

Clearview Regional Middle School

Program of Studies Planning Guide



2014/2015

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Assistant Superintendent for Curriculum and Instruction

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Business Administrator

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Middle School Counselors

Steven Moraca
Deborah Wilson
Michael Zappala
Dodd Terry, Director of Guidance

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MISSION STATEMENT

Clearview Regional Middle School recognizes the unique characteristics of young adolescents with a program that meets the changing physical, social, emotional, and intellectual needs of these students. The staff, students, parents, and community function as a team to develop caring, responsible, ethical, and competent citizens. The Clearview Regional Middle School is a continuous and coordinated program that:

- **Creates a growing awareness of self and others.**
- **Recognizes individuals and builds self-esteem.**
- **Stresses the acceptance of others.**
- **Fosters the dignity and diversity of all individuals.**
- **Fosters cooperation and concern for others.**
- **Allows students to connect with the larger community, encouraging them to make a difference in the world around them.**
- **Creates a developmentally responsive curriculum to include:**
 - opportunities for independent and cooperative learning.
 - involvement of students with projects and activities to explore their needs, interests, talents, and skills.
 - interdisciplinary and integrated teaching.
 - teaching strategies that recognize different learning styles in a commitment to reach each child.
 - the full range of communication skills and technologies in purposeful contexts.
- **Focuses on mastery of basic skills.**
- **Fosters the expression of creativity.**
- **Develops higher order-critical thinking and creative problem solving skills.**
- **Includes a caring environment that:**
 - provides gradual transition from elementary to a readiness for high school.
 - provides an exploratory program of courses that addresses the transitory nature of student interests to provide a background for career and course selection in later grades.
 - provides a safe place for students and staff to work, learn, and develop interpersonal relationships.
 - provides support services that promote stability, growth toward self-realization, increased independence, and responsible behavior.
- **Provides experiences and challenges designed to address the rapid changes and varied physical needs of students.**
- **Encourages parental involvement.**
- **Promotes shared decision-making.**
- **Stresses student and staff commitment of continuous improvement.**
- **Develops leadership, independence, and responsibility.**
- **Promotes, encourages, and supports staff development and professional growth opportunities to increase teacher effectiveness in working with middle school students.**

PROGRAM PHILOSOPHY

A structured program to build self-esteem and foster respect is presented and encouraged in all aspects of the school community. The teaching staff, counselors, and administrators of Clearview Regional Middle School pride themselves on their commitment to the whole student.

GRADES

It is the philosophy of the Clearview District that all students should be challenged to work at the most advanced academic level at which they can meet success. Report cards are issued quarterly. Grades are reported on a 100 point scale.

TRANSITIONING TO HIGH SCHOOL

For those students aspiring to the Honors level courses at the high school, prior achievement must be earned in major academic areas while at the middle school.

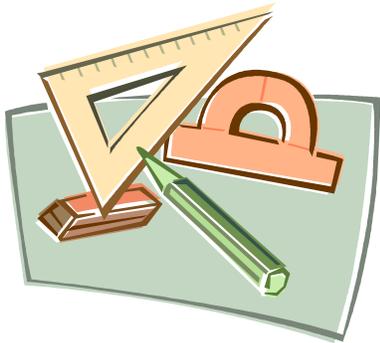
Acceptance into the following courses in Grade 9 requires high academic achievement in Middle School:

Honors English I, Honors Algebra I, Honors Algebra II, Honors Geometry, Honors Physics, Honors World History, and World Language II.

Appendices I

COUNSELING SERVICES

Counselors offer many services for assisting pupils to adjust to the school's organization, plan of studies, and program of activities. Counseling services at Clearview are mainly in the areas of individual counseling, orientation, providing occupational and educational information, course selection, developing and maintaining student records, testing, and educational research projects. A carefully planned system of individual and group guidance activities by counselors and teachers has been established so that each pupil receives what he or she needs to be successful in the school environment. Counselors help students plan a program of studies which is best suited for their individual interests, abilities, aptitudes, and desires. Students should feel comfortable turning to their counselors for information and help concerning personal and school adjustments, choice of courses, and vocational planning.



SCHEDULING ASSISTANCE - 223-2750

Director: Dodd Terry

Counselors: Steven Moraca
Deborah Wilson
Michael Zappala

Department Coordinators:

Career and Technical Education	Ron Antinori
English/Language Arts	Diane Bernstein
Mathematics	Sheldon Berman
Health, Safety and Physical Education	Thomas Jones
Science	Ron Antinori
Social Studies	Michael Holm
Special Education	Tammy McHale
Visual and Performing Arts	Diane Bernstein
World Languages	Dawn Scalfaro

SPECIAL PROVISIONS AND REGULATIONS

Withdrawal of Subjects: The school will suspend or withdraw any subject for which there is insufficient enrollment or where necessitated by the school's physical limitations.

Schedule Changes: All schedule corrections and changes must be made before the last school day in September.

Note: All course offerings are subject to the ongoing approval of the Clearview Regional School District Board of Education.

SPECIAL NEEDS STUDENTS

The Middle School special education program provides a number of classroom programs designed to meet the individual needs of classified students. Instruction is delivered to accommodate the learning styles of the students and includes other supports and services that will make the student successful. Each child's individual needs are discussed as part of the Individual Education Plan process conducted every year with parents of these students. Further information concerning special needs students and specific programs is available through the Director of Special Services. Contact Mr. Jeff Chierici at 223-2770.

PROMOTION PROCEDURES

GRADES SEVEN AND EIGHT

Successful completion of academic core subjects (English, Mathematics, Reading, Science or Social Studies) is required to demonstrate proficiency in grades seven and eight. Furthermore, satisfactory academic performance in the Middle School is the primary indicator of high school readiness. If a student fails one or more core subjects in the Middle School, academic interventions are necessary. Successful completion of the Clearview Middle School Summer Program will be required for students who fail academic core subjects. Students will be assigned to the grade level for which they are best prepared academically, socially and emotionally.

COURSES OF STUDY

CAREER AND TECHNICAL EDUCATION

Computer Literacy Seven

This course will be supplemented with the use of Easy Tech software to instruct students in the correct posture/technique and finger reaches of keyboarding. Spreadsheet and presentation software will be used to teach students how to create slide shows and how to navigate basic spreadsheets to create charts and graphs. Students will also learn how to use the Web to find information and how to identify the ethical issues involved in using such information.

Computer Literacy Eight

This course will be supplemented with the use of Easy Tech software to expand student knowledge of spreadsheet software. Students will learn how to enter formulas and functions, and how to modify the layout of a spreadsheet. In addition, students will learn how to use the tools and commands required to create a variety of documents using Microsoft's Word program. Basis HTML lessons will demonstrate how to use HTML tags to create basic web pages. Students use Naviance to search possible careers of interest. Presentation software is used to assess their understanding of the characteristics of a specific career.

Experiences in Technology Seven

Students will experience the world of technology through exploration of each of the five technology areas: Communication, Transportation, Manufacturing, Construction, and Biotechnology. The course will integrate computer technology with

hands-on technology learning activities in order to develop problem-solving skills. Activities will reflect current social and environmental concerns.

Problem Solving Technology Learning Activities Eight

This hands-on course presents a problem solving approach to help students better understand the connection of computers as a tool in today's technological world. Students will identify a variety of contemporary problems in, but not limited to Construction, Transportation, Communication, Manufacturing, and Biotechnology. By employing critical thinking, systematic problem-solving techniques, and interactive social and communication skills, they will develop strategies and approaches aimed at solving these real world problems.

Family and Consumer Science Seven

This course is an introduction to food preparation and nutrition. Topics such as reading a recipe, equipment usage, the food guide pyramid, and meal preparation are included. Core subjects are incorporated into the curriculum.

Family and Consumer Science Eight

Students will learn the basics of nutrition and food preparation. Microwave cooking, nutritious snacks, meal planning, equipment usage, international and regional foods are some of the topics to be explored. Reading, math, science and social studies are incorporated into the curriculum.

HEALTH, SAFETY AND PHYSICAL EDUCATION

Health Seven

This course will deal primarily with personal health. Units to be covered may include: medicinal and illegal drugs, skeletal and muscular systems, First Aid, and AIDS education.

Health Eight

This course will deal primarily with personal and community health concerns. Units to be covered may include: illegal substances, tobacco, alcohol, reproductive systems, contraception, pregnancy, birth, and AIDS education.



Physical Education Seven and Eight

Middle School Physical Education is an active participation program. The coed program involves students in both individual and group activities. The program includes but is not limited to the following fitness concept activities: physical fitness, aerobic and anaerobic activities in addition to low-level plyometrics. Middle School Physical Education will also enable students to experience variations and the fundamentals of seasonal sports. This would include but is not limited to the following: flag football, soccer, hockey, basketball, volleyball, baseball/softball, track and field and various large group activities.

ENGLISH/LANGUAGE ARTS

English Language Arts Seven

ELA 7 is designed to expand and refine the reading and writing skills of all students through an integrated approach to language arts. Through the close reading of selected texts, students will develop strategies to learn how to be confident and thoughtful readers. ELA 7 will also enable students to become successful at transactions with text, making inferences, and self-regulated comprehension. Students will be reading both literary and informational texts critically, through a study of story elements, author's purpose, theme, point of view, and author's use of literary devices as a tool to enhance comprehen-

sion. Students will be engaged in writing as both a response to and an analysis of the readings. Students will also compile writings that include, but are not limited to, narrative, expository, persuasive, and speculative tasks. Grammar, usage, vocabulary, sentence structure, and spelling will be taught in the context of the writing. Summer assignments are required. This course is aligned with the Common Core State Standards.

English Language Arts Eight

ELA 8 curriculum is designed to both reinforce the concepts and skills introduced in ELA 7 and

further students' literacy growth through new challenges. Students will respond to increasingly more complex reading and writing assignments that require students to demonstrate their increased knowledge and understanding of: literary conventions, active reading strategies, and compositional forms. Through the close reading of selected texts, students will deepen their understanding of the strategies that strong readers use to extract meaning as well as pleasure from their reading. As they read, students will broaden their repertoire of develop deeper reading comprehension strategies so that and stronger, critical reading skills result. Novels, short stories, poems, and non-fiction articles will serve as a basis to explore an array of literary devices. Through shared inquiry and open-ended questions, students focus on forming and articulating their individually meaningful interpretations of various

texts. The ELA 8 curriculum is designed to expose students to grade specific ELA skills through selected works of literature and specific writing tasks. Students will gain a stronger command of their individual style through expository, persuasive, and narrative writing assignments. The writing skills addressed in English Language Arts 8 span the spectrum to include all the specific aspects that collectively contribute to a skilled demonstration of the writing craft: organization, ideas, voice, sentence fluency, word choice, conventions and presentation. Students expand their vocabulary through a study anchored by Greek and Latin roots. The course as a whole is intended to prepare students for the rigor of the high school curriculum. Summer assignments are required. This course is aligned with the Common Core State Standards.

The objective of education is to prepare the young to educate themselves throughout their lives.

Robert Maynard Hutchins

MATHEMATICS

IMPORTANT NOTE 1: There are two levels – Math and Advanced Math – supporting the Common Core mathematics standards in both grades seven and eight.

IMPORTANT NOTE 2: Students electing to participate in the high school level Honors Algebra 1 and Honors Geometry courses **are presumed to already possess the content understanding and skills of Math-7 and Math-8 courses**, and are expected to have a level of academic independence that would allow for a success in the course without extraordinary measures.

Math Seven

This Common Core Standards-based course is designed to encourage student exploration and discovery while expanding on elementary mathematics. Many of the activities are based on the materials from the Connected Math Program, and supported by additional resources to promote student engagement in mathematical thinking.

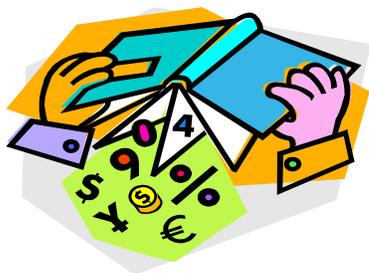
Instructional practices, activities and math assignments are designed to enable students to establish deeper understanding of necessary fundamentals, thereby gaining greater confidence and experience in applying these fundamentals to solve problems. Aligned to the Common Core State Standards and the New Jersey Core Curriculum Content Standards, the context of the content is the application of the mathematical con-

cepts and problem solving strategies to real world situations. Students will develop the ability to communicate mathematically (in both oral and written forms) in the areas of basic number theory and operations, algebra and functional relationships, geometry and spatial sense, probability and statistics, data analysis and introductory algebraic concepts. This program is designed to meet the needs of all academic levels and learning styles. Instruction will be differentiated accordingly.

Advanced Math Seven

Pre-requisites: *Advanced Proficient Scores on previous NJASK Assessments, AND other standardized math assessment scores as required*

This course is designed for students to accelerate through all of the regular **Math Seven** course content to gain exposure to more advanced levels of algebraic instruction. Students will engage in the same activities as the regular grade seven course, but with more rigorous, challenging material and a faster pace to promote greater independent mastery of advanced levels of algebraic and mathematical study. Additionally, students will be challenged to extend their knowledge of mathematical principles utilizing graphical, spatial, logical and algebraic modeling skills in order to infer, differentiate and apply mathematical relationships. The pace of the course will assume mastery with numerical computational fluency, as well as proficiency in applying computational rules to expressions and equations.



Math Eight

Pre-requisites: *Math Seven OR Advanced Math Seven.*

This course is a continuation of the Common Core Standards-based curriculum focused on numerical systems, algebra and functions, geometry, and data and probability. Students will be

exposed to more challenging material and more sophisticated instruction designed to promote increasingly independent mastery of algebraic and mathematical study.

Advanced Math Eight

Pre-requisites: *Advanced Math Seven, OR Math Seven AND teacher recommendation.*

This course is designed for students to continue to accelerate through Math Eight. Students will be exposed to more advanced levels of instruction and more rigorous, challenging material at a more challenging pace that requires greater independent mastery of higher levels of mathematical study.

Honors Algebra I

Pre-requisites:

Grade 7: *District determined benchmark scores on previous assessment measures, including NJASK, MAP, and (CART) Clearview Algebra Readiness Test*

Grade 8: *Advanced Math Seven or Honors Algebra one AND teacher recommendation.*

Note: *Computational fluency and mathematical sophistication on par with 9th grade are assumed, as is a high degree of academic independence.*

Algebra 1 is pivotal as the foundation of all academic high school courses. **This course is the same as the high school Honors Algebra 1 course**, follows the same rigorous pace and curriculum, and includes the same Midterm and Final Exams as well as the same 60%-30%-10% grading guideline percentages for Major Assessments, Minor Assessments, and HW (see HS Program of Studies). It is designed for only the most mathematically able middle school students who have demonstrated a solid foundation in computation as well as knowledge and understanding of the real number system. Topics include: order of operations, use of variables and expressions, factoring, solving and graphing linear equations and inequalities, operations with polynomials and exponents, systems of equations and inequalities, an introduction to mathematical relationships, domain and range, and linear and basic quadratic functions and their inverses. Word problems and real life contexts are used to

connect tables, equations, graphs and problem solving using algebraic reasoning.

Honors Geometry

Grade Level: 8

Pre-requisites: *Honors Algebra I AND teacher recommendation.*

This course is the same as the high school Honors Geometry course, follows the same rigorous pace and curriculum, and includes the same Midterm and Final Exams as well as the same 60%-30%-10% grading guideline percentages for Major Assessments, Minor Assessments, and HW (see HS Program of Studies). It is designed to continue the Honors-level high

SCIENCE

Science Seven (Life Science)

This course will introduce the seventh grade student to the methods of scientific study and the tools, such as microscopes and balances, which scientists use to make more accurate observations. Living things are studied in detail with an emphasis on how all forms of life, simple to complex, are dependent on one another.

Science Eight (Earth Science)

Science Eight students will continue to make investigations using the scientific method that was taught in Science Seven. The content of the course will emphasize the physical nature and structure of the Earth as they affect humans. A variety of related topics, including weather, the solar system, basic atomic theory, topography, and map interpretation will be covered through practical applications. Weather data, for example, will be kept and analyzed to better understand the scientific use of data and statistics. Additionally, environmental issues will be addressed as they relate to the various Earth Science topics.

school program for the most mathematically able middle school students who have demonstrated a solid foundation in computation and algebraic understanding. The content focuses on geometric relationships among points, lines, planes, and angles, such as bisection; parallels and perpendiculars; congruence and similarity; chord, secant, tangent and arc connections in circles; applications and proofs with the Pythagorean Theorem; three dimensional figures; area, surface area and volume; and an introduction to trigonometry. Students use and justify mathematical reasoning by developing informal and formal proofs.

SOCIAL STUDIES

Social Studies Seven

This Geography and World Culture course is designed to foster student exploration of the connection between geography and culture. A central focus of the course will be to examine the key components that are shared by all cultures. A study of the history and basic beliefs of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) will be covered. Study will include the history of Sub-Saharan Africa, leading into the genocides of Rwanda and Darfur. An examination of the birth of democracy in Greece and Rome will give students the background necessary for the start of the United States history course in eighth grade.

Social Studies Eight

This course uses a thematic approach that incorporates history, civics and modern-day connections. Students will interact with four essential thematic units: The American Revolution Era, The Civil War Era, The World Wars Eras, and Civics through current events. Students will study the causes and effects of these eras, the American role in the World Wars and how these past events have shaped America today.

SPECIAL EDUCATION

Individualized Educational Programs

Clearview Regional High School District provides an array of support services for the special education student. A student is eligible for the special education program based on results of a comprehensive evaluation by the Child Study Team (CST). Specific programming and educational goals are formulated jointly by the Child Study Team, teachers, and the parents as part of the Individualized Educational Program (IEP).

These plans are consistent with federal code and state rules and regulations. Courses are designed to meet the individual educational needs of special needs students. Instruction can be provided in regular education classes, regular education

classes with support (ICR) and pull-out replacement settings. Students identified as special education students are placed, to the greatest extent possible, in the regular education program without discrimination due to their disabilities. When a student is placed in the regular (mainstreamed) class, he/she is expected to meet the approved proficiencies and requirements of each course unless modifications are specified with the IEP. The specialized instruction is designed to meet the unique needs of the special education population. These courses are delivered according to the student's IEP and the goals and objectives that have been written for each student. These courses fulfill the Core Curriculum Standards for each discipline.

VISUAL AND PERFORMING ARTS

Art Seven

This is a basic course intended to introduce the student to art history, critique, and the elements and principles of design. Exploration of materials and proper critique techniques are emphasized. Students will create project work that is demonstrative of their learning and the teaching of specific design skills.

Art Eight

This is a continuation of Art Seven designed to expand the student's knowledge of art history and the elements and principles of design. Students will work in two- and three- dimensional media. Emphasis is placed on the development of personal style in the student artist.

Music Seven

Students in this course will be involved in a variety of activities based on the elements of music. Music literacy will be emphasized as students learn to play hand percussion and tone chimes in ensemble.



Music Eight

Students in this course will continue to explore music through performance activities (reading, writing and playing). Listening skills will be developed through the study of music of various time periods, cultures and style. Performance opportunities include: African drumming, tone chimes, and group piano.

Choir Seven and Eight

Through performance within a wide variety of musical styles and periods, students experience vocal development. Students develop both personal musicianship and vocal technique through regular rehearsal and performance. No previous vocal experience is required.

Concert Band Seven and Eight

Seventh Grade Concert Band is designed to provide an Instrumental Music experience for students that have completed at least one full year of Instrumental Music instruction at the elementary level. Eighth Grade Concert Band provides an Instrumental Music experience for students that have completed one full year of instruction in the Seventh Grade Concert Band. Musicianship skills will be developed and improved through performance of standard band music in both of these ensembles.



WORLD LANGUAGES

World Language Seven

All seventh grade students have the opportunity to choose French, Spanish, or German to fulfill their world language requirement.

French Seven and German Seven

These courses introduce students to the target language through interpersonal conversation. Fundamental concepts of grammar, structure, and vocabulary are built through real-life culturally appropriate scenarios.

Spanish Seven

This course systematically and sequentially builds upon Spanish experiences at the elementary level. Conversational skills are reinforced, vocabulary is expanded, and fundamental concepts of grammar and sentence structure are introduced through culturally appropriate real-life scenarios. In addition, the use of appropriate level technology will be encouraged through speaking programs and online language testing.

World Language Eight

The second year of study establishes the essential concepts of grammar and structure. It is at this level of instruction that the acquisition and retention of vocabulary for immediate and future use become more important. French, Spanish, and German stress the development of elementary conversational skills. While the accumulation of vocabulary and the comprehensions of essential grammar are critical to speaking, listening, reading, and writing skills for the student, these

courses also introduce students to cultural, historic, and geographic information about the lands and people of the language that the student has begun to speak. Students will obtain an understanding and appreciation of cultural differences through experiences with the customs, history, and traditions of people in other countries. This cultural exposure will give students a new appreciation of their own country's history and culture.

The following options are available for students who are interested in a serious, in-depth study of a world language. These courses provide an accelerated approach to an advanced course of study in grade eight.

Upon successful completion of one of the following courses, the student should be prepared for World Language Level II instruction in grade nine.

French I

French I is an introductory course to the fundamentals of the French language. Primary emphasis will be on the listening and speaking skills of the language, with limited reading and writing at the beginning of the course. Students are expected to participate on a daily basis and make a serious academic commitment toward advancing in the study of French. French films, popular music and customs of the French-speaking world will be featured.

German I

Students enrolled in this course are expected to actively participate on a daily basis, maintain a high performance level, and make a serious academic commitment toward the study of the German language. Primary emphasis will be placed on listening and speaking skills of language learning, along with basic grammar, and reading and writing experiences progressing developmentally. Culture and holiday traditions will be discussed and experienced.

Spanish I

Students enrolled in this course are expected to participate actively on a daily basis, maintain a high performance level, and make a serious academic commitment toward the study of the language. Primary emphasis will be placed on the listening and speaking skills of language learning, with reading and writing experiences to be developed as the course progresses. The life style, customs, and traditions of the many different Spanish-speaking cultures will be experienced.

