

**Southern Regional Middle School
2021-2022
Program of Studies**



"Where students TEAM up with P.R.I.D.E."
www.srsd.net/middleschool/

Southern Regional Middle School

"Where students TEAM up with P.R.I.D.E."
(Personal Responsibility in Daily Effort)



Dear Parents/Guardians and Students:

It is time to begin planning for the next school year. This Program of Studies is designed to assist you in understanding the middle school scheduling process. It will provide you with the information you need to select one elective course and to be knowledgeable about the content of all of the courses of study next year. Please read carefully and use the information provided to make your course selection.

All middle school students will be scheduled for the following: English (both a one and two semester course), math (both a one and two semester course), social studies, science, and physical education and health. The selection of one elective course is also offered to each student. Finally, each middle school student is scheduled for a lunch/literacy period; the twenty-two minute literacy portion of the period allows for daily, sustained silent reading of a student-selected novel.

If you have questions regarding any course, please do not hesitate to contact the middle school guidance office at 597-9481 ext. 4202.

Best wishes,
Dr. Elisabeth Brahn
Principal

7th Grade Placement

Southern Regional Middle School offers students a rigorous and comprehensive educational experience. Students at all levels of abilities will be both challenged and supported in their academic pursuits.

7th Grade Core Courses

Each student will be scheduled for ALL of the following core courses:

English 7.2 (two semesters): This course focuses on development of communicative competence and critical thinking as well as the acquisition of skills needed for students to become lifelong learners. While informational text is heavily emphasized, students are exposed to a variety of genres through which they develop reading skills enabling them to analyze literary forms and techniques, apply strategies to comprehend more complex texts, develop stronger vocabularies and enjoy reading for pleasure. Students are led through the process of discovering their own sense of voice as they demonstrate the intricacies of writing well-constructed essays. A summer reading component is required.

Mathematics 7.2 (two semesters): The introduction of algebraic concepts and enhancement of critical thinking and problem solving are the foundations of this course. Students will learn how to use algebraic methods to explore, model, and describe patterns, relationships, and functions using numbers, shapes, data, and graphs within realistic problem solving situations. Students will strengthen their mental math ability and develop a skill base for exploring algebra. Essentials, general and advanced level math courses are offered; the advanced level course will require that a significant amount of work be accomplished outside the confines of the class period.

English 7.1 and Math 7.1 (one semester): These courses will be extensions of the two semester English and math courses at all levels.

Social Studies 7: This course offers the opportunity to gain a richer understanding of the role of major civilizations through the study of geography, history, economics and civics. The impact of world history on the United States today will also be explored. In addition, students will be introduced to historical inquiry through the analysis of primary source documents and web-based lessons. The rights and responsibilities of citizenship are stressed. Students will read novels that address the cultures of the time period being studied; critical thinking, reading and writing will be emphasized.

Science 7: This laboratory course focuses on life science. Students gain an understanding of the interrelationships of living organisms and systems through the study of ecology, genetics, biology, chemistry and kingdoms. Students will use their mathematical skills in the application of scientific formulas. The scientific concepts are taught through a laboratory approach, stressing microscope techniques and writing of lab reports. In collaborative learning projects, students develop critical thinking, processing and communicative skills.

Physical Education 7 (MP 1 and 4, alternating months MP 2 and 3): This course provides each student with a wide variety of physical activities that emphasize physical fitness while developing team and social skills. Activities may include: pickle ball, soccer, floor and field hockey, basketball, volleyball, softball, power walking, badminton, ultimate Frisbee, circuit training, and dance. Additionally, students complete fitness testing in the fall and spring.

Health 7 (alternating months MP 2 and 3): Health education classes meet for approximately 40 days over the course of two marking periods. The course is designed to assist students in the transition from child to young adult by helping them learn responsibility for their personal health. Seventh grade students study nutrition, puberty, decision-making, goal-setting, drug awareness, refusal skills, first aid and safety, and physical, mental, and social wellness.

Each student should select one elective from choices 1-5:

1) **7th Grade Encore Cycle** (composed of the four quarter courses described below):

A. Design Engineering Workshop: This course immerses students in real world design challenges. It has a heavy emphasis on teamwork, problem solving and the engineering process. This course finds its roots in the foundational principals of STEAM education and the maker movement by integrating and applying math and science content. Students solve real world challenges while integrating 21st century methods of fabrication and prototyping. circuitry, 3D printing, vinyl cutters, animation software, and CAD (computer-aided design) software are the central tools of the course.

B. Introduction to Applied Technology: This course is an introduction to the applied technology program students will experience at the high school. Students will receive instruction in materials and machine tools commonly used in industry. Class topics will include: shop safety, machine tools, hand tools, as well as choosing and processing materials. A large portion of the course will take place in the shop where students will use this knowledge to build a small wooden project.

C. Introduction to Research Technology: This course introduces students to the skills needed for effective research, presentation of research, and applying the tools of Microsoft Office to real world situations. Students will become more proficient in word processing, email protocol, use of Excel, PowerPoint, selection of appropriate databases, and use of citations.

D. Spanish 7: With an emphasis on developing students' abilities to speak Spanish and further their awareness of other cultures, this course will provide students with opportunities to use Spanish in everyday situations. Students will gain confidence in conversing with one another and using Spanish effectively. Student-developed projects will enhance their understanding of the rich heritage of the Spanish-speaking world.

Full Year Electives in Place of the Encore Cycle

(A request for these electives does not guarantee scheduling of a course.)

- 2) **Band I:** This course is for students with average accomplishment on their band instrument. Music reading and public performance are emphasized.
- 3) **Chorus:** This is a performance-based class. The course provides music reading and vocal training, along with the experience of performing publicly. Students will gain a musical and emotional understanding of pieces across various genres of music. All members are required to perform in two evening concerts during the year, as well as in various school performances. A love and respect for the performing arts as well as audience and audition etiquette, will be addressed in this class.
- 4) **Drama:** This is a performance-based class. Students will participate in various group and individual activities as a basis for learning basic drama and public speaking skills. This will include gaining an understanding of character development and scene breakdown, and performing in short scenes, both scripted and improvised. Drama members will learn staging techniques, as well as respect for the performing arts, audience etiquette, and audition techniques. All members are required to perform in one school performance (winter) and one evening performance (spring).
- 5) **String Orchestra I:** This course is for students with an interest in playing a stringed instrument. Beginner-level players are welcomed and no experience is necessary. Instruments in the string orchestra include the violin, viola, cello, and string bass. Note reading and public performance are emphasized.

8th Grade Core Courses

Each student will be scheduled for ALL of the following core courses:

Mathematics 8.2 (two semesters): This course focuses on developing a rich understanding of fundamental algebraic ideas found in everyday life. The curriculum will emphasize mathematical models, variables and functions, and symbolic reasoning rather than symbolic manipulation. The course stresses conceptual rather than procedural knowledge, with students involved in extended explorations of real world situations through graphical, numerical, and symbolic representations. Essentials and general level courses are offered.

OR

Math 8.2 Advanced Algebra I (two semesters): This is an accelerated math course introducing students to the concepts of algebra. Prerequisites for this class are an 83 test/quiz average in Advanced Math 7 along with teacher recommendation. Take note, this is an accelerated course which will require that a significant amount of work be accomplished outside the confines of the class period.

OR

Math 8.2 Honors Algebra I (two semesters): This accelerated class expands on the Advanced Algebra I curriculum with added depth of material and additional topics to be covered. Prerequisites for this class include a 92 test/quiz average in Advanced Math 7, along with teacher recommendation. Take note, this is an accelerated course which will require that a significant amount of work be accomplished outside the confines of the class period.

Social Studies 8: This course offers the opportunity for students to gain a richer understanding of the philosophic and historical foundations of the United States from the Revolutionary War to Reconstruction. Students will continue historical inquiry through the analysis of primary source documents and web-based lessons. The themes of geography, history, economics and civics will be further explored. Students will understand the rights and responsibilities of citizenship; critical thinking, reading and writing are emphasized.

Science 8: This course introduces students to the study of physical and earth science. Areas of study include energy, the earth, astronomy, and the solar system. Hands-on activities are utilized to enhance and reinforce scientific content and the development of skills in writing laboratory reports. Students will use their acquired mathematics skills in the application of scientific formulas and laws. Through laboratory experiments, students utilize the scientific method and further their problem-solving and critical thinking skills.

Physical Education 8 (MP 1 and 4, alternating months MP 2 and 3): This course provides each student with a wide variety of physical activities that emphasize physical fitness while developing team and social skills. The focus is on monitoring personal fitness. Activities may include: speedball, biking, flag football, lacrosse, volleyball, track and field, power walking, team handball, circuit training, and dance. Additionally, students complete fitness testing in the fall and spring.

Health 8 (alternating months MP 2 and 3): Health education classes meet for approximately 40 days over the course of two marking periods. The course is designed to assist students in developing good decision-making skills and maintaining healthy relationships. Students study self-concept, decision-making, goal-setting, substance abuse, sex education (including reproductive systems), sexually transmitted diseases, birth control, and abstinence.

Each student should select one elective from choices 1-9:

1) **8th Grade Encore Cycle** (composed of the four quarter courses described below):

A. Art: Students are introduced to using design elements and principles to further develop their artistic skills. Students study a variety of artistic works through the centuries. The work serves as an introduction to different areas and mediums available in the arts. Students will use math and writing connections in their study of the arts.

B. Coding: Students are introduced to the beauty of computer programming. First, using the program Scratch, students gain insight into the logic and languages computers use to communicate. Students create multiple interactive games and animations and develop familiarity with the logic that makes programs run. Students are encouraged to work collaboratively to debug, or remove errors from the program, and creatively alter the program to make each updated run of the program unique. An introduction to Python, a general purpose programming language, culminates the course. Students use Python's interactive shell into which they enter a program and can watch it run. A focus throughout the unit is identifying and applying the logic that keeps the program from crashing.

C. Family and Consumer Sciences: This course presents the art and sciences of living in our increasingly complex world. Students learn to be productive consumers and producers at home and school as well as in the community and global society in which we now live. Exploration of career choices, financial literacy, and entrepreneurial skill development are the main focus of the course.

D. Spanish 8: Building upon the foundation of Spanish from the seventh grade, this course furthers students' communicative abilities by introducing new vocabulary, cultural topics, and grammar. Students will use Spanish to communicate in everyday situations. Group work and paired practice will afford students the opportunity to further their linguistic skills. Student projects will focus on cultural similarities and differences between the foreign culture and that of the United States, thus, allowing them to develop an understanding of other world language speakers.

Full Year Electives in Place of the Encore Cycle

(A request for these electives does not guarantee scheduling of the course.)

- 2) **Band I:** Offers beginning and intermediate-level instruction to woodwind and brass students with at least one year of experience and average musical abilities. Students will explore topics including performance skills, music theory, music technology, and lifelong musicianship. Music reading and public performance are emphasized.
- 3) **Band II:** Offers intermediate and advanced-level instruction to woodwind and brass students with at least two years of experience and above-average musical abilities. Students will explore topics including performance skills, music theory, music technology, and lifelong musicianship. Music reading, technical skills, and public performance are emphasized. Placement is determined by the band director.
- 4) **Band (Percussion):** Offers instruction to percussion students with at least one year of experience and average to above-average musical abilities. Students will explore topics including performance skills, music theory, music technology, and lifelong musicianship. Music reading, technical skills, and public performance are emphasized. Placement is determined by the band director.
- 5) **Chorus:** This is a performance-based class. The course provides music reading and vocal training, along with the experience of performing publicly. Students will gain a musical and emotional understanding of pieces across various genres of music. All members are required to perform in two evening concerts during the year, as well as in various school performances. A love and respect for the performing arts, as well as audience and audition etiquette, will be addressed in this class.
- 6) **Drama:** This is a performance-based class. Students will participate in various group and individual activities as a basis for learning basic drama and public speaking skills. This will include gaining an understanding of character

development and scene breakdown, and performing in short scenes, both scripted and improvised. Drama members will learn staging techniques, as well as respect for the performing arts, audience etiquette, and audition techniques. All members are required to perform in one school performance (winter) and one evening performance (spring).

- 7) **Spanish I:** This is the foundational level of language study. Parents and students should be aware that successful completion of level one (I) in the middle school would require college bound students to complete levels II and III in their high school program in order to meet the two year language college entrance requirement. Note: **Completion of level I in grade 8 does not appear on a student's high school transcript, nor does it count as high school study toward college requirements.** At the completion of grade 8, student performance will determine their next level of world language study.
- 8) **String Orchestra I:** This course is for students with an interest in playing a stringed instrument. Beginner-level players are welcomed and no experience is necessary. Instruments in the string orchestra include the violin, viola, cello, and string bass. Note reading and public performance are emphasized.
- 9) **String Orchestra II:** This course is designed for students with at least one year of experience playing a stringed instrument. Note reading and public performance are emphasized. Placement is determined by the strings director.

These programs are offered to 7th and 8th grade students upon recommendation:

REACH: REading for **ACH**ievement is a full year course designed for students whose reading skills are significantly below grade level. Emphasis is placed on remediation in decoding and comprehension skills. Students acquire strategies needed to read a variety of reading materials that they encounter in classes and in everyday life. This course prepares individuals for accessing the more difficult text they will encounter in all academic areas. An individual student improvement plan is developed.

English as a Second Language: The English as a Second Language Program (ESL) is designed to develop English language skills in listening, speaking, reading, and writing to such a level that students can function in the English speaking classroom at the earliest possible opportunity and function effectively in social and academic contexts. Each student in the program receives ESL one period daily.

MAXTAP: Southern Regional's program for academically talented students derives its name from a desire to **MAXimize the Talent And Potential** of all its students. MAXTAP is incorporated within both the 7th and 8th Grade Encore Programs. **The 8th grade program is for students who completed the selection process in 7th grade.**

7th and 8th Grade Special Education

Individual Education Programs (IEPs) for students with special needs take many forms. At Southern Regional Middle School, a range of program options is available: in-class support, resource room, and self-contained. Case managers work with the student and parents/guardians to develop an individually tailored program.

Southern Regional Middle School Mission Statement

The Southern Regional experience, a community partnership, will assure our students challenging learning opportunities that are shaped by the New Jersey student learning standards in order for them to become contributing members of society.

Belief Statements

We believe that:

- A.** All students possess unique talents and will be challenged and successful.
- B.** All students will feel comfortable in a safe, nurturing environment that is established through mutual respect, acceptance, and a sense that everything is valued by all involved.
- C.** Every student should have physical and emotional security in an environment that stimulates learning and recognizes each individual's self-worth.
- D.** Motivation is an essential element of learning.
- E.** Everyone wants to be, and can be, productive.
- F.** A good education provides a foundation for a productive, well-rounded contributing member of our community and is the shared responsibility of parents, school and the community.
- G.** The role of the community is to be informed and to provide facilities, materials and personnel in a spirit of cooperation.
- H.** The school should provide comprehensive curricula which offer students diversity of choice in an environment which stimulates learning and growth.
- I.** The district has the responsibility to be a good steward of the financial resources provided by the community.

**SOUTHERN REGIONAL HIGH SCHOOL DISTRICT
"COMMITTED TO EXCELLENCE"**

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