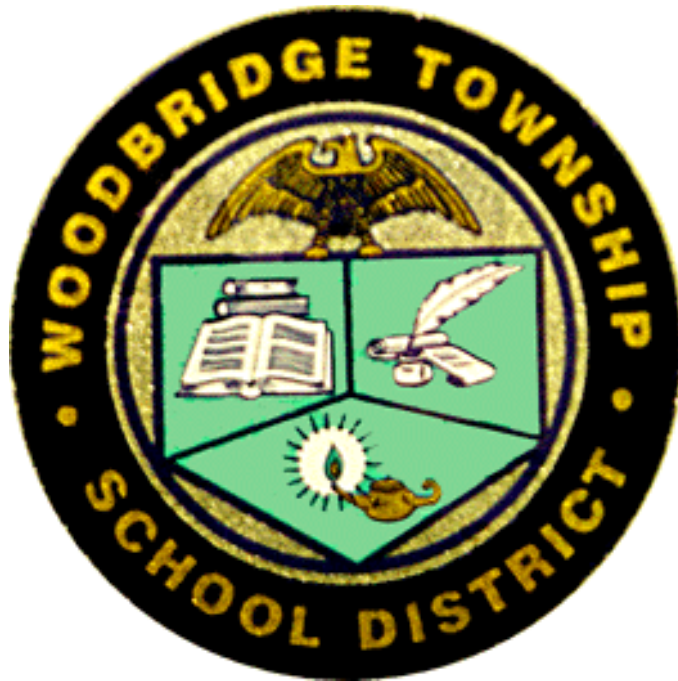


2020-2021

PROGRAM OF STUDIES

MIDDLE SCHOOL



**Avenel Middle School
Colonia Middle School
Fords Middle School
Iselin Middle School
Woodbridge Middle School**

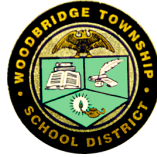
**PROGRAM OF STUDIES
MIDDLE SCHOOLS
2020-2021**

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WOODBIDGE TOWNSHIP SCHOOL DISTRICT
P. O. Box 428, School Street
Woodbridge, NJ 07095
732-750-3200

www.woodbridge.k12.nj.us



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Board Attorney

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Assistant Superintendent for Human Resources

JULIE BAIR
Director of Special Services

BRIAN WOLFEMAN
Business Administrator/Board Secretary

WOODBIDGE TOWNSHIP MIDDLE SCHOOLS

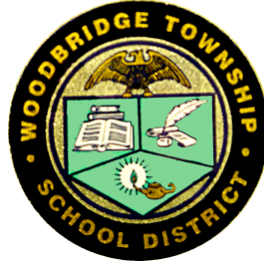
AVENEL MIDDLE SCHOOL
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Counseling Department
596-4073

COLONIA MIDDLE SCHOOL
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FORDS MIDDLE SCHOOL
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Dr. James Parry, Principal
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ISELIN MIDDLE SCHOOL
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WOODBIDGE MIDDLE SCHOOL
Barron Avenue – Woodbridge
Dr. John A. Crowe, Principal
602-8690
Counseling Department
602-8690



VISION STATEMENT

The Woodbridge Township School District seeks to engage the entire community in instructing and inspiring our students to be successful and significant beyond our classrooms.

MISSION STATEMENT

Our mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to make positive contributions to the global society. We are committed to engaging all members of the community in the process of providing a learning environment that fosters interdependence, embraces change and values diversity.

CORE BELIEFS

- Great teachers = continuously effective, engaging instruction = increased student achievement.
- All children can learn, but learning takes effort.
- Every lesson should be a positive learning experience for every child.
- Every child deserves our best every day.
- We are here to help children.
- We need to give our children what they need.

A MESSAGE TO ENTERING STUDENTS
AND THEIR PARENTS/GUARDIANS

Dear Students and Parents:

The Woodbridge Township School District is dedicated to making your educational experience rewarding and positive. We are here to help you. We have published this manual in an effort to answer any questions you may have about our programs, our curriculum and our philosophy.

Please review this manual and refer to it when selecting courses and/or making educational decisions. Although we have tried to address as many concerns as possible, we would encourage you to maintain open lines of communication with your teachers, counselors and administrators.

On behalf of the Woodbridge Township School District Administration and Board of Education, I wish you the best of luck and great success in our schools.

Sincerely,

Robert Zega, Ed.D.
Superintendent of Woodbridge Schools

OUR DISTRICT PHILOSOPHY

The Woodbridge Township School District Educational Philosophy is simple: great teachers that provide continuously effective and engaging instruction will improve student achievement. This is true for all levels of schooling, from pre-K to grade 12 and beyond.

Recognizing that the ultimate goal is student achievement, we believe that the two components that the district needs to provide are 1) great teachers and 2) continuous, effective, engaging instruction.

The person delivering the classroom instruction has the largest impact on not only how much the students learn but how enjoyable they consider the class. Objective and subjective measures indicate that great teachers provide the best instruction. We will continuously recruit, retain and train the best of the best teachers.

Instruction that is continuously effective and engaging is a result of the teacher, the curriculum and the instructional resources, including the reference materials, classroom setting and available technology. We are dedicated to providing the finest available tools for our teachers.

Student achievement will be determined in a variety of ways. Students need to be initially assessed at their own levels, but they will be held to high standards of performance and continuous improvement. We will make constant assessments and comparisons for our children using a wide range of measurements.

Our focus at all levels is career readiness. This means our graduates will not only be proficient as measured by the New Jersey Student Learning Standards, but in addition, they will have skills that enable them to succeed at their careers. These skills include communication, collaboration, problem-solving and technological literacy. If a graduate's career choice involves additional schooling, such as college or trade schools, they will have had years of preparation to enable them to compete for placement at superior schools and to be eligible for merit scholarships. If their career choices involve immediate entry into the workforce, our graduates will be prepared to enter the field of their choice with an advantageous skill-set.

MIDDLE SCHOOL PHILOSOPHY AND GOALS

PHILOSOPHY

The Woodbridge Township School District recognizes the uniqueness of the transitional period of adolescence and will attempt to provide opportunities to meet the needs of the adolescent student. It is our desire to provide learning experiences whereby all students may experience success.

Each student shall have the opportunity to grow in self, in personal discipline, in citizenship, and in academic and social skills through diversified educational experiences.

GOALS

The middle schools are designed to . . .

- assist students to understand and cope with changes occurring within themselves during this period of growth and development.
- develop positive attitudes towards learning.
- provide opportunities for each student to grow and develop according to her/his own unique abilities.
- emphasize the learning process and the joy of learning.
- provide for the cultivation of creativity.
- provide for the personal growth and development of each student.
- provide students with opportunities to explore potential careers.
- foster an understanding of human differences and develop a respect for others.
- help students become responsible members of school and society.

THE MIDDLE SCHOOL PROGRAM

The middle school concept in the Woodbridge Township School District's secondary schools offers an exciting challenge to provide more relevant educational experiences for the adolescent student, one who is making the transition from childhood to early adolescence. The secondary middle school program is a unique program adapted to meet the needs of these students and provides the widest range of intellectual, social and physical experiences for these students. The middle school program provides a smooth transition between the elementary school and high school while allowing for the physical and emotional changes taking place due to adolescence. Within this framework, opportunities for exploration and development of fundamental skills needed by all, while making allowances for individual learning patterns, is provided for all students involved in the middle school program.

The middle school program described in this booklet attempts to provide the learning experiences geared to the unique needs of the adolescent student.

CODE OF STUDENT CONDUCT

The Woodbridge Township Board of Education has adopted a Code of Conduct as the basic disciplinary policy and procedures for the Woodbridge Township public school district. This policy emphasizes that the achievement of discipline and a positive learning environment in our schools begins with all involved students, parents and staff having knowledge and understanding of the standards for acceptable conduct and procedures for dealing with disciplinary problems.

A positive school environment is one which consists of order and discipline. As a working definition, order and discipline may be described as the absence of distractions, friction and disturbances which interfere with the optimum functioning of the student, the class and the school. It is also the presence of a friendly, yet businesslike rapport in which students and school personnel work cooperatively toward recognized and accepted goals.

Order and discipline are best thought of as being positive, not negative; of helping a student to adjust; of turning unacceptable conduct into acceptable conduct.

The Code recognizes the need for cooperation among students, parents and educators. This cooperative relationship is exemplified by the following:

A responsible student who . . .

- respects constituted authority, which includes not only obedience to school rules and regulations, but also conforms to the laws of the community, state and nation.
- reflects respect and consideration for the personal and property rights of others and has an understanding of the need for cooperation with all members of the community, state and nation.

A responsible school in which the professional staff . . .

- exhibits an attitude of respect for students that has a positive influence in helping students develop good citizenship traits.
- maintains an atmosphere conducive to good behavior.
- encourages the use of appropriate counseling procedures.
- plans a flexible curriculum to meet the needs of all students.

Code of Student Conduct - continued

- promotes effective teaching/learning of discipline based upon a fair and impartial treatment of all students.
- develops a satisfactory working relationship among staff and with students.
- endeavors to involve the entire community in order to improve the quality of life therein.

A home condition which . . .

- assumes the primary responsibility for the discipline of the child.
- acknowledges the child's responsibilities and obligations in the school as well as in the community.
- encourages the cooperation of parents with school authorities, and the participation of parents in conferences regarding the behavior, health and/or academic progress of their children.

EXTRACURRICULAR ACTIVITIES

In keeping with the district's philosophy and Plan for Excellence, specifically to provide "specialized and individualized educational experiences that will meet the needs and potential of every student," the middle schools provide a wide variety of interest club activities and athletic programs.

The extracurricular program in each of the middle schools includes several clubs and activities. Clubs and activities reflect student interest and, as a result, may change from time to time and differ from school to school.

In addition to organized club activities, students have an opportunity to participate in student council, band, choir or chorus, peer mediation, and the school newspaper.

The athletic programs include intramural clubs along with competitive teams in baseball/softball (Fall), basketball (Winter), bowling (Winter), volleyball (Spring), and Cross-Country (Spring). These teams will play the other middle schools in the district.

GIFTED AND TALENTED PROGRAM

Enrichment – STEAM Integration

Students who meet the District criteria for the Gifted and Talented Enrichment – STEAM Integration Program are scheduled for classes with a G & T teacher at the middle school. Students are responsible for work missed in their regularly-assigned classes during those periods/blocks. The G & T middle school Enrichment Program's emphasis is understanding, exploring, and researching giftedness, leadership, community service, and STEAM (Science, Technology, Engineering, Arts & Mathematics) interaction within the humanities. Eighth graders will also complete an extensive research project of their own choosing entitled "Convocation," in which the teacher will act as facilitator and students are expected to self-manage. Students will formally present this project to their gifted peers. Periodically, students may participate in field trips to places of interest in the community, or attend performances in nearby towns, and may view/discuss movies pertaining to their subject matter.

Arts

The Gifted and Talented Arts component (Music, Theatre Arts/Creative Writing and Visual Arts) is for artistically talented middle school students who meet the district criteria for the G & T Arts Program. Students who qualify are scheduled for, and transported to, 2-hour classes which meet approximately every two weeks at Avenel Middle School. Students are responsible for work missed in their regularly-assigned classes during these times. The young visual artists, musicians, actors, and writers not only create and master the skills needed to perfect their visual art, music (vocal and instrumental), theatre arts and writing talents, but also reach the high standard necessary for communication to audiences.

ESL (for English Language Learners)

Any student based on the Home Language Survey process who meets State requirements must be assessed with the district placement test, WIDA Screener. If they score below the state WIDA Standards levels of proficiency, they are identified as ELL (English Language Learner) and required to enroll in the ESL Course. The course introduces newcomers to life in the United States with relevant information at an accessible reading level. It is also designed to meet the needs of English Language Learners at a beginning, early intermediate, intermediate, and advanced English level. The content of this course includes language instruction, content-related areas topics, and New Jersey Student Learning Standards. The course is designed on the WIDA “Can-Do” descriptors explaining what can be expected of students at the various levels of English language proficiency, as well as ELL (English Language Learners) scaffolded Student Learning Objectives.

ELLs in middle schools may receive Pass/Fail in core subjects if they are Tier A Students for year one only. ELLs who are Tier B/C students will receive standard grades based on assignments that are modified as per student’s language proficiency levels.

There are no separate bilingual classes at the secondary school level.

COUNSELING DEPARTMENT SERVICES

The middle school counseling department provides a variety of services for students, parents and teachers. Each student is assigned a counselor upon entering the middle school. Counselors are available to serve student interests and needs and to help make the necessary adjustments of school life. To assure a smooth transition from school to school, orientation sessions are provided.

Through the various standardized tests given, data is gathered concerning student levels of achievement, abilities, aptitude and/or career interests. Counselors are available to interpret this information to students, parents, and teachers. Based upon student abilities, interests, future goals and realistic needs, counselors will help students select the best possible courses for the next school year.

Career information, vocational information files and audio-visual career awareness materials are available through counselors to assist with future plans.

In addition, the counselors work closely with all specialized personnel in the school and the community in order to meet the educational and social needs of the students they serve. Services of outside agencies are recommended to parents when appropriate. Parents are encouraged to contact their child's counselor whenever they deem it necessary.

MEDIA CENTER

All schools have access to electronic databases that support the school curriculum and aid in the development of effective users of ideas and information and life-long learners.

THE GRADING SYSTEM

The school year is divided into four marking periods. At the end of each marking period report cards are issued with the following system being used:

MARK	MEANING	EQUIVALENT	MARK / MEANING
A+ =	Performance significantly above standard	98-100	X - Probation
A =	Performance significantly above standard	95-97	I – Incomplete
A- =	Performance significantly above standard	92-94	J – Withdrawn, Passing
B+ =	Performance above standard	89-91	E – Withdrawn, Failing
B =	Performance above standard	86-88	P – Pass
B- =	Performance above standard	83-85	L – Loss of credit
C+ =	Performance at standard	80-82	Z – Student has health
C =	Performance at standard	77-79	
C- =	Performance at standard	74-76	
D+ =	Performance below standard	71-73	
D =	Performance below standard	68-70	
D- =	Performance below standard	65-67	
F =	Performance significantly below standard (failing)	64 and below	

During the marking periods, when students are in danger of failing, interim reports will be entered by the teachers and can be accessed through parent access.

HOMEWORK

Homework is any activity assigned to extend classroom learning outside of class. Since learning is a continuing process that begins in the classroom under the direction of the teacher and continues at home with meaningful follow-up activities, homework is an integral part of the learning process. The teacher, the student, the parent, and the school administrator are all partners in this process. The following regulations have been established to guide each of the members in this partnership to ensure the success of the learning experience.

The Student

The student should:

- complete and turn in on time all assignments to meet the announced deadlines.
- complete and turn in make-up work within the prescribed time limit when absent from school.
- understand the nature of the assignment and how it relates to other classroom activities; if necessary, ask questions for a clearer understanding of the assignment.
- manage her/his time so that all assigned tasks will be completed and that there will be time for review of the day's classroom activities as a preparation for the next day's activities.
- work each day, or regularly, towards the completion of longer term assignments so that they may be finished by deadlines.
- realize that homework is not limited to written assignments. Reading assignments must also be completed in preparation for the next day's activities.
- seek help for problems encountered in the completion of homework by consulting the school counselor.

The Parents

Since the family's attitude towards learning is so vital to the academic success of a student, the parents should:

- create a positive attitude in the home towards school and homework.
- be aware that homework is given and that the child is responsible for its completion.
- establish a regular daily routine for homework by providing the time, place and proper environment.
- become aware of the homework expectations of their child's teachers.
- follow up by contacting the school in cases of lack of assignments or poor grades.

The Teacher

The teacher will:

- have a definite educational purpose in assigning work.
- Clearly explain assignments in a manner that enables all students to work independently.
- Encourage students to note or list assignments carefully.
- Correct, evaluate, record, and return assignments promptly.
- Encourage students to meet deadlines and to maintain standards of neatness, completeness, and accuracy.
- Encourage students to budget and use time effectively.
- Give recognition for outstanding work.

HONOR ROLLS

To be placed on the academic honor roll for the marking period, a student must achieve a mark of at least a B (includes B-) in each course.

LENGTH OF COURSES

Courses on the middle school level may be for a full school year, a semester or a cycle.

A full year course is one which meets daily for a full school year.

A semester course meets daily for a half year.

Cycle courses meet daily for one marking period of approximately nine weeks duration.

ATTENDANCE

In order to give each student the maximum opportunity to learn and in compliance with the attendance laws of the State of New Jersey as set forth in N.J.S.A. 18A:38-25 & 26, students are required to regularly attend school.

*Excessive absences from school or classes for any reason (with the exception of school sponsored activities administratively approved) will result in No credit for courses in which students are enrolled.

***Loss of credit shall occur in all courses for absences which exceed 16 days in a full year course and 8 days for all semester block courses.**

REQUIREMENTS FOR PROMOTION

In order for a middle school student to be promoted to the next grade, the following criteria shall be met:

1. Sixth grade students who have satisfactorily completed curriculum requirements shall be promoted to the next grade level on recommendation of the classroom teacher.
2. The seventh grade student must pass Language Arts, Mathematics, Science and Social Studies.
3. The eighth grade student must pass Language Arts, Mathematics, Science, and Social Studies.

Students in grades 6, 7 or 8 who fail Language Arts and/or Mathematics for the year will be required to attend Summer School to be promoted to the next grade.

The student must comply with the Attendance Policy #5113 and Regulation #5113a established for the district.

SIXTH GRADE

The curricular program on the sixth grade level consists of the following courses:

- Language Arts•
- Mathematics•
- Science•
- American History and Government •
- Health, Safety and Physical Education•
- World Language Survey•
- Visual and Performing Arts and/or
21st Century Life and Careers•*

- Mandatory

- ***Students will be assigned to Instrumental Music classes on an individualized basis in accordance with their interests and abilities.**

SEVENTH GRADE

The curricular program on the seventh grade level consists of the following courses:

- Language Arts•
- Civics•
- Mathematics•
- Health, Safety and Physical Education•
- Science•
- World Languages (required to take one semester)•
- Visual and Performing Arts and/or
21st Century Life and Careers•*

- Mandatory

- ***Students will be assigned to Instrumental Music classes on an individualized basis in accordance with their interests and abilities.**

EIGHTH GRADE

The curricular program on the eighth grade level consists of the following courses:

- World History I•
- Language Arts•
- Mathematics•
- Health, Safety and Physical Education•
- Science•
- World Languages (required to take one semester)•
- Visual and Performing Arts and/or
21st Century Life and Careers•*

- Mandatory

- ***Students will be assigned to Instrumental Music classes on an individualized basis in accordance with their interests and abilities.**

DESCRIPTION OF COURSES

SIXTH GRADE

Grade 6 Language Arts

The Grade 6 Language Arts program is a comprehensive literacy program that helps students become stronger readers, writers, and thinkers so they are better prepared for college, careers, and beyond. The program provides a scaffolded approach to instruction, enabling students to build a solid literary foundation that is necessary for success in college and careers. Writing, speaking and listening, and vocabulary are integrated throughout with skill instruction that takes students to the next level of mastery. Writing workshops will help students develop their skills in the areas of research argumentative writing, informative/explanatory writing, and narrative. Critical thinking skills will be included in daily instructional activities that foster a strong reading/writing connection and advance students' ability to cite textual evidence. Various assessment pieces will provide students the opportunity to show proficiency of the New Jersey Student Learning Standards, in the areas of Literature, Informational Text, Writing, Speaking and Listening, and Language.

Honors Grade 6 Language Arts

The Accelerated Grade 6 Language Arts class provides a challenging environment for those students who have demonstrated strong reading, writing, speaking, listening and language skills. This program provides students with the opportunity to read challenging texts, which will enable students to build a solid literary foundation that is necessary for future academic success. Writing, speaking and listening, and vocabulary are integrated throughout with rigorous, robust skill instruction that takes students to the next level of mastery. Writing workshops will help students develop their skills in the areas of research, argumentative writing, informative/explanatory writing, and narrative. Critical thinking skills will be included in daily instructional activities that foster a strong reading/writing connection and advance students' ability to cite textual evidence. Various assessment pieces will provide students the opportunity to show mastery of the New Jersey Student Learning Standards, in the areas of Literature, Informational Text, Writing, Speaking and Listening, and Language.

SEVENTH GRADE

Grade 7 Language Arts

The Grade 7 Language Arts program is a comprehensive literacy program that helps students become stronger readers, writers, and thinkers so they are better prepared for college, careers, and beyond. The program provides a scaffolded approach to instruction, enabling students to build a solid literary foundation that is necessary for success in college and careers. Writing, speaking and listening, and vocabulary are integrated throughout with skill instruction that takes students to the next level of mastery. Writing workshops will help students develop their skills in the areas of research argumentative writing, informative/explanatory writing, and narrative. Critical thinking skills will be

included in daily instructional activities that foster a strong reading/writing connection and advance students' ability to cite textual evidence. Various assessment pieces will provide students the opportunity to show proficiency of the New Jersey Student Learning Standards, in the areas of Literature, Informational Text, Writing, Speaking and Listening, and Language.

Honors Grade 7 Language Arts

The Accelerated Grade 7 Language Arts class provides a challenging environment for those students who have demonstrated strong reading, writing, speaking, listening and language skills. This program provides students with the opportunity to read challenging texts, which will enable students to build a solid literary foundation that is necessary for future academic success. Writing, speaking and listening, and vocabulary are integrated throughout with rigorous, robust skill instruction that takes students to the next level of mastery. Writing workshops will help students develop their skills in the areas of research, argumentative writing, informative/explanatory writing, and narrative. Critical thinking skills will be included in daily instructional activities that foster a strong reading/writing connection and advance students' ability to cite textual evidence. Various assessment pieces will provide students the opportunity to show mastery of the New Jersey Student Learning Standards, in the areas of Literature, Informational Text, Writing, Speaking and Listening, and Language.

EIGHTH GRADE

Grade 8 Language Arts

The Grade 8 Language Arts Curriculum is a skills-based curriculum that infuses both nonfiction and fiction to teach and reinforce reading and writing skills and strategies. Readings and writing activities are provided as a means for practicing and reviewing the use of skills and strategies presented to students by their teachers. The course centers around the New Jersey Student Learning Standards and will require students to read and analyze diverse, complex texts, and respond in a variety of formats. The curriculum seeks to challenge students while also offering scaffolding and differentiation in order to aid all students in being successful. The Grade 8 Language Arts curriculum, through the skills and strategies instruction, provides students with the knowledge they need to be independent and proficient readers and writers by bridging the gap between traditional and digital learning. These two learning environments work in tandem to ensure individual student achievement. The digital curriculum will encourage advancement in skills necessary for college and career readiness by having students participate in a variety of integrated, student-centered, interdisciplinary activities. Throughout the course, writing, listening, grammar, usage, and mechanics skills will be fostered within the context of the text.

Honors Grade 8 Language Arts

The Grade 8 Language Arts Honors course is designed to meet the needs of those students who have demonstrated exceptionally strong reading, writing, speaking, listening, and language skills. The course centers around the New Jersey Student

Learning Standards and will require students to read and analyze diverse, complex texts, process information efficiently, examine ideas critically, and express themselves effectively in the real-life worlds of study, work, and leisure and speaking. The curriculum pairs nonfiction to fiction allowing for a framework of analysis; while, multimedia resources bolster the unit by providing current, relatable and relevant material to assist with students in gaining a deeper understanding. Research and synthesis skills will be reinforced, with a special emphasis on citing textual evidence and establishing habits of close reading. The Grade 8 Language Arts Honors curriculum, through the skills and strategies instruction, provides students with the knowledge they need to be independent and proficient readers and writers by bridging the gap between traditional and digital learning. These two learning environments work in tandem to ensure individual student achievement. The digital curriculum will encourage advancement in skills necessary for college and career readiness by having students participate in a variety of integrated, student-centered, interdisciplinary activities. Throughout the course, writing, listening, grammar, usage, and mechanics skills will be fostered within the context of the text.

Digital Literacy (DigLit)

Digital Literacy is defined as a demonstrated ability to use technology to access, manipulate, evaluate, use and present information. This course is designed to provide students with entry-level experience with practical applications through hands-on use of word processing, presentation, database, Internet, and specific applications for education. The impact of computers on society and ethical issues are presented through Digital Citizenship lessons. This course seeks to teach the fundamentals of using an electronic device for personal and academic needs, including online learning and sharing. A digitally literate student will be able to understand why technology and its uses are an important force in our society. Additional resources and supplements have been provided for teachers to use when modifications are needed.

Journalism

Journalism offers students the opportunity to study journalistic techniques through different mediums of communication. Students will learn by creating an online newspaper that serves the needs of the school and also bridges the gap between the school and community. The course will emphasize the importance of editing, formatting, interview techniques, utilizing technology for communication, photography, photo-editing, and social media branding. Students will use all of these skills to create publications for the school.

The 21st Century Life and Careers curricula offer electives to sixth, seventh and eighth grade students in Technology and/or Foods/Nutrition.

Grade 6 Technology

This course is designed to familiarize students with the computer and the features of different desktop applications. Upon completion of the course, students will be educated about Internet safety, social media and the Internet's influence in today's society. Students will be introduced to basic computer terminology. Students will have an understanding of basic word processing, spreadsheet, presentation programs and commonly used keystroke shortcuts. With a working knowledge of the keyboard, students will be able to utilize the above skills while completing other class assignments.

Middle School Technology – Grades 7 & 8

The students enrolled in this course will expand their basic knowledge of computers, hardware, software, and specific desktop applications, including spreadsheets, word processing, and multimedia presentations. Students will learn how to apply desktop applications based on desired outcomes. Since computers have a major influence on our culture and the economy, the content of this course will not only prepare students to meet the New Jersey Grade 8 Tech Literacy requirements but will teach them how to safely navigate and effectively conduct research on the ever-expanding World Wide Web. By the end of grade 8, students will be assessed on their technology literacy skills as per New Jersey Technology proficiency requirements.

iLearn

In this 7th Grade class, students will be exposed to iMacs and the OS operating system in the newly designed MS media centers. In this class they will attain the following skill sets:

- 1) ability to navigate the OS operating system with ease.
- 2) handoff of documents from iPads to iMacs and back, allowing for seamless work on documents.
- 3) Certification of students in basic computer navigation skills including facetime, email account creation, making bookmarks for saving websites, internet search parameters.

Students will teach computer training classes for Senior Citizens at the Evergreen Center in Colonia. The Evergreen Senior Programs Director will coordinate bi-monthly classes for groups to come and learn how to use the devices and programs. These classes will be taught by the students in the class who the teacher has "certified" as student instructors and able to teach others.

Learn to Code

In this 8th Grade class, students will utilize their iPads to learn fundamental coding concepts. This introductory one-semester course is designed to help students build a solid foundation in programming fundamentals using Swift as the language. Students get practical experience with the tools, techniques, and concepts needed to build a basic iOS app. App Design lessons take students through the process of designing an app, including brainstorming, planning, prototyping, and evaluating an app of their own.

The New Jersey Statutes, Title 18A: 35-5 indicates that “each board of education shall conduct as part of the instruction in the public schools courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments.”

The Health, Safety and Physical Education program is described below for each of the three grade levels.

Health and Safety

SIXTH GRADE

Topics addressed by the sixth grade health curriculum are: growth and development, nutrition education, mental health, drug education, safety and first aid, the family, and communicable diseases including HIV education. A major focus of the health program is to provide students with the information they need to make wise decisions about their health.

SEVENTH GRADE

In addition to growth and development and nutrition, the seventh grade health students study about the inter-relationship of mental, physical and social health. In safety education, they learn about accident prevention, fire safety and first aid for life-threatening emergencies. While studying about communicable and non-communicable diseases, students will examine the effects of AIDS on the immune system. In the “Skills for Adolescence” unit, they study about responsibility, decision-making, improving peer relations and drug abuse prevention. As students approach their teen years they are required to learn about safe dating. In the seventh grade they will learn about dating violence, its patterns, types of digital abuse, and how to end it. While increasing their understanding of teen dating abuse, students will learn how to engage in healthier approaches to dating relationships and conflicts.

EIGHTH GRADE

The health program in eighth grade will explore drug education, and communicable diseases, with a unit centering on the appreciation of life. In drug education, students learn about the effects of drugs on the body, chemical dependency, making friends and dealing with peer pressure. The communicable disease control unit stresses disease prevention. In family life units, students focus on adolescent changes and responsible decision-making. The emphasis of this course is on the prevention of disease and the promotion of wellness.

Addendum Notification – (Health 6, 7, 8)

Supplementation to all three levels of the Health curriculum has been added to address Suicide Prevention, Nutrition Education, and Social and Emotional Learning (SEL).

The Suicide Prevention addendum covers topics such as social and emotional health, anxiety, phobias, panic disorders and depression; cultural influences in dealing with crisis and change.

The Nutrition Education addendum supports the district's Wellness/Nutrition Policy by covering topics such as how to develop healthy eating patterns and maintain a healthy weight. It teaches the students how to design and evaluate their own personal nutrition plans through the use of current dietary recommendation, resources and trends from a variety of approved sources. The curriculum analyzes the Big 5 Method of Making Healthy Choices, which includes move and play more, reduce screen time, re-think your drink, right size your portions and enjoy more fruits and vegetables.

Over the past several years the drugs of choice for abuse have changed, necessitating the need to update how we discourage drug abuse. These "current" drugs of choice encompass not only illegal drugs, but prescribed ones as well, including pain medications and anti-anxiety/depressants.

The Social and Emotional Learning (SEL) addendum addresses the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

Erin's Law is an addendum that covers sexual abuse. It is a state mandated addition named after "Erin", a girl who endured sexual abuse. All grade levels are covered, including age appropriate lessons covering trust, identifying parts of the body that are considered private, handling relationships, consensual sexual relations, etc.

Physical Education

The middle school Physical Education program instills in students the knowledge, skills and attitudes that will prepare and encourage them to engage in appropriate physical activity throughout their lifetimes. There is a gradual transition from the basic lead-up activities of the elementary experiences to more skill-oriented programs. Encouraging the motivation and desire to keep oneself physically fit and at the same time, creating an interest and knowledge necessary for lifelong physical activity, is the key objective of the middle school program.

Since Physical Education is a laboratory type of experience, the student needs to be present and participating to gain the objectives of the course. In accordance with this philosophy, the student's grade will be based on his/her participation, as well as their skill level and cognitive knowledge of the concepts covered. Among the activity units available are: Fitness Activities, Dance, Individual and Dual Sports, Recreational and Lifetime Activities, Outdoor Education, and Team Sports.

The middle school mathematics program consists of many strands involving number sense/concepts and applications, spatial sense and geometry, data analysis/probability/statistics and discrete mathematics, and patterns/functions and algebra. The program's goals are to help students develop an understanding of mathematical concepts, become proficient in mathematical skills, and develop thinking skills necessary to solve meaningful mathematical problems. Appropriate use of technology and career information is integrated throughout the program. Students will meet the middle school personal financial literacy requirement by completing one of the following EverFi online programs: Grade 6 "Vault", Grade 7 "Future Smart" and Grade 8 "NFTE Venture".

SIXTH GRADE

Mathematics – Grade 6

In this course, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. This course is the first in a three-year middle school math program, using Mathematics Grade 6 and is aligned to the New Jersey Student Learning Standards.

Honors Math – Grade 6

This course is for students who consistently perform at an exceptionally high level in mathematics and have demonstrated a high level of interest in the subject. This course will give students a strong foundation in algebra while also preparing them for the future study of geometry, probability, and data analysis. The clearly written lessons make even difficult math concepts and methods understandable by providing numerous examples illustrating the steps. Each lesson's exercise set includes a wide variety of exercises, ranging from basic exercises that help students develop and practice skills to challenging exercises that involve logical reasoning and problem solving.

This course focuses on developing mathematical knowledge, understanding, and skill along with an awareness and appreciation for the connections between mathematical concepts, between mathematics and other disciplines, and between mathematics and life in the real world. The course consists of the following topics as per the model curriculum: The Number System, Expressions and Equations, Ratios and Proportions, Statistics and Probability, and Geometry. Students will be exposed specifically to algebraic reasoning, applying rational numbers, collecting, displaying and analyzing data, geometric figures, graphs, integers and rational numbers, measurement and geometry, multi-step equations and inequalities, percent, probability, and proportional relationships.

SEVENTH GRADE

Mathematics – Grade 7

The Grade 7 Mathematics course focuses on developing mathematical knowledge, understanding, and skill along with an awareness and appreciation for the connections between mathematical concepts, between mathematics and other disciplines, and between mathematics and life in the real world. The course consists of the following topics as per the model curriculum: The Number System, Expressions and Equations, Ratios and Proportions, Statistics and Probability, and Geometry. Students will be exposed specifically to algebraic reasoning, applying rational numbers, collecting, displaying and analyzing data, geometric figures, graphs, integers and rational numbers, measurement and geometry, multi-step equations and inequalities, percent, probability, and proportional relationships.

Honors Pre-Algebra – Grade 7

The Honors Pre-Algebra Grade 7 course is designed to develop mathematical knowledge, understanding, and skill along with an awareness of, and appreciation for, the connections between mathematical strands, between mathematics and other disciplines, and between mathematics and life in the real world. This course is for students who consistently perform at an exceptionally high level in mathematics and have demonstrated a high level of interest in the subject. The topics which are included in the Honors Pre-Algebra Grade 7 course of study are essential building blocks which will provide a strong mathematical foundation and will also enable students to prepare for the Honors Algebra course in Grade 8.

EIGHTH GRADE

Mathematics – Grade 8

This Grade 8 Math iTunes U course is introduced and organized around formulating and reasoning about expressions and equations, solving linear equations and systems of equations and graphing equations in function form. Additionally, concepts of functions and using functions to describe quantitative relationships, analyzing two and three dimensional space and figures using distance, angle, similarity, congruence and understanding and applying the Pythagorean Theorem will be introduced. As students learn about each family of functions, they will learn to represent them in multiple ways—as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions and data analysis in order to solve problems arising from those situations. The Grade 8 Math curriculum includes numerous examples and project-based activities involving core concepts. Technology support will be available through mediums including online videos, digital presentations and interactive technological student interfaces. Students will access this Grade 8 Math iTunes U course through a Woodbridge Township School District supplied iPad as part of a Grade 8 Math student 1:1 technology device initiative. This technology will allow students to not only remember and understand math concepts but allow them to apply, analyze, evaluate, and create using the math concepts they have learned.

The course content fully addresses the standards of national organizations such as the National Council of Teachers of Mathematics, the National Assessment of Educational Progress, and the New Jersey Student Learning Standards Initiative.

Honors Algebra I – Grade 8

This course is for students who consistently perform at an exceptionally high level in mathematics and have demonstrated a high level of interest in mathematics. This Algebra 1 course utilizes the ALEKS web-based program and Google Suite for Education to enhance students' educational growth. The curriculum will thoroughly cover the following algebraic concepts: interpreting and evaluating functions, linear equations and graphs, inequalities, systems of equations and inequalities, exponents and exponential functions, simplifying polynomial expressions, factoring polynomials, solving and graphing quadratics, and finding probability, all of which are skills necessary for future mathematical success. Real world applications will be explored. Students will use graphing calculators for reinforcement and efficiency when determining graphs, linear regressions, intercepts, intersections, zeros, intercepts, and vertices.

Along with daily instruction, practice, and assessments, the Algebra 1 digital curriculum includes graphing calculator activities, project labs, concept extensions, student misconceptions, and SAT prep. Technology support will be available through mediums such as online videos, Google slide presentations, and interactive technological student interfaces. Students will be able to access this curriculum through their Chromebook or iPad, supplied by the Woodbridge Township School District, as part of the 1:1 technology device initiative. Implementing this technology will allow students to understand and retain math concepts, and have the ability to apply, analyze, evaluate, and create.

The course content fully addresses standards of national organizations such as the National Council of Teachers of Mathematics, the National Assessment of Educational Progress, and the New Jersey Student Learning Standards Initiative. Students who successfully complete this course will be adequately prepared for the New Jersey Algebra I end of course assessment and future placement in Honors or R track high school mathematics courses.

Accelerated Honors Math Program - Grades 7, 8

This program is designed for exceptional math students in the district. These select students are identified at the end of 6th grade. Students who are admitted into the program are required to complete an online PreAlgebra course during the summer. In 7th grade, they are enrolled in a traditional Algebra 1 Honors course. These students will further advance their mathematics skills in 8th grade by completing advanced high school coursework in a blended online format including but not limited to Geometry Honors.

Middle school science is essentially a problem solving program. Students are presented with problems to be solved using scientific methods and experimentation. While fundamental science concepts are presented, problem solving and science as a process are emphasized allowing students to function as scientists. Students' relationship to the physical universe and its effects on their existence is emphasized.

SIXTH GRADE

Sixth Grade Interactive Science Program is based on the "Understanding by Design" instructional model, essential differentiated instructional strategies, and is fully aligned with the 5E learning cycle. Students will investigate aspects of Science and Technology, Chemistry, Sound and Light, and Water and the Atmosphere. Laboratory investigations require students to collect, organize, and evaluate data so that they can draw conclusions and report their findings.

SEVENTH GRADE

The Seventh Grade Interactive Science Program is based on the "Understanding by Design" instructional model, essential differentiated instructional strategies, and is fully aligned with the 5E learning cycle. Students will investigate aspects of Cells and Heredity, The Diversity of Life, Ecology and the Environment, and Human Body Systems. Laboratory investigations require students to collect, organize, and evaluate data so that they can draw conclusions and report their findings.

EIGHTH GRADE

The Eighth Grade Interactive Science Program is based on the "Understanding by Design" instructional model, essential differentiated instructional strategies, and is fully aligned with the 5E learning cycle. Students will investigate Earth's Structure and Earth's Surface. In addition to traditional curriculum, students will explore Astronomy, Forces, and Motion through an iTunes University course developed specifically for the Woodbridge Township School District. Laboratory investigations require students to collect, organize, and evaluate data so that they can draw conclusions and report their findings.

Honors Science – Grade 8

This course is for students who consistently perform at a high level in science and have demonstrated a high level of interest as well as inquiry in the field of science. In addition to the Earth Science component of Grade 8 science, students will conduct independent scientific inquiries. This course will prepare them for Science Research classes in high school.

Project STEM – Grades 7 and 8

This program is comprised of project-based units, focused on engineering design. Students will have the opportunity to explore problem-solving in the following areas: Designing Prosthetic Devices, Designing Eco-Friendly Dams, Building for Earthquakes, Designing Space Vehicles, Designing Roller Coasters, and Designing a Water Purification System.

SIXTH GRADE

American History and Government

American History & Government is a survey course that intends to prepare students to live and be responsible citizens in an ever changing world. This course is designed to introduce students to the political, economic and cultural challenges, conditions and changes of the past that have contributed to our present-day society. Beginning with the Colonial period students will trace the major events that shaped America all the way through the Civil War and the Reconstruction Era. This course will teach continuity and change; respect for the rights and abilities of the individual, concern for the welfare of others and tolerance of differences among people. The following are incorporated in the units of study: economics, geography, literacy in social studies, the analysis of primary sources, and the history of the United States, New Jersey, and the World.

SEVENTH GRADE

Civics

The content of this course attempts to educate students so they can become responsible and active citizens—productive participants in the American democratic process. This course will introduce students to the fundamental components of civic life, politics and government in the United States. As technology makes the world seem smaller and as political and economic changes create a global climate where nations are dependent on each other, students will see that as citizens they have a responsibility to be informed about developments in other nations and the world. The 6th grade Civics curriculum offers students the core economic and political concepts needed to develop into informed, productive citizens. The objectives of this curriculum should be considered a guide meant to be complemented with an infusion of current events and rich activities to maximize academic enrichment.

EIGHTH GRADE

World History I

The World History I course was designed to provide students with a more in-depth study of World History, starting with the development of human civilization in prehistory to the age of global encounters in the 15th and 16th centuries. In 9th grade, students will further their study of World History, continuing with 16th century global encounters up to the contemporary world. Using one to one devices World History will be introduced through an iTunes University course designed specifically to engage students in the use of primary sources, web links, Apps, and other digital sources. The New Jersey Student Learning Standards and Frameworks for Social Studies were used as the basis for content selection and the development of suggested teaching strategies.

Honors World History

Honors World History is a challenging course that is meant to provide students with an expansive view of the history of the human world. This course is for the exceptionally

studious 8th grade student who is willing and eager to take on a rigorous academic program in preparation for taking the AP World History course in ninth grade. This class looks at the common threads of humanity over time – trade, religion, politics, society and technology – and investigates how these things have changed and continued over time in different places.

Biztown: Financial Literacy

Junior Achievement BizTown encompasses important elements of work-readiness, entrepreneurship, and financial literacy, providing students with a solid foundation of business, economics, and free enterprise education. Throughout the course, students use critical-thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise. Through daily lessons, hands-on activities, and active participation in a simulated community designed to support differentiated learning styles, students develop a strong understanding of the relationship between what they learn in school and successful participation in an economy.

Students in the middle schools having difficulty meeting the established curriculum can be served by a special education program. After evaluation and classification by the Child Study Team, the student can be provided with a special program designed to meet his/her educational needs. Prior to receiving special education services, a student's educational needs may be met as follows:

1. Referral to the Intervention & Referral Service.
2. Modified regular class to meet the student's educational needs.
3. Strategies are developed by classroom teachers and Child Study Team member(s) and/or the Intervention & Referral Service.

If a child is evaluated and classified by the Child Study Team, the following options may be provided to meet his/her educational needs:

1. Modifications in the General Education Classroom – Curriculum modifications and/or strategies are developed by the classroom teacher and Child Study Team members (before and after a child is classified) to accommodate a student's needs.
2. General Education classes and Resource Center Replacement Instruction - The student is assigned to the general education class and to a resource center teacher. The resource center teacher may provide services to the student in his/her area of difficulty in one or more of the following ways:
 - Pull Out Replacement – The resource center teacher instructs the student in the resource center in one or more subjects and is responsible for giving the report card grade.
 - In Class Resource – The general education class and resource center teacher are collaboratively involved in planning and implementing special strategies, techniques, methods and materials to address the learning styles of pupils with educational disabilities engaged in the general education classroom lesson. The responsibility for the curriculum and class lesson remains that of the general education class teacher while the resource center teacher provides assistance to the student through modifications in methods and materials of instruction to meet the students' goals. The student's grade is determined through collaboration between the general education teacher and the special education teacher.
3. Self-contained special education classes:
The special education teacher provides the content area academic program for students according to their Individual Educational Plan. Students may be mainstreamed in the general education class for any subject area when appropriate.

Art

The art program for the middle school reflects the specialized needs of students entering adolescence. Through art, students develop self-confidence, decision-making abilities and understanding of others, while exploring their own uniqueness and creativity.

SIXTH GRADE

The basic units of study explore the elements of art: color, line, shape, form and texture. The units address concepts, supporting vocabulary and principles of design. As students create, analyze, and respond to art, they will develop social interaction and problem-solving skills, strengthen their self-images, and develop respect for the ideas and artwork of others. Students will be provided with concepts, activities, and strategies mandated by the state in the New Jersey Visual and Performing Arts Student Learning Standards.

SEVENTH GRADE

This course is designed to develop an awareness of art as it influences daily life. The units are geared toward instilling sensitivity to one's self, others and the environment, as well as to the role art plays in our society. The student will be encouraged to express his/her own ideas and creativity through various art projects. Students will participate in activities which support the New Jersey Visual and Performing Arts Student Learning Standards.

EIGHTH GRADE

This eighth grade elective course builds upon the previous program, yet begins to provide the foundation for advanced art courses. The approach is a technical one. Students will be introduced to specific methods of improving the realism of their work and using new materials, as the emphasis switches from process to a product orientation. Students will experience a combination of the New Jersey Visual and Performing Arts Student Learning Standards and the New Jersey Student Learning Standards.

Art in 3D

This 3D Printing course will be designed to introduce students to the integration of both technology and fine arts using Principles of Design and Elements of Art. The positive and negative impacts of our society will be studied regarding the evolution of 3D Printing. Students will develop a working knowledge of the 3D printer, basic design concepts, composition, function, terms and develop skills to navigate through 3D modeling software. They will also be able to learn how to manipulate, modify, re-design and measure as they prepare a digital file to be printed on the 3D printer. This exploration of creativity and technology will provide a valuable hands-on experience with current and emerging technologies and promote the development of skill sets beneficial in preparing for the ever expanding and changing world we live in.

MUSIC

The emphasis of general vocal music at the middle school level is to provide students with a variety of musical experiences to further their connection to music in their daily lives and to give students the musical skills to achieve music competency that they can use to further interact with music. This course will develop skills through singing, listening, notating, playing, composing, analyzing, connecting, and performing music from various genres, time periods, and cultures. Students will be provided opportunities for growth and understanding in important musical elements such as melody, rhythm, harmony, form, expression, and music history through various mediums such as the voice, percussion instruments, pitched instruments, and GarageBand. In the music classroom, students will also develop critical thinking skills, ability to self assess, and work together with their peers on the art of making music together. The students will also have an opportunity to utilize technology as another source for their musical education. Students will use various compositional apps, programs and devices such as laptop/chromebooks, iMac's, and iPads.

SIXTH GRADE

In 6th grade general music the students will continue to read, write, perform, notate and improvise music using previously learned rhythms and notes. The students will learn even more rhythm and continue to develop their performance skills. Technology will also be utilized from time to time to reinforce their musical skills. Music history will also be part of the overall curriculum as well.

SEVENTH GRADE

In 7th grade students will continue to build on the skills that they learned in 6th grade but with a larger emphasis on world music history. They will learn about the history of west African drumming and learn to perform on authentic instruments using a supplemental text. A research project will also be required using the google apps on the internet.

EIGHTH GRADE

In 8th grade students will be spending time on Music History. They will learn “music of the decades” from the past previous century up to and including the 21st century. The students will continue to reinforce their musical skills through various composition activities as well as collaborative work too. The students will learn the concept of self-critique as well as the critique of a peer. All of these educational tools will have them fully prepared in the hopes the students to continue music in their high school years.

Instrumental Music

This course is designed for students in the sixth, seventh and eighth grades who wish to begin or continue their studies of band instruments. A bridge will be created between the basics of instrumental music learned in the elementary grades and the more advanced techniques needed for their high school experience. Emphasis is placed on basic skills, tonal production techniques, articulation and the concept of music theory. The students' musical knowledge and skills will continue to develop while fostering the love and

excitement of being part of a live musical performance. Students, based on their successful progress, will perform in scheduled concerts.

SIXTH GRADE

All Grade 6 students will be exposed to three languages on a rudimentary level during the course of a marking period. Students will learn about the geography, language, culture, and history of French, Spanish, and Chinese speaking countries in a ten week program. Using technology, print resources, Total Physical Response activities, and cooperative learning techniques, students will be able to sample three of the most widely used languages and rich cultures in the world. As students master map skills, make cultural connections and comparisons, learn core vocabulary, and experience cultural celebrations, they will become knowledgeable young learners with the ability to choose a suitable program of advanced language study in middle and high school. This innovative program is designed to foster skill development, language acquisition, and cultural sensitivity.

SEVENTH GRADE

All Grade 7 students will participate in a half-year World Language course, consisting of French, Spanish, or Chinese; each designed to support the New Jersey World Languages Student Learning Standards. Instruction will focus on two areas of study—communication and culture. Communication activities will engage the students in knowing how, when and why to say what to whom. Students will learn how to create and respond to simple phrases, questions, and sentences; describe people, places, and events with some detail; generate and respond to short messages; interact in social settings; express details of everyday lives; engage in original conversation and organize thoughts into oral speech. The cultural aspect of the course will encourage students to compare the customs of their own culture and the target culture; understand the role of stereotyping in prejudice and demonstrate an awareness of contributions made by men and women in diverse cultures.

EIGHTH GRADE

All Grade 8 students will continue to participate in a half-year World Language course, consisting of French, Spanish or Chinese; each designed to support the New Jersey World Languages Student Learning Standards. This is a continuation of the Grade 7 program, as instruction will again focus on communication and culture. Students will continue to learn the use of a second language in the real world, as well as learning about the cultures of people who speak French, Spanish or Chinese. This curriculum also serves as a preparation for a full block of World Language instruction at the high school level.

At the end of 8th grade students who demonstrate strong world language skills will be encouraged to take an exit exam that will allow them to be eligible to enroll in a level 2 World Language class upon entering 9th grade. Students who pursue this route will be encouraged to enroll in higher level World Language courses and participate in the District's biliteracy program.