

# WELCOME TO THE GLEN RIDGE MIDDLE SCHOOL EDUCATIONAL PROGRAM

On behalf of the entire faculty, staff, and student body, we would like to welcome all the seventh and eighth grade students and parents to the Glen Ridge Middle School Program located in the High School.

We are excited about the opportunity to include your child's class as part of our school and we look forward to meeting and working with you during the 2018-2019 school year.

This booklet is designed to answer basic questions about the seventh and eighth grade program and includes a sample of the schedule. Additionally, we have provided an outline of the 7<sup>th</sup> Grade Transition activities. We want to assure you that we will make every effort to assist you in making a smooth and successful transition to the Glen Ridge Middle School Program.

Please feel free to call or e-mail us, or schedule a visit if you have any questions about the seventh and eighth grade program.

Sincerely,

Mr. John Lawlor, Principal  
jlawlor@glenridge.org

Dr. Keisha Harris, Assistant Principal  
kharris@glenridge.org

Ms. Jill Landgraber, Middle School Counselor  
jlandgraber@glenridge.org

## **Glen Ridge Public Schools Mission Statement**

In partnership with a close knit community, the Glen Ridge Public Schools will maximize the potential of each individual student through a motivational and highly challenging academic program.

This will be accomplished in an atmosphere respectful of individual and cultural differences so that students can advance their post-secondary education, contribute socially, and compete productively in an ever changing, increasingly technological global society.

## **Affirmative Action Statement**

The Glen Ridge Board of Education does not discriminate on the basis of race, color, creed, religion, ancestry, national origin, mental or physical handicap, socioeconomic status, marital status, age, or gender in any of its policies or regulations related to employment, educational service, programs, or activities.

If you have a problem in this regard, make an appointment to see a guidance counselor or a teacher with whom you feel most comfortable. Further consultation can be made to the Principal, Assistant Principal, Affirmative Action Officer, or Title 504 Officer as appropriate. Further appeals may be made to the Superintendent, Board of Education, and the New Jersey Commissioner of Education. The Title 504 and Affirmative Action Officer is the District Director of Student Services (973-429-8305).

## **Glen Ridge Middle School Program Curriculum Philosophy**

Early adolescents need intelligent, committed, honest, and sincere adult guides to examine, understand, and accept the new role and changing relationships that accompany this period of life.

The Glen Ridge Middle School Program curriculum is designed to help students develop their intellectual, creative, and physical abilities. Each course not only emphasizes mastery of basic skills but also challenges students to think deeply, solve problems, and learn to work effectively with others. Students are scheduled for required courses in English, Mathematics, Social Studies, Science, Physical Education, World Languages and Cycle Classes.

In carrying out our program of instruction, staff members seek to have all students experience success at an appropriate level of instruction. We will provide students with a wide variety of learning, guidance, and co-curricular experiences designed to motivate, challenge, and support each child. The students will also be encouraged to develop interpersonal vision and skills, personal and social responsibility, a sense of self-worth, respect for other people and for learning, and pride in their efforts and accomplishments.

### **Glen Ridge Middle School Program**

The aim of the Glen Ridge Middle School Program is to prepare each student to be a knowledgeable, responsible, and contributing member of the school, local and world communities. Our goal is to have our students function with self-esteem, integrity and compassion. To accomplish this, the staff, Board of Education, and community will create an environment that encourages Glen Ridge Middle School students to:

- Develop respect for self, for others and for our environment;
- Develop critical and creative thinking, problem solving and communication skills;
- Develop a heightened awareness of and proficiency in using technology as a tool to extend human capacity;
- Develop the ability to apply what has been learned and the desire to continue learning; and
- Develop a sense of inquiry.

In order to accomplish this we must continue to invest in our students and build a community of excellence.

## Guidance Services

The middle school guidance office is located in room 200. Ms. Landgraber is fully qualified to assist students with educational and personal 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. Some reasons why students seek out the guidance counselor are:

- To establish a suitable academic program;
- To analyze and improve academic achievement;
- To establish personal, academic, and vocational goals;
- To explore ways to achieve goals;
- To get help with peer relationships;
- To identify worthwhile activities for personal growth and development;
- To develop strategies for adjusting to classes and the middle school program;
- To inquire about careers and vocations;
- To conceptualize and explore strategies for solving problems;
- To seek solace in time of crisis/need.

In addition to individual counseling, the counselor

- meets with small groups of students to provide information and assistance;
- helps orient new students;
- promotes productive study skills;
- provides mediation if needed; and
- works with parents and guardians, teachers, and students to develop cooperative plans for solving student problems.
- teaches the Middle School Guidance Program through classroom lessons
- coordinates the Middle School Mentors program
- coordinates Peer Tutoring when necessary and available

Students may meet with the guidance counselor directly or schedule an appointment.

In addition to Ms. Landgraber, the district provides the services of Mrs. Kobylinski, Student Assistance Counselor, Child Study Team and Effective School Solutions.

## **Glen Ridge High School Library Media Center**

The Glen Ridge High School Library Media Center provides students and staff with a flexible-scheduling format that encourages them to visit the Library Media Center to meet a wide variety of needs. Teachers and Library Media Center staff work cooperatively to schedule classes in the Library Media Center and assist them in conducting research, finding information, and completing projects. Students may also utilize available resources as well as browse and borrow literature for both class assignments and pleasure reading on their own before or after school, during their lunch period or from study halls with a pass.

Library Media Center Hours:      Mon. – Fri.    7:55 a.m. – 4:00 p.m.

### **Student Services**

Students classified as eligible for special education programs by the Child Study Team may complete course work through the in-class support setting, the resource center, or in a regular education classroom. Both the in-class support and the resource center classrooms are staffed by certified special education teachers, with the in-class support program having a subject area teacher as well. The in-class support program enables students to receive special education support while maintaining enrollment in a regular education class setting. The resource center serves students who require assistance in an academic subject in a more individualized atmosphere. Depending upon the students in a given year, program offerings may vary and may include special sections of other courses as determined by their individualized educational plans (IEPs).

Other student services are available to all Middle School students. These include health services, evaluations by the Child Study Team, speech or language therapy, basic skills improvement program, special education instruction, meetings with the student assistance counselor, and home instruction.

The Child Study Team members are:

Denise Annechino, School Psychologist  
[dannechino@glenridge.org](mailto:dannechino@glenridge.org)

Arlene Non, Learning Disability Teacher Consultant  
[anon@glenridge.org](mailto:anon@glenridge.org)

Caitlin Massey, Social Worker  
[cmassey@glenridge.org](mailto:cmassey@glenridge.org)

## Operational Framework

The seventh and eighth grade program is based on the following beliefs:

- The curriculum for the Middle School Program ought to be meaningful to students as well as based on professional experience and applicable research. This approach to curriculum development should be systematic and involve the seventh and eighth grade teachers from inception to implementation.
- Opportunities should exist for students to expand, explore, and develop interests beyond the purview of the traditional school setting. In addition, the student should develop self-esteem, a sense of responsibility, an appreciation for and commitment to learning while becoming actively involved. Students should exhibit respect for each other, their parents, teachers, and learning.
- The teachers should direct educational issues and be allotted the time to thoroughly analyze, evaluate, and reflect upon them. Time should be provided to share, communicate, articulate, and “celebrate” success.
- The educational leaders should be readily available to students and teachers, and in a collaborative manner, should maintain a level of discipline which is fair, clearly defined, and consistent. In order to insure staff and student advocacy, decisions should be based on educational concerns rather than expediency.
- Finally, parent partnerships should be developed between the school and the home to provide a support system for children, to communicate school policies, to encourage active participation in school affairs, and to become cooperative partners in the learning experience.
- The curriculum recognizes the developmental stage of the young adolescents related to educational needs and provides adequate exploratory programs that introduce students to a variety of topics, skills, and content fields. This is accomplished through a series of courses and short units that give the student some sense of control over the kind of learning he or she undertakes.
- Beyond consideration for its content, curriculum organization is given careful attention. It is organized to allow students to connect the materials and skills learned in one class to those presented in another. It recognizes the wide divergence in student development at this level.
- The teachers adapt materials for use in the classroom and do not rely only on the textbook as the organizer for the course of instruction.

- The teachers utilize a variety of instructional approaches: lectures to transmit information, simulations to explain complex systems, discussion to reinforce and clarify concepts, demonstrations and laboratories to make abstract theories more concrete, and meaningful practice to encourage the refinement of newly-developed skills. The teachers provide activities that allow students to explore their aptitudes, interests, and special talents, and to develop an accurate and positive self-concept.
- Classroom activities foster cooperative learning activities rather than individual competitive tasks. Such cooperation enhances the amount of time young adolescents remain engaged in the task and improve the quality of the intellectual activity associated with the task. Group interaction stimulates creative problem solving and productive thinking.
- The district's support services are integrated into the seventh and eighth grade programs including guidance services, library/information services, special education teachers, and the Child Study Team. These individuals are accessible and responsive to the needs of our students.

# DESCRIPTION OF THE MIDDLE SCHOOL EDUCATIONAL PROGRAM

## SCHEDULE

Seventh and eighth grade students have a new and challenging schedule which includes eight class periods and lunch, beginning at 8:00 A.M. and ending at 2:47 P.M. There is an extra-help period (period 9) every day from 2:47 P.M. until 3:15 P.M.

## CURRICULUM

The existing English, Social Studies, Mathematics, Science and World Language Programs are continually refined to provide interdisciplinary units and special projects designed to maximize student potential.

## STUDENT EXPECTATIONS

Students are expected to exercise self-discipline and to behave in an appropriate, courteous and responsible manner at all times. Improper or inappropriate behavior will lead to disciplinary action including, but not limited to, detention (after school and Saturday), suspension (in and out of school), removal or exclusion from participation in student activities and expulsion from school.

## GRADING AND HONOR ROLL

- Students are graded using an A-F and numerical scale 100-0.
- Students in the Middle School Program can achieve either honor roll (**B's and A's, no C's**) status or high honor roll (**All A's only**) status. All classes taken are considered in determining honor roll status.
- Students receive four report cards which are posted on Family Access. Please reach out to the guidance counselor if you wish to have a copy of the report card mailed home.

## ACADEMIC WAIVER

During the scheduling period each year, students are counseled individually and advised to register for the most appropriate courses. Some students, however, elect to take classes for which they have not been recommended. In those cases, students who meet a minimum requirement can request a waiver form from the Guidance Department. When the form is returned with school counselor, teacher, student and parent signatures, the school counselor will enroll the student in the requested course.

## **CO-CURRICULAR CLUBS AND ACTIVITIES**

The Middle School Program is designed to provide opportunities for students to participate in a variety of activities and programs that promote healthy living and positive interaction with peers and adults. These opportunities are designed to give students the chance to exhibit excellence and to gain confidence and personal satisfaction of accomplishing something.

Sign up meetings for these activities are generally held in September. For most groups, a student can join at any time during the school year. Students are provided with an opportunity to participate in a variety of seventh and eighth grade activities. Per budget approval and based on student interest, some of the possible activities include:

- Book Club- *Ridger Readers*
- Builders Club (Community Service)
  - Chorus/Madrigals
    - Dance Club
    - Drama Club
- Girls Learn International Club
  - Girls Who Code
    - Jazz Band
    - Math Counts
- MS Mentors (8th Grade only)
  - Newspaper- *Journalist*
  - Saving Animal Friends
    - String Orchestra
    - Student Council
    - Yearbook

## **COMMON COURSE DESCRIPTIONS FOR THE MIDDLE SCHOOL PROGRAM**

### **Grades 7 & 8 Chinese, French, and Spanish:**

Students may choose to continue their language study in Spanish or to begin with Chinese or French. The students will study the language they choose for both 7<sup>th</sup> and 8<sup>th</sup> grade. By the end of their 7<sup>th</sup> and 8<sup>th</sup> grade experience in Chinese, French, or Spanish, students will have finished the entire level one curriculum in their chosen language. These students will begin at level two in 9<sup>th</sup> grade. These courses include a comprehensive introduction to language and culture at a basic level. The language laboratory is an integral part of the curriculum as well. The new language lab presents new opportunities for students to interact in class with random partners, listen to themselves speak and speak and be digitally recorded automatically. Students participate in Internet projects in the Chinese, French, and Spanish classes. Real life material, such as magazines, music CD's, newspapers, computer sites and videos are used in the native language for motivation and oral/listening proficiencies. The students will be able to read, write, listen and speak at a basic communicative level in the present tense, begin the past tense and have an appreciation and awareness of the Chinese, Francophone, or Hispanic cultures.

### **Grades 7 & 8 Physical Education:**

Physical Education at this level will enhance student movement, concepts and principles. Students will refine movement skills in a variety of physical activities including games, sports and recreational pursuits. They will build upon knowledge and practice skills that they have learned in the preceding grades. In building upon these components, students are able to meet their personal fitness needs and maximize their physical activity levels.

### **Grades 7 & 8 Health Education:**

Health Education seeks to improve the student's mental, physical and social well-being. Information is provided to improve student knowledge and experiences that can lead to a healthy lifestyle. Students will adopt healthy practices and decision-making skills that will help to produce a positive self-direction in their lifestyle and behavior. The cooperative effort of school, family and community agencies will enhance the health education program. The specific topics of study for the Health courses are listed on the next page:

### 7<sup>th</sup> Grade Health

- Decision Making Process
- Peer Pressure
- Self-esteem
- Refusal Skills
- Stress
- Effects of Tobacco
- Methods to Quit Smoking
- Effects of Alcohol
- Drinking and Driving
- Alcoholism
- Male and Female Reproductive System
- Sexually Transmitted Infections
- Protection Against Sexually Transmitted Infections and Pregnancy
- Nutrition
- Eating Disorders

### 8<sup>th</sup> Grade Health

- Decision Making Process
- Peer Pressure
- Self-esteem
- Refusal Skills
- Stress
- Classification of Drugs
- Effects of Alcohol
- Drinking and Driving
- Alcoholism
- Human Growth and Development
- Male and Female Reproductive System
  - Stages of Pregnancy and Birth
- Protection Against Sexually Transmitted Infections and Pregnancy
- Death and Dying
- Nutrition
- Eating Disorders

### **Grades 7 & 8 Band:**

Concert Band, for all wind and percussion instrumentalists, provides students with group instruction and will begin to explore music performance through literature of a higher grade level. This music is longer in duration and more technically demanding than the compositions performed at the elementary level. Band will be scheduled during the middle school elective period (Period 8 for both 7<sup>th</sup> and 8<sup>th</sup> graders) for the students who choose to participate. It will be necessary for the Band to meet outside of the school day prior to any performances. These rehearsals will be scheduled by the band director.

### **Study Hall/ Peer Leadership**

Study Hall is offered to all middle school students as a means to complete homework and seek extra help from teachers. Study Hall is offered during Period 8. For 7<sup>th</sup> Graders, Study Hall is on Wednesdays and Thursdays. For 8<sup>th</sup> Graders, Study Hall is offered on Wednesdays. 8<sup>th</sup> Graders participate in the Peer Leadership program on Thursdays.

### **Replacement Instruction (If required for the student):**

If the need for a modified academic program arises for a classified student, he/she is taught in a Pull-Out Resource Room Setting. The curriculum is taught based on course standards and modified according to the students IEP. Material for this class is presented in a multi-sensory approach to meet the needs of all the students.

**Academic Development (If required for the student):**

Academic Development classes are designed to assist the classified students in their mainstream classes. It is a supportive intervention. This may include study groups, organization of materials, individual clarification of assignment or skills, assistance with research projects, or even extended time on tests or re-testing. Mainstream teachers and the Academic Support teachers work in conjunction to assist the student in keeping pace with the academic demands.

**Academic Enrichment:**

Academic Enrichment is taken in place of a Period 8 elective course. It is a pass/fail course designed for 7th and 8th grade students who need assistance making a transition to the academic work of Glen Ridge High School. The course is staffed by a team of teachers who serve different disciplines in order to offer a range of assistance across different needs. Students placed in Academic Enrichment have a demonstrated need for academic support with goal setting, organization, work completion, and study skills. The environment is meant to provide regular opportunities for one-on-one work with teachers as well as small group instruction. The aim of the course is to move towards greater independence, allowing students the opportunity to exit the course once they have met expected progress in their academic coursework.

**Placement Criteria:**

Students in Academic Enrichment have a demonstrated need for further assistance with academic work. Students are recommended for the course due to challenges that may include below average grades, challenges with organization and work completion, lack of motivation, and below proficient standardized test scores. Placement is determined through input from administration, middle school counselor, and/or the Intervention and Referral Services (I&RS) Committee.

**Exit Criteria:**

Teachers in Academic Enrichment track student progress through regular documentation of grades and behavior. Students who achieve honor roll grades over the course of a marking period will exit the class and take one of the rich elective course offerings available to middle school students. This recommendation demonstrates an achievement to be celebrated. It is recognition that the student has made a successful transition to the academic year, and is ready to handle work without additional assistance. In the student's new elective class, he or she will participate in study hall days. Seventh grade elective classes devote two days per week for study hall, and eighth grade elective classes devote one day per week for study hall. The school will continue to track the progress of students who have exited the program, and will evaluate for re-entry into the class as needed.

## 7<sup>TH</sup> GRADE COURSE DESCRIPTIONS

### **7<sup>th</sup> Grade English**

The seventh grade English curriculum is designed to include many facets of the language arts. Students will learn aspects of reading, using literature of different genres to enhance skills. Writing is assigned in conjunction with the literature to support understanding; isolated writing tasks are also included. Related activities include speech, projects and independent reading. Students will leave this course confident, organized and independent in their future studies of literature.

### **7<sup>th</sup> Grade Math**

#### **Pre-Algebra 7**

Pre-Algebra 7 students will develop fundamental mathematical ideas and methods through student-centered based curricula. These methods provide a strong foundation in algebraic and geometric concepts. This course emphasizes problem solving strategies and applies the use of mental math and estimation to determine the validity of a solution. Concepts covered in this course include algebraic reasoning, number sense, numeric relationships, geometric properties, data analysis and statistical thinking.

#### **Advanced Pre-Algebra 7**

Advanced Pre-Algebra 7 students will develop fundamental mathematical ideas and methods through a student-centered curriculum. These methods provide a strong foundation in algebraic and geometric concepts covering both 7<sup>th</sup> and 8<sup>th</sup> Grade New Jersey Student Learning Standards. A student selected for this course must be self-motivated and has demonstrated high mathematical ability and achievement. The student must be able to work in a fast-paced atmosphere and at an abstract level. This course emphasizes problem solving, reasoning, communication, connections, representations and technology from an in-depth perspective. Throughout the course, the following content standards will be developed: number relationships and computation/arithmetic; algebra, patterns and functions; geometry and measurement; and data analysis, statistics, and probability. This course prepares students for Advanced Algebra I in 8th grade.

Prerequisite: Met the requirements of the placement rubric

### **7<sup>th</sup> Grade Science (Life Science)**

Seventh grade Science is an introduction to Biology. Through many lab experiences and class work, students will become familiar with the traits of living things. They will learn about the structure of cells, viruses, and bacteria. Students will be able to distinguish between and know the characteristics of the six kingdoms of life. We will also explore how genetic traits are inherited. In addition, students will learn how the systems of the body work and interact.

## **7<sup>th</sup> Grade Social Studies**

This course focuses on 20<sup>th</sup> Century United States History. We begin with an examination of the rise of industry in the late 19<sup>th</sup> century and continue chronologically through the changing role of the United States in the world today. Students will have the opportunity to study the impact of various historical, social, political and economic forces on the history of the United States and the world. Course work relies on primary sources, readings, online research and the text.

## **7<sup>th</sup> GRADE REQUIRED CYCLE CLASSES (Period 1)**

### **Art**

Art is a necessary component of our lives. Throughout the seventh grade Art Cycle, students will be involved in activities that contribute to the development of a well-rounded person, including cognition, critical analysis, and psycho-motor skills. Students acquire knowledge of skills that increase aesthetic awareness in the visual arts, and they will recognize the impact of the visual arts in daily life. They will improve their critical thinking skills through art critiques and will concentrate on problem-solving strategies, resourcefulness, and reasoning. Seventh graders are encouraged to develop and strengthen imagination and creativity, developing an understanding of the relationship between concepts and solutions. The seventh grade Art Cycle Class provides avenues of expression through artistic creation that encourages personal growth and enhance self-esteem.

### **Computers**

This course provides students with the opportunities to use word-processing and spreadsheet software in managing and displaying information derived from real world situations. Students gain word processing and spreadsheet skills while operating the tools in an integrated Microsoft Windows environment. Students are introduced to Microsoft Access. They will learn to create a database and merge information with Word. Internet safety measures will also be integrated into the course.

### **Social Media**

This course will focus on different aspects of social media and how to use it responsibly in our society today. Students will explore how social media has changed communication, how it affects their lives and futures, and how they can utilize it effectively. The students will also explore the dangers and legal issues that are associated with social media, such as identity theft and cyber-bullying.

### **Research**

This course orients students to the print and online resources available in the GRHS Library Media Center and prepares them to use those sources effectively for academic pursuits and personal interests. Students are also introduced to the process of preparing a brief research paper. They practice taking notes, following MLA formatting guidelines, preparing a Works Cited page and using parenthetical references to cite sources.

### **Study Skills**

This course will focus on introducing and reinforcing basic study skills with the seventh grade students. Topics covered will include time management, organizational skills, note taking, reading for information and understanding and test preparation strategies. This course will reinforce the concepts introduced at the beginning of the school year.

### **Writing Workshop**

Writing, a component of Language Arts Literacy, is an essential part of students' everyday lives. The workshop's purpose is to focus on the writing process and specific writing skills associated with persuasive, narrative, and expository writing, as well as how to respond to speculative prompts and open-ended questions. Emphasis will be placed on grammar, concentrating on usage, the mechanics of a sentence, and a general review of grammatical problem areas. This course is intended to enhance students' writing skills through a combined focus of grammar and composition.

### **7<sup>th</sup> GRADE ELECTIVE CLASSES (Period 8)**

**Students will be enrolled in two of the following half-year courses.**

**Students in band are exempt from these courses.**

#### **Graphic Novels**

This cycle acts as a supplement to character education through pictorial narrative study. Students become exposed to the emerging graphic narrative style and are instructed in how to read these types of novels. Students will be able to explore the value of telling a story in such a manner and study two or three teen- themed stories dealing with collaborating with others to succeed, creating a strong self-identity and standing up for one's beliefs through positive actions. The class is highly discussion based and focuses on collaborative learning through small group study of texts. Students ultimately employ the use of free online software to create a short graphic narrative about their own life experience in one of these categories.

#### **History of Sports**

The course will examine the origins of Athletic contests from antiquity to the present. The course will start with the Olympics of Ancient Greece, continue with the spectacle of Rome, and conclude with modern day contests in American arenas. The course will examine the impact that these sports have on social standing in the community as well as examine relevant issues in fair play, social justice, and character education.

#### **Middle School Choir 7**

Students will learn to sing multi-part harmonies in a choir setting while exploring the music of Pop Rock, Broadway and R&B. Through ear training and vocal performance techniques, students will learn the mechanics of singing and of treating their voice as their instrument. The students will present their work via a performance at the Winter Concert.

**Modern/Contemporary Issues**

This course will examine current issues both domestically and internationally. Sample topics include equality (gender, race, class, and sexual orientation) the 2016 presidential election, advertising, religious fundamentalism, technology, and modern day heroes. Students will analyze the impact these issues have on a personal, national and global scale. Students will have the opportunity to analyze and discuss how these topics influence their generation and lives.

**Project Adventure**

Project Adventure provides the students with new, current, exciting and creative adventure education curriculum. The primary goal of the program is for students to develop self-esteem and self-confidence. The main objectives of the program are developing teamwork, decision making and problem solving skills. Trust is built on within the class along with leadership skills. Effective communication skills are also improved. All these factors carry over into the students' interpersonal life. Students have fun and share in unique activities with classmates. They will build a stronger sense of community. Activities will include team building and group problem solving activities. Low and high ropes courses are included as well.

**S.T.E.M.**

STEM (Science, Technology, Engineering, and Mathematics) Workshop provides students with 21st century skills utilizing creativity and collaboration through inquiry-driven activities. Students will work in teams to solve real-world challenges using critical thinking and their scientific knowledge and mathematical skills.

## 8<sup>TH</sup> GRADE COURSE DESCRIPTIONS

### 8<sup>th</sup> Grade English

The eighth grade English program is an integrated language arts program, offering high-quality, appealing, traditional, and contemporary literary selections, writing instruction, and activities that will guide students into, through, and beyond literature. Emphasis on language as a communicative process central to all human experience empowers students to construct meaning from literature and life.

### 8<sup>th</sup> Grade Math

#### Algebra I Concepts

The ultimate goal of this course is to give the student a foundation for exploring and understanding algebra and geometry. Topics include the basic operations and properties of real numbers, measurement on a plane and in space, data analysis, linear equations, graphing, problem solving, functions and deductive reasoning.

#### Advanced Algebra I

Advanced Algebra I is an above-grade level advanced math course. Students are expected to enter this course fluent in their ability to complete operations with rational numbers (decimals, fractions, percentages, integers) without a calculator. Algebra is a basic course for all college preparatory mathematics courses. Instructional emphasis will be placed on modeling real-life situations with expressions, equations, inequalities and systems of equations, and inequalities. In addition, students will explore functions as they represent real-world phenomena in the form of tables, equations and graphs through the use of technology.

**Prerequisite:** Completion of Advanced Pre-Algebra with a grade of “B” or better, teacher recommendation, and completion of the summer assignment.

### 8<sup>th</sup> Grade Science (Earth Science)

Earth Science includes an examination of interacting components that affect or shape our planet. Students make observations, compare the earth to other planets, as well as describe technologies used to explore the universe. Students will explain that the sun is the earth’s major energy source, and that solar energy is emitted in various forms. Students will explain how natural events are related to the positioning of the sun, earth, and moon.

### 8<sup>th</sup> Grade Social Studies

Our 8<sup>th</sup> grade social studies program focuses on themes in world history, making connections today with developments from those themes. Examples from the themes are: “Dawn of Man” “Ancient Rome,” “Mesopotamia,” “Ancient Greece,” “The Religions of the Middle East,” “Rome,” “Byzantium,” “The Middle Ages,” and “Egypt.” Connections are made linking contributions or events developed from historical themes

to our life today. It might be inventions in Mesopotamia we use or principles of Roman law found in U.S. Courts.

## **8<sup>th</sup> GRADE REQUIRED CYCLE CLASSES (Period 4)**

### **Art**

The art cycle program provides a concentrated continuum of involvement in art experiences that develop the intellect and increase visual sensitivity related to the student's own developmental patterns. Students have the opportunity to relate to artistic achievements of the past, to interpret visual images in their own world, and to develop, express, and evaluate ideas through their own individual solutions to problem-solving experiences.

### **Computers**

The 8th Grade Computer Cycle will consist of an overview of all the basic features of PowerPoint, and many of the advanced features, including transitions, custom animation, and motion paths. Also, a brief overview of image editing software, such as Adobe Photoshop, will be presented. Time permitting; a brief introduction to web design, specifically HTML, will be included.

### **Public Speaking**

In Public Speaking, the 8th graders learn about the basic components of public speaking through: viewing famous speeches, learning techniques and strategies to improve public speaking skills, participating in interactive classroom activities, preparing outlines for speeches, and presenting speeches. The students learn about key vocabulary related to public speaking and how it applies to every-day life. Some of the key objectives for the course include: developing skills and knowledge to better themselves as speakers and members of an audience, recognizing strong and weak public speaking skills in all types of settings, and developing confidence in speaking in front of an audience.

### **Research**

Students complete a long-term research project spanning the full cycle and are held accountable for producing various components of the project at specified intervals. They first select a thesis, locate relevant print and online sources, and produce a Works Cited page documenting those sources. They then develop an outline, review sources to identify supporting details and examples, and take notes. Finally, they draft a research paper following MLA formatting guidelines and including parenthetical references which is then edited and revised to produce a final version. Personal responsibility for managing time, meeting deadlines, organizing materials and backing up files are stressed as is the need to paraphrase and give credit to sources to avoid plagiarism.

## **Social Media**

This course will focus on different aspects of social media and how to use it responsibly in our society today. Students will explore how social media has changed communication, how it affects their lives and futures, and how they can utilize it effectively. The students will also explore the dangers and legal issues that are associated with social media, such as identity theft and cyber-bullying.

## **Writers Workshop**

This cycle class is designed to continue to build on the skills of the seventh grade writers workshop by continuing to review grammar and writing techniques. Our eighth grade students will focus on the essay writing process and timed writing skills.

## **8<sup>th</sup> GRADE ELECTIVE CLASSES (Period 8)**

**Students will be enrolled in two of the following half-year courses**

**Students in band are exempt from these courses.**

### **Computer Assisted Drawing (CAD)**

This course serves as a prerequisite for all industrial arts courses and is a fundamental introduction of operations and procedures related to the areas of computer-aided drawing and graphic arts. Students will be able to partake in a variety of exercises and demonstrations so that they will become familiar with the course offerings at the high school level.

### **Game Theory**

Game Theory is the study of human interaction and decision making. The class will explore the mathematics behind games by applying familiar mathematical models and analyze the relationship between games and real world applications. Students will develop strategies for solving the various types of games and take part in several simulations.

### **Mad Mad Science**

Ever wonder “how stuff works” or “why things happen?” In this class students will utilize labs, demonstrations and discussions to answer the “BIG” questions in science and mathematics. Students will use 21<sup>st</sup> century skills to investigate the scientific principles and applications behind both real-world and hypothetical scenarios. Some mind bending questions we will attempt to answer include how big is infinity, are time and space travel possible, what is the future of the universe, are dreams and consciousness real. Students will also have the opportunity to use STEM skills to dissect an object as well as design, build and test an invention. This class reinforces the scientific method through critical thinking, investigation and experimentation.

### **Middle School Choir 8**

Students will sing Pop, Rock, Broadway, R&B, and more, in three to four-part harmonies. While learning stage performance and the mechanics of singing as a soloist and with a group, students will prepare for their culminating performance at the Spring Concert.

### **Robotics**

This cycle course will introduce students to Robotics using the Lego® MindStorms® NXT system. Working as part of a team, students will build and program a Lego NXT Robot. Using basic robotics concepts students will instruct the robot to move, turn, sense light, sound and touch. Students will program their robot to navigate obstacle course challenges.

### **Yearbook**

In the yearbook class students can shape the 7th and 8th grade yearbook. Everything in the book is generated by student ideas. -- theme, the cover, page design, and quick-read articles. If students are interested in learning layout and design, they will get their own login and password to our Jostens website and will learn how to use this innovative software to create visually interesting pages. For those interested in photography, the 7/8th grade yearbook needs them to take the pictures that will make the book memorable. If students enjoy writing, then they should join the yearbook staff and contribute to the articles, infographics and quick-reads that fill the pages of the yearbook will tell the story of the year.

## SEVENTH GRADE SCHEDULE

Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7	Period 8	Period 9
8:00-8:51	8:55-9:37	9:41-10:23	10:27-11:09	11:13-11:43	11:47-12:29	12:33-1:15	1:19-2:01	2:05-2:47	2:47-3:15
Cycle Classes	<u>Academics</u> Math English Science Social Studies World Languages <i>or Physical Education &amp; Health</i>	<u>Academics</u> Math English Science Social Studies World Languages	<u>Academics</u> Math English Science Social Studies World Languages <i>or Physical Education &amp; Health</i>	Middle School Lunch	<u>Academics</u> Math English Science Social Studies World Languages	<u>Academics</u> Math English Science Social Studies World Languages	<u>Academics</u> Math English Science Social Studies World Languages	Elective Classes or MS Band  <i>Study Hall Wednesday and Thursday</i>	<b><i>Extra-help with your teachers</i></b>

## EIGHTH GRADE SCHEDULE

Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7	Period 8	Period 9
8:00-8:51	8:55-9:37	9:41-10:23	10:27-11:09	11:13-11:43	11:47-12:29	12:33-1:15	1:19-2:01	2:05-2:47	2:47-3:15
<u>Academics</u> Math English Science Social Studies World Languages	<u>Academics</u> Math English Science Social Studies World Languages	<u>Academics</u> Math English Science Social Studies World Languages	Cycle Classes	Middle School Lunch	<u>Academics</u> Math English Science Social Studies World Languages <i>or Physical Education &amp; Health</i>	<u>Academics</u> Math English Science Social Studies World Languages	<u>Academics</u> Math English Science Social Studies World Languages	Elective Classes or MS Band  <i>Study Hall Wednesday Peer Leadership Thursday</i>	<b><i>Extra-help with your teachers</i></b>

## Sixth to Seventh Grade Transition Process

### Articulation Meetings

Ongoing

- Ongoing meetings between GRHS Administrators, counselors, sixth grade team, and RAS administrators to discuss expectations and guidelines for transition

### Mentor Breakfast

April 4, 2019, 8:30am

- Introduce Administrators, School Counselor, and Middle School Mentors
- Staff present – Principal, Assistant Principal, School Counselor, MS Mentors
- Discuss seventh grade program
- Academics, schedule, rules, procedures
- Transition process
- Meeting between MS Mentors and sixth grade students
- Activity and question and answer

### Orientation for Parents

April 4, 2019 7:00pm

- Staff present – Principal, Assistant Principal, School Counselor, Middle School Mentors
- Academics, schedule, rules, procedures
- Transition process
- *(Optional Tours of the building with MS Mentors starting at 6:15)*

### Course Selection

April, 2019

- Using Family Access during homeroom, students will select the following courses:
  - Period 8 cycle electives
  - Language choice – French, Spanish or Chinese (two-year commitment)

### Math Placement Test

April 26, 2019

- Testing in math class
- Letter will be sent home to parents indicating math placement

### Individual Sixth Grade Class Visits

May 2019

- Students visit the building with their sixth grade homeroom
- Meet with School Counselor and Middle School Mentors
- Tour building, question and answer

### Move Up Day

June 21, 2019

- Students report to GRHS building
- Students receive and follow their seventh grade schedule

### Scavenger Hunt

August 27, 2019

- Students are invited to organize their lockers, tour the building, and participate in a scavenger hunt to locate important people and places at GRHS.