

**Program of Studies
2019-2020**

Moorestown Township Public Schools

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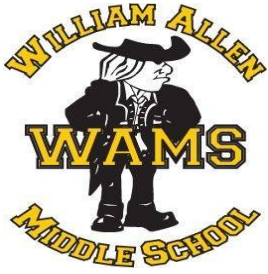
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William W. Allen III, Middle School

801 North Stanwick Road
Moorestown, New Jersey 08057
856-778-6620

From the desk of: *Matthew Keith, Principal*

Dear Parents/Guardians:

Welcome to the William Allen Middle School Program of Studies! WAMS is an innovative school where students are challenged to succeed as problem-solvers, critical thinkers, and cooperative learners. Our program is created to reach the whole child for all children. While at WAMS, your child will be exposed to the New Jersey Student Learning Standards, 21st Century Skills, and courses that thoroughly enrich their learning experience. Our dedicated, caring teaching staff use “Best Practices” techniques in order to engage the students in their learning.

Middle school is a period of time when students develop and grow from children into adolescents. During this transition, students develop intellectually, socially, physically, and emotionally. This poses a challenge for many students as their bodies and minds begin to change and formulate opinions and ideas. Middle Schoolers seek independence but value the security of dependence. That is why WAMS teachers teach in teams. The teams discuss ways to assist struggling students both academically and personally, and they meet with the parents and student as a united front where all members of the team are on the same page in assisting the family.

Each student will be placed in Encore courses that are designed to expose him/her to STEM/STEAM courses and Media, Visual and Performing Arts. These courses offer the students 45 days of innovation in Arts, technology, digital media and design, and performance arts. These courses will begin to introduce students to some of the many opportunities they will have at the high school level in these areas. These courses are intended to reach the whole child through multiple approaches.

WAMS wishes you and your child an enriching middle school experience, one that allows for excellence, equity and engagement through our partnership between home and school.

Sincerely,

Matthew Keith
Principal

William Allen Middle School Mission Statement

The mission of the William Allen Middle School is to educate and inspire our diverse population of early adolescents to realize their unique potential. Our dedicated staff and the middle school experience will help students to internalize responsibility, to value themselves and others, and to become life-long learners and productive citizens.

In partnership with the community, we will provide a positive climate where students will experience intellectual, physical, social, emotional and creative growth in a safe and nurturing academic environment.

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GENERAL INFORMATION

The information in this Program of Studies should be used to inform both the parent and the student about each academic and elective course for the student’s middle school years. All half-year Exploratory Arts courses meet every other day for a semester and full year Exploratory Arts courses meet every other day for a full year.

Students and parents are encouraged to review this booklet. If any you have any questions or need more information, please contact the counseling office. Final decisions regarding the actual offering of proposed or existing courses for the 2018-2019 school year will be dependent upon budget approval.

Team Model: Students are placed on a team for their academic courses including: Language Arts, Math, Social Science, Science, and World Language. Each team has two special education teachers who instruct and participate on his/ her assigned team. All teachers are specialists in their content areas and work together to develop effective learning communities—groups of students and teachers who work collaboratively to address the instructional and curricular program.

REQUIRED COURSES

| Grade 7 | Grade 8 |
|---------------------------|---------------------------|
| Language Arts | Language Arts |
| Mathematics | Mathematics |
| Science | Science |
| Cultural Geography | Civics |
| World Language | World Language |
| Physical Education/Health | Physical Education/Health |

EXPLORATORY ARTS

Students will have the opportunity to experience up to five Exploratory Arts courses throughout each year. These courses allow students a shared experience in the content areas of visual & performing arts and technology.

| | | | | | |
|---------|--------|----------------------|--------------------|-------|-----------------------------------|
| Grade 7 | STEM 7 | Digital Toolbox 7 | Popular Music 7 | Art 7 | Public Speaking & Theatre 7 |
| Grade 8 | STEM 8 | Movie Making 8 | Popular Music 8 | Art 8 | Public Speaking & Theatre 8 |

GRADING SCALE

The grading system used by the middle school is as follows and is in line with the High School

| Grade | Point Range | Grade | Point Range |
|-------|-------------|-------|-------------|
| A+ | 97-100 | C+ | 77-79 |
| A | 93-96 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 63-66 |
| B- | 80-82 | D- | 60-62 |
| | | E | 0-59 |

Grade Reporting

Report cards and interim progress reports are made available at the end of each marking period through the Parent Portal in Genesis. Please see the Home and School calendar for specific dates.

Grades are updated on the Parent Portal a minimum of every two weeks throughout the school year.

CONNECTIONS TO HIGH SCHOOL

In order to survive in the global, competitive job market, students must have a long-range educational and career plan. An increasing number of jobs will require a solid academic foundation in math, science and communications.

All high school graduates can expect to work, earn a living, and build a career. To do this successfully, it requires planning and selecting a career goal that is right for each student. You need to set personal goals that will give you focus through your high school years. These goals should be outlined in a career and educational plan developed with the assistance of a school counselor and your parents. Your career and educational plan provides a strategy for accomplishing goals. Consider the following as you develop your plan and select courses:

- Your abilities, interests, likes and dislikes
- Curriculum in the career area of your choice, including dual enrollment courses and work-related options

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------|-------------------------|-----------------------------------|---------------------------------|
| English | English | English | English |
| World History | US History | Contemporary U.S. History | Social Studies (as an elective) |
| Biology | Chemistry | Physics/ Environmental Science | Science (as an elective) |
| Mathematics | Mathematics | Mathematics | Mathematics (as an elective) |
| World Language | World Language | World Language (as an elective) | World Language (as an elective) |
| PE/ Health | PE/ Health | PE/ Health | PE/ Health |
| Required Elective (CTE) | Required Elective (FPA) | Elective | Elective |
| Elective | Elective | Elective | Elective, or Senior Option |

High School guidance counselors meet one-on-one with all 8th graders in early spring to help plan high school courses.

EXPLORATORY ARTS

Students will have the opportunity to experience up to five Exploratory Arts courses throughout each year. These courses allow students a shared experience in the content areas of visual & performing arts (VPA) and technology.

| | | | | | |
|----------------|---------------|--------------------------|------------------------|--------------|--|
| Grade 7 | STEM 7 | Digital Toolbox 7 | Popular Music 7 | Art 7 | Public Speaking & Theatre 7 |
| Grade 8 | STEM 8 | Movie Making 8 | Popular Music 8 | Art 8 | Public Speaking & Theatre 8 |

Students who choose to focus in an arts discipline will replace the corresponding exploratory arts courses with the elected course(s). The following courses are offered in both 7th and 8th grade unless noted. *Performing Arts (will replace Popular Music and Theatre)*

- Band
- Chorus
- Orchestra

- Beginner Band (No Previous Band Experience, 7th grade ONLY)
- Jazz band (Auditioned)
- Honors Chorus (Auditioned)

Visual Arts (will replace Art and Digital Toolbox or Movie Making)

- Honors Art (Portfolio Submission)

*If a student elects to be in multiple visual and performing arts ensembles/honors courses, the STEM course will be the only exploratory arts course scheduled. Students may elect to be in maximum of two visual and performing arts ensembles/honors courses.

EXPLORATORY ARTS

GRADE 7

Art 7

This course introduces students to art and design concepts and provides a basic foundation in two and three-dimensional art while encouraging self-expression through various materials. This course meets every other day for a semester.

Digital Toolbox 7

Students will explore tools and resources to create a digital toolbox that builds knowledge and empowers students to collaborate, create, and transfer learning, while making meaningful connections. This course meets every other day for a semester.

Popular Music 7

Students will explore the history, development, and impact of the American Musical, Folk Music, and Jazz. Students will develop an understanding as to how the aforementioned genres are related to other types of music, both in inception and form. This course will highlight the nuances between sub-genres, touching on the history, similarities, and the qualities that make each one unique. Major contributing artists/entertainers within each genre will be explored as well. This course meets every other day for a semester.

STEM 7

The Middle School's STEM Technology Education courses are a strong component of the school's Exploratory Arts program. Students attend semester classes exploring a wide variety of STEM concepts. The curriculum is experience oriented and project based. Students gain experience in critical thinking, design and problem solving while

being exposed to a variety of STEM processes which utilize traditional methods of material processing. Students also work with computer technology using CADD software in the area of drafting, and 3-D modeling as a means of concept and design development. These classes also serve as a precursor for the Technology program at the high school. This course meets every other day for a semester.

Public Speaking and Theatre 7

Theater both reflects and is a reflection of our culture. In this introductory course the students will get an overview of the history of theater and its role in society. They will gain an understanding of theater as not only a storytelling art form, but as a business that employs professionals with varying skills. The students will have opportunities to create, perform, and critique theatrical performances, as well as work on developing their public speaking skills. The skills and tools learned in this course can help students to gain self-confidence, boost their ability to think on their feet, and improve their public speaking skills. This course meets every other day for a semester.

GRADE 7

VPA Ensemble/Honors Courses

Honors Art 7

Prerequisite: Portfolio Review

Students are admitted to this advanced art course through a portfolio audition. Portfolio requirements are available to all 6th grade students during the spring of each school year. Projects focus on extensive technique and skill development through a variety of mediums. This course is a full year.

Band

The band class will be scheduled every other day as a grade level period and combined 7th& 8th grade at all performances. The band class is comprised of woodwind, brass and percussion instruments. In addition to the band class students are scheduled in rotating lesson groups which rotate through 7 periods every 6 school days missing the same class once every 42 school days. A cooperative culture and development of individual musicianship skills are strongly emphasized. The students perform a variety of repertoire at numerous school, community and county activities. This course is a full year.

Beginner Band

This course is designed to provide students who have never played or have just started playing a band instrument. The band class is comprised of woodwind, brass and percussion instruments. Classes will combine together to perform at the Spring Concert. A cooperative culture, development of individual musicianship skills and music notation recognition are strongly emphasized. This course is a full year.

Jazz Band

Prerequisite: Audition

The jazz band program will include the following instrumentation: Wind instruments - alto, tenor and baritone saxophones, trumpets, trombones and baritone horn. Rhythm Section: piano, bass, guitar and trap set(drums). The jazz band will perform in two concerts. This course is a full year.

Chorus

Students will build upon the skills learned in 7th grade. Although singing the same repertoire as the 7th grade choir, 8th graders are expected to sing with greater knowledge and skill. In addition, they will be given a song to sing that is strictly for the 8th grade choir. Becoming a member of the chorus grants the students additional singing opportunities outside the school day, such as All South Jersey Chorus. Anyone can join this class; no prior participation in choir is necessary. This course is a full year.

Honors Chorus

Prerequisite: Audition

This course is an auditioned ensemble for girls and boys in 7th and 8th grade. If accepted, students will sing in a smaller choir for SA(T)B voices. This ensemble performs in the Winter and Spring Concerts as well as a few additional competitions and performances throughout the school year. They will be challenged throughout the year with a cappella music from various time periods, ranging from the 13th Century to the present, as well as accompanied music, avante garde pieces and several numbers in a variety of languages. Students will be expected to learn to read music and sight read simple melodies while enrolled in the class. Auditions will be held in May or June. This course is a full year.

Orchestra

Students meet every other day during school in orchestra. Students rehearse to perform in a winter concert, pops concert (8th grade) and spring concert, in addition to other performances. The repertoire includes music from all genres. Students learn how to play together as a musical ensemble. Students also receive weekly small group

lessons. The lesson times rotate through the day so the student does not miss the same class often. In the lessons, the student continues to learn and develop skills through ear training, lesson books, and a review of orchestra music. In addition, students have the opportunity to prepare and audition for the All South Jersey and All State Orchestras. Beginners are welcome to join the orchestra. This course is a full year.

EXPLORATORY ARTS

GRADE 8

Art 8

This course develops students' foundational art and design skills and allows for experimentation, self-reflection, and expands their visual communication ability. This course meets every other day for a semester.

Movie Making 8

Students will plan, record, edit and render video using given equipment, techniques, and strategies. This course meets every other day for a semester.

Popular Music 8

Students will explore the history, development, and impact of the Rock, Pop, and Rap. Students will develop an understanding as to how the aforementioned genres are related to other types of music, both in inception and form. This course will highlight the nuances between sub-genres, touching on the history, similarities, and the qualities that make each one unique. Major contributing artists/entertainers within each genre will be explored as well. This course meets every other day for a semester.

STEM 8

The Middle School's STEM Technology Education courses are a strong component of the school's Exploratory Arts program. Students attend semester classes exploring a wide variety of STEM concepts. The curriculum is experience oriented and project based. Students gain experience in critical thinking, design and problem solving while being exposed to a variety of STEM processes which utilize traditional methods of material processing. Students also work with computer technology using CADD software in the area of drafting, and 3-D modeling as a means of concept and design development. These classes also serve as a precursor for the Technology program at the high school. This course meets every other day for a semester.

Public Speaking and Theatre 8

Students in the Theatre 8 course will build upon their knowledge of theater and experiences with theatre and public speaking. They will delve deeper into the production process of a play and the development of character. The students will continue to explore the history of theater by focusing on the influence of the Elizabethan Era. The students will also further study the technical aspects of theater and the process of constructive critique. Finally, the students will have opportunities to participate in public speaking and acting activities, both scripted and improvised. This course meets every other day for a semester.

GRADE 8

VPA Ensemble/Honors Courses

Honors Art 8

Prerequisite: Honors Art I or Portfolio Review

Students are admitted to this advanced art course after completing Honors Art I or through portfolio audition. Students will continue to focus on extensive technique and skill development through various mediums while participating in critiques. Students in this course may submit a portfolio to the high school studio arts program for admission into Honors Studio Arts II as a freshman. This course is a full year.

Band

The band class will be scheduled every other day as a grade level period and combined 7th& 8th grade at all performances. The band class is comprised of woodwind, brass and percussion instruments. In addition to the band class students are scheduled in rotating lesson groups which rotate through 7 periods every 6 school days missing the same class once every 42 school days. A cooperative culture and development of individual musicianship skills are strongly emphasized. The students perform a variety of repertoire at numerous school, community and county activities. This course is a full year.

Jazz Band

Prerequisite: Audition

The jazz band program will include the following instrumentation: Wind instruments - alto, tenor and baritone saxophones, trumpets, trombones and baritone horn. Rhythm Section: piano, bass, guitar and trap set(drums). The jazz band will perform in two concerts. This course is a full year.

Chorus

Students will build upon the skills learned in 7th grade. Although singing the same repertoire as the 7th grade choir, 8th graders are expected to sing with greater knowledge and skill. In addition, they will be given a song to sing that is strictly for the 8th grade choir. Becoming a member of the chorus grants the students additional singing opportunities outside the school day, such as All South Jersey Chorus. Anyone can join this class; no prior participation in choir is necessary. This course is a full year.

Honors Chorus

Prerequisite: Audition

This course is an auditioned ensemble for girls and boys in 7th and 8th grade. If accepted, students will sing in a smaller choir for SA(T)B voices. This ensemble performs in the Winter and Spring Concerts as well as a few additional competitions and performances throughout the school year. They will be challenged throughout the year with a cappella music from various time periods, ranging from the 13th Century to the present, as well as accompanied music, avante garde pieces and several numbers in a variety of languages. Students will be expected to learn to read music and sight read simple melodies while enrolled in the class. Auditions will be held in May or June. This course is a full year.

Orchestra

Students meet every other day during school in orchestra. Students rehearse to perform in a winter concert, pops concert (8th grade) and spring concert, in addition to other performances. The repertoire includes music from all genres. Students learn how to play together as a musical ensemble. Students also receive weekly small group lessons. The lesson times rotate through the day so the student does not miss the same class often. In the lessons, the student continues to learn and develop skills through ear training, lesson books, and a review of orchestra music. In addition, students have the opportunity to prepare and audition for the All South Jersey and All State Orchestras. Beginners are welcome to join the orchestra. This course is a full year.

LANGUAGE ARTS

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

Grade 7

The 7th Grade Language Arts Curriculum follows the New Jersey Student Learning Standards for literacy, which is comprised of reading, writing, speaking, listening, and viewing. In reading, students have experience with a variety of genres and learn the elements of story and literary devices. In writing, students will write arguments to support claims; write informative/explanatory texts to examine and convey complex ideas and write narratives to develop real or imagined experiences. Students will learn the format for an academic essay, open-ended questions, journal writing, poetry and the research paper. Grammar and vocabulary are incorporated in classroom instruction. Students participate in discussions and oral presentations. The overall goal is to foster an appreciation of literature, to communicate effectively through writing and speaking, and develop self-expression.

Grade 8

Using the New Jersey Student Learning Standards as a guide and building from the skills that students developed in the seventh-grade language arts program, eighth-grade language arts classes read various classic and young adult literary selections. This is accomplished while discussing literary elements and connecting those pieces to their lives and the world around them. In writing, students will continue to write arguments to support claims; write informative/explanatory texts to examine and convey complex ideas and write narratives to develop real or imagined experiences. Students will continue to build their writing skills via different outlets including, but not limited to, journals, essays, and poetry. Grammar and vocabulary instruction are incorporated into the students' experiences.

Honors Language Arts 7th & 8th Grade

The accelerated language arts program follows the tenets of the grade-level curriculum yet provides students with the opportunity to explore topics and themes in greater depth via independent study and group collaboration. The goal of this enrichment is to help students continue to develop their already strong literacy skills and to provide them with opportunities to read, explore, and discuss literature with peers of similar ability.

Language Arts Lab 7th & 8th Grade (formerly known as LA Support)

Enrollment in this course will be determined by recommendation only. The Language Arts Workshop enrichment program has been designed to help students further develop the most pertinent skills in language arts as deemed by state and national standards. In a small group setting, students will receive instruction related to individualized needs and abilities.

Pull Out Resource Reading / Language Arts: 7th & 8th Grade

This course is for the student who has been identified as needing an Individualized Educational Plan (IEP). It utilizes an integrated approach to instruction to develop student proficiencies in reading, writing, listening, speaking, viewing and media literacy, consistent with NJSLS.

Language Arts Honors Placement Process

1. Writing Sample Score of 5 or 6

2. MAP Test (Spring 2017) – RIT score in Advanced Range

3. Collections Benchmark Assessment – 90% or above

4. PARCC (Spring 2017) – Scoring at Level 5 (Exceeding Expectations)

Placement Data will be reviewed for students scoring at Level 5 on the PARCC assessment (“Exceeding Expectations”) as an additional data point. This data point could potentially place students in a higher course level. It will not be used as a detriment to any student’s placement.

MATHEMATICS

The Mathematics courses at the middle school level provide opportunities for students to use problem solving, mathematical communication, mathematical reasoning, mathematical and real world connections, and multiple representations to extend their skills and understanding in mathematics. Students build on the concrete reasoning experiences developed in elementary school while developing the deeper mathematical understandings required for success in more complex learning experiences. Each year students will study mathematics topics that include ratio and proportional relationships, the number system, expressions and equations, geometry, statistics and probability, and functions while using a variety of technology tools. Students who have successfully completed the middle school mathematics program will be prepared for high school mathematics course work.

Grade 8

Math 7

This course, which is aligned to the NJ Student Learning Standards, is focused on the following major concepts or Big Ideas: Ratio and Proportional Relationships, the Number System, Expressions and Equations, Geometry, Statistics and Probability. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Enriched Math 7

This course, which is aligned to the NJ Student Learning Standards, is focused on the following major concepts or Big Ideas: Ratio and Proportional Relationships, the Number System, Expressions and Equations, Geometry, Statistics and Probability. This course contains several Eighth Grade Standards and prepares students for Algebra I in Eighth Grade. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Accelerated Math 7

This course, which is aligned to the NJ Student Learning Standards, is focused on the following major concepts or Big Ideas: Ratio and Proportional Relationships, the Number System, Expressions and Equations, Geometry, Statistics and Probability. This course contains several Eighth Grade Standards and prepares students for Algebra I in Eighth Grade. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum. This course moves at an accelerated pace and requires students to use independent and abstract thinking.

Pull Out Resource Math 7

This course is for the special needs student who requires an individualized and small group approach to learning as prescribed by the student's IEP. This course utilizes an integrated instructional approach to develop the students' proficiencies in mathematics consistent with the NJ Student Learning Standards.

Math Lab 7(formerly known as Math Support)

Enrollment in this course will be determined by recommendation only.

The Learning Lab enrichment program has been designed to help students further develop the most pertinent skills in mathematics as deemed by state and national standards. In a small group setting, students will receive instruction related to individualized needs and abilities. This course will support the concepts addressed in the Math 7 curriculum.

Grade 8

Pre-Algebra

This course, which is aligned to the NJ Student Learning Standards, is focused on the following major concepts or Big Ideas: the Number System, Expressions and Equations, Functions, Geometry, Statistics and Probability. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Algebra I

This course, which is aligned to the NJ Student Learning Standards, is focused on the following major concepts or Big Ideas: Operations with Real Numbers, Linear and Quadratic Equations, Factoring, Rational Expressions, Exponents, Radicals, System of Linear Equations and Graphing. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Honors Algebra I

This course, which is aligned to the NJ Student Learning Standards, is focused on the following major concepts or Big Ideas: Operations with Real Numbers, Linear and Quadratic Equations, Factoring, Rational Expressions, Exponents, Radicals, System of Linear Equations and Graphing. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum. The course moves at an accelerated

pace and requires students to use independent and abstract thinking. *Selected 7th grade students will be invited to join this 8th grade course by meeting the required score within the mathematics placement process.*

Honors Geometry

Students, study sets, logic, reasoning processes points, lines, planes, angles, triangles, quadrilaterals, other polygons, parallel and perpendicular lines, circles, proportions, congruent and similar polygons, and regular geometric solids. The course includes topics in solid geometry so those students learn the relationships of lines, angles, and planes in space as well as in a plane. Students apply definitions, theorems, and postulates using formal proofs (direct and indirect) throughout the course. Students are expected to share responsibility for their learning. This is a high school honors level course, and students will take this course at Moorestown High School.

Pull Out Resource Math 8

This course is for the special needs student who requires an individualized and small group approach to learning as prescribed by the student’s IEP. This course utilizes an integrated instructional approach to develop the students’ proficiencies in mathematics consistent with the NJ Student Learning Standards.

Math Lab 8 (formerly known as Math Support)

Enrollment in this course will be determined by recommendation only.

The Learning Lab enrichment program has been designed to help students further develop the most pertinent skills in mathematics as deemed by state and national standards. In a small group setting, students will receive instruction related to individualized needs and abilities. The workshop course will support the concepts addressed the Pre-Algebra curriculum.

| <u>Math Placement Process Grade 7</u> |
|---|
| <p>1. End-of-the-Year Math Proficiency Test <i>This test is cumulative and reflects the big ideas in the grade level curriculum. The test will be administered by your child’s math teacher the first week in June.</i></p> |
| <p>2. MAP Test (Spring 2018) – RIT Score <i>The Measures of Academic Progress in mathematics assesses number sense, geometry and measurement, algebra, data analysis and probability, and problem solving skills.</i></p> |
| <p>3. Your child’s Marking Period Average in Mathematics</p> |
| <p>4. Your child’s Mathematics Unit (Chapter) Test Scores</p> |
| <p>5. PARCC (Spring 2018) – Scoring at Level 5 (Exceeding Expectations) <i>Placement Data will be reviewed for students scoring at Level 5 on the PARCC</i></p> |

assessment (“Exceeding Expectations”) as an additional data point. This data point could potentially place students in a higher course level. It will not be used as a detriment to any student’s placement.

The scores for all of the above criteria are totaled and used in a rubric. Placement is determined by a cutoff score for each course. Notification of placement will occur by the beginning of July via Genesis.

Math Placement Process Grade 8

1. End-of-the-Year Math Proficiency Test

This test is cumulative and reflects the big ideas in the grade level curriculum. The test will be administered the end of May.

2. MAP Test (Spring 2018) – RIT Score

The Measures of Academic Progress in mathematics assesses number sense, geometry and measurement, algebra, data analysis and probability, and problem solving skills.

3. Algebra Prognosis Test

This test reflects the basic ideas in Algebra to determine Algebra-readiness. The test will be administered by your child’s math teacher in February.

4. Your child’s Marking Period Average in Mathematics

5. Your child’s Mathematics Unit (Chapter) Test Scores

6. PARCC (Spring 2018) – Scoring at Level 5 (Exceeding Expectations)

Placement Data will be reviewed for students scoring at Level 5 on the PARCC assessment (“Exceeding Expectations”) as an additional data point. This data point could potentially place students in a higher course level. It will not be used as a detriment to any student’s placement.

The scores for all of the above criteria are totaled and used in a rubric. Placement is determined by a cutoff score for each course. Notification of placement will occur by the beginning of July via Genesis.

Mathematics Sequences

| | | | |
|--------------------|-------------|-----------------|--------------------|
| Grade 7 | Math 7 | Enriched Math 7 | Accelerated Math 7 |
| Grade 8 | Pre-Algebra | Algebra I | Honors Algebra I ★ |

| | | | | | | |
|-----------------|-----------------|--------------|-----------------|----------------|---------------------|----------------|
| Grade 9 | Algebra I | | Geometry | | Honors Geometry | |
| Grade 10 | Geometry | | Algebra II | | Honors Algebra II | |
| Grade 11 | Algebra II | | Pre-Calculus | | Honors Pre-Calculus | |
| Grade 12 | College Algebra | Pre-Calculus | Honors Calculus | AP Calculus AB | AP Calculus AB | AP Calculus BC |

★The math placement process identifies a select group of 7th grade students and invites them to join the 8th Grade Honors Algebra I course. In 8th grade, these students take Honors Geometry and then follow the HS honors sequence. Multivariable Calculus/Differential Equations may be offered as a fourth year of mathematics at MHS.

PHYSICAL EDUCATION AND HEALTH

Physical Education – 7th and 8th grade

Emphasis is on individual and team sports, team building and fitness activities. Appropriate body mechanics, form, skills and strategies utilized in a wide range of sports and activities are stressed. Students are exposed to a variety of activities that prepare them to actively and effectively achieve and promote lifelong wellness. Preparation for class, cooperation, and active participation are required. Gym uniforms are required for each class.

Health – 7

The seventh grade curriculum focuses on the social aspects of student development. Nutrition, conflict and violence prevention, drugs and alcohol, disease and disease control, and personal growth are discussed. Students participate in discussions and class activities that help them to make healthy decisions for their future. Individual and group projects are included.

Health – 8

The eighth grade curriculum concentrates on the dimensions of wellness with a focus on physical, mental, and emotional health. Students explore the body systems, mental health, decision making, drugs and alcohol, community health, healthy relationships, and human sexuality. Students will be required to complete individual and group projects.

Students will have the opportunity to experience up to five Exploratory Arts courses throughout each year. These courses allow students a shared experience in the content areas of visual & performing arts and technology.

SCIENCE

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

Science Grade 7

Grade 7 Science is a hands-on inquiry based course in which students investigate topics related to life science, physics, chemistry and earth/space science. The course will help students to understand some of the basic principles of life science and acquire useful science and laboratory skills helping them to develop and design models to explain phenomenon. A student's ability to understand the discoveries of science rests in their ability to relate those ideas to the real world. Topics of study are to include: inquiry and problem solving, cells, cell processes, cellular organization, genetics and reproduction, diversity of life, and the human body systems.

Science Grade 8

Grade 8 Science is a hands-on, inquiry based course in which students investigate a variety of topics related to life science, physics, chemistry and earth space science. The course will help students understand some of the basic principles of physical science and acquire useful laboratory skills helping them to develop and design models to explain phenomenon. A student's ability to understand the discoveries of science rests on their ability to relate those ideas to the real world. Topics of study are to include: inquiry and problem solving, structure and properties of matter, chemical reactions, motion and forces, and energy transformations.

SOCIAL STUDIES

The purpose of the social studies program is to prepare young people to be humane, rational, and participative citizens in a complex, multicultural, rapidly changing, and interdependent world. In order to understand how the world is an integrated system, students must examine the past, present, and future, and think, feel and act from a perspective that is global rather than narrowly personal, regional or national.

Grade 7 Cultural Geography

This course is designed to build upon what students have learned about the world and its lands and people throughout elementary school. Cultural Geography informs students about our changing world beyond just maps and locations. Through exposure

to the cultures of other peoples, students will gain an understanding of the variety, vastness, and vitality of the human condition. Students will further develop a global perspective through the political, social, and thematic study of the regions of the world.

Grade 8 Civics

This course will expose students to the study of citizenship and government. Students will learn what it means to be an effective and responsible member of American society. The course will also introduce basic economic theory while preparing students for history and social studies courses at the high school.

WORLD LANGUAGE

The Middle School World Language Program affirms the belief that students should have the opportunity to study a language other than English to be prepared to compete and be successful in this changing and global world. All world language classes meet every day unless otherwise stated.

French I, Part I

This course emphasizes the first half of the high school French I curriculum. Students are introduced to the sounds and grammar of the language. The emphasis of the course is on the development of both expressive and receptive vocabulary, as well as the grammar of the language. Usage of the present tense is a major component of this course. Common themes are food, school, friends, sports and pastimes. The culture of France and Canada are studied.

French I, Part II

In this course, the second half of the high school French I curriculum is delivered. Students continue to develop basic vocabulary and are introduced to more advanced grammatical concepts such as the near future and past tenses. Themes of this course include weekend activities, free time, family, cuisine, shopping and vacations. The cultures of France and other French speaking countries are presented.

Latin I, Part I

This course introduces the students to the fundamentals of Latin grammar and vocabulary including four tenses of verbs and noun uses. It also emphasizes the correlation of Latin to the English language and English derivatives. Students study various aspects of the daily life of ancient Romans, Roman mythology and stories related to the constellations. At the end of the course, students are able to read and write simple Latin.

Latin I, Part II

Latin I, Part II continues the study of Latin vocabulary and grammar, including six tenses of verbs and uses of nouns, adjectives, and pronouns. Emphasis is placed on English words derived from Latin roots. Students read an English version of the Latin classic,

The Aeneid, and use this legend as the introduction to major trends in Roman history and forms of government.

Spanish 7

Prerequisite: PARCC Spring 2018 – Scoring at Level 1 or 2, Teacher Recommendation

This course is designed to meet the middle school world language requirement. It is designed for the student who requires additional support as he/she develops novice language skills in the target language. Students work to build novice skills in all modes of communications-interpretive and interpersonal and presentational. Themes are cross-curricular: Personal and Family Life, and School and Social Life. There will be emphasis on listening comprehension. Students will work in pairs and/or small groups to help them practice new language skills. Computer software will also be used to reinforce classroom learning. This course is specifically designed to prepare a student for Spanish 8. Spanish 7 will meet every other day, full year.

Spanish 8

Prerequisite: PARCC Spring 2018 – Scoring at Level 1 or 2, Teacher Recommendation

This course is designed to meet the middle school world language requirement. It is designed for the student who has completed Spanish 7. Students work to build novice skills in all modes of communications-interpretive and interpersonal and presentational. Themes are cross-curricular: Free Time Activities, Shopping and Food, and Daily Routine and Personal Care. The emphasis of the course will be to continue to develop reading and listening comprehension, vocabulary, and conversational Spanish. Students will work in pairs and/or small groups to help them practice new language skills. Computer software will also be used to reinforce classroom learning. This course is specifically designed to prepare a student for High School Spanish I. Spanish 8 will meet every other day, full year.

Spanish I, Part I

This course emphasizes the first half of the high school Spanish I curriculum. Students are introduced to the sounds and grammar of the language. The emphasis of the course is on the development of both expressive and receptive vocabulary, as well the grammar of the language. The usage of the present tense is a major component of the course. Common themes are food, school, friends, sports and pastimes. Students also study the cultures of Spain and other Hispanic countries.

Spanish I, Part II

In this course, the second half of the high school Spanish I curriculum is delivered. Students continue to develop basic vocabulary and are introduced to more advanced grammatical concepts such as the near future and past tenses. Themes of this course include weekend activities, free time, family, cuisine, shopping and vacations. The cultures of many Hispanic countries are presented.

Spanish I

In Spanish I, students are introduced to the sounds and grammar of the language. By the end of Spanish I, students can speak in short sentences in response to a teacher's question. They understand Spanish spoken at a normal tempo by the teacher and are able to read short paragraphs that are based on familiar vocabulary and topics. Students write short, simple sentences and describe action using the present and near future tenses. Included in this course are many themes, such as school, friends, food, pastimes, family, shopping and vacations.

Spanish II

A major focus of Spanish II is the study of the past tense. By the end of this course, students write and speak in the past, present and future tenses. In addition, they continue to build active vocabulary and understand spoken Spanish at a more advanced level. Students read cultural materials about foods, trips, means of transportation, festivals, and occupations. Students also investigate the cultures of various Hispanic countries.

World Language Placement

1. Pimsleur Language Aptitude Battery
This is a diagnostic test designed to assess a child's language aptitude.
2. World Language teacher recommendation
3. Language Arts MAP testing
4. PARCC (Spring 2018)

World Language Sequences

| Grade | Course | | | | | | | |
|-------|-------------------|--|------------------|--|-------------|------------|-------------------|-----------------------------------|
| | French | | Latin | | Spanish | | | |
| 7 | French I Part I | | Latin I Part I | | Spanish 7 | | Spanish I Part I | Spanish I |
| 8 | French I Part II | | Latin I Part II | | Spanish 8 | | Spanish I Part II | Spanish II |
| 9 | Honors French II | | Honors Latin II | | Spanish I | Spanish A | Spanish II | Spanish III Honors Spanish III |
| 10 | Honors French III | | Honors Latin III | | Spanish II | Spanish B | Spanish III | Spanish IV Honors Spanish IV |
| 11 | Honors French IV | | Honors Latin IV | | Spanish III | Spanish I | Spanish IV | Spanish V Honors Spanish V |
| 12 | AP French V | | AP Latin V | | Spanish IV | Spanish II | Spanish V | AP Spanish VI |

GUIDANCE COUNSELING

The goal of the School and Counseling Department at WAMS is to address the student as a unique individual. Our overall mission is to assist students in personal growth through the development of self-awareness, respect, good citizenship, acceptance, and understanding of others. We strive to help the student achieve optimal coping and decision-making skills, develop an academic schedule, and explore life skills and career options. We believe that effective communication and cooperation among instructional staff, counselors, and administration are essential in building an atmosphere where students can realize their fullest potential. Our department brings to counseling a “hands-on,” open heart and open mind approach to create a listening environment and a safe haven. We believe that each student has the right to be treated with dignity and respect, without regard to culture, ethnicity, religion, gender, socio-economic status or special needs.

The middle school counseling offices are located in the front of the school across from the main office. The seventh and eighth grade counselors are fully qualified to assist students with educational plans and with social/emotional problems. In working with students, they seek to assist each student to make the most of his or her capabilities and to make realistic and constructive decisions.

The counselors work closely with the Principal and Assistant Principal. Their responsibilities include creating and maintaining contact with students and parents. They develop schedules, review report cards and help monitor standardized testing. They meet with each team of teachers once a week.

Some of the reasons students seek out the school counselor are:

- to plan a suitable academic program
- to analyze and improve academic achievement
- to seek guidance in transitioning from the elementary to the middle school
- to establish personal and vocational goals
- to explore ways to achieve goals
- to get help with peer relationships, relationships with teachers, relationships within the family
- to identify worthwhile activities for personal growth and development
- to develop strategies for adjusting to academic responsibilities
- to inquire about careers and vocations
- to conceptualize and explore strategies for solving problems
- to explore self-esteem concerns
- to seek solace in times of crisis

In addition to individual counseling, the counselors meet with small groups of students to provide information and assistance; help orient new students; oversee the administration of the standardized testing program; promote productive study skills; provide mediation if needed; and work with parents/guardians, teachers, and students to develop cooperative plans for solving student problems.

When students wish to meet with one of the counselors, they may either stop by the counselor's office to make an appointment or leave a note to request an appointment. Appointments are not always necessary, as the counselors welcome drop-in visits and will meet with a student as their schedules permit. Parents are always welcome to call the counselors to request that the counselors meet with their child, or to discuss their own concerns about their child's progress or adjustment.

Counselors can be contacted by phone or by email. Call the middle school's main number (856) 778-6620 and access their extensions/voicemail boxes as prompted by the menu. Counselor's contact information is also located on the WAMS website.

Intervention and Referral Services (I-Team)

An Intervention Referral & Services Committee composed of administrators, teachers, school nurse, Child Study Team members and counselors meet regularly to discuss students who are at risk for continued behavioral or academic difficulty. The team gathers information on the referred student, assesses their level of need, and works with the family to develop a plan for referral to any necessary resource for help. A variety of academic interventions, community resources and in-school programs are utilized. All student intervention plans are kept strictly confidential.

Mentor Program

Students are assigned a volunteer teacher who acts as a mentor, providing support and encouragement on a regular basis. Mentors help the students organize, focus, and complete their basic assignments as well as provide a "listening ear". Staff may act as advocates for students' efforts at home, school and in the community. Mentors will help maintain open lines of communication with parents and school, and demonstrate a personal interest in the student's concerns and aspirations. Staff and students will develop an informal schedule and meet throughout the school year.

CHILD STUDY TEAM

There are many children in our schools who have special needs. They include children with disabilities, students who have difficulty meeting curricular demands, and children whose primary language is not English. In all cases, the needs of these students must be met by school districts by providing the support or accommodations necessary to educate them.

The Child Study Team (CST) provides evaluations for students who demonstrate a potential disability. An educationally disabled student is one who may be experiencing difficulties of a physical, emotional, academic, intellectual or social nature to the extent that the student is not able to function effectively in a regular education program and requires special education services. Specific eligibility criteria are established by federal, state, and district regulations.

A Child Study Team evaluation may be necessary to determine the basis of the difficulties and whether the student is eligible for special services. A referral to the Child

Study Team may be initiated by a parent/guardian, teacher, the Intervention and Referral Services committee (I-Team), school nurse, a school administrator, medical professionals and other specialists or agencies concerned with the welfare of students when an educational disability is suspected. If the student is found eligible for special education and related services, an Individualized Educational Plan (IEP) is developed. William Allen Middle School offers a complete range of special education programs in the least restrictive environment for students who have been determined to be eligible for special education and related services.

A full continuum of program options are available and include supported general education classes, resource center replacement and support classes, and self-contained special education classes. The vast majority of classified students are served in general education programs with support or minimal pull-out. Every effort is made to include students with disabilities to the maximum extent appropriate in classes with non-disabled peers. The objective is to provide every student with a program designed to meet his or her needs.

The Resource Center programs include:

- In-class support
- In-class resource support
- Pull-out support
- Pull-out replacement instruction

Integral to the Resource Center pull-out support program is a curriculum stressing study and organizational skills. Resource Center teachers are in close contact with the students' general education teachers.

Self-contained class placements are provided for those students requiring a much more concentrated and specialized instructional program. There are various programs serving students with severe learning, developmental, and emotional difficulties. Some mainstreaming occurs as appropriate. In addition to individualized academic instruction, self-contained classes will include, as appropriate to student needs, activities and instruction to develop functional, pre-vocational, social, and life skills. Other related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, social work services, medical services and speech-language services are provided to students with disabilities when required for the student to benefit from the educational program.

In addition, the Child Study Team members, including School Psychologist, Learning Disabilities Teacher-Consultant and School Social Worker, consult with teachers, nurses, and guidance counselors, meet with students and parents, and act as a liaison between home and school for special education students.

MEDIA CENTER

The Middle School Media Center provides students and staff with a flexible scheduling format that encourages them to visit the media center to meet a wide variety of needs. Teachers and the media center librarian work cooperatively to ensure that classes schedule time in the media center in order to complete projects, to learn research skills, and to select exciting literature both for class assignments and for leisure reading.

All students participate in a media center orientation in which they are given an introduction to the library. During the school year, as classes schedule into the media center, research skills continue to be reinforced and developed. In addition, students participate in a variety of book talks that help them understand and select from different genres of literature and various informational texts. Students are given additional instruction as they learn to be critical thinkers in accessing and evaluating both print and non-print resources. Bibliographic instruction is taught to all students. Technology plays a key role as students develop research strategies that enable them to locate, select, and retrieve information through the automated card catalog and the internet. They learn how to access our online databases.

Students visit the media center during the day, either in classroom groups or individually. The media center is also open to students after school in order to accommodate those wishing to do homework or conduct research.

AFTER SCHOOL ACTIVITIES

William Allen Middle School offers a variety of activities that meet during the week. Most after-school activities meet from 2:30 – 3:15 PM. Sports occur in season from 3:00 – 4:30 PM. Late buses are available at 3:20PM and 4:30 PM only.

| Previous Years' (2017-2018) Clubs & Activities | |
|---|--|
| <i>Clubs</i> | <i>Activities</i> |
| <i>Homework Club</i> | <i>MathCounts</i> |
| <i>Drama Club</i> | <i>Yearbook/Design Publish/Photo</i> |
| <i>History Club</i> | <i>Science Fair</i> |
| <i>Garden Club</i> | <i>Student Council</i> |
| <i>International Club</i> | <i>Robotics</i> |
| <i>WAMS News Magazine</i> | <i>Oasis</i> |

Clubs

Clubs will meet at least once a week from October through March from 2:30 PM – 3:15 PM. Club titles and dates will be advertised at the beginning of school in early October. Clubs will meet on the same day throughout the entire time period unless a special activity is occurring. Each advisor will provide students with a list of dates the club will meet.

Homework Club

Students who need extra academic support are encouraged to attend the after school homework program, which helps provide organization and structure for their homework. Teachers assist by acting as tutors and giving encouragement, and ensuring that all students are working to their full potential. *Homework club meets four days (Mondays, Tuesdays, Thursdays and Fridays) a week from 2:30 to 3:15 PM. Please see further details on the Middle School Website.*

Spring Drama Production

Each year the middle school students present a musical performance, usually in February. Auditions are open to all students in seventh and eighth grades and are held after school usually in November. Rehearsals will be held after school and/ or Saturdays and in the evenings.

ATHLETICS

Any student who would like to participate on a school sports team must complete the following requirements:

- A physical examination form completed within 365 days prior to the first day of practice.
- A parent permission form for each sport completed within 6 days of the first day of practice.

These forms must be in the Nurse's Office by the posted deadline for each sport season. Check the WAMS web site, the home and school calendar or contact the Nurse's Office for more information. Required forms are available on the WAMS web site or from the Nurse's Office.

| Fall Sports | Winter Sports | Spring Sports |
|--------------|------------------|----------------|
| Girls Soccer | Girls Basketball | Softball |
| Boys Soccer | Boys Basketball | Baseball |
| Field Hockey | Wrestling | Girls Lacrosse |
| | | Co-ed Track |