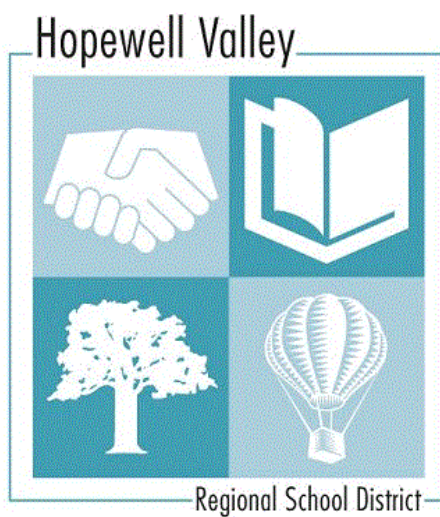


HOPEWELL VALLEY REGIONAL SCHOOL DISTRICT
Pennington, NJ 08534



TIMBERLANE MIDDLE SCHOOL
Grades 6, 7, 8

Program of Studies
2012-2013

What is a middle school?

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

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

What are young adolescents like?

These are among the characteristics of this age group:

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

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

Why do young adolescents need a special school?

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

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

What are the keys to educating young adolescents?

According to National Middle School Association, the major goals of middle school should be to have students become fully functioning, self-actualized individuals that should:

- *Become actively aware of the larger world, asking significant and relevant questions about that world and wrestling with big ideas and questions for which there may not be one right answer.*
- *Be able to think rationally and critically and express thoughts clearly.*
- *Read deeply to independently gather, assess, and interpret information from a variety of sources and read avidly for enjoyment and lifelong learning.*
- *Use digital tools to explore, communicate, and collaborate with the world and learn from the rich and varied resources available.*
- *Be a good steward of the earth and its resources and a wise and intelligent consumer of the wide array of goods and services available.*
- *Understand and use the major concepts, skills, and tools of inquiry in the areas of health and physical education, language arts, world languages, mathematics, natural and physical sciences, and the social sciences.*
- *Explore music, art, and careers, and recognize their importance to personal growth and learning.*
- *Develop his or her strengths, particular skills, talents, or interests and have an emerging understanding of his or her potential contributions to society and to personal fulfillment.*
- *Recognize, articulate, and make responsible, ethical decisions concerning his or her own health and wellness needs.*
- *Respect and value the diverse ways people look, speak, think, and act within the immediate community and around the world.*
- *Develop interpersonal and social skills needed to learn, work, and play with others harmoniously and confidently.*
- *Assume responsibility for his or her own actions and be cognizant and ready to accept obligations for the welfare of others.*
- *Understand local, national, and global civic responsibilities and demonstrate active citizenship through participation in endeavors that serve larger communities.*

Major Program Components

Academic Team Structure

Students will be organized on an academic team composed of 3-4 sections of students and 3-4 teachers. Team teachers will be responsible for the core academic subjects: language arts, mathematics, science, and social studies. These subject areas may be organized differently from team to team.

Exploratory and Elective Courses

Middle school students need to explore a wide variety of areas that will help them identify interests and talents. Therefore, all students should be exposed to a broad exploratory program which allows them to learn in areas outside of the core curriculum. In addition, students should have opportunities to choose from a broad elective program which allows for a more in-depth development of interests and talents. In the Timberlane program, exploratory courses are offered in grade 6 (computers, music, and art) and grade 7 and 8 are elective-based. In the middle school program we have broadened the elective offerings available to include computer courses, a variety of art and music options, technology education, family and consumer science and pre-engineering.

Physical Education and Health

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

World Languages

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

Program Patterns

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

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

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

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

Art: 90 day Art Exploratory

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

Grade 7					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Language Arts				
2	Math				
3	Social Studies				
4	Science				
	LUNCH				
5	World Languages				
6 <i>Elective Period*</i>	Two 90 day electives (semester or A/B day)				
7	Physical Education and Health				

An elective in grade seven is offered on an alternate day or semester basis.

Elective areas (choose two - 90 days each):

Band (A/B day)
 Orchestra (A/B day)
 Choir (A/B day)
 Art
 Computers
 Performing Arts
 Family and Consumer Science
 Gateway to Technology Pre-engineering

*** Please note that students selecting Band, Orchestra or Choir (or any combination) will be given more limited options for their other electives choices due to the A/B day rotation.**

See course descriptions for specific details on elective courses.

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

Semester Electives (choose two 90 day electives)

Band (A/B day)

Orchestra (A/B day)

Choir (A/B day)

Performing Arts

Fashion Design/Nutrition

Computers

Art

Gateway to Technology Pre-engineering

Full Year Elective

Art I (Departmental Recommendation Required)

*** Please note that students selecting Band, Orchestra or Choir (or any combination) will be given more limited options for their other elective choices due to the A/B day rotation.**

See course descriptions for specific details on elective course.

COURSE DESCRIPTIONS

WORLD LANGUAGES

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

FRENCH 6, GERMAN 6 OR SPANISH 6

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

FRENCH 7, GERMAN 7, SPANISH 7

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

Prerequisite: 70% average or higher and teacher recommendation.

FRENCH 8, GERMAN 8, SPANISH 8

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

Prerequisite: 70% average or higher and teacher recommendation.

FRENCH I OR SPANISH I

The courses will cover the sixth and seventh grade program and allow students to continue with our eighth grade program or to take a level 2 language at the high school. These courses are appropriate for new students who have not previously studied a world language. Teacher recommendation is required for all other students.

LANGUAGE ARTS

LANGUAGE ARTS 6

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

HONORS LANGUAGE ARTS 6

This course features added rigor, complexity and nuances to the tasks and themes found within the standard level sixth grade Language Arts course. Instructionally executed at a faster pace, Honors Language Arts 6 features reading selections that offer opportunities for interdisciplinary learning. The students read literature within the following themes: science, social studies, relationships, self-awareness, and social issues. Students are assigned fairly sizable chunks of independent reading, and considerably more of it than in the standard level course. Students use both oral and written communication skills to respond to literature. Writing is central to this course; students are encouraged to write frequently on topics of individual experience and interest as well as those studied across the curriculum. Students are involved in a variety of writing experiences including expository, process, and creative writing. Grammar, spelling, and oral communication play important roles in developing students' language abilities.

Prerequisites: The placement criteria consists of a writing assessment, comprehension assessment and teacher recommendation.

LANGUAGE ARTS 7

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

HONORS LANGUAGE ARTS 7

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

Prerequisites: The placement criteria consists of grade average, placement assessment and teacher recommendation. An additional writing assessment may be required.

LANGUAGE ARTS 8

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

HONORS LANGUAGE ARTS 8

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

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

Prerequisite: The placement criteria consists of grade average, placement assessment and teacher recommendation. An additional writing assessment may be required.

BASIC SKILLS LANGUAGE ARTS 6, 7, 8

The basic skills program is designed to improve the reading and/or writing skills of those students who do not yet meet grade level proficiencies. This instruction is provided as a supplemental intervention in addition to a student's language arts class and is aimed at teaching students the skills and strategies necessary to help them perform on grade level. This program recognizes individual learning differences and strives to build students' competence and confidence. Students will be provided research-based interventions in small groups. The mode of providing instruction is determined by the skill level of the group and the needs of the students.

MATHEMATICS

EVERYDAY MATHEMATICS 6

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

PRE-ALGEBRA 6

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

Prerequisite: Qualification for Pre-Algebra will be based the following criteria: Grade average, math survey, EDM assessment and teacher recommendation.

PRE-ALGEBRA PART I (Grade 7)

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

PRE-ALGEBRA 7

This University of Chicago Pre-Algebra course is completed in one year. It provides a smooth path from arithmetic to algebra and geometry. Reading and problem solving are emphasized throughout the course. Each arithmetic operation is studied in detail for its application to real world problems. Students are expected to use current technology. Scientific calculators are a required supply. The instructional format is designed to maximize the acquisition of both skills and concepts. The University of Chicago School Mathematics Project *Transition Mathematics* is used as the text. Students are expected to maintain an overall average of at least 80% and teacher recommendation in order to continue to Algebra 8.

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

ALGEBRA 7

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

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

PRE-ALGEBRA PART II (Grade 8)

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

Prerequisite: Passing grade in Pre-algebra Part I

PRE-ALGEBRA 8

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

ALGEBRA 8

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

Prerequisite: Students must have an average of 80% in Pre-Algebra 7 and teacher recommendation.

GEOMETRY 8

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

Prerequisite: Students must have an average of 85% in Algebra 7 and teacher recommendation.

BASIC SKILLS MATH – 6, 7 & 8

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

SCIENCE

SCIENCE 6

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

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

SCIENCE 7

The philosophy and mission of the seventh grade science program is to help the students acquire the knowledge, skills, and attitudes that equip them to make a meaningful contribution to a changing, and increasingly complex, world. Above all other things, we wish to instill in the students a love of learning that will serve them throughout their lives. The theme of "Systems and Change" unifies the seventh grade program. The students examine systems that are in and out of balance and develop the basic concept of systems, as well as a vocabulary for describing various systems. They study changes in systems and relate their studies to the theory of evolution as an example of an idea that changes over time in response to scientific evidence and explanations for changes in living organisms. By studying systems related to the environment and their own health and physiology,

students acquire an understanding and appreciation of the interrelationships that influence system-wide change in physical, technological, and biological systems.

SCIENCE 8

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

SOCIAL STUDIES

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

GRADE 6, 7: WORLD CULTURES AND GEOGRAPHY

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

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

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

GRADE 8: UNITED STATES HISTORY

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

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

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

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

Unit 4: The American Economy

Unit 5: War and Peace: Global Leadership

Unit 6: Westward Expansion

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION

Students are required to take Physical Education each year at Timberlane. The focus is to increase physical fitness through the development of skills for team, individual and life-time sports. Strategy, safety, and sportsmanship are stressed. The concept of life long physical fitness is the central idea of the program.

HEALTH EDUCATION

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

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

SPECIAL EDUCATION

The special education department is staffed by fully certified special education teachers. The various programs are designed to meet the unique needs of our students. In order to qualify for any of these services, students must be tested and approved by the Child Study Team following prescribed procedures. Guidelines are also in place restricting class size in order to maximize the opportunities for individualized or small group instruction. Parents who believe that their youngster is having learning difficulties are encouraged to contact their child's teachers. A student would then possibly be referred to the Intervention and Referral Services Team (I&RS) for further discussion and intervention. If the I&RS Team intervention has not been successful, then a Child Study Team evaluation may be pursued.

Under no circumstances will a student be placed in any of the special education programs before the district has notified parents and followed the prescribed procedures.

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

IN-CLASS SUPPORT PROGRAM

In-class support program for language arts, social studies, science and math developed for classified students. There is a collaborative relationship between a special education and general education teacher in a larger class setting.

RESOURCE PROGRAMS

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

RESOURCE PROGRAM SUPPORTED LEARNING SKILLS

Resource support programs are provided for students who can reasonably be expected to master the core curriculum standards of the subject being taught with modifications. This support can be provided in the regular classroom or in a separate class. When a supported learning skills class is provided, the specific goals and objectives are specified in the student's IEP. In this class, students receive instruction in learning skills, including organizational skills, study strategies, test taking strategies, and reading strategies, as necessary.

RESOURCE PROGRAM APPLIED ACADEMICS

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

RESOURCE PROGRAM PRACTICAL ACADEMIC LEARNING

This program is designed specifically to assist students whose learning needs require skill based learning. The program is based on multi-modal instruction along with an emphasis on acquisition of the skills that are taught. Instruction is individualized based on the needs of the student. The focus is on the practical application of language arts/reading, social studies, math, and science. This program highlights the importance of learning life skills along with social skills and will help students generalize their skills to real world situations.

EXPLORATORY / ELECTIVE COURSES

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

GRADE 6

Art Exploration (90 days)

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

Music Exploration (90 days)

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

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

These performing groups will meet on alternate days throughout the year, for a total of 90 days. Students may choose one or two performing groups. Music is varied in the groups to give the students a comprehensive, well-balanced experience. Weekly lessons are scheduled for 25 minutes on a rotational basis during the school day for the instrumental students.

Introduction to Computers (90 days)

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

Elective Courses

GRADE 7

Art 7 (semester)

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

Fun in 3-D (semester)

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

Experiencing Art (semester)

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

The Internet: Web Page Design (semester)

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

Computers in Business - Microsoft Office Simulation (semester)

Students will assume the role of a business owner. Using Microsoft Word, Excel, PowerPoint, and Publisher, students will complete a series of real-world projects to open a new company for business. Students will create business cards, letterhead, logos, bumper stickers, menus, coupons, design advertisements and commercials, manage inventory, and create databases and much more. Upon completion of this course, students will have a mastery of Microsoft Office applications, preparing them with 21st century technology skills for 8th grade and high school.

Introduction to Performing Arts (semester)

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

Band, Choir or Orchestra 7 (semester, A/B day rotation)

These performing groups will meet on alternate days with other offered electives throughout the year, for a total of 90 days. Students may take any one of the three separately, or two choices together. Music is varied in the groups to give the students a comprehensive, well-balanced experience. Weekly lessons are scheduled for 25 minutes on a rotational basis during the school day for the instrumental students.

Family and Consumer Science (semester)

This course introduces students to the broad field of Family and Consumer Sciences. It is designed to teach life skills. The students will gain knowledge and skills about foods and nutrition, sewing techniques and consumerism. The first marking period will focus on consumerism, sewing skills and clothing care with students creating a sports bag. The second marking period will emphasize food preparation, equipment utilization, everyday nutrition concepts and money management. Family and Consumer Sciences integrates math, reading, social studies, writing, problem solving, social skills and cooperative learning. These skills are enhanced through a variety of hands-on learning activities:

laundry and mending procedures, a machine sewn project, money management problem solving and basic cooking specialties.

Gateway to Technology Pre-engineering (semester)

The goal of this pre-engineering course is to provide students with an experience that will fuel imaginative thinking and creative problem solving. The hands-on project-based course will consist of two 45 day modules that focus on the STEM (science, technology, engineering, and math) model. Students will develop their own ideas, design those ideas and be given the opportunity to test their ideas. This first module will be **Design and Modeling**. This module uses solid modeling software as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas, and communicate solutions. The second module will be **Energy and the Environment**. Students investigate the importance of energy in our lives and the impact that using energy has on the environment. They design and model alternative energy sources and participate in energy fairs to demonstrate energy concepts and innovative ideas. Students evaluate ways to reduce energy consumption through energy efficiency and waste management techniques.

GRADE 8

3-D Art (semester)

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

Drawing and Illustration (semester)

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

Art I (full year - departmental recommendation only)

This is a full year high school level course offered to qualified students interested in beginning the high school art sequence early. The prerequisite for Art I is a 90 average in any 7th grade art elective and teacher recommendation. Those students who have not taken art in grade 7 must submit a portfolio of ten varied art works, no more than three years old, by February 15. These can include drawings and designs from other subject areas. These artworks should reflect a range of media and techniques and show the scope of the students' art abilities. No high school credit is earned, but students successfully completing the course may enter Art II in grade nine.

Fashion Design and Nutrition (semester)

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

education and money management concepts are reviewed with students focusing on some food shopping activities and financial literacy. This course provides insight to the Family and Consumer Sciences elective courses offered at Central High School.

Multimedia Presentations (semester)

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

Computer Art (semester)

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

Introduction to Performing Arts (semester)

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

Advanced Performing Arts (semester)

This course is designed for the student who has successfully completed Introduction to Performing Arts and wishes to build upon and expand their knowledge of the drama techniques in movement, blocking, vocal production and improvisation. The students will apply these acting skills into their performances of monologues and scenes.

Gateway to Technology Pre-engineering (semester)

The goal of this pre-engineering course is to provide students with an experience that will fuel imaginative thinking and creative problem solving. The hands-on project-based course will consist of two 45 day modules that focus on the STEM (science, technology, engineering, and math) model. Students will develop their own ideas, design those ideas and be given the opportunity to test their ideas. The first module will be **Automation and Robotics**. Students trace the history, development and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork collaboration and innovation. The second module will be **Flight and Space**. Students study the history of aerospace through hands-on activities, research and a presentation in the form of an infomercial. Students explore the science behind aeronautics and use their knowledge to design, build and test a model glider. Simulation software is used to expose students to traveling and living in space. 8th grade students will also have the option of taking the modules offered in 7th grade (Modeling and Design, Energy and the Environment, see the descriptions under 7th grade electives). **There is no prerequisite for this course.**

Band, Choir or Orchestra 8 (semester A/B day)

These performing groups will meet every other day with other offered electives throughout the year, for a total of 90 days. Students may take any one of the three separately, or two choices together. Music is varied in the groups to give the students a comprehensive, well-balanced experience. Small group lessons are scheduled for 25 minutes on a rotational basis for the instrumental students.

Support Services

Counseling Services

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

Health Services

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

Library and Media Services

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

Interscholastic Athletic Program

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

School Clubs and Activities

After-school clubs and activities include the following:

Robotics	Science Olympiad
Environmental Club	Math Olympiad
Jazz Band	Timberlane Musical
Yearbook	Technology
Art	Gardening

Special Activities

Advisory

The purpose of the Timberlane Middle School advisory program is to provide positive teacher and student relationships, provide a time for character education, community service projects as well as help and access for students.

Activities are built around the Six Pillars of Character: Respect, Trustworthiness, Caring, Fairness, Citizenship, and Responsibility.

(www.charactercounts.org)

"Timberlane Says Thanks"

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

Praise Referrals

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

Student Council

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

Honor Roll

Research indicates that there is a high degree of correlation between academic achievement and time on task. Students who put forth extra effort to attend classes each day and be prepared for their subjects are more likely to succeed academically. Honor roll is an important way to recognize such achievement. At Timberlane, a student receives honor roll status for the marking period when he/she receives an 80 percent or higher in all subject areas.

Academic Advancement at Timberlane Middle School

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

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

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

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

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