

# MIDDLE SCHOOL PROGRAM GUIDE



## **DISTRICT MISSION:**

**To Prepare Students for Lifelong Success Through  
Excellence in Education  
2019-2020**



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## REGISTRATION TIMELINE

The registration procedure includes several steps to help students make careful choices. Students will have an opportunity to meet with counselors to receive information about the registration process and to complete the registration forms. These meetings will take place in the students' regularly scheduled classes.

### 6th into 7th Grade:

- April 24 - May 2** Teachers enter course recommendations entered for Math/English
- April 24 - May 2** Distribute Selection Forms and visit 6th grade classes for course registration
- May 14** Collect students' Selection Forms
- May 14 - May 17** Students enter course requests in Home Access Center
- May 21** Notification email about 7th grade requests in Home Access Center

### 7th into 8th Grade:

- Prior to April 19** World Language Placement Testing
- March 27 - March 29** Administer Algebra Prognosis Test
- April 24 - May 2** Teachers enter course recommendations entered for Math/English/World Language
- April 24 - May 2** Distribute scheduling materials to Science teachers includes registration form and letter to parents, and Middle School Selection Program Guide will now be online
- May 14 - May 17** Students enter course requests in Home Access Center. Science Teachers Collect green registration forms and return to the office
- May 21** Notification email about 8th grade requests in Home Access Center

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# Counseling Services

The mission of the Counseling Department is to provide support services and curricular programs that contribute to the development of responsible, productive, and effective individuals who demonstrate lifelong learning skills, embrace cultural diversity, show respect for self and the rights of others, work cooperatively and practice good citizenship. As recommended by the Pennsylvania Department of Education and the Pennsylvania School Counselors Association, our counseling programs focuses on the personal, social, academic, and career development of all students.

The services and programs that our Counseling Department offers include:

- Educational Support and Planning
- Career Education and Development Initiatives
- Conflict Resolution, Anti-Bullying, and Social Skill Programs ◇ Group Counseling
- Individual Counseling
- Coordination with and Referrals to Community Agencies ◇ Parent/Guardian Consultation
- Staff Consultation
- New Student Orientation, Testing, and Scheduling
- Coordination of Peer Mediation Program ◇ Community Outreach and Service
- Maintenance of Student Records

# 6th Grade Courses

## English

The 6th grade English Language Arts program continues to develop students' language arts abilities through a wide range of multilevel activities. Reading instruction focuses on developing skills in reading comprehension and vocabulary within a workshop model. Reading choice books across multiple genres plays a large role in the daily instruction. Teachers provide instruction through mini-lesson, small group instruction, and conferring with individual students. Students continually self-assess their own writing through both in-class reading and writing assessments and assignments that focus initially on the structure of the single paragraph and later on the multi-paragraph essay. Students produce multiple drafts and revise them in response to peer reviews and formal instruction in writing strategies, grammar, mechanics, and style. Through short talks, oral reports, dramatic readings, and practice in note taking, students work to improve their speaking and listening skills.

## Mathematics 6

This curriculum is committed to making connections across instructional units of study and to application of mathematics in the real world. The topics of study include the following:

- Factors and Multiples and the Distributive Property
- Ratios, Rational Numbers, and Equivalence
- Understanding Fraction Operations
- Geometric Measurement
- Computing with Decimals and Percents
- Pre-Algebra
- Statistics and Data Analysis

Emphasis is placed on students discussing the problems in class, talking through their solutions and learning how to communicate their solutions. Students learn to communicate by using different representations such as graphs, tables, formulas or written explanations. Students are appropriately challenged to connect ideas and make formal and informal generalizations as they apply to their current needs. The instructional materials are structured into units of study that take 4 to 8 weeks each. Each unit is focused around problem situations that help students learn an important set of related mathematical ideas and to become skillful at using these ideas to solve problems. The curriculum is structured to help students learn to communicate their strategies and reasoning so that mathematical understandings are more thoroughly developed. The kinds of problems that the students will work on in class, as well as for homework, are challenging and interesting. Our main goal is to help all of our students to be successful in their study of mathematics as they proceed through progressively challenging courses.

**Recommendations for mathematics courses are made by the student's current math teacher based on present level of success and assessment data.**

## **Mathematics 6A**

**Advanced Math 6:** The general goal of this course is to develop mathematical skills and to apply these skills to solve problems in contexts that are interesting to the students. The topics of study include a more in-depth look at:

- Factors and Multiples and the Distributive Property
- Ratios, Rational Numbers, and Equivalence
- Understanding Fraction Operations
- Geometric Measurement
- Computing with Decimals and Percents
- Pre-Algebra
- Statistics and Data Analysis
- Statistics and Probability

Emphasis is placed on students discussing the problems in class, talking through their solutions and learning how to communicate their solutions. Students learn to communicate by using different representations such as graphs, tables, formulas or written explanations. Students are appropriately challenged to connect ideas and make formal and informal generalizations as they apply to their current needs. The instructional materials are structured into units of study that take 4 to 8 weeks each. Each unit is focused around problem situations that help students learn an important set of related mathematical ideas and to become skillful at using these ideas to solve problems. The curriculum is structured to help students learn to communicate their strategies and reasoning so that mathematical understandings are more thoroughly developed. The kinds of problems that the students will work on in class, as well as for homework, are challenging and interesting. Our main goal is to help all of our students to be successful in their study of mathematics as they proceed through progressively challenging courses.

**Recommendations for mathematics courses are made by the student's current math teacher based on present level of success and assessment data.**

## **Science**

This course of study is designed for students at any ability level. Using the Next Generation Science Standards (NGSS), students will develop an understanding of "What Constitutes Life" and "Their Place in the Solar System" while incorporating physical science concepts of matter and forces. To help students better understand the science concepts embedded in these units, the appropriate NGSS Science Practices and Crosscutting Concepts will be applied. Emphasis is given to the development of quantitative skills necessary for scientific measurement and establishing evidence based explanations and conceptual models. Throughout the course students will develop good reading skills, motivation, perseverance and the ability to share thinking both verbally and in written form. The course includes hands-on/minds-on and STEM related activities, as well as laboratory experiences correlated with large and small group work.



## **Social Studies**

**Ancient Civilizations:** This year long course provides an overview of Ancient Civilizations. Active reading skills, study strategies and research skills will be taught and practiced as students investigate these units:

- **Unit 1:** P.I.E.C.E.S (Politics, Interactions with the Environment, Culture, Economics, Social Organizations) History, and 5 Themes of Geography
- **Unit 2:** Hunter/Gatherer
- **Unit 3:** River Valley Civilizations: Mesopotamia/Egypt
- **Unit 4:** China
- **Unit 5:** Greece/Rome

## **Art**

The sixth grade art course further develops the sense of artist inquiry that we find in all aspects of our lives. It meets every other day of the six day cycle throughout the year. In this course, students will study historical and cultural influences of the visual arts as they create art projects that reflect their own sense of artistic expression and communication. They will produce artwork in a variety of media, including clay, fiber arts and printmaking. Fundamental drawing skills will be introduced as students are involved in drawing and painting. Style, movements, artists and significant events in art are introduced as they relate to what is being studied. Computers and emerging technologies, slides, videos, reproductions, art works and demonstrations provide vital enrichment for many of the art areas. When possible, student projects are integrated with team activities or multi-disciplinary units. Students learn to look critically at works of art and are taught how to use appropriate vocabulary during discussions and critiques.

## **General Music**

All 6th grade students take a year long course of music which meets every third day of the cycle. Units of study include Music History: Medieval and Renaissance Music; Instruments of the Orchestra; Composition using GarageBand; U.S.A. Folk Music; World Drumming; Singing; Instrumental Performance. Students have the opportunity to sing, play instruments including mountain dulcimer, xylophones, drums and percussion instruments representative of several world cultures, as well as participate in a variety of other music activities.

## **6th Grade Music Electives**

**6th Grade Band:** Sixth grade band is intended for students who enjoy instrumental music performance and are interested in improving their skills. Beginners are accepted. Contact Mr. McDonough for specific information.

Sixth grade band meets one period per six day cycle. This large group rehearsal takes place during AREA. In rehearsals, students study ensemble performance skills and techniques while preparing for a concert in the Spring. Band members are also required to attend one music lesson per six day cycle in a small group held during school hours on a rotating basis.

**6th Grade Choir:** The 6th Grade choir is intended for all students who enjoy singing. Students are required to attend one rehearsal per six day cycle during AREA. Rehearsals include training in singing skills, reading music, and singing a wide variety of music. Participation in one concert in the Spring is one of the requirements of this course.

**6th Grade String Orchestra:** Middle School orchestra is intended for students interested in improving their skills on a string instrument. In rehearsals, students work on concepts of orchestral ensemble performance while preparing for their concerts. In addition, all string players are required to attend one small group lesson and one AREA rehearsal each six day cycle. Lessons help each student develop proper technique and musicianship. Selected students will be eligible to participate in the Keystone String Orchestra.

**NOTE: Sixth Grade Choir, Band, and Orchestra will be scheduled during AREA. Each group meets on a different day to avoid conflicts. Students are required to attend the scheduled AREA and will not be permitted to choose other AREAs on those days.**

## **Physical Education**

This course meets twice per 6 day cycle for the entire school year. Students are required to actively participate in every class and to change into appropriate physical education clothes. Physical education units include: cooperative games, base games, invasion Games, net/wall games, individual sports, fitness, and rhythmic movement. Health units include: drug and alcohol education, and growth and development. The following is a list of some of the sports and activities which students may participate in during PE units: volleyball, basketball, track and field, biking, lacrosse, ultimate frisbee, soccer and fitness stations. Students are assessed primarily on participation, effort and attitude; written assessments, skill development, and projects may also be included in their grade.

## **Family Consumer Science**

Middle level Family and Consumer Sciences classes introduce skills related to interpersonal communication, including effective speaking, active listening, checking for understanding, identifying various communication styles, and ways to handle conflict that are best for self and others. A second unit will allow students to explore the area of food science using lab experiences. Students will practice lab planning, market ordering, time management and teamwork skills, while studying the importance of eating a varied diet in maintaining health, food and kitchen safety, the science of baking, accurate measurement, knife skills, unit measuring and the use of a variety of kitchen equipment. Each section will meet every other day for twelve weeks.

## **World Language**

The middle school World Languages program emphasizes success-oriented activities, oral communication, and a positive attitude toward World Language learning. Students complete 12 week exploratory experiences in French, German, and Spanish in grade 6 and choose one of these three languages for continued study in grades 7 and 8. Sixth grade World Language classes meet three days in the six day cycle.

## **6th Grade Technology Education**

This program provides exploration in the following areas of Technology: Communication Technology, Manufacturing & Construction Technology, and Power, Energy, & Transportation Technology (P.E.T.T.). Seventh grade units of study are offered in consecutive nine week blocks for one semester.

### **Manufacturing & Construction Technology:**

This area emphasizes the use of tools & machines and their safety rules, project planning, cost analysis, design, and development. Technical sketching & design layouts and accurate measuring skills are stressed. Basic fundamental skills in the use of hand tools, portable electric tools, and machines are taught. A variety of industrial processes are used to produce custom and a mass produced products.

### **Power, Energy, and Transportation Technology (P.E.T.T.):**

Our P.E.T.T. area of technology uses a modular system approach for student directed learning and instruction. Units of study include: Space & Rocketry, Flight Technology, Aerodynamics, Research & Design, Energy & Power, Transportation Technology, Robotics, Pneumatics, Mechanisms, Electronics, Lasers, Structural Engineering, and CNC Technology. All of these areas of technology make use of a hands-on minds-on approach to student learning.

**Communication Technology:** Our Communication area of technology includes the following modular areas of study: Audio Production, 2D Computer Aided Drafting & Design (CADD), 3D CADD (Inventor), Desktop Publishing, Graphic Design, Interactive Video, Graphic Design & Communications, Graphic Animation, Laser Communications, Microwave Communications, Digital Video Production, GPS Technology, Multi-Media Technology, Digital Photography & Editing, Video Game Design, and Architectural Engineering.

All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities in grades 6-8. Technology Education is the stepping stone for our future in the ever-changing technological world.

# 7th Grade Team Based Courses

## English

The 7th grade English program continues to develop students' language arts abilities through a wide range of multilevel activities. Reading instruction focuses on developing skills in reading comprehension and analysis. Students read short stories, novels, myths, legends, and poetry related to a variety of age--appropriate themes. Writing instruction focuses on developing skills in expository, narrative, and argumentative writing. Students continually self--assess their own writing including both timed writing and process writing. Students engage in a range of collaborative discussions in order to improve their thinking, speaking, and listening skills. Student achievement is based on a variety of assessments including projects and writing assignments. While the curriculum across levels is similar, the expectations and emphases may vary. In addition, specific experiences may vary as a result of interdisciplinary projects developed by each team.

## Mathematics

This curriculum is committed to making connections across instructional units of study and to application of mathematics in the real world. Problems are set in context and time is provided to reflect and reason on connections. Emphasis is placed on students discussing the problems in class, talking through their solutions and learning how to communicate their solutions. Students learn to communicate by using different representations such as graphs, tables, formulas or written explanations. Students are appropriately challenged to connect ideas and make formal and informal generalizations as they apply to their current needs. The instructional materials are structured into units of study that take 4 to 8 weeks each. Each unit is focused around problem situations that help students learn an important set of related mathematical ideas and to become skillful at using these ideas to solve problems. The curriculum is structured to help students learn to communicate their strategies and reasoning so that mathematical understandings are more thoroughly developed. The kinds of problems that the students will work on in class, as well as for homework, are challenging and interesting. Our main goal is to help all of our students to be successful in their study of mathematics as they proceed through progressively challenging courses.

**Recommendations for mathematics courses are made by the student's current math teacher based on present level of success and assessment data.**

### **Introduction to Algebra and Geometry 7:**

This course will extend the number system to include negative numbers, develop algorithms to add, subtract, multiply, and divide integers and rational numbers. The course will explore polygons and angle properties, formulas for area, circumference, volume and surface area of two- and three-dimensional shapes will be used to solve problems. Students will also explore similarity between figures. Different strategies will be developed for comparing quantities, including ratios, fractions, percents, and proportions. Proportional reasoning strategies will be used to solve real-world consumer math application problems. Linear relationships will be explored with graphs, tables, and equations to solve real world problems, and connect rates and ratios. The

Statistics and Data Analysis unit in 6th grade will be extended to make sense of population samples. This course includes analyzing and making predictions using experimental and theoretical probabilities of events.

**Advanced Math 7:**

This course places a deep emphasis on abstract thinking and problem solving and moves at a fast academic pace. The course will extend the number system to include negative numbers, develop algorithms to add, subtract, multiply, and divide integers and rational numbers. The course will explore polygons and angle properties. Also, formulas for area, circumference, volume and surface area of two- and three-dimensional shapes will be used to solve problems. Students will explore similarity between figures. Different strategies will be developed for comparing quantities, including ratios, fractions, percents, and proportions. Proportional reasoning strategies will be used to solve real-world consumer math application problems. Linear relationships will be explored with graphs, tables, and equations to solve real world problems, and connect rates and ratios. The course will conclude with an exploration of symmetry and transformations.

Typical Grade	Advanced	College-Prep
7	Advanced Math 7	Intro to Algebra and Geometry 7
8	Advanced Algebra 1	Algebra and Geometry 8
9	Advanced Geometry	College-Prep Algebra 1 or College-Prep Algebra 1A & 1B
10	Advanced Algebra 2	College-Prep Geometry or Geometry
11	Advanced Honors Precalculus or Advanced Precalculus	College-Prep Algebra 2 or Algebra 2
12	AP Calculus BC or AP Calculus AB	Precalculus or Functions and Trigonometry

Electives available to students who meet the prerequisites:

AP Computer Science	Statistics	Introductory Calculus	Advanced Topics in Math	AP Statistics
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**Science**

This course of study is designed for students at any ability level. Using the Next Generation Science Standards (NGSS), students will develop an understanding of energy, the particulate nature of matter, weather, plate tectonics, and their effects on the environment.

To help students better understand the science concepts embedded in these units, the appropriate NGSS Science Practices and Crosscutting Concepts will be applied. Emphasis is given to the development of quantitative skills necessary for scientific measurement and establishing evidence based explanations and conceptual models. Throughout the course students will develop

good reading skills, motivation, perseverance and the ability to share thinking both verbally and in written form. The course includes hands-on/minds-on and STEM related activities, as well as laboratory experiences correlated with large and small group work.

## **Social Studies**

**United States History:** This year long course provides an overview of United States history. The course begins with a study of the early days of the American Republic and follows the development of the United States through the Civil War and Reconstruction. Particular emphasis is placed on the people, events and ideas that shaped the early years of America's history. Students will reflect on the significance of historical events and how such events influence the present. The study of primary resources, particularly those documents that helped to establish American ideals and institutions, is an important part of this course. Active reading skills, study strategies and research skills will be taught and practiced as students investigate themes in American history.

## **Academic Literacy: Acquisition and Development of Literacy Skills**

The purpose of this course is for students to read more deeply. Effective reading requires students to interact with texts in an effort to construct and negotiate meaning. Students will expand their understanding of literacy strategies in order to further develop critical thinking and metacognitive reading skills. Throughout this course, students will be taught explicit reading strategies that enable them to monitor themselves as readers and their comprehension of varying texts and genres. Students will also be able to identify their own areas of interest and learn how to access a variety of materials to read for academic and pleasure purposes.

## **Art**

Seventh grade art is a semester course which meets every other day of the six day cycle for a semester. Students will study historical and cultural influences of the visual arts as they create art projects that reflect their own sense of artistic expression and communication. They will produce art work in a variety of media during the semester. Fundamental drawing skills will be introduced as students are involved in drawing, painting, and/or printmaking. Style, movements, artists, and significant events in art are introduced as they relate to what is being studied. Computers and emerging technologies, slides, videos, reproductions, posters, art works, and demonstrations provide enrichment for many of the areas studied. When possible, student projects are integrated with team activities or multi-disciplinary units. Students learn to look critically at works of art and are taught how to use appropriate vocabulary during discussions and critiques.

## **General Music**

All seventh grade students take one semester of general music that meets every other day of the block schedule for eighty minutes. Units of study include guitar, singing, composition, musical theatre, music history of the Baroque and Classical Periods, and music theory. Students have the opportunity to listen to, discuss and analyze various styles and genres of music, play melodies and chords on the guitar, compose and perform original compositions, and participate in a variety of other music activities and projects.

## 7th Grade Exploratory Courses

### Music Electives

**7th Grade Band:** Seventh grade band is intended for students who have previous instrumental music experience and are interested in continuing development of their musical skills. Sufficient instruction and experience on a band instrument to play band materials at the 7th grade level is a prerequisite. Beginners are accepted at the discretion of the director.

In this course, students will learn musical skills and concepts through a variety of wind band literature. Musicians will develop their note reading, rhythmic skills, and musical vocabulary while focusing on tone production and instrumental technique. Students will work to develop performance skills including playing in tune, performing with expression, and responding to the conductor and to their fellow musicians. Assessments will include both formative and summative performance skill assessments, and some written assessments.

Seventh grade band meets two periods per six day cycle. A third rehearsal takes place in an activities period. In rehearsals students work on concepts of ensemble playing while preparing for two concerts. Band members are also required to attend one small group lesson each six day cycle in a small group held during school hours on a rotating basis. Concert participation is one of the requirements of this course.

Seventh grade students also have an opportunity to perform with the Jazz Band and/or Symphonic Band, co-curricular offerings which meet in an activity period with occasional after school rehearsals. Entrance to Jazz or Symphonic Band is at the discretion of the director or by audition. Students also may have the opportunity to participate in various enrichment activities, which can include festival band, Symphony Orchestra, clinics, or performances by special guest artists.

**7th Grade Choir:** The 7th Grade choir is intended for all students who enjoy singing. Students are required to attend two rehearsals per six day cycle. Rehearsals include training in singing skills, reading music, and singing a wide variety of music. Participation in two concerts is one of the requirements of this course. Selected singers will be eligible to participate in Centre County Chorus.

**7th and 8th Grade String Orchestra:** Middle School orchestra is intended for students interested in improving their skills on a string instrument. In rehearsals, students work on concepts of orchestral ensemble performance while preparing for their concerts. In addition, all string players are required to attend one small group lesson each six day cycle. Lessons help each student develop proper technique and musicianship. Selected students will be eligible to participate in the Keystone String Orchestra.

**NOTE: If a student registers for two music electives (band, choir, and/or orchestra) choir will be scheduled during AREA. Students are required to attend the scheduled class and will not be permitted to choose other AREAs.**

## **Health Education**

In this course, which meets twice per 6 day cycle, the students will continue to build upon their health education with their first time in a formal health classroom. This course is designed to teach personal responsibility for overall wellness. Units of study include: nutrition, safety and responsibility, drug and alcohol education, mental and emotional wellness, and growth and development. Students will have the opportunity to experience hands-on learning while participating in dynamic in-class activities and projects. Current health events/issues are interspersed with curricular topics throughout the year.

## **Physical Education**

This course meets twice per 6 day cycle for the entire school year. Students are required to actively participate in every class and to change into appropriate physical education attire. Units may include: Aerobic Rhythmic Movement, Fitness, Net/wall games, Invasion games, Base games, Individual Sports. Students are assessed on participation, written quizzes, skill development and personal skill improvement.

## **6th, 7th & 8th Grade Adapted Physical Education**

Adaptive physical education meets twice each cycle and is offered to students with disabilities, certain injuries, or special circumstances may be scheduled into an Adaptive Physical Education course. Adaptive PE is offered to students who can benefit from a smaller setting and additional support, which provides the students with more opportunities to practice skills and be successful. Students enrolled in the program work individually or in small groups with an instructor, with modified tasks to lead to skill improvement and physical success. Student progress is evaluated on an individual criteria.

## **World Languages**

The middle school world languages program emphasizes success-oriented activities, oral communication, and a positive attitude toward world language learning. Students are introduced to French, German, and Spanish in grade 6 and choose one of these three languages for continued study in grades 7 and 8. World language classes meet three days per six day cycle. Students recommended for Communication Skills classes (reading) are unable to schedule a world language in grades 7 and 8.

### **7th Grade - Exploring French**

This course is designed for all 7th grade students. Classes meet three days per six day cycle. Seventh grade French introduces the basics of the French language and culture. The emphasis is on practical, high-interest, conversational language. Although oral communication is stressed, simple reading and writing activities are included. Geography and culture are explored through songs, games, and other activities. At the end of this 7th grade course, students will continue to take French in grade 8.

### **7th Grade - Exploring Spanish**

This course is designed for all 7th grade students. Classes meet three days per six day cycle. Seventh grade Spanish introduces the basics of the Spanish language and culture. The emphasis is on practical, high-interest, conversational language.



Although oral communication is stressed, basic reading and writing activities are included. Projects, songs, games and other activities are used to enrich the course. The geography and culture of selected parts of the Hispanic world will be explored. At the end of this 7th grade course, students will take Spanish in grade 8.

### **7th Grade - Exploring German**

This course is designed for all 7th grade students. Classes meet three days per six day cycle for the entire year. Seventh grade German introduces the basics of the German language and culture. The emphasis is on practical, high-interest, conversational language. Although oral communication is stressed, simple reading and writing activities are also included. Geography and culture are explored through songs, games, projects and other activities. At the end of this 7th grade course, students will continue to take German in grade 8.

## **Technology Education**

This program provides exploration in the following areas of Technology: Communication Technology, Manufacturing & Construction Technology, and Power, Energy, & Transportation Technology (P.E.T.T.). Seventh grade units of study are offered in consecutive nine week blocks for one semester.

### **Manufacturing & Construction Technology:**

This area emphasizes the use of tools & machines and their safety rules, project planning, cost analysis, design, and development. Technical sketching & design layouts and accurate measuring skills are stressed. Basic fundamental skills in the use of hand tools, portable electric tools, and machines are taught. A variety of industrial processes are used to produce custom and a mass produced products.

### **Power, Energy, and Transportation Technology (P.E.T.T.):**

Our P.E.T.T. area of technology uses a modular system approach for student directed learning and instruction. Units of study include: Space & Rocketry, Flight Technology, Aerodynamics, Research & Design, Energy & Power, Transportation Technology, Robotics, Pneumatics, Mechanisms, Electronics, Lasers, Structural Engineering, and CNC Technology. All of these areas of technology make use of a hands-on minds-on approach to student learning.

### **Communication Technology:**

Our Communication area of technology includes the following modular areas of study: Audio Production, 2D Computer Aided Drafting & Design (CADD), 3D CADD (Inventor), Desktop Publishing, Graphic Design, Interactive Video, Graphic Design & Communications, Graphic Animation, Laser Communications, Microwave Communications, Digital Video Production, GPS Technology, Multi-Media Technology, Digital Photography & Editing, Video Game Design, and Architectural Engineering.

All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities in grades 6-8. Technology Education is the stepping stone for our future in the ever-changing technological world.

# 8th Grade Team Based Courses

## English

The 8th grade English program builds on the language arts skills developed in 7th grade. Students read and critically analyze novels, short stories, plays, poetry, and nonfiction. Writing instruction continues to focus on developing skills in expository, narrative, and argumentative writing. Students will engage in timed writing assessments and process writing that requires them to apply formal instruction in writing strategies, grammar, mechanics, and style. Discussions and presentations are designed to strengthen speaking and listening skills. Student achievement is assessed through teacher-prepared assessments such as writing portfolios, conferencing, group and individual projects, presentations, and tests and quizzes.

## Mathematics

This curriculum is committed to making connections across instructional units of study and to application of mathematics in the real world. Problems are set in context and time is provided to reflect and reason on connections. Emphasis is placed on students discussing the problems in class, talking through their solutions and learning how to communicate their solutions. Students learn to communicate by using different representations such as graphs, tables, formulas or written explanations. Students are appropriately challenged to connect ideas and make formal and informal generalizations as they apply to their current needs. The instructional materials are structured into units of study that take 4 to 8 weeks each. Each unit is focused around problem situations that help students learn an important set of related mathematical ideas and to become skillful at using these ideas to solve problems. The curriculum is structured to help students learn to communicate their strategies and reasoning so that mathematical understandings are more thoroughly developed. The kinds of problems that the students will work on in class, as well as for homework, are challenging and interesting. Our main goal is to help all of our students to be successful in their study of mathematics as they proceed through progressively challenging courses.

**Recommendations for mathematics courses are made by the student's current math teacher based on present level of success and assessment data.**

### **Introduction to Algebra and Geometry 8:**

This course focuses on linear and nonlinear relationships in various formats, including tables, equations, graphs, and real world situations. The Pythagorean Theorem is discovered and applied using both rational and irrational numbers. Applications of radicals and integer exponents will be used to generate equivalent expressions. Linear equations and systems of equations will be analyzed and solved. Additional geometric concepts included in this course are volume of spheres, cones, and cylinders and symmetry and transformations.

**Advanced Algebra 1:**

This course places a deep emphasis on abstract thinking and problem solving and moves at a fast academic pace. Linear equations, functions, and inequalities are the primary focus of the first half of the course, with emphasis on solving equations and inequalities graphically and algebraically. The concepts of linear equations and inequalities are extended to systems of linear equations and inequalities. A study of absolute value equations and inequalities extends conceptions and skills of linear equations and inequalities. Equivalent expressions involving exponents, polynomials, rationals, and radicals are the primary focus of the second half of the course, with an emphasis on creating simplified equivalent forms using properties of real numbers. The course includes a statistics unit on analyzing data using plots and graphs. The course also includes a study of quadratic functions including graphing, factoring, and problem solving.

**Advanced Geometry:**

The general goals of this course are to develop an in-depth understanding of geometric concepts and use logical reasoning skills. The topics to be covered include properties of angles, lines, polygons and congruence, similarity, coordinate geometry, justification and proof, right triangles, vectors, circles, two-dimensional and three-dimensional shapes and figures. There is a substantial emphasis on independent proof writing. Problems often require prerequisite algebra skills including: factoring quadratic equations, systems of equations and literal equations.

Typical Grade	Advanced	College-Prep
7	Advanced Math 7	Intro to Algebra and Geometry 7
8	Advanced Algebra 1	Algebra and Geometry 8
9	Advanced Geometry	College-Prep Algebra 1 or College-Prep Algebra 1A & 1B
10	Advanced Algebra 2	College-Prep Geometry or Geometry
11	Advanced Honors Precalculus or Advanced Precalculus	College-Prep Algebra 2 or Algebra 2
12	AP Calculus BC or AP Calculus AB	Precalculus or Functions and Trigonometry

Electives available to students who meet the prerequisites:

AP Computer Science	Statistics	Introductory Calculus	Advanced Topics in Math	AP Statistics
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## **Science**

This course of study is designed for students at any ability level. Using the Next Generation Science Standards (NGSS) and the theme of “Change”, students will develop an understanding of Chemical Changes, Changes to Organisms and the Earth over Time, and Climate Change. To help students better understand the science concepts embedded in these units, the appropriate NGSS Science Practices and Crosscutting Concepts will be applied. Emphasis is given to the development of quantitative skills necessary for scientific measurement and establishing evidence based explanations and conceptual models. Throughout the course students will develop good reading skills, motivation, perseverance and the ability to share thinking both verbally and in written form. The course includes hands-on/minds-on and STEM related activities, as well as laboratory experiences correlated with large and small group work.

## **Social Studies**

**Civics and Economics:** Civic and economic education is essential for active participation by informed citizens. The civics portion of the course will emphasize a study of government, individual rights and responsibilities. Students will explore the structure of the federal government, as outlined in the U.S. Constitution, and the organization of state and local governments. Students will develop the skills to make informed decisions, to resolve conflicts, to articulate and defend positions, and to engage in the civic and political life of their communities. The economics portion of the course will enable students to demonstrate an understanding of basic economic concepts. Students will examine their roles as consumer, worker, investor and citizen.

## **Academic Literacy: Application and Expansion of Literacy Skills**

The purpose of this course is for students to review and extend literacy skills practiced in the seventh grade course. Throughout this course, students will build critical thinking skills to access, analyze, and evaluate more complex texts. Students will continue to develop extensive reading and metacognitive conversations through inquiry-based learning. In addition, students will identify, analyze, and evaluate textual claims and evidence in order to establish their own substantiated claims or positions. Students will develop as readers and thinkers through exploration of personal, informational, visual, and communication literacy.

## **Art**

Eighth grade art is a semester course which meets every other day of the six day cycle for a semester. Students continue the study of historical and cultural influences of the visual arts as they create art projects that reflect their own sense of artistic expression and communication. These concepts and levels of study are addressed using a variety of materials. Students are involved in sculpture, architecture, and/or ceramics. Drawing skills are developed further. As in seventh grade art class, style, movements, artists, and significant events in art are introduced as they relate to what is being studied. Computers and emerging technologies, slides, videos, reproductions, posters, art works, and demonstrations provide enrichment for many of the areas studied. When possible, student projects are integrated with team activities or multidisciplinary units. Through written and created works of art, students will utilize and expand their visual literacy. Students learn to look critically at works of art and are taught how to use appropriate vocabulary during discussions and critiques.

## General Music

All eighth grade students take one semester of music, which meets every other day of the block for eighty minutes. Units of student include piano, singing, composition, music history of the Romantic, 20<sup>th</sup> Century, and Contemporary Periods. Students have the opportunity to sing, play melodies and chords on the piano, listen and analyze music, compose and perform original music in various styles on the piano, and participate in a variety of other music activities and projects.

# 8th Grade Exploratory Courses

## Music Electives

**8th Grade Band:** Eighth grade band is intended for students who have previous instrumental music experience and are interested in continuing development of their musical skills. Sufficient instruction and experience on a band instrument to play band materials at the 8th grade level is a prerequisite. Beginners are accepted at the discretion of the director.

In this course, students will learn musical skills and concepts through a variety of wind band literature. Musicians will develop their note reading, rhythmic skills, and musical vocabulary while focusing on tone production and instrumental technique. Students will work to develop performance skills including playing in tune, performing with expression, and responding to the conductor and to their fellow musicians. Assessments will include both formative and summative performance skill assessments, and some written assessments.

Eighth grade band meets two periods per six day cycle. A third rehearsal takes place in an activities period. In rehearsals students work on concepts of ensemble playing while preparing for two concerts. Band members are also required to attend one small group lesson each six day cycle in a small group held during school hours on a rotating basis. Concert participation is one of the requirements of this course.

Eighth grade students also have an opportunity to perform with the Jazz Band and/or Symphonic Band, co-curricular offerings which meet in an activity period with occasional after school rehearsals. Entrance to Jazz or Symphonic Band is at the discretion of the director or by audition. Students also may have the opportunity to participate in various enrichment activities, which can include festival band, Symphony Orchestra, clinics, or performances by special guest artists.

**8th Grade Choir:** The 8th grade choir meets twice a cycle. It is intended for students who enjoy singing, and the year is spent preparing for two concert performances. Rehearsals include training in singing skills, reading music, and singing a wide variety of music. Participation in two concerts is one of the requirements of this course. Selected singers will be eligible to participate in Centre County Chorus.

**NOTE: If a student registers for two music electives (band, choir, and/or orchestra) choir will be scheduled during AREA. Students are required to attend the scheduled class and will not be permitted to choose other AREAs.**

## **Health Education**

In this course, which meets twice per 6 day cycle, the students are provided with information on current health topics and build upon skills previously learned. Units of study include: personal safety, environmental health, drug and alcohol education, mental and emotional wellness, as well as growth and development. Students will have the opportunity to experience hands-on learning while participating in various hands on activities as well as student centered projects which are both individual and group based.

## **Physical Education**

A continuation of the of the 7th grade physical education program, the 8th grade course has similar educational goals and is designed to further develop individual students' skills and encourage increased fitness levels. Units may include: Modern Rhythmic Movement, Fitness, Net/wall games, Invasion games, Base games, Individual Sports. Students are expected to change in appropriate PE attire for class. Students are assessed on participation, written quizzes, skill development and personal skill improvement.

## **6th, 7th & 8th-Grade Adapted Physical Education**

Students with disabilities, certain injuries, or special circumstances may be scheduled into an Adaptive Physical Education course. Adaptive physical education meets twice each cycle and is offered to students who are unable to participate in general physical education. Students enrolled in the program work individually or in small groups with an instructor. Student progress is evaluated on an individual criteria.

## **Grade World Languages**

The middle school world languages program emphasizes success-oriented activities, oral communication, and a positive attitude toward world language learning. Students are introduced to French, German, and Spanish in grade 6 and choose one of these three languages for continued study in grades 7 and 8. World language classes meet three days per six day cycle. Students recommended for Communication Skills classes (reading) are unable to schedule a world language in grades 7 and 8.

## **8th Grade Exploring French**

This course is similar to what students experienced in 7th grade. Classes meet three days per six day cycle. Additional vocabulary, simple sentences, and grammar are presented as well as a more extensive exploration of culture and geography. Emphasis remains on oral communication, although some reading and writing activities are included. Students who take the three day per cycle French course in grade 8 may take French 1 Experienced in grade 9.

## **8th Grade - French 1**

In French 1 students continue to learn vocabulary and develop the four language skill areas: listening, speaking, reading and writing. They repeat and memorize short sentences and dialogs and participate in choral and individual repetitions. They recombine memorized patterns and vocabulary to make statements and to ask and answer questions. Students are introduced to the cultures of

the French- speaking peoples. Written exercises in class and as homework reinforce oral practice. Assessments include oral and written activities, quizzes, tests, projects and presentations.

### **8th Grade - Exploring Spanish**

This course is similar to what students experienced in 7th grade. Classes meet three days per six day cycle. Additional vocabulary, simple sentences and grammar are presented as well as a more extensive exploration of culture and geography. Emphasis remains on oral communication, although some reading and writing activities are included. Students who take the three day per cycle Spanish course in grade 8 may take Spanish I Experienced in grade 9.

### **8th Grade - Spanish 1**

In Spanish 1 students continue to learn vocabulary and develop the four language skill areas: listening, speaking, reading and writing. The course concentrates on the use of everyday Spanish language. Students converse in Spanish and have an opportunity to learn about Hispanic cultures. Oral participation in class is essential, and assessments address all four language skills. Assessments include oral and written activities, quizzes, tests, projects and presentations.

### **8th Grade - Exploring German**

This course is similar to what students experienced in 7th grade. Classes meet three days per six day cycle for the entire year. Additional vocabulary, simple sentences and grammar are presented as well as a more extensive exploration of culture and geography. Emphasis remains on oral communication, although reading and writing activities are included. Students who take the three day per cycle German course in grade 8 may take German I Experienced in grade 9.

### **8th Grade - German 1**

In German 1 students continue to learn vocabulary and develop the four language skill areas: listening, speaking, reading and writing. They focus on cultural themes and real-life situations of the German people and German-speaking countries as they integrate basic grammar, vocabulary and idiomatic dialog. Assessments include oral and written activities, quizzes, tests, projects and presentations.

## **Technology Education**

8th grade is the culmination of the technology education experience. This program provides additional exploratory instruction in each area of Technology throughout the school year. Students take one semester of Power, Energy, & Transportation Technology /Communications and one semester of Manufacturing & Construction Technology.

### **Manufacturing & Construction Technology:**

This area emphasizes the use of tools & machines and their safety rules, project planning, cost analysis, design, and development. Technical sketching & design layouts and accurate measuring skills are stressed. Basic fundamental skills in the use of hand tools,

portable electric tools, and machines are taught. A variety of industrial processes are used to produce custom and a mass produced products.

**Power, Energy, and Transportation Technology (P.E.T.T.):**

Our P.E.T.T. area of technology uses a modular system approach for student directed learning and instruction. Units of study include: Space & Rocketry, Flight Technology, Aerodynamics, Research & Design, Energy & Power, Transportation Technology, Robotics, Pneumatics, Mechanisms, Electronics, Lasers, Structural Engineering, and CNC Technology. All of these areas of technology make use of a hands-on minds-on approach to student learning.

**Communication Technology:** Our Communication area of technology includes the following modular areas of study: Audio Production, 2D Computer Aided Drafting & Design (CADD), 3D CADD (Inventor), Desktop Publishing, Graphic Design, Interactive Video, Graphic Design & Communications, Graphic Animation, Laser Communications, Microwave Communications, Digital Video Production, GPS Technology, Multi-Media Technology, Digital Photography & Editing, Video Game Design, and Architectural Engineering.

All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities in grades 6-8. Technology Education is the stepping stone for our future in the ever-changing technological world.



# INSTRUCTIONAL PROGRAM OPTION

## LEARNING ENRICHMENT/GIFTED SUPPORT PROGRAMS

The State College Area School District provides challenging learning experiences for all students that build on their individual strengths and optimize their abilities. Gifted and Learning Enrichment services, in concert with SCASD's core program, ensure that the district supports the development of advanced learners to achieve their potential as students and individuals.

### Gifted Support

The State College Area School District engages in a number of formal processes to identify potential candidates for gifted education services. Currently, all students in grades 2, 4, and 6 are universally screened each school year. Benchmark assessments in reading and math are used as initial indicators to identify students who may be in need of specially designed instruction.

Students may be referred for a Gifted Multidisciplinary Evaluation (GMDE) by teachers and/or parents. A Gifted Multidisciplinary Evaluation Team (GMDT) determines the appropriateness of placement in Gifted Support. If Gifted Support services are recommended, the parents and student will be invited to participate in a program planning meeting where a Gifted Individualized Education Plan (GIEP) will be developed.

**For more information about SCASD Gifted Support, please contact your child's building principal.**

### Learning Enrichment

In addition to providing services for identified gifted students, SCASD also offers Learning Enrichment experiences at all grade levels. Benchmark assessments in reading and math are administered within the first six weeks of the school year to all students. These assessment results are used to determine potential candidates for Learning Enrichment.

Enrichment experiences provide middle school students with exposure to content, methods, and problem-solving skills that extend beyond what takes place in the regular classroom. Instruction is typically delivered in a small-group setting where students interact with peers demonstrating similar strengths and interest needs.

**For more information about Learning Enrichment, please contact the Gifted Support/Learning Enrichment teacher at your child's school.**

## **SPECIAL EDUCATION PROGRAMS**

In compliance with Pennsylvania State Law, the State College Area School District provides to all exceptional students a free and appropriate public education. For purposes of definition, the term “exceptional” refers to students with disabilities to the extent that their unique learning needs require specialized educational programming.

The special education process is designed to begin with the student. His/her strengths, weaknesses, and learning needs are determined through the evaluation process. If a need for special education services is found, school officials and parents work together in developing an appropriate program of education. This specially designed instructional plan for an exceptional student is referred to as an Individualized Education Program (IEP). **See APPENDIX A for additional information.**

## **ENGLISH LEARNERS (EL)**

Following the guidelines from the Pennsylvania Department of Education, the State College Area School District provides an appropriate program for English Language Learners to all students who are limited in their English proficiency. Each student in this highly individualized program will be enrolled in one or more ELL classes. The student’s program is determined by an English language placement test, a personal interview, and a student’s experiential background.

Through a wide range of multilevel activities in reading, writing, listening, and speaking, the ELL transition course continues to develop students’ language abilities. Reading instruction focuses on developing skills in vocabulary, spelling and reading comprehension. Students study from a wide range of expository and literary texts. Using the writing process, students take their written work through multiple drafts, applying formal instruction in grammar usage and mechanics to real writing experiences. Speaking and listening skills are stressed through short talks, oral reports, dramatic readings and practice in note taking. Evaluation of student achievement is based on a variety of assessments, and stresses quality , thoroughness, and timely completion of assignments and projects.

## **DELTA PROGRAM**

### **Choice:**

The State College Area School District makes a nontraditional approach to secondary education available to the families of the district. The Delta Program primarily serves students in grades 9-12. However, students in grades 7 and 8 will be accepted when it is deemed appropriate and in the best interest of the student. Through the philosophies of shared decision making, community-based learning, flexibility, and the teaching of responsible behavior, the Delta Program, since 1974, has provided an innovative educational option for secondary students.

**Shared Decision Making :**

The Delta Program is a cooperative effort among students, parents, and staff to provide an optimum learning environment through shared decision making. A personalized learning program is developed by a team made up of the student, a staff advisor, and parents to best meet the needs and interests of the individual student. This “advising team” then acts as a support group to help the student with any problems that may arise with the learning program. Shared decision making is also used in the management of the school as a whole through groups consisting of parents, students, and staff members.

**Community:**

The Delta Program promotes the concept of community both internally and externally. Within the Delta Program, community activities and learning experiences are designed to encourage cooperation, support, the building of skills in group process, communication, problem solving, and conflict resolution, and a “feeling of belonging” among Delta students. The Delta Program uses and contributes to the “outside community” by enabling advising teams to use community resources in developing the student’s program and by requiring every student to participate in community service projects.

**Flexibility:**

Each student’s advising team meets at least three times a year to help the student set learning goals, to choose appropriate learning experiences, and to discuss issues of concern to the student’s program. Families should understand that the curricular offerings at Delta are not designed for the middle school age group, nor do we provide some other middle-level subjects that are required for 7th and 8th grade students. Experiences in Technology Education, and Music would need to be fulfilled through independent contracts.

In addition, the student’s academic record should indicate that he or she is ready for a high school curriculum. For example, the Math curriculum at Delta begins with Pre-Algebra. The Delta Program is designed to foster independent learning, so it is important that the prospective student be a highly motivated, self-directed learner.

Delta operates under an “open campus” model to allow students access to learning opportunities in the community. This means that the prospective student must have the independence and good judgment needed to use this privilege wisely. Students with poor attendance records are not likely to succeed in such a system. In addition, a good candidate needs to have the social skills and emotional maturity to fit comfortably in a community of older students, as there will be few students of the same age. Families should expect that their 7th or 8th grader will need close monitoring and a high level of support at home in order to ensure success.

**Responsibility:**

The Delta Program encourages student initiative and responsibility by involving students in all phases of decision making including the design of their individualized programs and the management of the school. Students make decisions about their present and future educational and career needs. They learn responsibility by carrying through their decisions with the support of their advising team and other program members, by constantly reevaluating their goals in the light of new experiences, and by sharing in the Delta community experience.

**For More Information:**

To sign up for the Delta Program, students need to complete an application form. These forms are available in the middle school counseling offices, in the Delta office, and online at the district web site, [www.scasd.org](http://www.scasd.org). In addition, a personal interview involving the student, parent or guardian, and the Director, School Counselor, or designee is required of all applicants entering 7th or 8th grade. The deadline for applications for the fall semester of 2016-2017 is August 9, 2016. After that date, only middle school students new to the school district will be considered for 7th or 8th grade enrollment. Please contact the Delta Program Office at 231-1000 if you are interested in Delta for your middle school student.

## EXTRA CURRICULAR/A.R.E.A. ACTIVITIES

**A.R.E.A.**

“A.R.E.A.” is an acronym for “Academics, Remediation, Enrichment, and Advising.” The primary purpose of the A.R.E.A. program is to provide time during the school day to enhance the learning process and to provide some exploratory options not available during class time. One period each day is set aside for A.R.E.A. activities. During this time period, students are offered the opportunity to take part in clubs, special programs, signed up with individual classroom teachers for remedial or make-up work, or provided enrichment work in subjects that particularly interest them or in which they have demonstrated strength. The ROAR program is also housed during A.R.E.A. one day per cycle and focuses on respect, organization, a positive attitude, and responsibility through different advisory, anti-bullying, and team building lessons.

**INTERSCHOLASTIC ATHLETICS**

Interscholastic athletics are offered throughout the school year in grades 7-8 for both boys and girls. In order to participate in interscholastic athletics, each student athlete must complete the electronic application (CIPPE) found on the online portal. The electronic application can be complete any time after June 1 of each year. Updated physical information and due dates can be found on the SCASD Athletics webpage. In order to be eligible for interscholastic athletics, a student must have passed or must be passing four credits and must be pursuing a curriculum defined and approved by the principal as a full-time curriculum.

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
8th Grade Football	Wrestling	Boys' Track & Field
Boys' Soccer	Boys' Basketball	Girls' Track & Field
Girls' Soccer	Girls' Basketball	Field Hockey
Cheerleading	Cheerleading	Softball
Girls' Volleyball		

## **Intramural Program**

The State College Area School District provides a comprehensive intramural program to meet the needs and interests of all students. These programs supplement our basic physical education classes. The programs foster the spirit of completion in athletic activities and provide leisure-time outlets in recreational sports. Our programs offer a variety of team, individual, and lifetime sports opportunities. The intramural programs of our district are an integral part of our educational philosophy.

### **Possible Co-Ed Programs: after school programs**

Archery	Field Hockey
Penn Skates	Tennis
Bowling	Skiing
Flag Football	Kayaking

### **Possible COMBINED PROGRAMS: 6pm-8pm (Girls only Grades 6-8)**

Softball	Lacrosse
Basketball	Volleyball

Intramural programs are open to all students. The sign-up process is a three-step process:

1. Listen to the daily bulletin for starting dates.
2. Pick up permission slips in the Main Office. Permission slips must be completed by the student's legal guardian for each IM activity.
3. Return permission slips to the Main Office.

## Student Activities

As students decide which courses they wish to take each year, they should also consider participation in extracurricular activities. For many students, these activities provide opportunities and experiences which not only make middle school more enjoyable, but which also influence and sometimes determine future choices in both education and career paths. This listing gives an idea of the range of activities available. These activities may vary from year to year and from middle school to middle school.

### Possible Extra-Curricular/AREA Activities:

Art Help	French Club	Quiet Study
Badminton	German Club	School Pride
Board Games	Homework Help	Science Olympiad
Builders Club	Fishing Club	Science Project Club
Chess Club	Indoor Soccer	Science Tutoring
Classical Music	Jazz Band	Social Studies Tutoring
Communications Club	Knowledge Masters	Softball
Crafts	Math Counts	Spanish Club
Creative Writing	Math Tutoring	Student Council
Drama Club	Mural Painting	Technology Student Association
Drawing	Newspaper Club	World Language Tutoring
Earth Club	Peer Mediation	Yearbook
English Tutoring	Pleasure Reading	Yoga
Fitness Games		

# APPENDIX A

## SPECIAL EDUCATION SERVICES AND ANNUAL PUBLIC NOTICE

The State College Area School District provides a variety of opportunities for the screening and evaluation of students thought to have disabilities. In kindergarten all students receive screenings on readiness as well as standardized indicators of early literacy. All Elementary schools in the district have an identified and trained Instructional Support Team (IST). The Instructional Support Team works with school staff to provide screening in various areas (cognitive, emotional, social, motor, vision and hearing). Parents may request IST consideration through the building principal. The IST process can recommend interventions, further screening and/or a referral for multidisciplinary evaluation (MDE) for special education services for a student with a disability.

A multidisciplinary evaluation (MDE) can be requested at any level by school teams and/or parents. Parental requests should be made in writing to the building principal. Requests for screening and/or evaluation of students in preschool settings should be directed to the preschool provider who, in turn, will contact the Preschool Program Supervisor of the Central Intermediate Unit #10. Requests for screening and/or evaluation of students in nonpublic schools should be directed to the Nonpublic School Director/Principal who, in turn, will contact the district Special Education Office.

Special education services are provided to exceptional students under Chapter 14 of the Pennsylvania Special Education Regulations. Special education is defined as specially designed instruction to meet the needs of an exceptional student including specially designed instruction that is the following: 1) conducted in the classroom, in the home, in community settings, in hospitals, in institutions and in other settings; (2) Provided in an instructional or skill area, including physical education, speech and vocational education. A specially designed program of instruction is available for a student who meets one of the categorical exceptionalities: autism/pervasive developmental disorder, blindness or visual impairment, deafness or hearing impairment, developmental delay under early intervention guidelines, mental retardation, multiple disabilities, traumatic brain injury, other health impairment, orthopedic impairment, serious emotional disturbance, specific learning disability or speech or language impairment and who needs a specially designed program of instruction.

Parents or teachers may refer students for a multidisciplinary evaluation if a student is thought to need special education services. The district conducts screening to identify students who may need special education through health screenings, group intelligence tests and achievement tests. Regularly scheduled Child and Pupil Study Teams as well as Student Assistance Teams, and Instructional Support Teams review student records and teacher reports for relevant information. These activities are ongoing during the school year.

Related services such as occupational therapy, physical therapy orientation and mobility training and specialized transportation are available as deemed appropriate by the Multidisciplinary Evaluation Team and Individual Education Plan Team. Transition Services,

Extended School Year Services, and Assistive Technology Services are provided according to the Pennsylvania Special Education Regulations.

Behavior Intervention Plans include a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning and self-fulfillment. Potential causes of behavior problems, such as physical or medical conditions, environmental factors, staffing and program concerns, shall be reviewed and addressed prior to the development of a behavior intervention program. For each eligible student or young child who exhibits behavior problems which interfere with the student's ability to learn, including students identified as seriously emotionally disturbed, the IEP shall include provisions for a program of behavior management. Positive rather than negative measures shall form the basis of behavior intervention plans. Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior intervention program.

The State College Area School District does not discriminate against Protected Handicapped Students. Such students are assured equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate. It is the policy of the school district to provide a free and appropriate public education to each student with disabilities within its jurisdiction, regardless of the nature or severity of the handicap. It is the intent of the district to ensure that students with disabilities within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be considered disabled under this policy even though they do not require services pursuant to the Federal Individuals with Disabilities Education Act (IDEA) and the corresponding Pennsylvania Special Education Regulations. Written service agreements may be developed annually in order to detail necessary services for students with disabilities under section 504.

Confidentiality rights of students and parents are protected by the State College Area School District Policy on Confidentiality of Student Records and the Pennsylvania Special Education Regulations section addressing confidentiality.

Questions concerning any matters relative to Special Education Evaluation, Identification, Programs, Services, Due Process rights of students and parents or the Surrogate Parents Program, should be directed to the Special Education Office at 231-1072. Questions about written service agreements for Protected Handicapped Students should be directed to the Director of Learning Enrichment/ Student Services at 231-1054.

For further information about child identification, screening, referral for evaluation, or public awareness, please contact the Special Education Office at 814-231-1072 or in writing at 240 Villa Crest Drive, State College, PA 16801.

**The State College Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, gender identity, ancestry, national origin or disability in activities, programs, or employment practices as required by Title VI, Title IX, Section 504, and Americans with Disabilities Act. For information regarding civil rights, grievance procedures and services, or activities and facilities that are accessible to and usable by persons with disabilities, contact the Compliance Officer, State College Area School District, 240 Villa Crest Drive, State College, PA 16801, (814) 231-1051.**