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SHARON CITY SCHOOL DISTRICT



Sharon Middle School

1129 East State Street

Sharon, PA 16146

Mr. Michael Fitzgerald, High School Principal
Mrs. Dawn Blair, Middle/High School Assistant Principal

Phone: 724-983-4030

Fax: 724-981-0840

Diane Pastorkovich, Middle School Counselor

Phone: 724-983-4043

Fax: 724-981-0840

SCHOOL PROFILE

Community

Sharon is located in Mercer County and has a population of approximately 13,400. Sharon is considered a middle class city and is the home of Penn State Shenango, one of Penn State University's 17 Commonwealth campuses.

Diversified businesses/industries located in Sharon include: Wheatland Tube Corporation, Sharon Regional Health System, Reyer's Shoe Store, Daffin's Candies, and The Winner.

School

Enrollment for 2021-2022:

Grade 7..... 135

Grade 8..... 149

GRADING SYSTEM

The grade assigned at the close of a report period is the result of the effort of each teacher to reach the most reliable estimate of the student's achievement.

- 63% is the required minimum to pass a full credit course.

An incomplete (INC) grade specifies work is incomplete and should normally be completed by the student within ten (10) school days after receipt of the report card. An INC is issued to provide students with a reasonable amount of time to make up work following an excused absence. There is no intent to carry a student as incomplete for an extended period should the student fail to demonstrate interest in completing missed work. Extended illness and special situations, as defined by the building principal, are the only exceptions to this policy.

93 - 100 = 4

84 - 92 = 3

74 - 83 = 2

63 - 73 = 1

0 - 62 = F

GUIDANCE SERVICES

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, provision of occupational and career information, and developing study skills. Additionally, counselors help with home, school, personal or social concerns.

A student absent for an extended period of time (e.g., 3-5 school days) should request his/her assignments from the Guidance Office. Please call 724-983-4040 to request homework. For absences of shorter periods of time, the student should ask the teacher about assignments. Parental cooperation is appreciated in this request.

Students or parents wishing to visit the middle school counselor should contact Diane Pastorkovich, 7th & 8th grade counselor, at 724-983-4043 to arrange for an appointment.

LIBRARY AND INFORMATION SERVICES

Information resources and services are available to all students.

The library's collections include:

- 18,000 book titles
- 47 periodicals
- 3 newspaper titles
- 12 networked computer workstations for access to the Internet
- 6 online catalog workstations for access to the book collection
- Power Library
Provides authoritative access to thousands of full-text periodicals, newspapers, photographs, pictures, charts, maps and reference materials in a safe and secure online environment. Over thirty databases provide information that can be searched by grade and reading level.

The library's services include:

- Interlibrary Loan
The library participates in the ACCESS PA program that provides students with the opportunity to borrow books from public, special, school and academic libraries across the state.
- Reserves and Holds
Students can request titles and will be contacted when available.
- Information Skills
The librarian regularly instructs library orientation classes as well as the online catalog, Power Library and any of the traditional or electronic resources in a formal or informal setting.

Library Hours:

Monday – Thursday – 7:50 am to 3:30 pm
Friday 7:50 am to 3:15 pm.

For additional information, please contact the librarian at 724-983-4046.

VISION STATEMENT

Our shared vision for the Sharon City School District is:

A place where....

- The school system strives to be on the cutting edge of knowledge and education;
- Lifelong learning is fostered through a challenging, innovative, and flexible learning environment for students, staff, and the community;
- Learning is student-centered to enable each person to develop to his/her potential;
- Education is valued and supported by the entire community, and is delivered in a safe, healthy, cooperative, and disciplined atmosphere;
- All people are respected and encouraged to pursue their dreams, develop ideas, and discover opportunities for growth;
- Students, parents, and educators are equal partners in the educational process and share responsibility for the results;
- Open and honest communication is fostered among school staff, students, families, citizens, business and other educational institutions;
- Schools are an integral part of the community and easily accessible to all citizens.

And graduates will be...

- Responsible, productive, and respectful citizens;
- Creative, critical thinkers, decision makers, and independent learners adaptable to change;
- Effective communicators;
- Prepared for meaningful careers and lifelong learning;
- Able to function in a diverse, global society;
- Well-rounded with an appreciation for the arts and humanities.

MISSION STATEMENT

The mission of the Sharon City School District is:

To work in partnership with the students' families and the community to prepare our students for a changing society by providing educational excellence ensured through a well-balanced curriculum and delivered by a well-trained staff.

BELIEF STATEMENTS

1. We believe that parents, the Sharon City School District, and the community share the responsibility for the education of all students.
2. We believe that learning is a lifelong process.
3. We believe that everyone wants to succeed and that successful experiences lead to heightened self-worth and accomplishment.
4. We believe that every student is entitled to a quality education because everyone has the right to learn and reach his or her highest potential.
5. We believe in creating an atmosphere conducive to learning.
6. We believe in this shared set of values:
 - Citizenship
 - Civic Responsibility
 - Courtesy
 - Honesty
 - Justice
 - Loyalty
 - Patriotism
 - Respect for others and their property
 - Respect for self
 - Responsibility

PENNSYLVANIA'S GOALS OF EDUCATION

The constitution of the Commonwealth of Pennsylvania states, "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth." This provision mandates a quality education for each student in the Commonwealth.

ACADEMIC STANDARDS

As related in the state's Academic Standards/Assessment document "...public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

Together with parents, families and community institutions, public education provides opportunities for students to (1) acquire knowledge and skills, (2) develop integrity, (3) process information, (4) think critically, (5) work independently, (6) collaborate with others, and (7) adapt to change.

The academic standards describe the knowledge and skills which students will be expected to demonstrate before graduating from a public school. Achievement of high academic standards in public education is dependent upon the quality of instruction in schools and student effort supported by the involvement of family and community. Assessment in public education is designed to determine student attainment of state and local academic standards.

Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:"

1. Reading, Writing, Speaking and Listening
2. Mathematics
3. Science and Technology
4. Environment and Ecology
5. Social Studies (civics and government, geography, economics and history)
6. Arts and Humanities
7. Career Education and Work
8. Health, Safety and Physical Education
9. Family and Consumer Science
10. World Language

This Academic Handbook relates information relative to course offerings in these areas.

STATEMENT OF AFFIRMATIVE ACTION

The Sharon City School District continues its policy of non-discrimination on the basis of race, age, sex, religion, color, national origin, handicap, or disability, as applicable in its educational programs, activities, or employment policies. This policy is required by Title IX of The 1972 Educational Amendments, Title VI of the Civil Rights Act of 1964, Section 504 Regulations of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all other applicable federal, state and local laws and ordinances.

For information regarding Title IX compliance, contact the district's Supervisor of Curriculum and Instruction, Donald A. Bennett Educational Service Center, 215 Forker Blvd., Sharon, PA 16146, 724-983-4029.

For information regarding Section 504 Compliance, contact the district's Special Education Supervisor, Donald A. Bennett Educational Service Center, 215 Forker Blvd. Sharon, PA 16146, 724-983-4052.

For information regarding the Americans with Disabilities Act, contact the district's Business Manager, Donald A. Bennett Educational Service Center, 215 Forker Blvd., Sharon, PA 16146, 724-983-4004.

EQUAL OPPORTUNITY

All activities and courses, including technical education, vocational-technical education, Family & Consumer Science (formerly home economics), and physical education courses at Sharon City School District are available to all students as required by Title VI, Title IX, and Section 504. If there are prerequisites, they are based on your aptitude and performance and not on your race, color, national origin, your sex, or any handicapping conditions. If you are physically or mentally handicapped, you may qualify for special services and instruction as well as equipment modifications in order that you may successfully complete a course or participate in an activity.

HONOR ROLL

An honor roll is determined at the end of each grading period. Attaining honor roll with highest honors means a student must receive an overall average of 93% or better. Honor roll with high honors requires an 84% overall average. The total points divided by the number of units (not subjects, because some are 1/2 credit subjects) determines the student's average. Subjects earning 1/2 unit (health) are evaluated with 1/2 of the grade earned.

SAMPLE STUDENT SCHEDULE

Seventh Grade	Eighth Grade
English 7	English 8
World History	US History
Pre-Algebra	Algebra I
Science 7	Science 8
Reading 7	Reading 8
Keyboarding	Computer Literacy

In addition to the courses listed above, students will be enrolled in elective courses to complete an eight period day. Elective descriptions are listed throughout the handbook including those for band, choir and orchestra. Courses will be assigned based upon student interest and availability.

PROMOTION TO NEXT GRADE LEVEL

1. A student can only attend a maximum of three years in middle school.
2. A student can be an 8th grade student and take high school courses as appropriate.
3. A student who fails English/Reading and Math will be subject to an Educational Review for a final determination.
4. A student who fails 3 or more core classes will automatically be retained.

Sharon City School District Bullying/Cyberbullying
Board Policy No. 249, 11/17/2008)

Bullying means intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and had the effect of doing any of the following: 1. substantial interference of a student's education. 2. creation of a threatening environment. 3. substantial disruption of the orderly operation of the school.

Bullying as defined in this policy includes cyberbullying.

Consequences for violations include but are not limited to the following:

1. Counseling within the school
2. Parental conference
3. Loss of privileges
4. Transfer to another school building
5. Exclusion from school-sponsored activities
6. Detention
7. Suspension
8. Expulsion
9. Counseling/Therapy outside the school
10. Referral to law enforcement officials

Students who have been bullied are encouraged to promptly report such incidents to the Building Principal or his/her Designee.

References:

School Code – 24P.S. Sec. 1302-A, 1303.1-A
State Board of Education Regulations – 22 PA Code
Sec 12.3.2008
Board Policy – 218, 233, 236, 248, 249

ART DEPARTMENT

#723 Art 7 – ½ credit

In Art 7, students are instructed in the Elements of Art and will work with the Principles of Design in drawing, watercolor and painting. Emphasis is placed on two-dimensional projects. Students are responsible for the creation of art as well as the appreciation of art history.

#823 Art 8 – ½ credit

In Art 8, students are instructed in the Elements of Art and will work with the Principles of Design in drawing, printing, painting and design work. Emphasis is placed on both two and three-dimensional projects. Students are responsible for the creation of art as well as the appreciation of art history.

COMPUTER/INFORMATION SCIENCE DEPARTMENT

#727 Keyboarding (Grade 7) – ½ credit

A required eighteen-week course (one semester) for all seventh grade students, Keyboarding teaches students traditional computer-based keyboarding skills so they can access electronic information efficiently. Students will learn to type while using proper typing skills.

#821 Computer Literacy (Grade 8) – ½ credit

Computer Literacy is an eighteen-week course (one semester) for all 8th grade students, Computer Literacy teaches students to use various Microsoft Office software programs including Word, Excel and Power Point. A multitude of projects are designed to help the students when they enter grades 9-12 and beyond.

ENGLISH DEPARTMENT

#711 English (Grade 7) – 1 credit

This course is designed to refine writing skills into a more academic writing style. There is a large emphasis on argumentative writing, and informative writing, including the text dependent analysis. Students will increase their control over conventions of grammar through learning and practice in conjunction with the stories from #702 Reading Grade 7. Students will develop 21st Century skills (creativity, critical thinking, collaboration, and communication). The John Collins Writing Program will also be implemented to improve student's performance in writing.

#807 English (Grade 8) – 1 credit

Reinforcing skills presented in English 7, English 8 focuses on the rules of grammar and correct sentence structure. Organization of various types of essays is emphasized. The ability to communicate is further developed by continual study of vocabulary, library use, research, and oral presentation.

#809 Advanced English 8 (Grade 8)- 1 credit

This course focuses on the rules of grammar and correct sentence structure. Organization of various types of essays is emphasized. This course is designed to build writing skills that make the student independent writers and learners. Students will focus on developing stronger descriptive language, stronger constructs of grammar, and using formal academic language. The ability to communicate is further developed by continual study of vocabulary, library use, research and oral presentation.

#702 Reading (Grade 7) – 1 credit

The primary goal of Reading 7 is to better equip the student to use reading as a tool for learning. Seventh grade reading stresses strategies necessary for critical reading of narrative and expository texts as well as the ability to create thoughtful responses to reading through writing.

#782 Reading (Grade 8) – 1 credit

The Reading 8 program continues the primary focus established in Reading 7. Special emphasis is placed on vocabulary development, flexible strategies of reading, writing, and use of multiple resources to obtain information. Critical reading is stressed by analyzing the genres of non-fiction and fiction with an emphasis on the study of literary terms.

#784 Advanced Reading 8 (Grade 8)- 1 credit

The Academic Reading 8 program continues the primary focus established in Reading 7. This course is designed to build reading skills that make the student independent readers and learners. Special emphasis is placed on vocabulary development, flexible strategies of reading, writing, and use of multiple resources to obtain information. Critical reading is stressed by analyzing the genres of non-fiction and fiction with an emphasis on the study of literary terms. Students will further build vocabulary and analytical skills through independent reading, analysis, and presentation. Students will develop a stronger analysis through the use of stronger descriptions, analysis, and formal writing.

#090 English as a Second Language (ESL) – 1 credit

English as a Second Language (ESL) is for students whose primary language is not English. Emphasis is on acquiring English in reading, writing, speaking and listening. Daily instructional time is determined by each student's English Language Proficiency (ELP) on a standardized test. ELP Standards are aligned with Pennsylvania Standards to students may transition to regular English class when they are proficient in English. Students may also attend ESL to receive support in content area subject

#705 (A, B, C, D, or E) Middle School Developmental Reading (Grades 7-8)

In developmental reading, the LANGUAGE! Curriculum by Sopris West/Cambium is followed. This comprehensive literacy curriculum was developed for students who are two or more grade levels behind in reading. It is a research based program made up of five levels. Students in levels A, B, or C are in double period classes and receive both their reading and English grade here. Students in levels D and E are in single period classes and receive their grade for English. The LANGUAGE! Program is a highly structured program to assist students who need specially designed instruction in reading and English. Using a highly effective method of instruction, the students move through six steps of reading development targeting (1) Phonemic Awareness and Phonics, (2) Word Recognition and Spelling, (3) Vocabulary and Morphology, (4) Grammar and Usage, (5) Listening and Reading Comprehension, (6) Speaking and Writing. *Admittance to this course is only through recommendation of a Multi-Disciplinary Team. 705D is worth 2 credits. All other courses are 1 credit.*

EXCEPTIONAL STUDENTS

Gifted Support

All students who are identified as mentally gifted receive gifted support services that, at a minimum, include preparation of a Gifted Individual Education Plan and contact with the gifted support teacher. The overwhelming majority of mentally gifted students elect to participate in the ENCORE program that offers supplemental intervention for approximately 5% of school time throughout the year.

#501 Encore (7-8)

ENCORE objectives and activities are designed to allow mentally gifted students to use and develop appreciations and talents which can best be taught outside of the regular classroom setting or inside the classroom with the assistance of a gifted support teacher. The curriculum includes philosophical discussions, critical thinking challenges, research, word processing, public speaking, computer-assisted learning, academic and scholarship competitions, creative writing, simulations, predictions, robotics, inventions and entrepreneurships, college and career preparations, telecommunications, psychological and social theories, independent studies, field trips, and others. Students are required to participate in planned core activities and may elect to participate in or design their own individual learning experiences.

#082 (A or C) Preparatory Algebra (7-8) – 1 credit

The purpose of this course is to develop mathematical content fundamental for success in Pre-Algebra, Algebra and higher-level mathematics courses. The course will cover the five strands (Numbers and Operations, Measurement, Geometry, Algebraic Concepts, Data Analysis and Probability) of the Pennsylvania Standards and the grade level expectations for mathematics. *Admittance to this course is only through recommendation of a Multi-Disciplinary Team.*

#703 (A, B, C, D, or E) Middle School Developmental Reading (Grades 7-8) – 2 credits

In developmental reading, the LANGUAGE! Curriculum by Sopris West/Cambium is followed. This comprehensive literacy curriculum was developed for students who are two or more grade levels behind in reading. It is a research based program made up of five levels. Students in levels A, B, or C are in double period classes and receive both their reading and English grade here. Students in levels D and E are in single period classes and receive their grade for English. The LANGUAGE! Program is a highly structured program to assist students who need specially designed instruction in reading and English. Using a highly effective method of instruction, the students move through six steps of reading development targeting (1) Phonemic Awareness and Phonics, (2) Word Recognition and Spelling, (3) Vocabulary and Morphology, (4) Grammar and Usage, (5) Listening and Reading Comprehension, (6) Speaking and Writing. *Admittance to this course is only through recommendation of the multidisciplinary team.*

#707 Middle School Support (7-8) – ½ credit

Students will receive direct instruction in selected academic subjects. This course is designed to enhance the development of study skills, organizational skills, self-advocacy and personal responsibility. This course is designed to assist Learning/Emotional Support students. *Admittance to this course is only through recommendation of the multidisciplinary team.*

738 MS Citizenship – 1 credit

This course will focus on 7th grade pro-social skills development for Learning and Emotional Support students.. Lessons and activities are designed to support the students in the transition from elementary to middle school and then from middle school on to high school. Students explore topics that will aid them in the process of becoming productive, successful citizens who are able to independently care and provide for themselves, and make a positive contribution to society. Topics include: enhancing self-esteem, setting and achieving goals, establishing and maintaining friendships, engaging in community service, dealing with pressures, handling emotions, developing decision-making skills, anger management, and preventing conflicts and violence. *Admittance to this course is only through the multidisciplinary team.*

#MS LIFE Middle School Life Skills Support – 1 credit

The educational goal for this course is to have students become active and responsible participants and contributing members of their communities and society. The students identify strengths and needs to help direct their learning in a fashion which will potentially maximize each student's ability for future life's challenges. The curriculum supports instruction that includes direct preparation for the activities of daily living and social integration. *Admittance to this course is only through the multidisciplinary team.*

FAMILY AND CONSUMER SCIENCES DEPARTMENT

#725 Family and Consumer Sciences (Grade 7/8) – ½ credit

Family Consumer Science is an introductory course for 7th and 8th grade students to experience basic life skills and the many courses offered in Family Consumer Science. The course includes units on decision making, personal finance, child care, nutrition, cooking, basic sewing and safety.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

#720 Health (Grade 7) – ½ credit

Health 7 introduces students to the value of total health. Topics include mental health, family and social health, growth and development, nutrition, drugs, exercise, fitness, smoking, alcohol, HIV/AIDS, and sex education (emphasis on abstinence). This course inspires students to make a commitment to good health, stressing the importance of developing all three areas of personal health: physical, mental/emotional and social.

#408 Physical Education (Grade 8) – ½ credit

Physical Education 8 is a course that increases both social and physical development. The main emphasis is on skills. Activity clothes are required and include an appropriate shirt, shorts, gym shoes and socks. Students must dress for and participate unless they have a valid medical excuse. Grades are based on skill tests, written tests, daily participation and article reviews.

#850 Swimming (Grade 7) – ½ credit

This course is designed to teach participants how to swim and to help them be safe when they are in, on or around the water. The class covers skills and knowledge in a logical progression for aquatic skill development. Personal safety and rescue skills are included to help students meet safety goals. Students must dress and participate. Grades are based on the following criteria: daily attendance, class participation, written and skill testing. A proper bathing suit is required for participation.

#851 Advanced Swimming 7 – ½ credit

This course is designed to develop confidence in the strokes already learned and to improve many other aquatic skills. Personal safety and rescue skills are included to help students meet safety goals. The students will begin in the deep end of the pool with Level 3 skills of the Learn to Swim American Red Cross guidelines. Grades are based upon the following criteria: daily attendance, class participation, written and skill testing. A proper bathing suit is required for participation.

#400 Adaptive Physical Education – ½ credit

Adaptive Physical Education is designed for students who cannot safely or productively participate in the regularly scheduled program. Students with permanent physical limitations will be placed in this class. In this course, students participate in activities identified in the curriculum, but adapted to their physical abilities. Additionally, some activities not listed in the curriculum may be used depending on the student's ability.

MATHEMATICS DEPARTMENT

Enrollment in the following courses is based upon previous PSSA performance and demonstrated math aptitude.

#714 Pre-Algebra (Grade 7) – 1 credit

Pre-Algebra is designed to prepare academically motivated students for subsequent higher mathematics. This course will cover the topics of Pre-Algebra and introduce expressions, equations and inequalities.

#715 Math 7(Grade 7) – 1 credit

Math 7 is a challenging mathematics course taken by serious and well-prepared students making the transition from arithmetic to algebra. The students will be able to demonstrate competencies working with positive, negative, and rational numbers, as well as solving equations and inequalities, and graphing on the coordinate plane.

#59 Advanced Algebra (Grade 8) – 1 credit

Advanced Algebra I is designed to prepare the academically motivated student for subsequent higher mathematics courses. The course will cover topics such as: expressions, equations, and inequalities and will be tied to real world applications.

#60 Algebra I (Grade 8) – 2 credits

Algebra I is designed to prepare students for subsequent higher math courses. Students study algebraic concepts and methods to represent situations that involve variable quantities with expressions, equations, and inequalities. Calculators and computers are used with tables and graphs as tools to interpret expressions, equations, and inequalities. Real-world problems are used to motivate and apply mathematical theory. The structure of the number system is studied. Topics involving Geometry, Functions, Probability, and Statistics are integrated in the course.

#717 Bridge to Algebra (Grade 8) – 2 credits

Bridge to Algebra is designed to prepare students for Algebra I. This course is designed to have the student master individual skills of mathematical core concepts. Students will study algebraic concepts and methods to represent situations that involve variable quantities with expressions, equations, and inequalities.

MUSIC DEPARTMENT

#721 Choir (Grade7) – 1 credit

Students begin to learn the correct techniques of singing. They have the opportunity to learn many different songs throughout the year. This chorus usually joins the eighth grade chorus for a spring concert.

#837 Choir (Grade 8) – 1 credit

Eighth grade chorus is a continuation of techniques studied in seventh grade. Emphasis centers on correct vowel placement, sight reading, breath support and tone quality. Students participating in the eighth grade choir have the opportunity to sing for the public in May.

#839 Band 7 – 1 credit

#840 Band 8 – 1 credit

Students involved with the band program will be taught proper instrumental and ensemble technique. Emphasis is placed on the development of musicianship through progressive technical studies, the development of tone quality, phrasing, articulation, all major and minor scales, rhythmic patterns, meters, trills, embellishments and music reading skills. Stress is given to age-appropriate musicianship/aesthetic response including rehearsal and concert etiquette and responsibilities associated with membership in a performing organization. The repertoire for marching band and concert band will consist of traditional and contemporary literature including transcriptions, marches, and show music. The students will rehearse a large variety of music and prepare selected pieces for performance. Activities include performing in school assemblies, evening concerts, band shows and competitions, football games, and assorted community functions. While the concert band class during the school day is the core of the high school band program, additional opportunities exist for learning and performance through Jazz Ensemble, Pep Band, small ensembles, honor bands, and enrichment activities. *This course will include participation in both marching and concert bands. Extra rehearsals and performances outside of the school day are a vital and integral part of this course.*

#841 Orchestra 7 – 1 credit

Students involved in 7th grade orchestra will be expected to further their musical education by building on the concepts that they have learned in the Elementary Orchestra. Before entering this class, students will be expected to know how to play the D, G, A and C major scales. Students will be expected to demonstrate detaché and slurred bowings. During the 7th grade year, students will learn the notes in the keys of F, and B flat major and d, g, a, e and b minor. Students will also learn to slur dotted rhythms and perform staccato bowings. During this year, students will be expected to perform at least two concerts outside of the school day. Performances include, but are not limited to, holiday concerts, spring concerts and graduation. Attendance at all performances is mandatory.

#842 Orchestra 8 – 1 credit

Students involved in 8th grade orchestra will be expected to further their musical education by building on the concepts that they have learned in 7th grade orchestra. Before entering this class, students will be expected to know how to play the C, D, G, A, F and B flat major and d, g, a, e and b minor scales. Students will be expected to demonstrate detaché, slurred and staccato bowings. During the eighth grade year, students will learn all the chromatic notes in first position on their instruments. Students will also learn third position and basic shifting. During this year, students will be expected to perform at least two concerts outside of the school day. Performances include, but are not limited to, holiday concerts, spring concerts and graduation. Attendance at all performances is mandatory.

#480 Middle School Chamber Strings – 1 credit

Students involved in Middle School Chamber Strings will rehearse challenging music. In this audition-only group, emphasis will be placed on playing all of the chromatic notes of the instrument and more advanced bowing techniques. Students will be expected to learn a lot of music very quickly and perform their parts independently as part of a small group. This class meets after school on Thursdays, and all rehearsals and performances are mandatory. Performances include, but are not limited to, holiday and spring concerts, graduation and various other community performances.

SCIENCE DEPARTMENT**#706 Science 7 (Grade 7) – 1 credit**

This is a seventh grade level course that introduces students to the scientific method, scientific tools, and concepts in matter. The course also introduces energy, chemistry, and the diversity of life within the second semester. The units of study include: science and technology, forces and energy, chemistry and the diversity of life. The course includes a variety of hands-on activities and experiences to support the material presented in the text.

#803 Science 8 (Grade 8) – 1 credit

Students enrolled in Science 8 learn about the earth and its materials, processes, history and environment through the study of geology, meteorology and astronomy. The course introduces other areas such as chemistry, physics, biology and mathematics, which are used to broaden the student's understanding of the earth, its atmosphere and the universe.

#804 Advanced Earth Science/Advanced Science 8- 1 credit

Advanced science is designed to prepare the academically motivated student for subsequent advanced science courses. Students enrolled in advanced science 8 will learn about the scientific process as it relates to Astronomy, Ecology, Environmental studies, Meteorology, and Geology. The course is accelerated and students are expected to work more independently. In this course we will have an opportunity at the end of the year to preview concepts that will support the Biology 1 curriculum. Requirements for this course include a proficient or advanced score on the seventh grade English Language Arts PSSA, and straight A's in Science 7 for each of the nine weeks.

SOCIAL STUDIES DEPARTMENT**#732 World History (Grade 7) – 1 credit**

In World History 7, students study the history, culture, geography, and customs of several civilizations of the world. The course begins with a review of basic geography skills, then moves into the Prehistoric Era and emphasizes the development of civilization by exploring the contributions of many ancient peoples such as the Sumerians, Egyptians, Hebrews, Phoenicians, Assyrians, Chaldeans, Babylonians, and various African and American civilizations. The course concludes with the study of Greeks and Romans.

#812 U.S. History (Grade 8) – 1 credit

The course will introduce students to the peoples and places important to the social and cultural history of the United States. Students explore the roots of the American tradition beginning with the

Age of Exploration. In addition to examining the impact of the Americas of the Spanish, French and English, students research the arrival of the Pilgrims, examine how the Jamestown colony survived, and compare and contrast English Colonization in terms of the development of the American way of life. As the colonies move toward independence, students analyze the causes and effects of the French and Indian War, the American Revolution and the creation of a new government. Students take a glimpse of periods of history: the War of 1812 and the Western Movement. The course concludes with an examination of the causes and effects of the American Civil War and Reconstruction. This course helps prepare students for 9th grade American History.

WORLD LANGUAGES

#372 French I – 1 credit

This course is designed to give students an opportunity to understand spoken French, to learn to speak, read and write basic French, and to acquire knowledge of France, the French way of life, and the role of French throughout the world. **This is a secondary course for high school credit. Students may be scheduled with high school students.** *The world language faculty recommends that a student have at least a 74% average in English before enrolling in a world language course.*

#370 Spanish I – 1 credit

Spanish I presents the fundamentals of the language through a limited amount of grammar and vocabulary. Its aim is to develop the ability to speak, read, write, and comprehend the language with a simple functional vocabulary. Dialogues and short reading selections aid the student in a better understanding of our Spanish speaking neighbors. **This is a secondary course for high school credit. Students may be scheduled with high school students.** *The world language faculty recommends that a student have at least a 74% average in English before enrolling in a world language course.*