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MIDLAND PARK SCHOOLS

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Peter Triolo, Vice President
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Christine Dell’Aglio  Nabil Eliya
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Superintendent of Schools

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Ann Marie Bruder
Director of Special Services

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Midland Park Jr./Sr. High School Principal

Jason Cata
Midland Park Jr./Sr. High School Assistant Principal

Michael Gaccione
Midland Park Jr./Sr. High School Assistant Principal
Aesthetic Director

Kathleen LoCascio
SHIP/HIP Principal

Peter Galasso
Highland School Principal

Danielle Bache
Godwin School Principal

Mission Statement

The Midland Park School District as part of a strong, dedicated community, provides its students with a comprehensive, adaptive education aligned to 21st century knowledge and skills needed for success in college and career. The district maximizes all resources to empower students to realize their individual worth and responsibility, with the expectation they achieve the New Jersey state standards at all grade levels.
DEPARTMENT DIRECTORS AND SUPERVISORS

Nicholas Capuano
Continuing Education, Social Studies, World Language, Art, and Guidance

Jason Cata
Science, Physical Education and Health, and Music

Michael Gaccione
Mathematics and Athletics

Ann Marie Bruder
Special Services
WELCOME!

Tell me and I’ll forget. Show me and I may remember. Involve me and I learn.

Benjamin Franklin

Midland Park Middle School serves students in grades 7 and 8 in a separate wing in the Junior Senior High School building. In this building, students may have more freedom than experienced before; however, with more freedom comes great responsibility.

Students are enrolled in English, math, science, social studies, physical education and health foreign language (French or Spanish), band or exploratory courses, and chorus (if interested).

Students in grades 7 and 8 eat lunch together during period 4 (10:42-11:30). Students are able to eat in the cafeteria and then use their time wisely to either get head start on their homework in the Media Center, or run around outside or in the gymnasium. Students who wish to be in chorus, may take the class during the first half lunch.

What makes Midland Park Middle School special a place is the team of administrators, teachers, and staff members who make students their number one priority. The Midland Park Schools staff works collaboratively with parents and community to figure out ways to best serve the students, for it is the students who are the future!

Roles of Administrators

Administrators are here to support the students and the community. Administrators are open to working with students and their families in order help foster a healthy and safe environment where students can come ready to learn.

Nicholas Capuano
Principal
Oversees academic careers of students in grades 7 through 12 and the physical building

Jason Cata
Assistant Principal
Attendance Administrator and Lead Disciplinarian

Michael Gaccione
Assistant Principal
Middle School Administrator Liaison
Middle School Athletics

Ann Marie Bruder
Director of Special Services at the District level; Office located at the Board of Ed
Oversees special services for students in all three buildings
Works very closely with Mr. Capuano, Mr. Cata, and Mr. Gaccione to support students with educational plans (IEP, 504, I&RS, ELL)

As students mature and progress through their education careers, the roles of administration change to fit the students’ needs.
THE TEAM APPROACH

The Philosophy
The Middle School uses the Team Approach when interacting and monitoring students’ academic, social, and emotional well-being. The Team Approach enhances communication among teachers, administrators, staff members, and parents. The 7th Grade and 8th Grade Teams participate in Team Meetings led by Mr. Gaccione.

The 7th Grade Team of Teachers is comprised of veteran teachers who are true masters of their subjects. The 7th grade is a transition period, students are new to the building and policies, but the teachers are here to help students adjust to their new surroundings and lay the groundwork for good study habits in order for them to be successful.

The 8th Grade Team of Teachers is comprised of enthusiastic teachers who take the love of teaching and love their subject to the next level where students are eager to learn. The teachers are tasked with preparing the students for the rigorous high school courses. These are the teachers who will be recommending students for either honors or college prep (CP) placement in the 9th grade.*

Guidance Counselors are the students’ counselors from grades 7 through 12, and serve as academic advisors. Guidance counselors may assist students with emotional and social concerns, as well. As class scheduling becomes more involved in high school, and students start transitioning to career and college planning, the guidance counselors’ roles becomes more defined.*

Many students may recognize the Student Assistance Counselor (SAC) from their time Highland School. The SAC’s primary office is in the middle school wing of the Midland Park Jr./Sr. High School. He helps students navigate the social and emotional woes of school and continues to work with students and families through middle school and high school.

*For more information on high school courses or career and college planning, please refer to the High School Program of Studies or the Guidance Website to review the College Planning Guide. Although the College Planning Guide may be geared to a year/graduating class with specific dates, it could provide some additional insight.
ACADEMIC POLICIES

Honors Placement
Seventh grade is the start of the Honors Program. Midland Park Jr./Sr. High School offers a honors classes for English and math in the middle school. These are rigorous courses and are designed to challenge the student. There is a higher standard of work and a certain expectation of maturity. The student should be interested and eager about being in the class. Please be aware of time management (i.e. extra-curricular activities). The 7th grade is a transition period, and taking honors classes will add to that adjustment.

Students must take the honors placement test given in the spring. In order to qualify to take the honors placement test, 6th graders must have a B+ in their current class. Seventh graders who are already in the honors program, and who have a B+, are automatically enrolled to the next honors level. Seventh graders who are not in the honors, but have a B+ may be eligible to take the honors placement test. Administration determines who qualifies for the honors classes based on students’ test scores as well as criteria they deemed appropriate.

In the 8th grade, students who are in the math honors class, are learning and studying the algebra I curriculum, and will be taking the algebra I NJSLA assessment in the spring.

Grading
There are four marking periods. The four marking periods make up 85% of the final grade.

Midterms Exams and Final Exams
Students are evaluated through midterm exams given at the end of the marking period 2 (semester 1), and a final exam in June. The midterm exam is worth 5% of the final grade and the final exam is worth 10% of the final grade.

Final Grade = [(Q₁ + Q₂ + Q₃ + Q₄) x (.85)] + [(E₁ + E₂) x (.15)]

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1 (Q1)</td>
<td>21.25%</td>
</tr>
<tr>
<td>Quarter 2 (Q2)</td>
<td>21.25%</td>
</tr>
<tr>
<td>Mid-Term Exam (E1)</td>
<td>5%</td>
</tr>
<tr>
<td>Quarter 3 (Q3)</td>
<td>21.25%</td>
</tr>
<tr>
<td>Quarter 4 (Q4)</td>
<td>21.25%</td>
</tr>
<tr>
<td>Final Exam (E2)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Grade (Y1)</td>
<td>100%</td>
</tr>
</tbody>
</table>

Exam Schedule
Midterms are given during the regular school day, during a 48 minute period. There is a specialized final exam schedule.
Letter grades will be determined by the following:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-97</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>65-69</td>
<td>D+</td>
</tr>
<tr>
<td>60-64</td>
<td>D</td>
</tr>
<tr>
<td>59-Below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Remediating Courses**
When a student does not pass a course, he/she may remediate the course through an approved summer school.

*Both grades will appear on the report card.*

**Grade Reporting**
Grades are reported at the end of each marking period. Grades are available on PowerSchool. Parents/guardians and students have access to PowerSchool.

**Incompletes**
When a student does not complete work missed for absence or other excused reasons, he/she will receive an incomplete for the marking period. The grade of an incomplete will only be assigned if coursework is not completed because of extenuating circumstances, i.e., illness, death in family.

The student is responsible to report to the teacher to seek the work he/she has missed.

Incomplete grades will not be given to students who choose not to complete the coursework by the end of the quarter.
SCHEDULING

The Role of the Guidance Counselor

Guidance counselors assist students in scheduling classes. The guidance counselor’s roles vary depending upon a student’s year in school and type of program. However, guidance counselors do not place students in honors classes without a teacher recommendation. When scheduling problems arise, the guidance counselor is available to help students and parents/guardians develop solutions.

Scheduling Timeline

January: Students go to the Media Center and select elective classes on PowerSchool that they are interested in taking

8th grade teachers make CP/honors recommendations for 9th grade courses

*Students should speak with their teachers about their placement for next year before recommendations are made*

February: Development of Master Schedule*

Spring: 7th grade students who qualify will take honors placement test for English and/or math (for 8th grade courses)

6th grade students who qualify will take honors placement test for English and/or math (for 7th grade courses)

Honors placement test for 6th grade students is organized by Mr. Galasso

End of May: 8th students’ preliminary schedules mailed home with 9th grade course placements

(CP or Honors) and elective classes**

No teachers’ names are on the schedules

Month of June: 8th grade students should see their guidance counselor for changes

Summer: Rising 7th and 8th grade students find out honors test results/placement

End of August: 7th and 8th grade student schedules mailed home and available on PowerSchool**

Teachers’ names are on the schedules

First Day of School: Schedules are distributed in homeroom

*The development of the Master Schedule is an on-going process

**Schedules are subject to change due to changes in the Master Schedule, which is based on students’ needs and interests
**Schedule Change Guidelines**

The following are **not** valid reasons for a schedule change:

1. Teacher preference, even when it is switching teachers if the same course meets the same time

2. Changing a course from one period to another
   - Changing courses from one period to another are not made for students who want to be with their friends. Look at this as an opportunity to meet new people and share new ideas. All middle school students eat lunch together (period 4), this is the time to be with friends and enjoy each other’s company.

**Bell Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Period/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:02</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>8:05-8:10</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:12-9:00</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:02-9:50</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:52-10:40</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:42-11:30</td>
<td>Period 4 Middle School Lunch</td>
</tr>
<tr>
<td></td>
<td>(Chorus first half of lunch, if interested)</td>
</tr>
<tr>
<td>11:32-12:20</td>
<td>Period 5</td>
</tr>
<tr>
<td>12:22-1:10</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:12-2:00</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:02-2:50</td>
<td>Period 8</td>
</tr>
</tbody>
</table>

Middle School students are enrolled in the following classes: English, math, social studies, science, PE/health, world language, band or exploratory courses, and lunch (or chorus first half lunch, if interested)
PowerSchool is a student information system used to support the educational process.

PowerSchool provides parents/guardians and students online access to assignments, grades, and attendance.

This will help with ongoing communication between students, teachers, and parents to promote student success.

With PowerSchool parents/guardians can:
- Communicate with teachers.
- Keep track of their child’s progress by having access to grades, teacher comments, class/homework assignments, and attendance.
- Access report cards.

With PowerSchool students can:
- View class schedule, assignments, grades, and teacher comments.
- Access information, such as locker number and combination, food service pin number and account balances.
- Request courses for the next school year.

**Important: Please keep contact information (phone numbers, house address, and email addresses) up to date at all times to receive communications from the school.**
Midland Park Jr./Sr. High School is part of the 1:1 Chromebook initiative. Each student and teacher has their own Chromebook, equipped with a charger, for their use during the school year. Located in the Media Center, there is an IT Department who is well-versed with these devices and is able to assist students and teachers. Midland Park Jr./Sr. High School uses the Google Apps Platform.

Every Midland Park Jr./Sr. High School student and teacher has an “MP Panthers” Google Apps account which includes:

- Email. This email address will be used for all school related communications with students.
- Drive: A Cloud based storage that can be used to store files for access from any Internet connected computer or mobile device.
  - Docs (word processing), Sheets (spreadsheet), Slides (presentations)
- Classroom
  - Teachers can use Google Classroom, where they can post assignments, post important dates, students can submit assignments, and so on.

With Google Apps, students and staff will be able to:

- Collaborate and work online
- Be more productive in class and at home.
- Use their MP Panthers email account to communicate effectively with teachers and peers.
ENGLISH

English 7
English 7 Honors
Course Description:
This course encourages critical-thinking and student-driven reading opportunities of the various texts in the seventh grade. The reading skills are taught throughout the year in accordance with the texts being approached at each time. A choice driven program allows students the opportunity to explore text and new reading skills in a variety of ways and in ways that best suit their learning styles. Participating in this choice driven reading program helps students foster a lifelong love of reading and utilize reading skills in the world around them. Vocabulary is integrated throughout the year. Students will also study three writing styles: informational, narrative, and argumentative. At the conclusion of the year, students will submit a research paper.

English 8
English 8 Honors
Course Description:
This course is taught to give students a variety of reading and writing experiences, both in the teacher-led whole class style and the more independent workshop style. The read Curriculum covers a broad range of text from ancient to modern to classical American literature, and integrates both fiction and nonfiction throughout the year. Each text or set of text is stated in a historical context and connects to the year-long essential question, “What is the importance of community?” to give students a purpose for read. Students are given ongoing priacr5e with vocabulary acquisition and grammar. They also understand an independent novel and corresponding project each quarter to encourage reading for pleasure and literary variety.

English 7 & 8 and English 7 & 8 Honors classes cover the same curriculum. The honors classes offer a more intensive reading and writing workshop environment for students who have a demonstrated accomplishment and show a genuine intense interest in the subject. Material is presented at a quicker pace.
Mathematics

Mathematics Course Sequence

Math 7 → Math 8 → Algebra I CP (Grade 9)

Math 7 Honors → Algebra I Honors → Algebra II Honors (Grade 9)

Math is a cumulative subject; everything builds on what came before. It is important to have the basic understanding of the skills and concepts before moving onto the next topic/level/class.

Math 7

Math 7 Honors

Course Description:
This course prepares students for the study of algebraic concepts. The course will extend key concepts developed in grade 6. It will expand the study of the number system to include the real number system, focusing on performing operations with rational numbers. Additional topics include modeling relationships with variables, equations and inequalities, ratio and proportional reasoning, percent application, the study of angle relationships, triangles, quadrilaterals, circles, area, circumference, surface area, volume. Students will be introduced to probability and statistics.

Math 8

Course Description:
The course focuses on three areas. The first area focuses on formulating and reasoning about expressions and equation, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations. The second area grasps the concept of a function and using functions to describe quantitative relationships. Finally, the last area focuses on two-and three-dimensional space and figure using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra I Honors

Course Description:
Algebra I is a rigorous, open-ended, and sequential class that connects previously learned algebraic topics and expands them to include polynomial expressions, quadratic equations and exponential functions. As part of the spiraling curriculum, aspects of Pre-Algebra and elementary Geometry are taught throughout the year. These aspects include solving equations and inequalities, graphing linear functions, area and perimeter modeling, and solving systems of linear equations. A guided inquiry program gives students the opportunity to explore topics and concepts through mathematical investigations. In the spring, students will take the algebra I NJSLA assessment.
The science curriculum is grades 7 and 8 is taught using the spiral curriculum model. A spiral curriculum method based on the premise that students learn more about a subject each time the topic is reviewed and encountered. The idea is that as students encounter the topic, they expand on their knowledge, improve on their skill level, and reinforce previous learning.

Science 7
Science 8

Description:
The science curriculum is a hands-on, open-ended and sequential process of investigating the biological and physical world. As part of the spiraling curriculum, aspects of the physical science, life science, earth science and space science, and engineering; technology and applications of science are taught throughout the year. A guided inquiry program gives students the opportunity to explore topics and concepts through investigations.
SOCIAL STUDIES

World Cultures 7
Course Description:
Seventh grade world cultures class is designed to help students develop geographic understanding of their world with a focus on location, physical features, cultures, economics, and politics. The course will introduce students to the field of geography through the five themes. After gaining basic understanding of maps, terms, definitions, and the themes, students will engage in case studies of the specific topics. Students will engage in role playing as the role of geographer in order to gain a specific world-view. Students will understand the globalization of the world, the role of the United States with the world, and the interconnections of the US and other countries publically and economically, as well as the role of the US in problem solving.

Ancient World History 8
Course Description:
Ancient World History 8 is designed to provide a cross cultural study of the development of early civilizations through the Age of Exploration. Emphasis will be placed on the development of these early civilizations in Europe, Asia, Africa, Latin America, and the Middle East. Students will also make connections with these early civilizations to today’s society. Students will participate in daily class readings and discussions. Students will also complete workbook activities in order to improve social studies, including critical thinking, cause and effect and mapping skills.
WORLD LANGUAGES

French 7
Course Description:
French 7 is an introduction to the French language and culture. The students will not only gain specific knowledge and skills in order to communicate in real life situation, but will develop cultural and esthetic appreciation of the French speaking world. Through listening, speaking, reading, and writing French, the student will begin to develop the fundamental skills needed for effective communication in the world language. Students will also make connections to other disciplines. Furthermore, the French 7 student will acquire an understanding of the Francophone countries and the desire to pursue further learning and gain greater proficiency in the language.

French 8
Course Description:
French 8 is a continuation of the introduction to the French language and culture. Through speaking, reading, writing, and listening activities, the student will build vocabulary, develop and introductory knowledge of French grammatical structure and an appreciation of the French cultures throughout the world. There will be particular emphasis on the regions of France and Paris. By the end of this course, the students will be able to converse, read, write and understand French at the first year level and be ready to continue their French language study in high school.

Spanish 7
Course Description:
Spanish 7 is an introduction to the Spanish language and culture. The students will not only gain specific knowledge and skills in order to communicate in real life situation, but will develop cultural and esthetic appreciation of the Spanish speaking world. Through listening, speaking, reading, and writing Spanish, the student will begin to develop the fundamental skills needed for effective communication in the world language. Students will also make connections to other disciplines. Furthermore, the Spanish 7 student will acquire an understanding of the Spanish speaking countries and the desire to pursue further learning and gain greater proficiency in the language.

Spanish 8
Course Description:
Students in Spanish 8 will increase their proficiency in the Spanish language. The students will use their prior knowledge and competencies in the four basic language skills: reading, writing, listening and speaking to further develop those skills. Students should be able to use grammar and vocabulary to accurately communicate in the target language. Students in Spanish 8 should also continue to develop an appreciation and acceptance of the heritages and cultures of the Spanish speaking world.
PHYSCIAL EDUCATION & HEALTH

All students are enrolled physical education and health. Students who are medically excused from physical education are required to complete alternate assignments. In the middle school, students are enrolled in physical education or health for one semester (half year) and then switch to the other class at the midyear.

PHYSICAL EDUCATION

Physical Education 7
Course Description:
This course focuses on students becoming health literate and physically educated. Students will understand movement concepts and principles and apply them as they practice, assess, and refine movement skills in a variety of large group activities including Project Adventure initiatives.

Physical Education 8
Course Description:
This course continues to develop students’ health literacy and physical education. Students will utilize movement concepts and principles and practice and apply them to everyday life. Large game and group activities including Project Adventure initiatives will serve as a foundation for learning.

HEALTH

Health 7
Course Description:
The purpose of this course is to provide information in such a way that it influences students to take positive actions about their own health. Students will be introduced to various areas of study such as: Health and Wellness, Fitness, Nutrition, Hygiene, Character Education, Communication, Decision Making, Goal Setting and Drugs and Alcohol. The second section of the course involves a career planning program entitled, “The Real Game.” This program gives students the opportunity to explore adult realities such as taxes, living expenses, workplace environments and unexpected emergencies.

Health 8
Course Description:
This course will provide each student with a solid foundation in the area of health, upon which they can build in subsequent years. Students will be introduced to the systems of the body: skeletal, muscular, circulatory, respiratory, endocrine and reproductive. Students will also investigate the decision making process, self-esteem, human sexuality and reproduction.
MUSIC

Band 7
Band 8

Course Description:
Students who desire to develop their skills in instrumental music may enroll in band during each year in high school. Band rehearsals are conducted during the school day and for limited periods of time after school, depending on the needs of the organization, but particularly just prior to major concert programs and shows. Membership in the band requires self-discipline with regard to practice, dedication with regard to daily and extra rehearsal sessions, and compliance with the demands of the director with regard to performance standards.

Chorus 7 & 8

Course Description:
Chorus is a performance-oriented class for students in grades 7-8. Students in Chorus will learn techniques of basic vocal production through a selected repertoire that is appropriate for the developing voice of the middle school child. Secular and sacred choral music of varying styles and time periods will be taught. Students are required to perform in concert during the academic school year. Other related trips are scheduled for the purpose of performance and adjudicated experiences. At the teacher’s discretion, some students are also eligible to audition for Bergen County Chorus. Students in the vocal music program will participate in lessons. Lessons can be for individual students or for small/medium size groups of singers. Students will work on technique, prop vocal production, music for concert, audition material, music for solo performances or anything the teacher deems necessary for the lesson. Students must be in Chorus to participate in the vocal lesson program.
EXPLORATORY COURSES

Exploratory courses are offered to students who are not in band. Each exploratory class runs for one marking period, and then students rotate, as noted in their schedules.

EXPLORATORY 7 COURSES

Exploratory Math 7
This course focuses on the review and enrichment of key topics in the four major content areas: 1) number sense, concepts and applications, 2) Geometry, 3) data analysis and probability, and 4) Algebra. In addition, students will learn strategies that will help them to prepare for the mathematics section of the NJSLA.

Exploratory Technology 7
This course will help students navigate the complicated digital landscapes that is omnipresent in their lives. Students will learn how their actions affects the digital and leave a digital footprint that follow them forever. They will also learn how to become safe, functioning, and supportive member of that digital world. Students will be encouraged to look towards their future careers and determine not only what skills will help them achieve their goals, but what technology will be imperative for obtaining those futures. They will be given strategies and solutions for suing technology to its full potential to make themselves more productive and efficient workers. Finally, thy will find out their rights as creators I the digital age, and how to protect themselves and respect others when it comes to copyrights and fair use. The course will culminate in students leaving their own technological legacy by creating a digital how-to-guide for one of the learned programs from for the course

Exploratory TV Workshop 7
This course is designed to teach the fundamentals of television production form a developing and organizing ideas, to scripting and planning production, through the rehearsal process, filming and post-production work. This is a collaborative course, requiring the student to work other others at all times. Sometimes the student will be in charge of communication his/her needs and ideas or others; sometimes you will be on crew, executing the directions of others.

Exploratory Writing 7
This is a comprehensive language arts program focusing on step-by-step instruction in the writing process. Students apply readings and personal experiences to produce various types of writing. The course will also concentrate on writing for varied purposes and audiences. In addition, students will learn strategies that will help them to prepare for the language arts/literacy section of the NJSLA.
EXPLORATORY 8 COURSES

Exploratory Art 8
This course uses a wide range of methods and media to encourage the students to continue to explore the field of art. Work in sculpture, ceramics, basic perspective, color use, and art appreciation are introduced in these elective courses.

Digital Design 8
Digital design will give eighth grade students a brief view into computer science concepts. It will give students a glimpse into computer science concepts that are offered at the high school level. The design thinking process will be looked at through game design, robotics, virtual/augmented reality, and basic programming. Students will also learn Internet safety, the dangers of the Internet and how their Internet postings can affect their future.

Exploratory Reading 8
Students in this course will improve upon their reading comprehension skills by learning various reading strategies that will help them become strategic readers in all academic courses. Building vocabulary is an essential aspect of this course as it directly relates to reading comprehension skill. In addition, students will learn strategies that will help them to prepare for the language arts/literacy section of the NJSLA.

Exploratory Writing 8
This is a comprehensive language arts program focusing on step-by-step instruction in the writing process. Students apply readings and personal experiences to produce various types of writing. The course will also concentrate on writing for varied purposes and audiences. In addition, students will learn strategies that will help them to prepare for the language arts/literacy section of the NJSLA.
ENGLISH LANGUAGE LEARNER (ELL)

The English Language Learners (ELL) Program prepares students with limited English proficiency for full-time participation in the regular education program. Its primary goal is to ensure that English Language Learners develop sufficient fluency in all areas of English to facilitate their activate participation in all academic courses and school activities. The program, delivered through small group instruction, focuses on grade level academic content and skills introduced through the use of materials appropriate to language proficiency levels. Students’ courses are planned on an individual basis in response to individual language needs and personal interests. Students’ English proficiency and growth are monitored frequently using a variety of formal and informal assessments. Students will exit the program based on a variety of criteria, but not limited to, teacher recommendations, NJ WIDA-ACCESS score, and grades in core courses.

English Language Learner
Course Description:
While developing their oral, and written communication skills, students receive support in the mastery of curriculum content from their courses. Students are eligible for the program based on a home language survey. If the criteria are met, the students will be provided 90 minutes per week of English Language support and instructions with the goal for them to be comfortable with the English language.
SPECIAL SERVICES

Resource Center Program
Program Description:
The resource center program provides classified students individualized as well as small group instruction in the core academic subjects. Instruction is based upon individual goals as stated in the IEPs which are guided by student needs and frame worked around the New Jersey state learning standards. The purpose of the program is to assist students in bridging academic gaps supporting their movement into a less restrictive environment in the future.

Courses Offered in the Resource Center Program

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 7</td>
<td>Math 7</td>
</tr>
<tr>
<td>English 8</td>
<td>Math 8</td>
</tr>
</tbody>
</table>

Study Skills
Course Description:
This course of study is designed to assist the special education student to have a successful experience in mainstream classes. Students will be taught techniques to improve listening skills, organizational skills, study habits, specific reading and writing skills, note-taking skills, test-taking skills and problem solving skills. Students will have the opportunity to improve vocabulary, concentration, memory and topic research skills. In addition, students will develop a better awareness and understanding of various learning disabilities and how they affect performance in school. Students will also be taught the skills needed to self-advocate in a small group or one-to-one situation. Once the student develops the skills necessary for academic success and/or no longer benefits from the program, then goals of this course have been achieved and the student will transition out of the study skills program. Students enroll in Study Skills in lieu of a world language.