically designed to develop comprehension, enhance fluency, and promote cultural awareness and understanding. The content and vocabulary introduced in context are greetings, leave-taking, time, numbers, simple question and answer techniques, and activities of everyday life including school, home, sports, recreation, food, and clothing. In addition, homework, tests, quizzes, and projects are part of the course requirements. This course will be equivalent to a half-year of study for level I at the high school. This course meets for the academic year.

### Fine Arts

Fine Arts is designed for students who want to develop their evident skills in drawing, color work, and sculpture, and who show ability in visual arts and creative expression. This course requires students to apply curricular techniques based on the elements of art and to create pieces of art as a means to understand the various forms and functions of art throughout history and various cultures. Students will perform hands-on tasks and understand how to use art to communicate through self-expression. Students will develop skills through various art units which include, but are not limited to, drawing (proportion and dimension), color theory (blending, color wheel, painting, under-glazing), clay work (hand-built pottery, sculpture) and ceramics (under-glazing/glazing), calligraphy, cartooning, and a variety of other mediums and methodologies. Successful completion of this course will be measured by class participation, weekly sketch assignments, class critique sessions, homework, art display/contest participation, and correct application of techniques, technologies, and methods presented for use in each medium. This course will meet five days a week for the academic year.

### Language Arts Literature

This program includes listening, speaking, thinking, reading, and writing. Students are made aware of different techniques for the understanding and interpreting of various forms of reading material. Skills covered are reading rate and comprehension, vocabulary development, study skills, critical thinking, and written expression relating to all content areas. The reading of young adult literature is included. This course meets for one semester.

### Writing

The purpose of this course is to promote student proficiency in writing through daily writing experiences. Students will develop their writing skills through the four stages of the writing process: prewriting, drafting, revising, and editing. Students will be actively involved in writing activities that will explore a variety of creative and expository topics, and they will also be given the opportunity to write for a variety of audiences. Students will also be given the opportunity to compose on the word processor and to experience the use of the computer as a "tool for writing." This course will aid students in developing those skills that will enable them to become clearer thinkers and better workers. This course meets for one semester.

### Computer Applications

Computer Applications 7 is designed for students as an introduction to Microsoft Office Suite and to become more proficient utilizing proper keyboarding skills. This course requires students to understand and apply Microsoft Word, Excel, and Power Point while incorporating proper keyboarding skills. Students will build and develop skills through word processing application (Title Page, table design), spread sheets (data entry/save, formulas, analyze data, chart design), and presentation (design layout, slide manipulation, graphics, audio, transition, and animation). Successful completion of this course will be measured by grading technique using a rubric, written tests, student printouts of documents, and in-school projects. This course will meet five days a week for one marking period.

### Concepts of Keyboarding

Concepts of Keyboarding is designed for students who want to learn accepted keyboarding technique and become proficient utilizing these skills. This course requires students to operate the computer using a variety of software, master the keyboard using the “Touch Typing” method, and comprehend the basic concepts of Word Processing. Students will build and develop skills through application of proper keyboarding technique, understanding computer theory and basic file management, computer graphics, and basic word processing operations. Successful completion of this course will be measured by grading technique using a rubric, written tests, student printouts of documents, and grading of notes. This course will meet five days a week for one marking period.

### Introduction to Technology

Introduction to Technology 7 is designed for students who want to develop an appreciation of technology for life, society and the environment. This course requires students to develop problem-solving, critical and creative-thinking skills, through the application of the design cycle. Students will build and develop problem-solving and critical thinking skills through hands-on activities. Students will be responsible for related concepts including measurement, technical sketching, technical drawing, the relationship between Science (Physics) and Technology, Building and Design Technology, Structures, and Flight. Successful completion of this course will be measured through class participation, hands-on activities, homework assignments, and quizzes/tests. Students will be assessed utilizing the criteria of investigation, design, plan, create, evaluate, and attitudes in technology. This course will meet five days a week for one marking period.

### Internet Safety

Internet Safety is designed for students who want to enhance their knowledge regarding the safe use of electronic communication through the Internet, social media, and text messaging. This course requires students to understand and apply concepts learned while they interact with others in cyberspace including (a) “netiquette” or appropriate online behavior, (b) techniques used to avoid being a victim of cyber bullying, (c) actions to take if they are a victim of cyber bullying, and (d) ways to protect their personal information. Students are encouraged to take advantage of the Internet’s benefits while being aware of and reducing the potential risks. Students will develop skills through course lectures, class participation, involvement in individual and group assignments and projects, as well as hands-on demonstrations and presentations. In addition, students will utilize the knowledge and skills attained in this course to assist them with making better decisions while using technology. Successful completion of this course will be measured through class participation, class assignments, projects, presentations, and quizzes. This course will meet five days per week for one marking period.













# JOHN H. WALKER MIDDLE SCHOOL

325 FRANKLIN AVENUE  
NUTLEY, NEW JERSEY 07110

Mr. John Calicchio  
Principal

Telephone  
(973) 661-8871

Fax  
(973) 320-8478

## Procedures for Student Identification Cards

Students will be issued one Identification Card each year. If a student forgets his or her ID card, a temporary card will be issued for that day by the Main Office. If a student loses his or her ID card, the student is responsible for the replacement fee. A \$10.00 replacement fee will be charged. The student will pay the replacement fee directly to Joseph's Photography located at 168 Chestnut Street in Nutley. The telephone number for Joseph's Photographers is 973-667-2440. Students who lose or forget their ID card may be disciplined up to and including suspension. The discipline for students who lost or forgot their ID card is as follows:

Offense	Consequence
First Offense	Warning
Second Offense	Detention with Vice Principal
Third Offense	Central Detention
Fourth Offense	Two (2) Central Detentions
Fifth Offense	Saturday Detention
Sixth Offense	Suspension
Beyond the Sixth Offense	Discipline – Administrative Discretion
Defacing of or Damage to ID Card	Two (2) Central Detentions
Not Displaying ID Card	Discipline – Administrative Discretion
Failure to Report to Office for Missing/Lost ID Card	Discipline – Administrative Discretion
Wearing Another Student's ID Card	Discipline – Administrative Discretion

Please note – Students must have their ID card upon entering homeroom each day. Disciplinary action will be taken for non-compliance.