

MIDDLE SCHOOL PROGRAM GUIDE



DISTRICT MISSION:

**To Prepare Students for Lifelong Success Through
Excellence in Education
2022-2023**

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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 27-May 20	Teachers enter course recommendations for Math/English
April 26-May 20	Email selection form document to students, family letter email about course recommendations and course selection
May 20	Notification email about 7th grade course requests in StudentVUE
May 20-May 27	Deadline for students to submit course requests for Music and World Language

7th into 8th Grade:

April 27-May 20	Teachers enter course recommendations for Math/English/World Language
April 27-May 20	Email selection form document to students, family letter email about course recommendations and course selection
May 20	Notification email about 8th grade course requests in StudentVUE
May 20-May 27	Deadline for students to submit course requests for Music

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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
- Restorative Conferencing with peers, 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
- Utilizing Restorative Practices in building community and repairing harm ◇ Community Outreach and Service
- Maintenance of Student Records

6th Grade Courses

English

Students entering sixth-grade experience an increase in the complexity of reading and writing instruction. Sixth-grade students transition into reading and responding to a variety of more complex literature. Students read novels of their own choosing from a variety of genres, engage in mini-lessons, interact with a multitude of texts, and collaborate with peers. Teacher and student-led discussions using book clubs, read alouds, and shared texts help create a community of life-long readers. Writing instruction focuses on building and extending skills in informational, narrative, and argumentative styles as students continue to navigate the writing process. Students use the writing process to plan, draft, revise, edit, share, and publish their work. A focus on mechanics and conventions helps students in the proofreading and editing process. By engaging in a range of collaborative discussions with peers, students will strive to improve their thinking, 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

Academic Literacy

This course supports the transition to middle school by helping students understand and navigate the increased literacy demands of reading and writing to learn across all subject areas. With an emphasis on nonfiction informational text, data, and informational writing, students will strengthen their ability to comprehend, summarize, analyze, interpret, and make connections within and across texts. Students will enrich their vocabulary and literacy skills through choice reading, shared reading experiences, and research opportunities. This is an interactive class that encourages critical thinking based on reading, writing, and discussion that is a foundation for the skills that will continue to be developed in 7th and 8th grade.

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 **for half of 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, 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 multidisciplinary units. Students learn to look critically at works of art and are taught how to use appropriate vocabulary during discussions and critiques.

General Music

Sixth grade general music is a team course for all sixth grade students for one semester, every other day for a full block. Students will learn about themselves as music makers (how to sing, move, play on instruments, listen, create, make connections) and how to reflect and respond to the musical world around them. Students will explore and develop an understanding of music from various time periods and cultures and explore music as a language and interpret intents and meanings. Students will learn about how music is organized and will learn how to read and use music notation/symbols. Emphases in sixth grade are: instruments performance (percussion & chordal strings), cultural music including Medieval and Renaissance Periods, musical instruments, and singing.

6th Grade Music Electives

6th Grade Band: Sixth Grade Band is a year-long course and 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 and the ability to play band materials at the 6th grade level are 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 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 skill assessments. The 6th grade band rehearses twice per six-day cycle. Band members are also required to attend one small-group lesson per six-day cycle on a rotating schedule. Concert participation is one of the requirements of this course. Other performance opportunities may be available.

6th Grade Choir: Sixth Grade Choir is a year-long course and is intended for all students who enjoy singing and want to develop personal and group singing skills. Students are required to attend two rehearsals per six-day cycle. Rehearsals include training in singing, reading music, and performing a wide variety of music. Participation in two concerts is one of the requirements of this course. Skill development includes singing in major and minor, using solfeggio, in-tune singing in unison and two-part singing, developing three-part singing, unified vowel production, articulation of consonant sounds, following a choral music score, following a director's musical cues, standing and moving carefully on risers, differentiating between head and chest voice, and staggered breathing. Repertoire at this level includes unison, two-part, canon, world language, folk, accompanied, and acapella singing. Selected and interested singers will be eligible to participate in any other co-curricular vocal ensembles.

6th Grade String Orchestra: Sixth Grade String Orchestra is a year-long course and 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 two rehearsals 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 each have two rehearsals. Students are required to attend the scheduled rehearsals, one during the regular schedule and one during AREA. Students are allowed to be members of 1, 2 or ALL 3 music ensembles.

Health Education

This course meets one day per 6 day cycle for the entire school year. This course content provides students with an introduction to the knowledge and skills surrounding a variety of health topics. Students will explore the ways physical, mental/emotional, and social aspects of health impact one another. There will be a focus on avoiding harmful substances and effects on mental/emotional health. Additional topics include: Body systems, puberty, digital footprint, the effect of screen time on overall health, nutrition, communication and building healthy friendships.

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.

World Language

The middle school World Languages program emphasizes communicative competence supported by success-oriented activities and an open mind and positive attitude toward world language learning. Students will make a language selection prior to sixth grade and will continue to study this language throughout middle school. Classes meet every other day for grades 6-7-8 which allows students to eventually complete the language at its highest level at the high school if they choose and allows them to enroll in other electives in middle school.

Exploring Language 1A

Students will make a language selection prior to sixth grade and will continue to study this language throughout middle school. Sixth grade World Languages classes meet three days in the six-day cycle. During this experience, students will be introduced to the language and begin to explore the language and culture(s) of the target language while learning to use the language in meaningful, real-world contexts. At the end of this course students will move on to the next level of their chosen language.

6th Grade Technology Education

Engineering Design and Development (Grade 6)

This exploratory technology and engineering course (12 weeks) is designed for 6th grade students to utilize and develop 21st century STEM skills to solve problems through project based learning. The 6th grade Engineering area of technology education uses a systems approach for student directed learning and instruction. Units of study include: Innovation, Research & Design, Problem Based Learning, Energy & Power, Transportation Technology, Robotic System Control, Coding, Structural Engineering, and CNC Technology. All of these areas of technology make use of a hands-on and minds-on approach to student centered learning.

Communication and Design (Grade 6)

The 6th grade Communication and Design course (6 weeks) will allow all 6th grade students to explore the design process through the use of professional graphics, 3D modeling CAD programs and coding to communicate their solutions to assigned projects, problems, and original work to their peers and members of the teaching staff. All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities.

Fabrication Technology (Grade 6)

Fabrication Technology 6 is a 6 week exploratory course focusing on manufacturing and fabrication technologies. Students will learn and apply skills utilizing the proper safety rules, procedures, and processes of tools and machines, measurement, design and layout, and material processing (wood focused products). Students will gain hands-on and minds-on experience with the engineering design process and contemporary woodworking technologies. At the conclusion of this course, students will take home a project that they designed and developed while learning safe laboratory procedures, design concepts, and material science. All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities.

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. Seventh grade English continues to develop students' ability to grow and sharpen their expertise as readers, writers, and speakers. Using a standards-based approach, students continue to participate in writing workshops and utilize the strategies observed in mentor texts. Unique to the seventh grade English experience:

- Reading experiences focus on comprehension, analysis, and evaluation. Students read short stories, novels, myths, legends, poetry, and articles related to a variety of relevant themes.
- Writing exploration focuses on informative, narrative, argumentative, and reflective writing. Self-assessment inspires revision and skill development, guiding students to find their unique voice and style.
- Research skills focus on evaluating credibility of sources, finding relevant evidence, and properly citing evidence.
- Speaking and listening skills focus on collaborative discussions and informal and formal public speaking.

Throughout the year, students make choices based on their expanding knowledge and understanding, learning from each other and from their experiences with language and literature.

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

Academic and technical literacy is necessary for success in today's highly educated, global society. Throughout this course, students will be taught reading, writing, and critical thinking strategies to better develop the habits and skills required for becoming confident and independent readers. Students will be able to apply academic literacy skills to any level of curriculum in any content area. Students will also be able to identify their own areas of interest and learn how to access a variety of materials to read for pleasure. During the Academic Literacy course students will discover who they are as readers through personal literacy development and genre study, and understand the relationship between literacy, power, and access. Students will learn to use metacognitive strategies so they can access text in a more meaningful way while making insightful connections that improve their comprehension. As they develop a toolbox of effective reading strategies to assist comprehension, students will improve their critical reading and thinking skills. These strategies will help them become more adept with analyzing text and applying their text-dependent analysis skills.

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 a semester-long, full-block course in music where they will learn about themselves as music makers (how to sing, move, play on instruments, listen, create, make connections). They will learn how to reflect and respond to the musical world around them. Students will explore and develop an understanding of music from various time periods and cultures. Students will explore music as a language and interpret intents and meanings. Students will learn about how music is organized and will learn how to read and use music notation/symbols. Emphases in seventh grade are: Guitar, Cultural Music including Baroque and Classical Pds, Musical Theatre, Singing.

7th Grade Exploratory Courses

Music Electives

7th Grade Band: Seventh Grade Band is a year-long course and 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 may take place in the 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 may 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: Seventh Grade Choir is a year-long course and is intended for all students who enjoy singing and want to develop personal and group singing skills. Students are required to attend at least two rehearsals per six day cycle for the year. 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 and interested singers will be eligible to participate in Centre County Chorus and other co-curricular vocal ensembles. Skill development includes singing in major and minor, using solfeggio, in-tune singing in unison, two-part singing, three-part/SAB singing, developing SATB singing, unified vowel production, articulation of consonant sounds, following a choral music score, following a director's musical cues, standing and moving carefully on risers, posture, differentiating between head and chest voice, range extension, and staggered breathing. Repertoire at this level includes unison, two-part, three-part, SATB, world language, accompanied, and a capella singing with increased complexity and stylistic variety while addressing the adolescent voice change.

7th and 8th Grade String Orchestra: Seventh and Eighth Grade String Orchestra is a year-long course and 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 may be eligible to participate in the Keystone String Orchestra.

NOTE: If a student registers for two or all 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 communicative competence supported by success-oriented activities and an open mind and positive attitude toward world language learning. Students will make a language selection prior to sixth grade and will continue to study this language throughout middle school. Classes meet every other day for grades 6-7-8 which allows students to eventually complete the language at its highest level at the high school if they choose and allows them to enroll in other electives in middle school.

7th Grade – French 1B

This course is designed for seventh-grade students. Classes meet three days per six-day cycle. Students continue their introduction and exploration of the French language and culture with an emphasis on practical, high-interest, conversational language. While oral communication is stressed, reading and writing activities are included. Geography and culture are explored through a variety of meaningful, real-life activities. At the end of this course, students will continue to take French in grade 8.

7th Grade – German 1B

This course is designed for seventh-grade students. Classes meet three days per six-day cycle. Students continue their introduction and exploration of the German language and culture with an emphasis on practical, high-interest, conversational language. While oral communication is stressed, reading and writing activities are included. Geography and culture are explored through a variety of meaningful, real-life activities. At the end of this course, students will continue to take German in grade 8.

7th Grade – Spanish 1B

This course is designed for seventh-grade students. Classes meet three days per six-day cycle. Students continue their introduction and exploration of the French language and culture with an emphasis on practical, high-interest, conversational language. While oral communication is stressed, reading and writing activities are included. Geography and culture are explored through a variety of meaningful, real-life activities. At the end of this course, students will continue to take French in grade 8.

Technology Education

Engineering Design and Development (Grade 7)

This applied technology and engineering course (12 weeks) is designed for 7th grade students to utilize and develop 21st century STEM skills to solve problems through project based learning. The Engineering area of technology education uses a systems approach for student directed learning and instruction. Units of study include: STEM Problem Solving, Design Thinking Process, Engineering Design Process, Flight Technology, Energy & Power, Transportation Technology, Robotics, Simple and Complex Machines, Coding, Structural Engineering, and CNC Technology. All of these areas of technology make use of a hands-on and minds-on approach to student centered learning.

Communication and Design (Grade 7)

The 7th grade Communication and Design course (12 weeks) will allow all 7th grade students to apply the design process using professional graphics, 3D modeling CAD programs and coding to communicate their solutions to assigned projects, problems, and original work to their peers and members of the teaching staff. All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities.

Fabrication Technology (Grade 7)

Fabrication Technology 7 is a 12 week course focusing on manufacturing and fabrication technologies. Students will learn and apply skills utilizing the proper safety rules, procedures, and processes of tools and machines, measurement, design and layout, and material processing (wood and metal focused products). Students will gain hands-on and minds-on experience through laser engraving, CNC machining, and contemporary metal and woodworking technologies. Throughout this course, students will have the opportunity to produce heirloom quality projects that they can enjoy for a lifetime. All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities.

8th Grade Team Based Courses

English

The 8th grade English program continues to build on the language arts skills developed in 7th grade. Students read and critically analyze a variety of novels, short stories, plays, poetry, and selected nonfiction. Writing instruction continues to focus on developing students skills in expository writing techniques. Students will engage in formal and informal writing assessments and process writing that requires them to apply instruction in writing strategies. Students will integrate proper use of various conventions, grammar, mechanics, and stylistic choices throughout writing tasks. Discussions and presentations are designed to strengthen the speaking and listening skills expected in an 8th-grade academic setting. Student achievement is determined through teacher-prepared materials such as process writing, conferencing, group and individual projects, presentations, and other formative and summative assessments.

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 sixth and seventh grade courses. 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 grow as readers and thinkers through exploration of personal, informational, visual, and communication literacy. Students will have the opportunity to conduct research projects practicing key skills associated with citing work, recognizing reliable texts, and using evidence to support claims. Students will learn the importance of evaluating media sources containing minimal bias and original facts against less reliable sources. They will enrich their working vocabulary through choice reading, nonfiction articles, and independent word study. Throughout the units of this course, students have the power to choose books, articles, research topics and products in order to reflect their understanding of a concept. Students will have multiple opportunities to share and showcase their individually chosen books, articles, project work, and developed ideas with a community of their peers in a variety of media formats.

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 a semester-long, full-block course in music where they will learn about themselves as music makers (how to sing, move, play on instruments, listen, create, make connections). They will learn how to reflect and respond to the musical world around them. Students will explore and develop an understanding of music from various time periods and cultures. Students will explore music as a language and interpret intents and meanings. Students will learn about how music is organized and will learn how to read and use music notation/symbols. Emphases in eighth grade are: Keyboard , Music Theory, Cultural Music including Romantic Pd through the Present including Jazz styles, Singing.

8th Grade Exploratory Courses

Music Electives

8th Grade Band: Eighth Grade Band is a year-long course and 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 may 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: Eighth Grade Choir is a year-long course and is intended for all students who enjoy singing and want to develop personal and group singing skills. Students are required to attend at least two rehearsals per six day cycle for the year. 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 and interested singers will be eligible to participate in Centre County Chorus and other co-curricular vocal ensembles. Skill development includes reinforcement and further development of sixth and seventh grade skills, as well as the physiology of appropriate vocal production. Repertoire at this level includes all types of part singing with even more

emphasis on SATB singing, world language, accompanied, and a capella singing with increased complexity and stylistic variety while addressing the adolescent voice change.

7th and 8th Grade String Orchestra: (Year-long. Credit .33) Seventh and Eighth Grade String Orchestra is a year-long course and 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 may be eligible to participate in the Keystone String Orchestra.

NOTE: If a student registers for two or all 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.

World Languages

The middle school World Languages program emphasizes communicative competence supported by success-oriented activities and an open mind and positive attitude toward world language learning. Students will make a language selection prior to sixth grade and will continue to study this language throughout middle school. Classes meet every other day for grades 6-7-8 which allows students to eventually complete the language at its highest level at the high school if they choose and allows them to enroll in other electives in middle school.

8th Grade - French 1C

In this course, students will continue to build on what they have studied in sixth and seventh-grades. Classes meet three days per six-day cycle. Students continue to build their communicative competence through reading, writing, listening, speaking, and vocabulary activities. The course concentrates on everyday use of the French language in real-life and meaningful contexts. Cultural elements are embedded throughout the units and activities. Assessments include interpretive activities (what the students can understand while reading or listening/watching), presentational activities (students prepare written or oral presentations), and interpersonal activities (students engage in back-and-forth in speaking or writing), among other activities. At the end of this course, students will move on to 'level 2' at the high school.

8th Grade - German 1C

In this course, students will continue to build on what they have studied in sixth and seventh-grades. Classes meet three days per six-day cycle. Students continue to build their communicative competence through reading, writing, listening, speaking, and vocabulary activities. The course concentrates on everyday use of the German language in real-life and meaningful contexts. Cultural elements are embedded throughout the units and activities. Assessments include interpretive activities (what the students can understand while reading or listening/watching), presentational activities (students prepare written or oral presentations), and interpersonal activities (students engage in back-and-forth in speaking or writing), among other activities. At the end of this course, students will move on to 'level 2' at the high school.

8th Grade - Spanish 1C

In this course, students will continue to build on what they have studied in sixth and seventh-grades. Classes meet three days per six-day cycle. Students continue to build their communicative competence through reading, writing, listening, speaking, and vocabulary activities. The course concentrates on everyday use of the Spanish language in real-life and meaningful contexts. Cultural elements are embedded throughout the units and activities. Assessments include interpretive activities (what the students can understand while reading or listening/watching), presentational activities (students prepare written or oral presentations), and interpersonal activities (students engage in back-and-forth in speaking or writing), among other activities. At the end of this course, students will move on to 'level 2' at the high school.

Technology Education

Engineering Design and Development (Grade 8)

This project based technology and engineering course (12 weeks) is designed for 8th grade students to utilize and develop 21st century STEM skills to solve problems through creative learning activities. This Engineering area of technology education uses a systems approach for student directed learning and instruction. Units of study include, but are not limited to: STEM Research & Design, Sustainable Energy & Power, Transportation Technology, System Control Robotics, Electronics and Programming/Coding, Structural Engineering, and CNC Technology. All of these areas of technology make use of a hands-on and minds-on approach to student centered learning.

Communication and Design (Grade 8)

The 8th grade Communication and Design course (12 weeks) will allow all 8th grade students to create a variety of student selected projects while furthering their skills in professional graphics programs, 3D modeling CAD programs and coding programs. All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities.

Fabrication Technology Research & Development (Grade 8)

Fabrication Technology Research and Development is a 12 week course focusing on manufacturing, fabrication, and entrepreneurship. Students will learn and apply skills utilizing the proper safety rules, procedures, and processes of tools and machines, material cost analysis, measurement, design and layout, and material processing (wood focused) while mass producing parts and products. Students will design and develop projects based on market research and individualized creativity. Students will gain hands-on and minds-on experience through laser engraving, CNC machining, and contemporary woodworking technologies. Throughout this course, students will have the opportunity to produce heirloom quality projects that they can enjoy for a lifetime. All Middle School Technology Education labs and areas incorporate STEM (Science, Technology, Engineering, and Mathematics) curriculum as part of all activities.

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 grade 3 are universally screened each school year. In addition, all students in grades 3-8 who are new to the State College Area School District also will be screened during the school year. Following the screening, a team at each school will review benchmark assessments in reading and math and teacher input to identify students who may need further evaluation.

Students may be referred for a Gifted Multidisciplinary Evaluation (GMDE) by teachers and/or parents. Parents have the legal right to request an evaluation once per school year. 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 gifted support teacher.

Learning Enrichment

In addition to providing services for identified gifted students, SCASD also offers Learning Enrichment experiences at all grade levels. Gifted Support/Learning Enrichment teachers collaborate with classroom teachers to identify enrichment needs and appropriate avenues to meet those needs.

Enrichment experiences provide middle school students with exposure to content, methods, and problem-solving skills that extend beyond grade level classroom instruction. Instruction may take a variety of forms, including curricular differentiation in the general education classroom, small group instruction, and extracurricular activities (such as math competition teams, Science Olympiad, Technology Students Association, to name several).

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 Language Development (ELD)

Students are entered into English Language Development (ELD) class, otherwise known as English as a Second Language (ESL) class, based on various factors including a Home Language Survey that indicates a home language other than English, WIDA screener results, and previous schooling experience. ELD courses are driven by language, but structured from the content in general education English classes. It is a content-based instructional program that is aligned with English Language Proficiency Standards (ELPS) developed by PDE. The middle school ELD courses provide systemic, explicit, and sustained language instruction that are designed to prepare and transition students into the mainstream English classes by focusing on academic and social language in meaningful contexts. These courses also provide an insight into American culture and history to provide students with a smooth transition into an English speaking school system.

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 6-12. There is a middle-school cohort (6-8) and high school cohort (9-12). 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 facilitating students to participate in community service opportunities.

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. The Delta Program is designed to foster independent learning, so it is important that the prospective student be a highly motivated, self-directed learner.

For More Information:

To sign up for the Delta Program, students need to complete an [application form](#). In addition, a personal interview involving the student, parent or guardian, and the Director is required. For more information on the recently changed enrollment procedure please visit our website at <https://www.scasd.org/DeltaMiddle>. Please contact the Delta Program Office at 231-1000 if you are interested in Delta for your middle school student or if you have any questions.

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.

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
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, intellectual disability, 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.