MIDDLE SCHOOL COURSE & PROGRAM SELECTION GUIDE

DISTRICT MISSION:
To Prepare Students for Lifelong Success Through Excellence in Education

2013-2014
MIDDLE SCHOOLS’ MISSION STATEMENT

The mission of both middle schools is to develop 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.

MT. NITTANY MIDDLE SCHOOL ADMINISTRATORS:

Mr. Brian Ishler, Principal
Mt. Nittany Middle School
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MT. NITTANY MIDDLE SCHOOL COUNSELORS:

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Ms. Linda Brown (8th Grade)
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Mt. Nittany Middle School Counseling phone number:
814-272-5944
PA ACADEMIC STANDARDS

The courses taught in the middle schools have been aligned with the PA Academic Standards adopted by the Pennsylvania State Board of Education. Additionally, our school district has identified technology competencies that all students should master. These competencies are integrated into the courses contained in this booklet and are formally assessed and reported in the sixth and eighth grades.

PARK FOREST MIDDLE SCHOOL ADMINISTRATORS:

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TBA (7th Grade)
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Mr. Craig Herzing (8th Grade)
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Park Forest Middle School Counseling Office phone number:
814-237-5304
REGISTRATION TIME LINE

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 1-April 8  Distribute Selection Forms and visit 6th grade classes for course registration (modify form to include URL for online Middle School Course Guide)
March 25 – April 5  Open data base enter Math/English recommendations - 6th grade
April 15  Collect Students Blue Selection Forms
April 11-17  Enter World Language and Music and sign blue Selection Forms to the office
April 19  Notification email about 6th grade requests in Parent Portal

7th into 8th Grade:

March 25-29  World Language Placement Testing
April 1-April 5  Administer Algebra Prognosis Test
April 5-April 12  Teachers enter recommendations
April 15  Distribute scheduling materials to Science teachers includes registration form and letter to parents, and Middle School Selection Program Guide will now be online
April 15-19  Students enter registration on course requests using laptops.
Science Teachers Collect green registration forms and return to the office
April 29  Email notification to parents that course recommendations/request are are available in Parent Portal
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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
7th-Grade 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 vocabulary. In addition to studying mythology, students read short stories, novels, and poetry related to a variety of age-appropriate themes. Students continually self-assess their own writing through both writing-on-demand 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. Student achievement is based on teacher-prepared tests and quizzes and on the quality, thoroughness, and timely completion of assignments and projects. 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.

8th-Grade English
The 8th-grade English program builds on the language arts skills developed in 7th grade. Students read and interpret novels, short stories, plays, poetry, and nonfiction and begin to critically analyze literature. The writing program continues to emphasize the writing process. Students respond to both writing-on-demand assessments and assignments that require them to apply formal instruction in writing strategies, grammar, mechanics, and style to primarily expository and persuasive writing assignments. Informal talks, oral reports, and poetry readings develop speaking and listening skills. Student achievement is assessed through teacher-prepared tests and quizzes, writing portfolios, conferences, and group and individual projects and presentations. 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: 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: 1) the introduction of variables, tables, graphs, and symbols as representations; 2) linear relationships; 3) similarity; 4) probability; and 5) rate, ratio, proportion, percent, and proportional reasoning. Embedded throughout is the application of technology including spreadsheets, number sense and estimation, and modeling with multiple representations.

Advanced Math 7: 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: 1) the introduction of variables, tables, graphs, and symbols as representations; 2) integers; 3) similarity; 4) Pythagorean Theorem and irrational numbers; and 5) rate, ratio, proportion, percent, and proportional reasoning. Embedded throughout is the application of technology including spreadsheets, number sense and estimation, and modeling with multiple representations.
Algebra and Geometry 8: The general goal of this course is to develop pre- and beginning-algebra skills and to apply these skills to solve problems in contexts that is interesting to students. The topics of study include: 1) linear relationships; 2) probability; 3) Pythagorean Theorem and irrational numbers; 4) surface area and volume; 5) an introduction to functions and modeling; 6) rational numbers; and 7) solving equations and inequalities. Embedded throughout is the application of technology, graphing calculators and spreadsheets, number sense and estimation, proportional reasoning, computation, integer operations, and modeling with multiple representations.

Advanced Algebra 1: This course is designed for students in the Advanced College Preparatory program. The students should have an excellent understanding of arithmetic concepts, abstract-reasoning skills, and be independent, organized, and self-motivated.

The general goal of this course is to develop strong conceptual understanding of functions as well as fluency in representing, solving, graphing, interpreting functions and the related skills. Topics of study include: 1) solving multistep linear equations, inequalities, and absolute value equations; 2) solving systems of linear equations; 3) solving quadratic equations; 3) exponents and exponential functions; 4) radical expressions and equations; 5) rational expressions and functions.

In the classroom students will work cooperatively using graphing calculators as tools to explore real-life situations, to create mathematical models, and to compare families of functions using multiple representations. This course prepares students for Advanced Geometry.

Advanced Geometry: The general goal of this course is to develop an understanding of geometric concepts and logical thinking skills needed in the solution of problems. Topics of study include inductive and deductive reasoning, direct and indirect proofs, lines and planes, polygons, circles, loci, constructions, coordinate geometry, areas of plane figures, areas and volumes of solid figures, and elementary right triangle trigonometry. More advanced and difficult problems are covered, and the proofs are pursued more rigorously than in a regular geometry course. This course prepares students for Advanced Algebra 2.

Mathematics Program
The State College Area School District has a comprehensive mathematics program for students with varying interests, backgrounds, and aptitudes in mathematics. There are Advanced, College-Prep, and Standard course sequences. All course sequences are designed to prepare students for continuing education after high school.
Each course sequence includes experiences with Common-Core Mathematics strands of Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability. The Standard sequence is designed for college and career readiness and to prepare students to meet competencies as required by the state. College-Prep courses cover all state-required competencies, but also include more in depth experiences than Standard courses. Advanced courses are more mathematically rigorous, including rich experiences with reasoning, proof and mathematical modeling.

All students are required to take three years of high school mathematics to graduate, but it is strongly recommended that students study mathematics in every year of high school.

State College Area School District
Mathematics Course Sequences

<table>
<thead>
<tr>
<th>Typical Grade</th>
<th>Advanced</th>
<th>College-Prep</th>
<th>Standard</th>
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<tbody>
<tr>
<td>7</td>
<td>Advanced Math 7</td>
<td>Introduction to Algebra and Geometry 7</td>
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<tr>
<td>8</td>
<td>Advanced Algebra 1</td>
<td>Algebra and Geometry 8</td>
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<tr>
<td>9</td>
<td>Advanced Geometry</td>
<td>College-Prep Algebra 1</td>
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<td></td>
<td>Advanced Algebra 2</td>
<td>Algebra 1</td>
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<td>10</td>
<td>Advanced Geometry</td>
<td>Geometry</td>
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<td>11</td>
<td>Advanced Honors Precalculus</td>
<td>Advanced Precalculus</td>
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<td></td>
<td>College-Prep Algebra 2</td>
<td>College Pre Math 3</td>
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<td></td>
<td>Foundation of Algebra 1 Part 2</td>
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<tr>
<td>12</td>
<td>AP Calculus BC</td>
<td>AP Calculus AB</td>
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<td></td>
<td>Precalculus or Functions and Trigonometry</td>
<td>College Prep Math 4</td>
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<td>Foundation of Algebra 1 Part 2</td>
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SCIENCE

7th Grade Science: This course is designed for students at any ability level. It will acquaint students with principles and processes of earth science and life science. Good reading skills, motivation, and perseverance are important for success. Emphasis is given to the qualitative aspects of life science and earth science, scientific measurement and laboratory safety. No background is assumed other than the knowledge acquired in the elementary science program. The course emphasizes hands-on/minds-on activities. Frequent laboratory experiences are correlated with large and small group work. Testing is based on performance objectives.

8th Grade Science: This course is designed for students at any ability level. It will acquaint students with principles and processes of physics and chemistry. Good reading skills, motivation and perseverance are important for success. No background is assumed other than the knowledge acquired in the elementary and 7th grade science programs. Emphasis is given to the qualitative aspects of chemistry, physics, scientific measurement and laboratory safety. Independent study is encouraged. The course emphasizes hands-on / minds-on activities. Frequent lab experiences are correlated with large and small group work. Testing is based on performance objectives.

SOCIAL STUDIES

7th Grade Social Studies:

United State History: Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in government, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. The students will reflect on the significance of historical events and their influence on the present. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine primary and secondary sources. Active reading skills, study strategies and researching skills will be taught and practiced as the students investigate the historical American themes.
8th Grade Social Studies:

Civics and Economics: Civic and economic education is essential for active participation by informed citizens. The civics part of the course will emphasize a study of government and 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 peacefully, to articulate and defend positions, and to engage in the civic and political life of their communities. The economics part of the course will enable students to demonstrate an understanding of basic economic concepts. Students will become familiar with the economic system of the United States and how it operates. They will also explore the roles of various components of the American economic system. Students will examine their roles as consumer, worker, investor and voting citizen.

ART

7th Grade Art: Seventh grade art is a semester course which meets every day of the six day cycle. 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, laser disks, 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.

8th Grade Art: Eighth grade art is a semester course which meets every day of the six day cycle. 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, laser disks, 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

7th Grade General Music:
All 7th grade students take a semester of music which meets every day of the cycle. Units of study include Music History: Medieval, Renaissance, and Baroque music; Program Music; Musical Theatre; Singing; and Instrumental Performance: Students have the opportunity to sing, play the guitar, listen and analyze, perform scenes from musicals, and participate in a variety of other music activities.

8th Grade General Music:
All 8th grade students take a semester of music which meets every day of the cycle. Units of study include Singing, Composition, Music History 8: Classical, Romantic, 20th Century, and Instrumental Performance: Piano. Students have the opportunity to sing, play the piano, listen and analyze, compose and perform original music on the piano, and participate in a variety of other music activities.
EXPLORATORY COURSES

MUSIC ELECTIVES

7th Grade Band: Seventh grade band is intended for students who started instrumental music lessons in elementary school and are interested in improving their skills. Sufficient instruction and experience on a band instrument to play band materials at the 7th grade level is a prerequisite. Beginners are accepted on needed instruments such as tuba, bassoon, etc. Contact the band director for specific information.

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 music lesson each six day cycle in a small group lesson held during school hours on a rotating basis. Concert participation is one of the requirements of this course.

8th Grade Band: Eighth grade band is intended for students interested in improving their skills in instrumental music. Participation in 7th grade band, or an audition with the 8th grade band director is a prerequisite. In their three rehearsals students continue working on increased skills of ensemble playing while preparing for two concerts. Selected players will be eligible to participate in Symphonic Band and in Centre County Band.

Band members are also required to attend one music lesson each six day cycle in a small group lesson held during school hours on a rotating basis. Participation in two concerts is one of the requirements of this course.

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.

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.

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 Tri-County 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

7th Grade Health Education: In this course, which meets twice per 6 day cycle, the students will have their first opportunity to be in a formal health class. Units of study may include (but are not limited to): Health: A Way of Life; Physical, Social, Mental, and Emotional Health; Body systems; and Taking Personal Responsibility for Wellness. Specific topics on fitness, nutrition, eating habits, and drug and alcohol education will be discussed during the course. Students will explore how their self-image is influenced by advertising and media and practice a decision making process that can be applied to a variety of situations. Current health events are interspersed with curricular topics throughout the year.

8th Grade Health Education: In this course, which meets twice per 6 day cycle, the students are provided with information on current health topics. Units of study include: Health and Wellness, First Aid and Safety; Human Sexualtiy growth, development, pregnancy, childbirth, personal relationships, and sexually transmitted diseases), and Drug, Alcohol and Tobacco Education. A Life Skills unit, building on the 7th grade Health information, is part of the course of study. Students continue to develop their understanding of wellness and practice decision making processes that require critical thinking skills. The study of current health events and fitness activities are integrated into the course throughout the year.

PHYSICAL EDUCATION

7th Grade Physical Education: This course meets twice per 6 day cycle for the entire school year. Students are required to actively participate in every class. Units may include: Base Games; Basketball; Field Hockey; Fitness Assessment and Goal Setting; Fitness Center Activities; Fitness Games; Fitness Stations, Flag Football; Golf; Racquet sports; Rhythmics; Track and Field; Tumbling; Volleyball; and Weightlifting. Students are assessed on participation, written quizzes, skill development and personal skill improvement.
8th Grade Physical Education: A continuation 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. New experiences may include: Traverse Wall; dance; lacrosse; angle ball; ultimate frisbee; badminton; and adventure activities. Students are expected to change clothes for class. They are assessed on participation, written quizzes, skill development, and project or routine (dance or gymnastics) assignments.

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 unable to participate in regular 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 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.

FRENCH

7th Grade - Exploring French: This course is designed for all 7th grade students except those taking Communication Skills. 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.
**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 will take an enhanced Level I course in grade 9. This will begin where the 8th grade course finishes.

**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.

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**SPANISH**

**7th Grade - Exploring Spanish:** This course is designed for all 7th grade students except those taking Communication Skills. 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.

**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 will take an enhanced Level I course in grade 9. This will begin where the 8th grade course finishes.

**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.
GERMAN

7th Grade - Exploring German: This course is designed for all 7th grade students except those taking Communication Skills. 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.

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 will take the experienced Level I German course in grade 9.

8th Grade – German1: 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.

FAMILY & CONSUMER SCIENCES

7th Grade FCS: This dynamic course is designed to prepare students for the changes, challenges and decisions an adolescent faces. The class meets every other day for one semester and is divided into three units:

1. Adolescent Life Management emphasizes goal setting, resources and factors that influence adolescent consumer decisions. Through an individual goals unit the student is introduced to consumer skills including financial literacy topics.

2. Foods and Nutrition focuses on the use of resources of time, equipment, and skills to meet adolescent nutritional needs. Product comparisons and marketing techniques are some of the topics explored. Lab experiences allow students to practice food preparation skills and work cooperatively with a group to achieve a goal.
3. **Sewing and Textiles** lessons develop resources needed to a complete a textile project through organization and time management, following directions and the proper use of equipment. By completing an individual project, the students gain confidence, improve self-esteem, and have an increased sense of self-responsibility.

**8th Grade FCS:** Meeting every other day the entire year, this course is comprised of four exciting and interactive units:

1. **Practical Reasoning** expands the students understanding and application of the Practical Reasoning Model with a focus on action planning, implementation, and evaluation. This course promotes the use of problem solving skills related to issues that adolescents face today such as: foods and nutrition, clothing and textiles, school as work and financial literacy.

2. **Foods and Nutrition** highlights healthy eating styles, nutrients teens’ need and twenty-first century eating styles. A full course meal is prepared as a culminating activity for this unit.

3. **Clothing and Textiles** examines clothing as a resource for self-expression using the history of fashion, room décor, wardrobe planning, and attitudes about clothing. Each student constructs an individual project. A field trip to local retail stores extends construction analysis skills through the critique of ready-to-wear clothing and marketing techniques.

4. **School as Work** helps the student to assess their interests, attitudes and goals relating to current and future success in school and employment. Volunteer work, part time jobs and extra curricular activities are discussed as ways to develop valuable life skills. Financial literacy * lessons give valuable information for life in the 21st century. Speakers from State High make presentations on the opportunities at the high school level in preparation for 9th grade course registration.

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**TECHNOLOGY EDUCATION**

**7th 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.
8th Grade 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.


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 OPTIONS

LEARNING ENRICHMENT/GIFTED SUPPORT PROGRAMS

The State College Area School District recognizes able learners have educational needs that may differ from those of their same age peers. While able learners require the basic knowledge and skills taught in regular education and the opportunities to develop socially by interacting with other students in the regular program, they also may require acceleration and differentiated learning experiences which are appropriate to their needs. The district’s program for able learners is called the Learning Enrichment/Gifted Support Program. It consists of three levels of enrichment services: general exploratory activities; group experiential activities; and individual and small group investigations of real problems.

**Level I** enrichment activities supplement regular classroom activities for an entire interdisciplinary team or classroom of students, and they support exploration outside our curriculum. These activities sometimes include selecting and arranging for guest speakers, demonstrations, field trips and displays.

**Level II** enrichment activities provide services, training, and enrichment activities and sometimes include selecting and arranging for guest speakers, demonstrations, field trips and displays.

**Level III** enrichment activities provide carefully planned activities for individual students who demonstrate ability in one or more intelligence areas.

It has as its focus the Multiple Intelligence's identified by Howard Gardner in *Frames of Mind*. The MI’s are Linguistic, Logical-Mathematical, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, and Environmental-Naturalist.

Gifted Support is provided for students for whom learning enrichment does not provide an appropriate education. Students and parents/guardians are active participants in the deliberation regarding the need for this service.

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 LEARNERS (ELL)

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 Family Consumer Science, 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. 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 2013-2014 is August 9, 2013. After that date, only middle school students new to the school district will be considered for 7th or 8th grade enrollment. Applications for the spring semester should be submitted by December 10, 2010. 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. Most of these activities meet for a given number of weeks. During this time period, students are offered the opportunity to take part in clubs, special assemblies, or special interest groups. Students may also sign up with individual classroom teachers for remedial or make-up work as well as for enrichment work in subjects that particularly interest them.

The students are given an A.R.E.A. card which must be signed by a classroom teacher and recorded on the homeroom sheet. During each new A.R.E.A. cycle, students are given the opportunity to choose from a variety of A.R.E.A. activities. Orchestra and some choir classes are scheduled during A.R.E.A. Teachers can also assign students to their help A.R.E.A.’s if they feel students could benefit from them.
Interscholastic athletics are offered throughout the school year. 7th/8th Grade Students are required to sign-up and also to have a physical examination completed through the school or by a private physician prior to participating. Physical examinations are done in early August for fall sports, November for winter sports and February for spring sports. In order to be eligible for interscholastic athletics, a student must have passed at least four full-credit subjects, or the equivalent, during the previous grading period and be pursuing a curriculum defined and approved by the principal as a full-time curriculum.

### FALL
- 8th Grade Football
- Co-ed Soccer

### WINTER
- Wrestling
- Boys’ Basketball
- Girls’ Basketball

### SPRING
- Boys’ Track & Field
- Girls’ Track & Field
- Girls’ Field Hockey
- Girls’ Softball
- Girls’ Volleyball

### INTRAMURAL ACTIVITIES

The goal of intramural athletics is to provide each student with a wide variety of activities to explore. Proper motor skill progression and instructional techniques will be used to teach the basic skills necessary for participation.

Everyone may participate in intramurals. All activities are co-ed with the exception of girls’ softball. Sign up 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 parents for each sport activity;
3. And return permission slips to the Main Office.
Possible offerings are:

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Archery</td>
<td>Indoor Soccer</td>
<td>Archery</td>
</tr>
<tr>
<td>Basketball</td>
<td>Skiing</td>
<td>Tennis</td>
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<tr>
<td>Tennis</td>
<td>Volleyball</td>
<td>Golf</td>
</tr>
<tr>
<td>Flag Football</td>
<td>Weight Training</td>
<td>Weight Training</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Indoor Field Hockey</td>
<td>Girls’ Softball</td>
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<tr>
<td>Girls’ Softball</td>
<td>Lacrosse</td>
<td>Kayaking</td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kayaking</td>
<td>ALL YEAR</td>
<td></td>
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<tr>
<td>Penn Skates</td>
<td></td>
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<tr>
<td>Bowling</td>
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</tbody>
</table>

STUDENT ACTIVITIES

As students decide which courses they wish to take each year, they should also consider participation in extra-curricular 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 some 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:

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

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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 non-public 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, development 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 it 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 154 West Nittany Avenue, State College, PA 16801.