

**Southern Regional Middle School  
2024-2025  
Program of Studies**



"Where students TEAM up with P.R.I.D.E."  
[www.srsd.net/middleschool/](http://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 for each course 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

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

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

### 7<sup>th</sup> 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. Students are exposed to a variety of genres through which they will 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. General, Advanced, and Honors level courses are offered; all levels are designed to prepare students for the opportunity to take Algebra I in 8<sup>th</sup> grade.

**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. The English course will place heavy emphasis on informational text.

**Social Studies 7 (World History and Geography)**: 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 lab reports. In collaborative learning projects, students develop critical thinking, processing, and communicative skills.

**Physical Education 7 (MP 1 and 4, alternating weeks 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 weeks 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 1-4:**

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

**A. Design Engineering Workshop:** In this course, students will learn how to solve complex problems using the engineering design process, applying science, technology, engineering, art, and math standards to hands-on projects. Students will learn the fundamentals of drawing, computer modeling (CAD), and prototyping with a 3D printer. Students leave the course having built an engineering design portfolio.

**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. Money Smart:** This course introduces students to basic financial concepts, planning, and skills using real life scenarios young adults may encounter as they progress through high school and post high school while also providing experience with the tools of Microsoft Office. Students will become more proficient in word processing, email protocol, use of Excel, PowerPoint, and selection of appropriate sources.

**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) **Strings I: Beginning (No prerequisite)**  
This course is designed for any student with interest in learning how to play a stringed instrument. Instruments taught in this course are violin, viola, cello, and upright bass (Guitar and ukulele are NOT included in this course). No experience is necessary. Performance in a winter and spring concert are required.
- 5) **Strings II: Continuing (Prerequisite: Strings I or previous performance experience)**  
This course is designed for students who have experience in playing a stringed instrument. Students must have basic instrument performance ability and note-reading skills. Instruments taught in this course are violin, viola, cello, and upright bass (Guitar and ukulele are NOT included in this course). Performance in a winter and spring concert are required.

## 8<sup>th</sup> Grade Core Courses

**Each student will be scheduled for one full year math course:**

**Mathematics 8.2 General** (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. Students taking Math 8.2 will receive the foundational concepts to move into Algebra I in 9<sup>th</sup> grade.

OR

**Math 8.2 Advanced Algebra I** (two semesters): This course introduces students to the concepts of algebra. Students who exhibited a strong foundation in pre-algebra standards in their 7<sup>th</sup> grade math class will be recommended for this class. Students taking Algebra I in 8<sup>th</sup> grade will receive the foundational concepts for higher level math and science courses at the high school level.

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. Students who demonstrated above average mastery of pre-algebra content standards in their 7<sup>th</sup> grade math class will be recommended for this class. Students taking Algebra I in 8<sup>th</sup> grade will receive the foundational concepts for advanced math and science courses at the high school level.

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

**English 8.2** (two semesters): Building on the components of the 7<sup>th</sup> grade program, this course continues to focus on development of communicative competence and critical thinking, as well as the acquisition of skills needed for students to become lifelong learners. Students are exposed to different genres to develop reading skills which enable 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 developing their own sense of voice as they demonstrate the intricacies of writing well-constructed essays. Students are also introduced to the research process by learning to assess the credibility of information from multiple print and digital sources to write a research paper that demonstrates understanding of a given topic. A summer reading component is required.

**English 8.1 and Math 8.1** (one semester): These courses will be extensions of the language arts and math course at all levels. The English course will place heavy emphasis on informational text.

**Social Studies 8 (American History and Civics):** 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 mathematic 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 weeks 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 weeks 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 1-8:**

**1) 8<sup>th</sup> 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 to enter a program and 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 in 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 Spanish culture and that of the United States, thus, allowing students 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.** Student performance will determine placement for the next level of world language study in grade 9.
- 8) **Strings I: Beginning (No prerequisite)**  
This course is designed for any student with interest in learning how to play a stringed instrument. Instruments taught in this course are violin, viola, cello, and upright bass (Guitar and ukulele are NOT included in this course). No experience is necessary. Performance in a winter and spring concert are required.
- 9) **Strings II: Continuing (Prerequisite: Strings I or previous performance experience)**  
This course is designed for students who have experience in playing a stringed instrument. Students must have basic instrument performance ability and note-reading skills. Instruments taught in this course are violin, viola, cello, and upright bass (Guitar and ukulele are NOT included in this course). Performance in a winter and spring concert are required.

**10) Air Force Junior ROTC:** AFJROTC is a high school elective course available to 8<sup>th</sup> grade students. The mission of the AFJROTC program is to develop citizens of character dedicated to serving their nation and community. Students will learn to listen and think critically, how to prepare for leadership, how to build personal awareness and self-discipline, key elements of building and leading effective teams, key behaviors for becoming a competent leader, and the importance of charting a career path. Uniforms are provided for the weekly uniform dress day.

The AFJROTC curriculum includes three components: Aerospace Science (AS), Leadership Education (LE), and Wellness. Aerospace Science introduces students to the principles of flight and navigation, the history of aviation, development of air power, contemporary aviation, human requirements of flight, cultural and global awareness, geography, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival skills. The Leadership Education component emphasizes discipline, responsibility, leadership, followership, citizenship, military customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills, and drill. Drill is taught throughout the school year as part of the leadership component in conjunction with formal AS and LE academic lessons. Wellness is an official and integral part of the AFJROTC program (inclusive of all athletic abilities). The objective of the wellness program is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in class. Wellness includes exercise and physical activity.

Co-curricular and extra-curricular activities reinforce classroom leadership instruction and encourage community service. Cadets organize and participate in Color Guard, Drill Team, ceremonies, parades and athletic events in the school and community. Students have the opportunity to attend field trips to aerospace museums and military bases and participate in hands on learning experiences to include RC model aircraft, model rockets, quadcopters, and flight simulators.

**These programs are offered to 7<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> Grade Encore Programs. **The 8<sup>th</sup> grade program is for students who completed the selection process in 7<sup>th</sup> grade.**

### **7<sup>th</sup> and 8<sup>th</sup> 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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**District Administration**

Mr. Craig E. Henry, Chief School Administrator  
Mrs. Megan Vile, Assistant Chief School Administrator  
Mr. Steven Terhune, Business Administrator/Board Secretary

**Middle School Administration**

Dr. Elisabeth Brahn, Principal  
Mr. Anthony Buczynski, Assistant Principal, Middle School Guidance Supervisor,  
Middle School Social Studies Supervisor  
Mrs. Alison Hanzl, Middle School Math, Science, Encore Supervisor, Middle  
School Basic Skills Coordinator, Middle School Testing Coordinator  
Mrs. Jaclyn Hemenway, Assistant Principal, Middle School English Supervisor,  
Homeless and 504 and I&RS Liaison  
Mr. Robert Schoka, District Special Education Services, Middle School  
Athletic Director, Middle School Health and Physical Education  
Supervisor, District Affirmative Action Officer, HIB Specialist

**Middle School Guidance Counselors**

Mrs. Lisa Benson  
Mrs. Marci Bleam  
Mr. Jack Burke