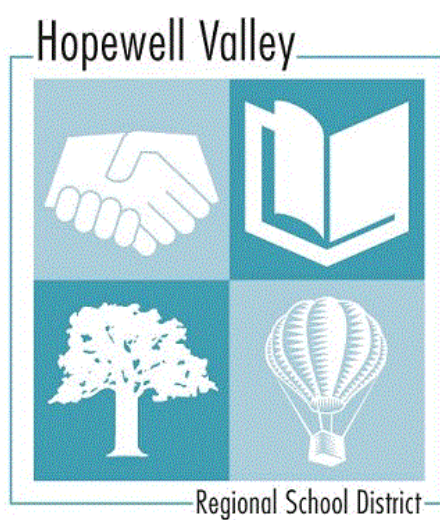


HOPEWELL VALLEY REGIONAL SCHOOL DISTRICT

Pennington, NJ 08534



TIMBERLANE MIDDLE SCHOOL

Grades 6, 7, 8

***Program of Studies
2009-2010***

What is a middle school?

A middle school is more than grades at the middle level. In fact, a middle school can be any combination of contiguous grades between five and eight and sometimes nine. What makes a school, a middle school, is its philosophy, organization, and program. Too often, schools with grades at these middle levels are organized as junior high schools notwithstanding their labels. A true middle school is one designed to meet the needs of its clients, students who are changing from childhood to adolescence. It is one in which all of its components, philosophy, organization and program, are guided by one overarching goal - the needs of the young adolescent. It should not look like an elementary school or a high school - it should be its own entity, a middle school that prepares students to move from one level to the next.

"Middle schools were created to help this diverse active group of young people learn and move successfully through this important stage of life. (National Middle School Association, 1994.)"

What are young adolescents like?

These are among the characteristics of this age group:

- < accelerated physical growth
- < importance of peer group
- < a need for affirmation; sensitivity to personal comments
- < desire for direction and regulation; need for independence and autonomy
- < array of intellectual skills and abilities
- < preference for active learning activities
- < inconsistency in behavior
- < desire to explore, experiment, try new things, learn, grow

"Early adolescence is characterized by significant growth and change. For most, the period is initiated by puberty, a period of development more rapid than in any other phase of life except infancy. Cognitive growth is equally dramatic for many youth, bringing the new capacity to think in more abstract and complex ways than they could as children. Increased sense of self and enhanced capacity for intimate relationships can also emerge in early adolescence. All of these represent significant potential in our young people and great opportunity for them and the society (*Turning Points*, p. 8.)"

Why do young adolescents need a special school?

Just as they are at an in-between stage in their development, they need a school that is in-between the elementary school and the high school, one that creatively balances elementary and secondary perspectives. They need independence yet structure, specialization and generalization, and lots of outlets for their physical energy.

"Because of their enormous developmental diversity, 10 to 14 year olds require a variety of types and levels of activities designed to meet the following seven developmental needs: (1) physical social interaction with adults and peers (2) structure and clear limits (3) competence and achievement (4) creative expression (5) physical activity (6) meaningful participation in their families, schools, and communities and (7) self-definition. (Center

What do middle schoolers say they like and dislike about their age?

When middle schoolers are asked to talk about their age, the most consistent descriptor of their status is their inconsistency.

- | Like: | Dislike or find most difficult: |
|---|--|
| > <i>Having lots to look forward to</i> | > <i>I'm not taken seriously</i> |
| > <i>Having freedom and no responsibility</i> | > <i>I'm not listened to</i> |
| > <i>Enjoying fun years</i> | > <i>There is lots of peer pressure</i> |
| > <i>Getting to make my own decisions</i> | > <i>There are many expectations</i> |
| > <i>Trying new things, learning and making new friends</i> | > <i>I can't get a job</i> |
| | > <i>I don't like the hormone changes</i> |
| | > <i>There are many authorities telling you what to do</i> |
| | > <i>There is not enough freedom</i> |
| | (Goerss, K. V. et. al., <u>Letters from the Middle</u> , p. 3) |

What does a middle school look like?

According to Turning Points 2000, the report by the Carnegie Council on Adolescent Development, this is what you would see in a strong middle school (p. 23-24):

- *A curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.*
- *Instructional methods designed to prepare all students to achieve higher standards and become lifelong learners*
- *Teachers who are expert at teaching young adolescents, and who are engaged in ongoing, targeted professional development opportunities*
- *A climate of intellectual development and a caring community of shared educational purpose*
- *Participation by all staff members in the governance of the school*
- *A safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens*
- *Parents and community members who are involved in supporting student learning and healthy development of young adolescents*

Major Program Components

Academic Team Structure

Students will be organized on an academic team composed of 3-5 sections of students and 3-5 teachers. Teachers will be responsible for the core academic subjects: reading/language arts, mathematics, science, and social studies. These subject areas may be organized differently from team to team.

Exploratory and Elective Courses

Middle school students need to explore a wide variety of areas that will help them identify interests and talents. Therefore, all students should be exposed to a broad exploratory program which allows them to learn in areas outside of the core curriculum. In addition, students should have opportunities to choose from a broad elective program which allows for a more in-depth development of interests and talents. In the Timberlane program, exploratory courses are offered in grade 6 (computers, music, and art) and grade 7 (technology education/industrial arts, and family and consumer sciences). In the middle school program we have broadened the elective offerings available to include computer courses, a variety of art and music options, technology education and family and consumer science.

Physical Education and Health

Students in the middle level require – and typically enjoy - lots of physical activity. They also need specific information about drugs, alcohol, health and safety. At Timberlane students receive health or PE every day to ensure their needs are met.

World Languages

Education in a world language is a state core curriculum requirement. Timberlane is proud to offer courses in French, Spanish and German.

Program Patterns

On the next three pages you will find charts showing sample program offerings in each of the three grade levels. The course descriptions that follow on the succeeding pages will assist you in making decisions about your child's program.

Grade 6					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Social Studies				
2	Language Arts				
3 <i>Exploratory/ Elective Period</i>	Art - (90 days) Music - (90 days) A/B Day				
	LUNCH				
4	Physical Education/Health				
5	Math				
6	Science				
7 A/B Day	World Languages	Computers	World Languages	Computers	World Languages

For the Exploratory/Elective period, students will select from the following:

Music: 90 day Music Exploratory **or** Band, Orchestra, Chorus (or any combination)

Art: 90 day Exploratory **or** Gateway

World Languages: Choose one from German, French, and Spanish

Grade 7					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Language Arts				
2	Math				
3	Social Studies				
4	Science				
	LUNCH				
5	World Languages				
6 <i>Exploratory/ Elective Period</i>	Exploratories: Family and Consumer Science (45 days) Exploring Technology Education (45 days) Electives*: (90 days)				
7	Physical Education and Health				

An elective in grade seven is offered on an alternate day or semester basis with the exploratory program. *See course descriptions for specific details on elective courses.*

* **Elective areas (choose one - 90 days each):**

- Band
- Orchestra
- Chorus
- Art
- Computers
- Performing Arts

**** Please note that students selecting Band, Orchestra or Chorus (or any combination) as an elective may not receive one of the 45 day exploratory classes (Family and Consumer Science/Exploring Technology Education).**

Grade 8					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Language Arts				
2	Math				
3	Social Studies				
4	Science				
5	World Languages				
	LUNCH				
6 <i>Elective Period*</i>	Two 90 day electives (semester) OR One 180 day elective (year)				
7	Physical Education/Health				

***Electives**

Full year electives

Band
Orchestra
Chorus
Art I (Departmental Recommendation)
Performing Arts I (Dept. Recommendation)

Semester electives

Performing Arts
Art
Computers
Fashion Design/Nutrition
Material Processing/Innovation

(See course descriptions for specific elective choices)

COURSE DESCRIPTIONS

WORLD LANGUAGES

WORLD LANGUAGES

Students continue with Spanish or begin the study of a world language in the sixth grade, selecting French, German, or Spanish. The course meets every other day in grade six, alternating the world language class with the computer program. The class then meets daily as the student continues in grade seven and eight. In high school, students will continue with what will be termed third year language, having had a strong preparation in all the basic skills and an introduction to the various cultures. Students are expected to continue with the same world language throughout middle school.

FRENCH 6, GERMAN 6 OR SPANISH 6

Students are introduced to the three modes of communication: interpretive, interpersonal and presentational, as well as the culture related to the target language. Emphasis is placed on the development of organizational skills that are necessary to successful foreign language study. Short homework assignments reinforce homework. Students should feel confident and comfortable in learning a second language.

FRENCH 7, GERMAN 7, SPANISH 7

As students continue their chosen language, they start to be able to say and write more of their own thoughts. A general understanding of the language's culture is cultivated through reading, class discussion and research. Basic grammatical structures and idioms are studied. Emphasis is placed on the three modes of communication.

Prerequisite: Maintenance of 70% average or higher and teacher recommendation.

FRENCH 8, GERMAN 8, SPANISH 8

Continuing in the same language, students encounter and learn the more complex speech patterns through drill and class conversations in the target language. Increased emphasis is placed on reading and writing. The class is conducted primarily in the target language. Cultural insights are gained through reading and class discussions.

Prerequisite: Maintenance of 70% average or higher and teacher recommendation.

FRENCH I OR SPANISH I

The courses will cover the sixth and seventh grade program and allow students to continue with our eighth grade program or to take second year language in the high school. Permission from guidance and the world language department is needed to take this class.

LANGUAGE ARTS

LANGUAGE ARTS 6

This program uses high quality reading selections that offer opportunities for interdisciplinary learning. The students read literature within the following themes: science, social studies, relationships, self-awareness, and social issues. Books include *The Cay*, *Hatchet*, *Roll of Thunder, Hear My Cry*, *True Confessions of Charlotte Doyle*, and *Lily's Crossing*. Students are assigned independent reading as a part of the program. Students use both oral and written communication skills to respond to literature. Writing is central to this course; students are encouraged to write frequently on topics of individual experience and interest as well as those studied across the curriculum. Students are involved in a variety of writing experiences including expository, process, and creative writing. Grammar, spelling, and oral communication play important roles in developing students' language abilities.

LANGUAGE ARTS 7

The seventh grade language arts curriculum is designed to reinforce and enhance important reading skills through the analysis of both classic and contemporary literature. Many of the selections deal with the theme of identity formation and/or are related to cultural diversity. Students are also given opportunities to choose novels with interdisciplinary connections for independent and small group work throughout the year. Strengthening writing skills is also a primary goal of this course. Students will use the writing process to produce clear, concise, well-organized, and mechanically correct pieces in a variety of genres, including narrative, descriptive and expository writing. Spelling, grammar and oral communication are integrated into the writing instruction throughout the year.

HONORS LANGUAGE ARTS 7

The seventh grade honors program is designed to address the needs of students who have demonstrated an exceptional ability and interest in reading and writing. The course provides the opportunity for students to read and discuss advanced level literature in addition to the works in the standard level curriculum. Students will read core selections as a whole class and will choose additional selections for independent or small group study. Writing will include a variety of genres, including narrative, descriptive and expository writing. Students are expected to maintain an 85% average to remain in the program.

Prerequisites: A score of advanced proficient on the NJASK 6, a 95% average in grade 6 Reading and Language Arts, exceptional ability and interest, and teacher recommendation. An additional writing assessment may be required.

LANGUAGE ARTS 8

The eighth grade language arts program continues to define and develop reading and writing skills acquired in earlier grades. Core literature includes short story, novel, non-fiction, drama, and poetry units. Students will do several long-term reading and writing projects including at least one report on a novel of their choice. Writing is a major focus in the course, and students will be required to write frequently in a variety of formats. Emphasis is placed on organization, clarity of expression, sentence structure, and mechanics. Students will utilize all stages of the writing process in their compositions. Spelling, vocabulary, speaking, and listening skills continue to be studied.

HONORS LANGUAGE ARTS 8

The eighth grade honors English program is designed to enhance the advanced reading and writing ability of students with exceptional interest in the language arts. The course offers a selection of classical and contemporary readings in genres including short stories, novels, drama, non-fiction, and poetry. Several units have been designed to promote interdisciplinary connections, appreciation of multicultural diversity, and opportunities for student choice. Students will read core selections as a whole class and will choose additional selections for independent or small-group study.

Development of writing skills and understanding of the English language are of primary importance in this course. Writing projects will include persuasive, descriptive, and research pieces, with an emphasis on the writing process. Vocabulary, spelling, speaking, and listening skills are also stressed throughout the year. Students are expected to maintain an 85% average to remain in the program.

Prerequisite: Maintenance of an 85% average or higher grade in Reading Honors 7, and teacher recommendation to continue; or a 95% average in Language Arts and Reading 7, a score of advanced proficient on the NJASK 7, and teacher recommendation. An additional writing assessment may be required.

BASIC SKILLS LANGUAGE ARTS – 6, 7, 8

The basic skills program is designed to improve the reading and/or writing skills of those students who do not yet meet grade level proficiencies. The goal of the program is to teach students skills and strategies that help them perform on grade level. The program recognizes individual learning differences and strives to build students' competence and confidence. Basic skills instruction is provided with small group replacement or collaboratively within the classroom. The mode of providing instruction is determined by the skill level of the group and the needs of the students. A collaborative model is used whenever possible to provide students with positive support and influence of their peers.

MATHEMATICS

EVERYDAY MATHEMATICS 6

This course in mathematics encourages students to go beyond arithmetic--to explore more of the mathematics spectrum by investigating data gathering and analysis, probability, geometry, patterns, and algebra. Hands-on activities help students expand their mathematical thinking and problem solving skills into other areas of the curriculum. This program builds on the base developed in the K-5 Everyday Mathematics program. Students are expected to use current technology; scientific calculators are a required supply.

PRE-ALGEBRA 6

This course is the first in the University of Chicago School Math Project secondary series. It provides a smooth path from arithmetic to algebra and geometry. Reading and problem solving are emphasized throughout the course. Each arithmetic operation is studied in detail for its application to real world problems. Students are expected to use current technology; scientific calculators are a required supply. The instructional format is designed to maximize the acquisition of both skills and concepts. This course is for advanced students only with an expectation of strong commitment to completion of regular homework assignments. Students are expected to maintain an average of 85% to remain in this accelerated program.

Prerequisite: Qualification for Pre-Algebra will be based on a child placing in the top 90th percentile on the updated placement procedures checklist, along with earning a score of Advanced Proficient on the NJ ASK.

PRE-ALGEBRA PART I (Grade 7)

This is a one-year program that covers the first half of the University of Chicago Pre-Algebra course. Students enter phase I as seventh graders and complete phase II as eighth graders. Successful completion of both phases will lead to a placement in an algebra program as freshman in high school. Scientific calculators are a required supply. The instructional format is designed to maximize the acquisition of both skills and concepts. The University of Chicago School Mathematics Project *Transition Mathematics* is used as the Text.

PRE-ALGEBRA 7

This University of Chicago Pre-Algebra course is completed in one year. It provides a smooth path from arithmetic to algebra and geometry. Reading and problem solving are emphasized throughout the course. Each arithmetic operation is studied in detail for its application to real world problems. Students are expected to use current technology. Scientific calculators are a

required supply. The instructional format is designed to maximize the acquisition of both skills and concepts. The University of Chicago School Mathematics Project *Transition Mathematics* is used as the text. Students are expected to maintain an overall average of at least 80% and teacher recommendation in order to continue to Algebra 8.

Prerequisite: Students must have an 85% overall average from EDM 6, a proficient score on the NJ ASK, and teacher recommendation.

ALGEBRA 7

This secondary program is a first-year course in algebra. It integrates geometry, statistics and probability into algebra. Reading and problem solving are emphasized. Real-life situations motivate algebraic ideas. Students are expected to use current technology. The instructional format is designed to maximize the acquisition of both skills and concepts. Scientific calculators are a required supply. The University of Chicago Mathematics Project *Algebra* is used as the text. Students are expected to maintain an average of 85% to remain in this accelerated program.

Prerequisite: Students must have an average of 85% in Pre-Algebra 6 and teacher recommendation.

PRE-ALGEBRA PART II (Grade 8)

This is a one-year program that covers the second half of the University of Chicago Pre-Algebra course. Students enter phase II as eighth graders. Successful completion of both phases will lead to a placement in an algebra program as a freshman in high school. Scientific calculators are a required supply. The instructional format is designed to maximize the acquisition of both skills and concepts. The University of Chicago School Mathematics Project *Transition Mathematics* is used as the Text. Students must have an 80% course average and proficient performance on the State GEPA test to continue to Algebra I in 9th grade.

Prerequisite: Passing grade in Pre-algebra Part I

PRE-ALGEBRA 8

This University of Chicago mathematics course is completed in one year. It provides a smooth path from arithmetic to algebra and geometry. Reading and problem solving are emphasized throughout the course. Each arithmetic operation is studied in detail for its application to real world problems. Students are expected to use current technology. Scientific calculators are a required supply. The instructional format is designed to maximize the acquisition of both skills and concepts. The University of Chicago School Mathematics Project *Transition Mathematics* is used as the text. Students must maintain an 80% course average and have proficient performance on the State GEPA test to continue to Algebra I in 9th grade.

ALGEBRA 8

This secondary program is a first-year course in algebra. It integrates geometry, statistics and probability into algebra. Reading and problem solving are emphasized. Real-life situations motivate algebraic ideas. Students are expected to use current technology. The instructional format is designed to maximize the acquisition of both skills and concepts. Scientific calculators are a required supply. Successful completion of this course enables the student to take a fifth (or sixth) year of high school mathematics. The University of Chicago Mathematics Project *Algebra* is used as the text. A 75% for the course average is needed to continue into Geometry in 9th grade.

Prerequisite: Successful completion of Pre-Algebra 7 with at least an 80% average and teacher recommendation are necessary.

GEOMETRY 8

This secondary program is a first-year course in geometry. It integrates algebra with the geometry and uses coordinates and transformations throughout in both two and three dimensions. This course emphasizes reading and problem solving in real life situations to motivate geometric ideas and provide the setting for practice of geometric skills. Logic and deductive reasoning are precursors to the study of formal proof writing. The instructional format is designed to maximize the acquisition of geometric skills and concepts. Scientific calculators are a required supply. Successful completion of this course leads to Advanced Algebra studies. The University of Chicago Mathematics Project, *Geometry*, is used as the text. Students earning at least an average of 85% may take Advanced Algebra Honors in 9th grade. Students earning a minimum average of at least 80% may proceed to Advanced Algebra in 9th grade.

Prerequisite: Successful completion of Algebra 7 with at least an 85% average and teacher recommendation are necessary.

BASIC SKILLS MATH – 6, 7 & 8

The Basic Skills program is designed to improve the math skills of those students who do not yet meet grade level proficiencies. The goal of the program is to teach students skills and strategies that help them perform on grade level. The program recognizes individual learning differences and strives to build students' competence and confidence. Basic skills instruction is delivered to smaller class sizes and replaces the regularly scheduled math class

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION

Students are required to take Physical Education each year at Timberlane. The focus is to increase physical fitness through the development of skills for team, individual and life-time

sports. Strategy, safety, and sportsmanship are stressed. The concept of life long physical fitness is the central idea of the program.

HEALTH EDUCATION

Students are required to take Health Education each year at Timberlane. The program will be progressive, building on concepts learned from the previous year. Health Education and Physical Education will work together to promote the overall goal of wellness education.

The following units will be covered: effective communication, drugs, alcohol and tobacco (including drug classifications and the stages of addiction), personality, mental health, physiology (including the respiratory system, cardiovascular system, muscular system, skeletal system, nervous system, endocrine system, excretory system, male and female reproductive system, and the digestive system), personal health and nutrition, diseases (including Lyme disease), and family living (including the male and female reproductive system, sexually transmitted diseases, and HIV/AIDS education).

<u>SCIENCE</u>

SCIENCE 6

The goal of the sixth grade science program is to provide experiences that broaden the students' understanding of how science is an integral part of everyday life. It is the intent of the program to encourage the students' curiosity about the physical and environmental aspects of the world around them.

Units of study in sixth grade include Earth science, ecology, astronomy, and motion/forces. Within each topic, current advancements in science and technology are incorporated which enable the student to see the relationship between the classroom and the world outside the classroom. Instructional strategies involve hands-on activities which develop scientific skills such as predicting, observing, acquiring and processing data, and communicating conclusions.

SCIENCE 7

The philosophy and mission of the seventh grade science program is to help the students acquire the knowledge, skills, and attitudes that equip them to make a meaningful contribution to a changing, and increasingly complex, world. Above all other things, we wish to instill in the students a love of learning that will serve them throughout their lives.

The theme of "Systems and Change" unifies the seventh grade program. The students examine systems that are in and out of balance and develop the basic concept of systems, as well as a vocabulary for describing various systems. They study changes in systems and

relate their studies to the theory of evolution as an example of an idea that changes over time in response to scientific evidence and explanations for changes in living organisms. By studying systems related to the environment and their own health and physiology, students acquire an understanding and appreciation of the interrelationships that influence system-wide change in physical, technological, and biological systems.

SCIENCE 8

The basic purpose of the course is to give all students a beginning knowledge of physical science and to offer insight into the means by which scientific knowledge is acquired. Beginning with a study of meteorology and the transfer of energy that allows storms to develop, this course helps students to understand some of the basic principles of physical science. The study of Introductory Physical Science focuses on the key concepts necessary for a solid understanding of science, which is developed over time based on students' own experimental and analytic work. Students acquire useful laboratory skills and develop reasoning and realistic problem solving skills. Furthermore, the course encourages communication by requiring students to take part in a cooperative learning process, as much of the lab work is performed with a lab partner and investigation reflections are often done in groups.

SOCIAL STUDIES

Along with social studies content the middle school curriculum continues to develop and refine student critical thinking, research, and library skills.

GRADE 6, 7: WORLD CULTURES AND GEOGRAPHY

The social studies program for grades six and seven introduces students to the study of the history, culture, and geography of seven regions of the world.

Our students today are living in an increasingly interdependent and diverse world and it is here in the middle grades that students are especially open and receptive to the study of people and cultures who are different from themselves. The 6-7 program seeks to enable students to follow with interest the origin and development of major Western and non-Western civilizations. The program begins with developing students' knowledge of geography and culture. Students continue the 6-7 program with a study of the early humans and cultures, the rise of ancient river civilizations, emerging empires, and the world's regions in transition.

A sound world cultures and geography course provides the perspectives, information, concepts, and skills for students to understand themselves, their relationship to the Earth and their interdependence with other peoples of the world. The 6-7 social studies curriculum looks to enhance our students' ability to enter and live in an interdependent and diverse world.

GRADE 8: UNITED STATES HISTORY

The eighth grade social studies course seeks to develop a student's understanding of their nation's history through a thematic approach. Students journey from the past to the present through the study of five essential themes in American history. The essential questions and enduring understandings explored in each theme are rooted in the New Jersey Core Content Standards for the Social Studies.

Unit 1: The American Belief System and You: Creating a Democracy

Unit 2: Making a New Start: the Immigrant Experience in America

Unit 3: Making a Place for All: The Struggle for Equality

Unit 4: The American Economy

Unit 5: War and Peace: Global Leadership

Unit 6: Westward Expansion

<h3><i><u>SPECIAL EDUCATION</u></i></h3>

The special education department is staffed by fully certified special education teachers. The various programs are designed to meet the unique needs of our students. In order to qualify for any of these services, students must be tested and approved by the Child Study Team following prescribed procedures. Guidelines are also in place restricting class size in order to maximize the opportunities for individualized or small group instruction. Parents who feel that their youngster is having learning difficulties are encouraged to contact their child's teachers.

A student would then possibly be referred to the Pupil Assistance Committee (PAC Team) for further discussion and intervention. If the PAC Team intervention has not been successful, then a Child Study Team evaluation may be pursued. Under no circumstances will a student be placed in any of the special education programs before the district has notified parents and followed the prescribed procedures.

Related services such as speech and physical therapy are provided as needed. At present our special education program at Timberlane includes:

RESOURCE PROGRAMS

Resource replacement programs for language arts, reading, social studies, and math have been developed to provide small group instruction for classified students. Goals and objectives of the IEP that correspond to the core curriculum standards provide the framework for each of the instructional programs.

RESOURCE PROGRAM SUPPORTED LEARNING SKILLS

Resource support programs are provided for students who can reasonably be expected to master the core curriculum standards of the subject being taught with modifications. This support can be provided in the regular classroom or in a separate class. When a supported learning skills class is provided, the specific goals and objectives are specified in the student's

IEP developed with the parent. In this class, students receive instruction in learning skills, including organizational skills, study strategies, test taking strategies, and reading strategies, as necessary.

RESOURCE PROGRAM APPLIED ACADEMICS

This program is designed specifically to assist students with academic, communication, and social challenges to reach their highest possible level of achievement and independence. Students' learning challenges will be assessed so that students' strengths are acknowledged while obstacles to learning are addressed. The program emphasizes transitional issues and the acquisition of social skills. Instruction is individualized based on the needs of the student. Instruction is offered in language arts/reading, social studies, math, and science. The focus is on preparing students to obtain the skills they will need to reach academic goals and transition to the appropriate high school experience.

Exploratory Courses

The courses listed below from the departments representing visual/performing and practical arts and computer education are part of a sequence designed to allow students to share basic experiences and then to make choices among a group of offerings that appeal to their interests.

Grade 6

Art Exploration (90 days)

This is a hands-on studio course designed to expose the student to a wide range of artistic media. Study will concentrate on art history and multicultural activities while fostering skill development and proper use of tools and materials.

Introduction to Computers (90 days)

This course is designed to prepare students to be comfortable using the computer and the Timberlane network. They learn to use the First Class e-mail system and effectively use the Internet. The course acquaints students with word processing, database, spreadsheet, and graphics applications. A major component of the course is mastery of touch-typing. Upon completion of this course, students should be able to successfully integrate the computer as a tool in all other academic areas.

Music Exploration (90 days)

Geared toward adolescent students, Music Exploration will expand their musical journey through the history of Rock-n-Roll, while encourage creativity in music through the use of the acoustic guitar. Students are exposed to performance, composition, active listening and individual musical expression to encourage an expanded understanding of music through Rock Music.

Grade 7

Family and Consumer Sciences (45 days)

This course introduces students to the broad field of Family and Consumer Sciences. It is designed to teach life skills to both girls and boys. The students will gain knowledge and skills about foods and nutrition, sewing techniques and consumerism. The units of study that will be emphasized will be sewing skills, clothing care, food preparation and everyday nutrition concepts. Family and Consumer Sciences integrates math, reading, social studies, writing, problem solving, social skills and cooperative learning. These skills are enhanced through a variety of hands-on learning activities: laundry and mending procedures, a machine sewn project, and basic cooking specialties.

Exploring Technology Education (45 days)

This exploratory course in Technology Education will emphasize the problem solving approach to working with wood. Students will be introduced to basic hand tools, small portable tools and some stationary power tools. The focus of the course will be to use hands-on activities to help students think through problem and apply common sense solutions in completing a project.

Elective Courses

(Students make choices among offerings at their grade level)

Grade 6

Gateway to Art 6 (90 days)

Gateway to Art is an in-depth experience for those who love art. Students who are currently in Elementary Art Enrichment are encouraged to enroll. This course will focus on drawing and design. Here is an exciting opportunity for exploration of art's basic elements - line, shape, color, texture, and space. For the more serious art student, this course is also designed to lay the foundation for Art 7 and the 8th grade Art I course.

Band, Orchestra, and Chorus (90 days each or up to 90 days in combination)

These performing groups will meet on alternate days throughout the year, for a total of 90 days. Students may take either of the three separately or in combination. Music is varied in the groups to give the students a comprehensive, well-balanced experience. Weekly lessons are scheduled on a rotational basis during the school day for the instrumental students.

Grade 7

**Choose one 90 day course
(semester long courses)**

Art 7 (90 days)

This class would provide more experience in developing a comprehensive art background, focusing on drawing skills that are involved in creating a visual composition. This class will also be the intermediate class for students interested in Art I in eighth grade. Students will be able to articulate judgments about the impact of the visual, tactile, spatial elements on their experiences, while being introduced the beginning theories of art history and color. Teacher recommendation would be required from sixth grade.

Fun in 3-D (90 days)

A course designed for the student desiring a more hands-on approach to making art. Students will be exploring, experiencing, and interpreting art that concentrates on construction, form, and shape, including the exciting possibilities of 3-D art, masks, origami, clay, etc.

Experiencing Art (90 days)

A program in which students will be exploring, experiencing, and interpreting the language of art in terms of the art elements of design and composition. Drawing, painting, printmaking, etc., are just a few of the activities to be used to foster skill development.

The Internet: Web Page Design (90 days)

Students will learn to use the computer to develop a home page on the World Wide Web. Software may include, but not be limited to, Internet Explorer, Microsoft Word, Microsoft Front Page, Microsoft Publisher, and raw HTML code typed in a text editor. Students will learn to design and publish a web page during the semester long course. Student will work on updating the school's home page and publishing their own website to be posted on the Internet. Topics will include adding graphics, creating links, using frames and tables, and creating custom backgrounds, buttons, and animations.

Computers in Business - Microsoft Office Simulation (90 days)

Skateboards, Inc. is an integrated Microsoft Office simulation. In this simulation, students will assume the role of the Microsoft Office Specialist for a new indoor skateboarding and rollerblading park. Using Microsoft Word, Excel, Access, Publisher, and PowerPoint, students will complete a series of real world projects to help Skateboards, Inc. open for business. Some examples include creating a menu for the snack shop, printing coupons, designing a commercial, managing inventory for the pro shop, and printing business cards and letterhead. Throughout the semester, skills learned in Microsoft Office will be applied to authentic tasks as they manage and "sell" the new park to the public.

Introduction to Performing Arts (90 days)

This will be a combined Grade 7/8 class. This course is provided for the student who desires a learning experience in theatre arts. During the semester the student will focus on drama techniques that build skills in movement, blocking, and vocal production. The student will be able to incorporate this knowledge into monologues, scenes, skits, and music performance.

Band, Chorus or Orchestra 7 (90 days each)

These performing groups will meet on alternate days with the exploratory program throughout the year, for a total of 90 days. Students may take any one of the three separately. Music is varied in the groups to give the students a comprehensive, well-balanced experience. Weekly lessons are scheduled on a rotational basis during the school day for the instrumental students.

Grade 8

Students may choose two semester courses or one full year course.

3-D Art (semester)

Students will explore three-dimensional tactile art. They experience a wide range of methods and materials including wire, plaster, clay, cardboard, paper, etc., to create three dimensional art works.

Drawing and Illustration (semester)

Students will explore the skills and methods involved in print media. From symbol design to illustration and printmaking, students will have a hands on experience using the materials and tools involved in print production and graphic presentation.

Art I (full year - departmental recommendation only)

This is a full year high school level course offered for students qualified and interested in beginning the high school art sequence early. The prerequisite for Art I is a 95 average in any 7th grade art elective. Those students who have not taken art in grade 7 must submit a portfolio of ten varied art works, no more than three years old, by April 15. These can include drawings and designs from other subject areas. These artworks should reflect a range of media and techniques and show the scope of the students' art abilities. No high school credit is earned, but students successfully completing the course may enter Art II in grade nine.

Fashion Design and Nutrition (semester)

This semester course teaches students life skills. For the first marking period, the students will learn to sew an item of clothing and a pillow kit. They will use a commercial pattern and discover the fun and magic of sewing something to wear. The pillows provide an opportunity to use advanced sewing techniques. During the second marking period, the students will prepare foods for breakfast, lunch and dinner. Food safety, recipe reading, kitchen clean-up procedures, microwave cooking, kitchen technology, table setting and etiquette will be emphasized. The USDA Dietary Guidelines and the Food Pyramid are the primary guides in choosing food projects and preparation methods. This course provides insight to the Family and Consumer Sciences elective courses offered at Central High School.

Multimedia Presentations (semester)

Students will use the computer to produce multimedia presentations. Software may include but not be limited to Hyperstudio, Power Point, and various freeware programs located on the worldwide web. Students will learn to incorporate sound, video, text, and graphics to deliver a multimedia production. Students will create slide shows, tutorials, and animated presentations on a variety of topics during the semester long course.

Computer Art (semester)

Students will explore many aspects of computer generated art during this semester long course. Students will use various paint and draw programs as they create signs, posters, wallpapers, animations, cartoons, edit photos and do illustrations. In the past, this class has had work used for the yearbook covers, planner covers, and desktop wallpapers. Students have an opportunity to draw with a stylus on the graphics tablets. Images imported through the digital camera, scanner, or from the Internet are manipulated and enhanced. Software may include MS Paint, Fractal Design's Painter, MS Word, HyperStudio, PhotoStudio, and DeskScan.

Introduction to Performing Arts (semester)

This course is provided for the student who desires a learning experience in theatre arts. During the semester the student will focus on drama techniques that build skills in movement, blocking, and vocal production. The student will be able to incorporate this knowledge into monologues, scenes, skits, and music performance.

Performing Arts I (full year-departmental recommendation only)

This is a full year high school level course offered to students qualified and beginning the high school performing arts sequence early. Those students who want to take Performing Arts I must submit a resume of all theatre arts experiences and successfully audition with 2 minutes worth of monologue(s) of, and prepare a song and dance. The audition should demonstrate the ability of the student to vary his or her performances in drama, comedy, voice and dance. No high school credit is earned, but students successfully completing the course may enter Performing Arts II in grade 9.

Material Processing and Innovation (Semester)

This 90 day introductory level elective course entitled “Material Processing and Innovation” will reinforce the problem-solving approach in the processing of wood and other readily available materials. The focus of course will be to use hands-on activities, apply common sense and practical solutions towards completing a teacher selected choice project. Students will understand how to conceptualize, plan, and manufacture their design. While learning material processing and technical skills, students will learn how to work safely with hand, portable and stationary power tools. After completing a choice project, students move to the innovation phase of the course and begin designing solutions to teacher invoked problems. This course provides a strong introduction to offerings through the Technical Arts Department at Central High School.

Band, Chorus or Orchestra 8 (full year)

These performing groups will meet daily throughout the year, for a total of 180 days. Students may take either of the two separately or in combination with chorus. Music is varied in the groups to give the students a comprehensive, well-balanced experience. Small group lessons are scheduled on a rotational basis for the instrumental students.

<u>Support Services</u>

Guidance and Counseling

School counselors are available to assist students with their academic, social-emotional, career, and life skills development. This is done individually, in small group settings, and classroom instruction. School counselors are assigned by grade level and work in close conjunction with the academic teams, special area teachers, administration, and the child study team. Students may be referred to the school counselors by parents, teachers, administrators, peers, and self.

Health Services

School health services program goals are designed to identify health problems and needs of pupils, assist pupils to become increasingly responsible for their own health, promote the optimal level of health for pupils, provide health counseling for pupils, maintain liaison with primary health care providers, and promote environmental safety and health within the school.

Library and Media Services

The two key concepts guiding the library program at Timberlane are appropriate development of research skills and reading enhancement. Library instruction on specific topics is given throughout the year in conjunction with class assignments, adapted to subject matter and group needs. Library skills are reinforced and developed through a series of coordinated research projects in many different departments. These projects are designed to give students adequate experience doing research in general as well as using a variety of specific research tools, including on-line technology. Further individual assignments are flexible and left to the discretion of the classroom teacher. Whatever the assignment, the media specialist incorporates appropriate research skills. The media specialist also introduces students to books and authors suitable for middle school students, and provides reading lists and reading materials for supplementary reading, book reports, and classroom assignments.

INTERSCHOLASTIC ATHLETIC PROGRAM

Timberlane's interscholastic program includes:

<u>FALL</u>		<u>WINTER</u>		<u>SPRING</u>	
Boys Soccer	7-8	Basketball (boys)	7-8	Track (coed)	6, 7, 8
X-Country (coed)	6, 7, 8	Basketball (girls)	7-8	Softball	7-8
Field Hockey	7-8	Wrestling	6, 7, 8	Baseball	7-8
Girls Soccer	7-8			Girls Lacrosse	7-8
				Boys Lacrosse	7-8

SCHOOL CLUBS AND ACTIVITIES

After-school clubs and activities include the following:

Robotics	Science Olympiad
Environmental Club	Math Olympiad
Jazz Band	Timberlane Musical
Math Counts	Yearbook
Model Congress	Technology

SPECIAL ACTIVITIES

A. Advisory

The purpose of the Timberlane Middle School advisory program is to provide a caring environment for student support and advocacy through the establishment of groups of one adult and a small group of students who meet regularly to:

- Promote positive teacher-student relationships
- Build self-esteem, confidence and competence

- Provide social exchange and peer recognition in a safe environment
- Help every student find ways to be successful academically and socially

Students will be assigned to advisory groups (no more than 12 students) and have the same staff member as their advisor for all three years at Timberlane. Activities are built around the Six Pillars of Character: Respect, Trustworthiness, Caring, Fairness, Citizenship, and Responsibility.

(www.charactercounts.org)

B. "Timberlane Says Thanks"

This program involves all staff members who work at Timberlane. Each person is provided with a set of "Timberlane Says Thanks" cards which are to be used when a student does something special at Timberlane. The staff person writes a brief statement on the card which is then brought to the office by the student. The student is then eligible for the weekly drawing. The beauty of "Timberlane Says Thanks" is that it involves the entire school community in a single program.

C. Praise Referrals

Students who go above and beyond on a daily basis in reference to our six pillars of character will be eligible to be rewarded by staff members with a "Praise Referral". Students will get the opportunity to meet with the Principal to review the positive behavior being demonstrated and the referral will be sent home to parents in the mail.

STUDENT COUNCIL

The Student Council is a group of elected students who are chosen to represent classmates. There is one representative and one alternate from each homeroom. Four officers are elected at large. The students meet regularly to work for the good of the entire school. Important activities include spirit days, dances, staff appreciation week, and community projects. The goals are involvement, learning and leadership.

HONOR ROLL

Research indicates that there is a high degree of correlation between academic achievement and time on task. Students who put forth extra effort to attend classes each day and be prepared for their subjects are more likely to succeed academically. Honor roll is an important way to recognize such achievement. At Timberlane, a student receives honor roll status for the marking period when he/she receives a B- average in all subject areas.

ACADEMIC ADVANCEMENT AT TIMBERLANE MIDDLE SCHOOL

We expect that students will pass all core subjects (math, science, social studies, and language arts) in 6th, 7th and 8th grade to advance to the next grade level. A failing grade in a core subject must be made up in one of the following ways:

1. remediation in the Student Learning Center - "Failure is not an Option" Program during the school year.
2. remediation in summer school, at a program approved by the school (Timberlane does not have a summer school)
3. tutoring for a minimum of 25 hours and then demonstrated proficiency on departmental tests
4. repetition of the course the following year.

When it appears that a student may fail a course for the year, the administration will notify the parents in writing by the mid-point of the third marking period. In all cases where a short term or long term academic deficiency is discovered, parents will be notified informally through telephone or personal conferences, and formally through the progress report system. In the case of an 8th grade student who has failed two or more core subjects (math, science, language arts, social studies) the question of advancement to the high school will be considered by the middle school principal and guidance office, as well as the high school administration, teachers and guidance personnel.

Individualized standards for classified students will be in accordance with the rules and regulations contained in the New Jersey Administrative Code for Special Education.

Hopewell Valley has an Affirmative Action Plan as well as policies on non-discrimination on file in the Board Office and in each school building. Parents and students have the right to review procedures with the building Affirmative Action representative, or with Rich Lang, the district's Affirmative Action Officer. Hopewell Valley will not discriminate on the basis of race, creed, color, religion, sex, national origin, ancestry, age, political affiliation, physical handicap, or social or economic status in its educational programs or activities.