



Middle School

2021-22 Course Selection Guide

General Information

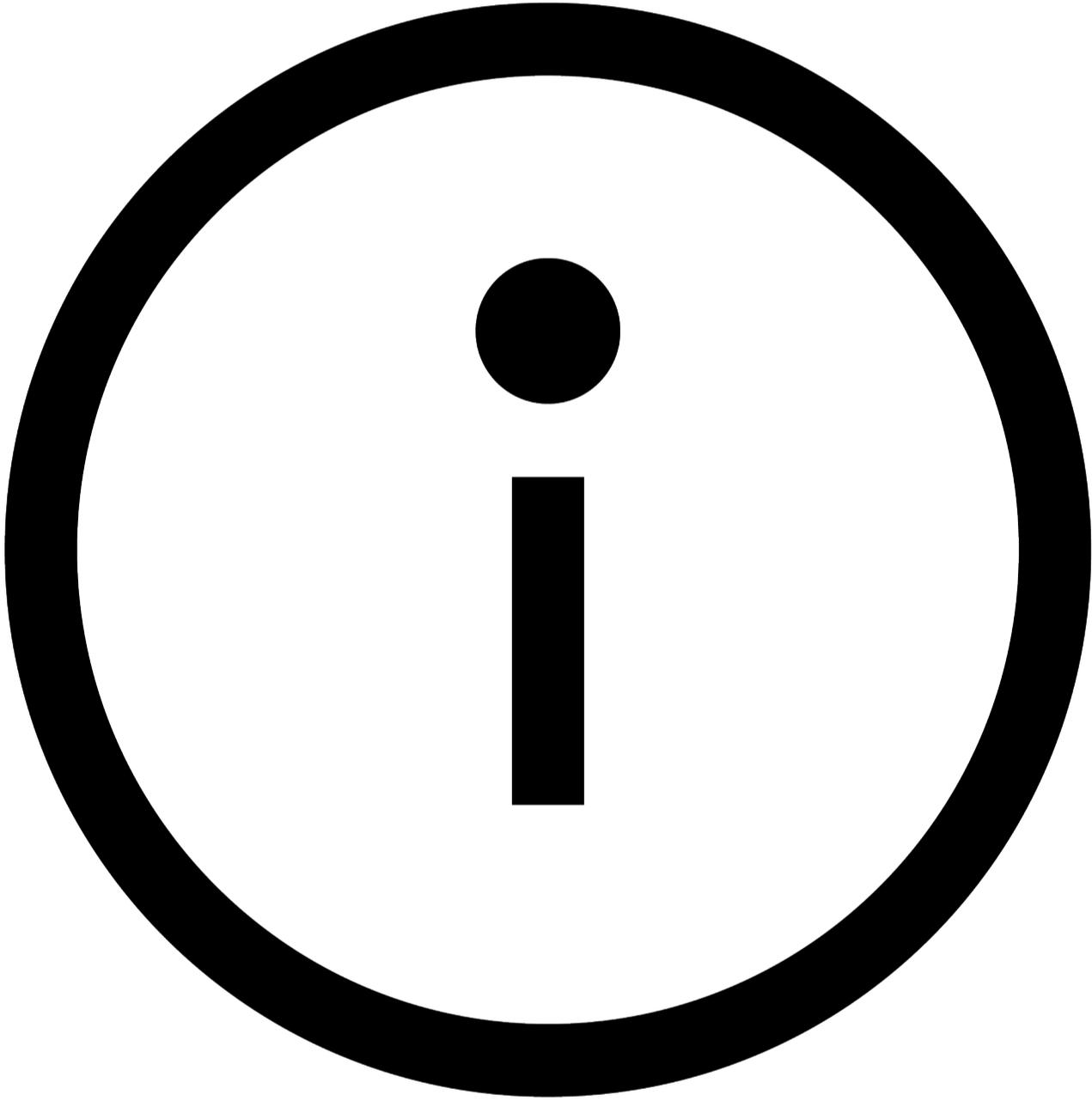


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Contact Information

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Counseling Office: (717) 898-5578

Mrs. Lisa Mumma, Principal

Mr. Bill Ackerman, Assistant Principal

Mr. Nate Milton, 7th Grade Counselor

Mrs. Kasey Tobias, 8th Grade Counselor

LANDISVILLE MIDDLE SCHOOL

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Landisville, PA 17538

Main Office: (717) 898-5607

Counseling Office: 717-898-5631

Dr. Doug Dandridge, Principal

Mr. Patrick Conrad, Dean of Students

Mr. Stephen Sharp, 7th Grade Counselor

Mrs. Lynette Huber, 8th Grade Counselor

MISSION STATEMENT

The mission of the Hempfield School District community is to provide safe environments, and opportunities that inspire all students to become lifelong learners and contributing citizens in all aspects of their lives.

VISION STATEMENT

Personal growth, achievement, and success for everyone!



General Information & Course Placement Procedure

MIDDLE LEVEL EDUCATION: WHAT WE VALUE AND BELIEVE

The middle school years serve as the “bridge” between the elementary and high school levels; not only must our middle schools reinforce what students have learned while in elementary school, they must build upon this base and provide students with a solid foundation for their ninth grade experiences when they enter high school. At Hempfield, however, we believe our middle schools can and must aspire to achieve goals beyond merely preparing students to enter high school, for middle school is a time of tremendous personal growth for early adolescents.

The Association for Middle Level Education identified four Essential Attributes (2010) an education for young adolescents must be:

1. **Developmentally Responsive**, using the nature of young adolescents as the foundation on which all decisions are made.
2. **Challenging**, recognizing that every student can learn and everyone is held to high expectations.
3. **Empowering**, providing all students with the knowledge and skills they need to take control of their lives.
4. **Equitable**, advocating for every student’s right to learn and providing challenging and relevant learning opportunities.

CENTERVILLE AND LANDISVILLE MIDDLE SCHOOLS STRIVE TO:

- Challenge all students academically with instruction that poses high expectations for all and which is responsive to the individual differences and needs of students.
- Help students to build the positive self-image needed to gain confidence in establishing and keeping relationships with peers and adults.
- Provide students with diverse, developmentally appropriate experiences in and out of the classroom to promote healthy physical, intellectual, social, and emotional growth.
- Provide students with leadership and role modeling intended to help them develop respect for themselves and for people from different backgrounds and cultures.
- Help students to develop the effective decision-making and personal management skills needed to become responsible young adults.
- Help students to realize that learning, both academic and non-academic, is a process that can lead to professionally and personally rewarding experiences throughout life.

MIDDLE SCHOOL FRAMEWORK AND RATIONALE

Centerville and Landisville Middle Schools are learning communities designed to meet the unique developmental needs of early adolescents through a collaborative environment and student-centered educational program through which students can discover and explore their diverse talents and develop the knowledge and skills necessary to become healthy, purposeful, life-long learners.

The CMS and LMS staffs collaborate within and across buildings to meet the unique physical, intellectual, emotional, and social needs of the students. Teachers, counselors, and administrators recognize the wide range of

developmental needs early adolescents possess. Not only do they design lessons and employ teaching methods that are responsive to student differences and readiness to learn, they provide clear limits, the structural framework, and environmental stability that middle school students need in order to function effectively and grow.

INTERDISCIPLINARY TEAMING

The middle school interdisciplinary team structure exists to create a child-centered school that is congruent with meeting the key developmental needs of early adolescents. This type of educational approach provides opportunities for a team of teachers representing English Language Arts, mathematics, social studies, and science to communicate and collaborate closely to resolve curricular, instructional, and other developmental issues for a group of students that they have in common.

Teachers on the interdisciplinary teams have common team planning time and meet on a regular basis with the appropriate school counselor to discuss student concerns and to engage in instructional planning. This structure also provides parents/guardians with ongoing opportunities to meet and communicate with all of their child's team teachers.

Because of its focus on the individual student and the increased communication that occurs between professionals who share the same students, this approach ultimately benefits both the students and professionals who work with them.

INSTRUCTIONAL PROGRAM AND PRACTICES

The academic program in place at CMS and LMS is based on providing all students with access to rich, challenging curriculum and research-based, best instructional practices that are differentiated and intended to be responsive to the needs of a diverse student body. Staff members use a variety of student performance data to identify students' needs and readiness and to make placement decisions that match students to the instructional practices and materials for which they are most ready.

Particular emphasis is placed on honing content area literacy skills across all subject areas, as the development of proficient reading, writing, and thinking

skills is critical to achieving academic success, regardless of the content area.

GROUPING PRACTICES

The Centerville and Landisville Middle Schools employ a balanced approach to the grouping of students for instruction. In exploratory and elective course areas, students are grouped heterogeneously, meaning students of mixed readiness levels and interests are blended together.

In core areas such as English Language Arts (ELA), social studies and science, where course success is largely dependent upon students' skill with the construction of meaning from text they read and write, students are grouped into sections based on their literacy readiness level as determined by performance on district approved local reading assessments, prior PSSA performance, and predictive growth measures. Performance on district-approved benchmark math assessments are used to determine students' readiness for handling the different levels of abstraction associated with our middle level math courses.

PLACEMENT IN CORE AREA COURSES

Because reading is an essential skill for learning the middle school curriculum, CMS and LMS employ text resources published below, at, or above the respective grade level. The overwhelming evidence from reading research points to the need for students to engage with text written for their current ability levels. That is, when we meet students where they are (current readiness level), they will develop skills at a faster pace, experience more success when reading, enjoy higher performance on comprehension-based assessments, and develop intrinsic motivation to read independently.

At Hempfield, we continually review the research literature regarding best educational practices so that we can best meet the needs of our middle level students. Communication from students and parents is critical to our continuous improvement efforts.

If you have any questions about your child's performance to date on various district assessments or his/her performance on the most recent English Language Arts, Math, or Science PSSA, please contact your child's principal(s). For questions about program information/placements, please contact the Supervisor

of Secondary Curriculum Katherine Deisley, at katherine_deisley@hempfieldsd.org.

**6TH & 7TH GRADE PARENT/GUARDIAN
ORIENTATION NIGHT**

Centerville Middle School

Thursday, April 15, 2021

6:30 p.m.

Details will be made available on our website should this event need to be held virtually.

Landisville Middle School

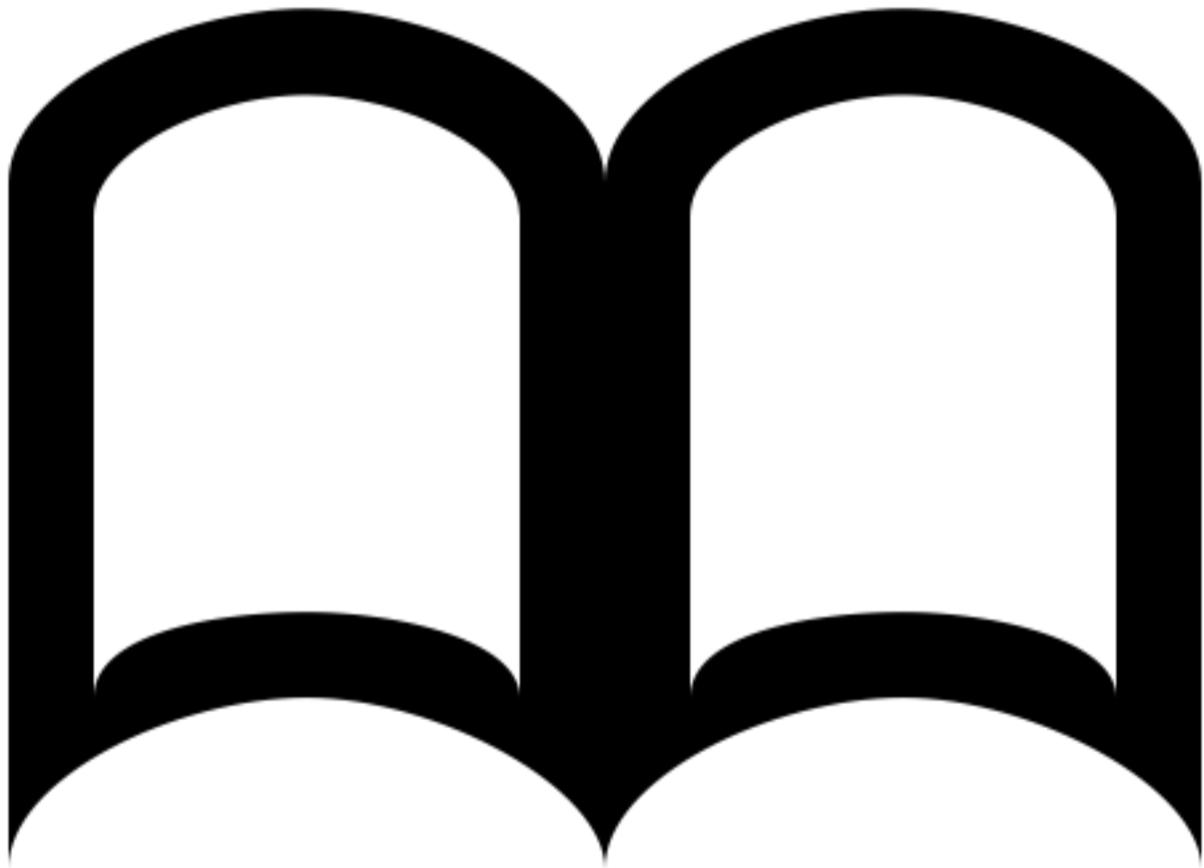
Thursday, April 15, 2021

6:30 p.m.

Details will be made available on our website should this event need to be held virtually.

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7th Grade Course Descriptions



7th Grade English Language Arts (ELA)

Seventh-grade students will be enrolled in one of the following 7th grade English Language Arts (ELA) courses:

- Advanced English Language Arts (ELA) 7
- English Language Arts (ELA) 7
- Foundations of English Language Arts (ELA) 7

All three courses focus on the PA Core English Language Arts Standards for 7th grade. Students in 7th grade will engage in the analysis of both fiction and non-fiction texts, work on expanding their vocabulary, practice writing for various audiences, engage in the research process, study the conventions of language, and practice formal speaking skills. Each course emphasizes the study of different literary genres and critical research to enhance reading comprehension, enrich vocabulary, and deepen the understanding and appreciation of authors' craft and style in addition to growing students' speaking and writing skills. Pacing, projects, texts, and assignments vary by course. Advanced ELA 7 requires a summer reading assignment. Student performance on state and district assessments, as well as their performance in their 6th grade ELA course will determine placement in one of the three seventh grade ELA courses.

FUNDAMENTALS ELA 7

This course is designed for students who are reading significantly below their current grade level as demonstrated on the English/Language Arts PSSA and various district-approved grade level assessments. Class sizes are smaller to allow for individualized instruction. The qualifying student's IEP team determines placement in this course. The decision to exit the course will also be made by the IEP team.

This differentiated ELA course incorporates small group instruction with intensive guided practice and modeling of reading strategies that will enable students to improve their overall reading performance. Students will study literature chosen from themes within the seventh grade curriculum. Fiction and nonfiction text of varying lengths and levels of difficulty will be used during direct instruction. Vocabulary development is integrated throughout all reading selections. Students in this level will complete assorted creative and expository writings, respond to prompts, and maintain a journal. Extensive modeling by the teacher, as well as oral and written responses, will be utilized to ensure students comprehend when they read texts independently. A program emphasizing decoding skills of multisyllabic words may be utilized and progress will be continually monitored.

7th Grade World History

This initial social studies course on the secondary level examines the evolution of modern man from Ancient Sumer and Egypt to the rise of nation states in the fifteenth century and the Age of Discovery. Students will also be introduced to the physical and political geography of the areas studied in the Eastern Hemisphere as well as the cultural and historical background of the studied civilizations. Numerous multimedia materials will be employed in examining the course content.

ADVANCED WORLD HISTORY 7

In-depth studies of social, political, economic, and religious systems of ancient Western cultures make up the core of the course. Analytical writing, through essays and research projects, as well as ongoing reading and vocabulary assignments are required.

In order to qualify for placement into this course, students are expected to have performed consistently at the Proficient/Advanced Level on the ELA PSSA and performed above grade level on district approved local assessments.

WORLD HISTORY 7

This course includes the study of social, political, economic, and religious systems of ancient Western cultures, with an emphasis on the relationship of ancient developments to the present-day. The incorporation of numerous forms of visual aids to illustrate the locations and characteristics of these early civilizations is an important component of this course. Students will experience vocabulary instruction, practice of literacy strategies, and collaborative inquiry, as well as research experiences.

7th Grade Life Science

The life science program in seventh grade introduces the major concepts and principles of biology.

Science Fair is not a requirement of Advanced Life Science.

All Life Science Students may choose to complete a science fair project. Students will be provided the opportunity to work with an instructor to select a topic area for research, define a problem, develop a testable hypothesis, design an experimental procedure, collect and analyze data, and formulate a conclusion. Each student will have the option to have her/his final cumulative paper and a display presented at the middle school.

ADVANCED LIFE SCIENCE

This course is designed for the student who excels in science, possesses sound critical thinking and organization skills, and is able to grasp and expand on new concepts very quickly. Topics to be covered include the scientific method, cells, classification of life forms, genetics, and ecology. In addition to these topics, Advanced Life Science will include several project-based learning experiences in which students will apply science concepts in solving problems. These project based experiences are designed to teach them to use the testable knowledge base and analytical skills that define science.

To qualify for placement into this course, students are expected to have a) performed above grade level on district approved local assessment(s) and b) consistently Advanced level on the PSSA. Many of the text resources used in this course are written for readers reading above a seventh grade reading level.

LIFE SCIENCE

This course is designed for the student who enjoys science, possesses critical thinking and organization skills, and is able to grasp and expand on new concepts. This life science course includes topics such as the scientific method, cells, classification of life forms, genetics, and ecology. Students will develop inquiry process skills and concept understanding. All Life Science students will include several project-based learning experiences in which students will apply science concepts in solving problems that will teach them to use the testable knowledge base and analytical skills that define science.

7th Grade Mathematics

The mathematics program in seventh grade offers the following courses based upon the readiness of the student. Calculators, iPads, computers, and manipulatives will be used to assist instruction and learning.

Note: Sequencing flow-charts for grades 7-9 math courses can be found on pages 12.

ALGEBRA 1A

Algebra 1A includes a review of Pre-Algebra concepts, the study of the rules of algebra, signed numbers, equations, inequalities, graphing, formulas, functions, and systems of equations. The course presents algebraic concepts and skills using a problem-solving approach. This course is comparable to a high school level honors course. Content is covered at a rapid pace. Students are expected to do a significant amount of work outside of the regular class time. To qualify for this course, students are expected to have successfully completed a pre-algebra curriculum in sixth grade. Teacher input may also be a factor for placement in this course. Students who have not successfully completed Hempfield's sixth grade pre-algebra curriculum are required to obtain a qualifying score on a district-approved mathematics assessment before enrolling in this course.

PRE-ALGEBRA ACCELERATED

Pre-Algebra is designed to develop abstract thinking skills in preparation for future courses in algebra and geometry. Abstract thinking skills are developed while studying topics such as percent, measurement, ratio, proportion, data analysis, integers, geometry, statistics, formulas, and equations. In the accelerated course, additional topics may include studies in transformations of

geometric figures, angles and triangles, as well as graphing and writing linear equations. The accelerated format covers Pre-Algebra in a single year. This is a fast-paced and challenging course. This course is designed to prepare students for honors level Algebra 1 in 8th grade in addition to covering the content that is on the Grade 7 PSSA test.

PRE-ALGEBRA A

Pre-Algebra A is the first part of a two-year Pre-Algebra sequence of courses. This course is designed to develop abstract thinking skills in preparation for future courses in algebra and geometry. Abstract thinking skills are developed while studying topics such as percent, measurement, ratio, proportion, data analysis, integers, geometry, statistics, formulas, and equations. The two-year format of Pre-Algebra is designed to support students with more practice, application and review to help them deepen their understanding of the concepts presented. In this course students learn the content and standards that are included on the Grade 7 PSSA test.

FOUNDATIONS OF MATHEMATICS 7

Foundations of Mathematics 7 is designed to help students improve their computational and problem solving skills. Topics studied in this course will fall into the categories of the number system, ratios & proportional relationships, expressions & equations, geometry, and statistics & probability.

FUNDAMENTALS OF MATHEMATICS 7

Fundamentals of Mathematics 7 emphasizes basic operations with whole numbers, fractional numerals, and decimal numerals. The goal of this course is to significantly improve a student's current understanding of mathematics. Placement in this course is determined by the qualifying student's IEP team. Class sizes are smaller to allow for individualized instruction. The aim of this course is to reinforce and extend basic mathematical skills so that all students can experience success in their future studies of advanced mathematical concepts. The decision to exit the course will be made by the IEP team.

SUGGESTED MATHEMATICS COURSE SEQUENCES

Grade 7	Grade 8	Grade 9		Grade 10
Algebra 1A	Algebra 1B	Algebra 2		Geometry
Pre-Algebra Accelerated	Algebra 1A	Algebra 1B		Algebra 2
Pre-Algebra A	Pre-Algebra B	Algebra 1A Semester 1	Algebra 1B Semester 2	Algebra 2
Foundations of Math 7	Foundations of Math 8	Algebra 1A Applied Semester 1	Algebra 1B Applied Semester 2	Algebra 2
		Foundations of Pre-Algebra		Foundations of Algebra 1A/B

Fundamentals

Course sequence and placement in Fundamentals of Math courses is based on the recommendation of the Secondary Special Education Coordinator and/or the Mathematics Department Coordinator.

7th Grade Exploratory Courses

ART

Middle school art classes stress using problem-solving skills to create, present, and respond to works of art. Students are encouraged to connect art and art making practices to historical, cultural and societal ideas and understandings. Major areas to be studied include painting, drawing, sculpture, printmaking and ceramics.

Seventh Grade Art deepens student's understandings of the principles of design and color theory. Through observation, reflection and evaluation, students are taught to see what is in front of them, develop perception skills, create and explain their own artistic endeavors and how to better understand contemporary and historical works of art.

COMPUTER APPLICATIONS 7

This required seventh grade computer applications course is an introduction to business marketing and design concepts. Students will apply their computer skills by designing a marketing campaign. The use of Cloud based Microsoft Office Suite 365 suite will allow project based learning experiences for students. The projects will be used in a culminating activity of designing a video podcast commercial.

FAMILY & CONSUMER SCIENCES

During the two years at the middle school, students will participate in two family and consumer science courses. Courses are designed to provide students with a better understanding of consumer education and practical living skills.

One course will focus on Foods and Nutrition. Units of study include nutrition, safety and sanitation and basic cooking skills. Students will analyze food labels, portion sizes and will practice correct table settings and table manners.

The other course will focus on Consumerism and Sewing. Students are introduced to consumer education in the topics of clothing selection and care, fibers, and fabrics, laundry skills, and sewing. Students will construct a simple sewing project.

MUSIC

Middle School Music courses are designed in two separate, parallel lanes:

- Non-Performance Classes: 7 Grade Music
- Performance Ensemble Techniques Classes: Band, Chorus, Orchestra

Students will select one of these two lanes of study each year. All courses allow for students to explore elements and concepts of music.

Music 7

This class explores music in a non-public performance environment. Students will learn to listen, read, analyze, play instruments, and compose music using a variety of music elements and styles. Exploration includes music technology, specific vocabulary, and recognizing relationships between music, arts, and culture.

Vocal Techniques 7

This class is for students who wish to develop singing skills, learn about a variety of vocal styles, and increase music reading skills. Students sing in small groups and learn performance techniques and

practices. This class is designed for students who elect to participate in Middle School Chorus. Chorus meets once per cycle during the flex period (see elective courses).

String Techniques 7 (with +22 option> see note below)

Prerequisite: Students must have been part of their elementary string program and must own, or have access to the appropriate natural wood instrument.

This class is for students who wish to continue to develop skills using traditional bowed string instruments. Exploration includes technical, musical, ensemble, and reading skills. This class is designed for students who elect to participate in Middle School Orchestra. Orchestra meets once per cycle during the flex period (see elective courses).

Brass/Woodwind/Percussion Techniques 7 (with +22 option> see note below)

Prerequisite: Students must have been part of their elementary band program and must own, or have access to the appropriate instrument.

This class is for students who wish to continue to develop skills using brass, woodwind, and percussion instruments. Exploration includes technical, musical, ensemble, and reading skills. This class is designed for students who elect to participate in Middle School Band. Band meets once per cycle during the flex period (see elective courses).

Please note: *Students who elect to take the String Techniques class or the Brass/Woodwind/Percussion Techniques class have the option of choosing an additional marking period of techniques instruction (22 days). Students would take this in place of additional physical education classes. In this scenario the student would have 67 days of*

Music and 67 days of Physical Education instead of the regularly scheduled 45 days of Music class and 90 days of Physical Education.

PHYSICAL EDUCATION

The seventh grade physical education program consists of activities designed to promote the components of physical fitness, lifelong activities, and Sportsmanship.

Boys - This course provides students with an introduction to selected team and individual activities. Students are taught basic movements, skills, strategies, knowledge, and appropriate behaviors associated with successful beginning participation in cardio activities, as well as team and individual sports. Students also participate in activities that promote fitness development and lifelong activities. Sportsmanship and fair play is required, and aspects of cooperation and teamwork are integrated into the curriculum. A physical education uniform is required for participation.

Girls - This course provides students with an introduction to selected team and individual activities. Students are instructed in the basic movements, skills, strategies, knowledge, and appropriate behaviors associated with these activities. Students are also involved in activities that promote fitness development and lifelong activities. Sportsmanship, fair play, cooperation and teamwork are integrated into the curriculum. A physical education uniform is required for participation.

Adaptive Physical Education

This course is a diversified program of developmental activities, games, sports, rhythms, and therapeutic exercises adapted to consider the interests, and abilities of the students. The

program's learning experiences are designed for students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education course. The goal of this program is to permit each student to attain an understanding of his/her physical potentials and limitations, to develop competency in a variety of skills, and to work toward health related physical fitness within the scope of his/her abilities.

HEALTH EDUCATION

The Middle School Health curriculum promotes an understanding of sound mental/emotional, physical, and social well-being, and provides instruction that is aimed to help our students live a healthy lifestyle and make responsible decisions. The program's learning experiences are designed to give the students an understanding of the different body systems, along with providing them with the knowledge to make healthy nutritional choices. The program also explores how to react in emergency situations.

TECHNOLOGY EDUCATION – EXPLORING TECHNOLOGY

This course is designed to offer all middle school students experiences related to the basic concepts and evolution of technology. Teacher-planned experiences will require students to work cooperatively and independently on assignments. Problem-solving activities will focus on the areas of communication, construction, manufacturing, energy/power, transportation, and biotechnology. Students will also learn how to program the EV3 robot using Lego Mindstorms software. Students are required to keep a class notebook.

Hempfield's Middle School Chorus, Band, and Orchestra offer students an ensemble performance level that bridges the gap between elementary and high school experiences.

7th Grade Elective Courses

Hempfield's outstanding Middle School Chorus, Band, and Orchestra programs offer students ensemble performance opportunities that provide for musical connection and personal growth while also advancing the students' skills; preparing them for participation in our highly regarded High School ensembles.

MIDDLE SCHOOL CHORUS

Students who elect chorus will develop choral singing and performance skills through Middle School Chorus rehearsals and presentations. Students in chorus rehearse once per cycle during the flex period to prepare for concerts during the school year. As this is a performance-focused ensemble, all students are required to participate in after-school performance opportunities and events.

***Students who are enrolled in chorus may opt to audition for the Middle School Musical which usually occurs in the winter.

MIDDLE SCHOOL BAND

Students who elect band will continue developing brass, woodwind, or percussion instrumental ensemble skills and music literacy skills through rehearsing and performing a variety of musical selections. Students in this fully balanced ensemble rehearse once per cycle during the flex period to prepare for two concerts during the school year. As this is a performance-focused ensemble, all students are required to participate in after-school performance opportunities and events.

***Students who are enrolled in band may opt to participate in the combined CMS/LMS extracurricular Jazz Band in the second semester.

***Select band students in each middle school may also be invited to perform in the LLMEA County Middle School Band Festival.

MIDDLE SCHOOL ORCHESTRA

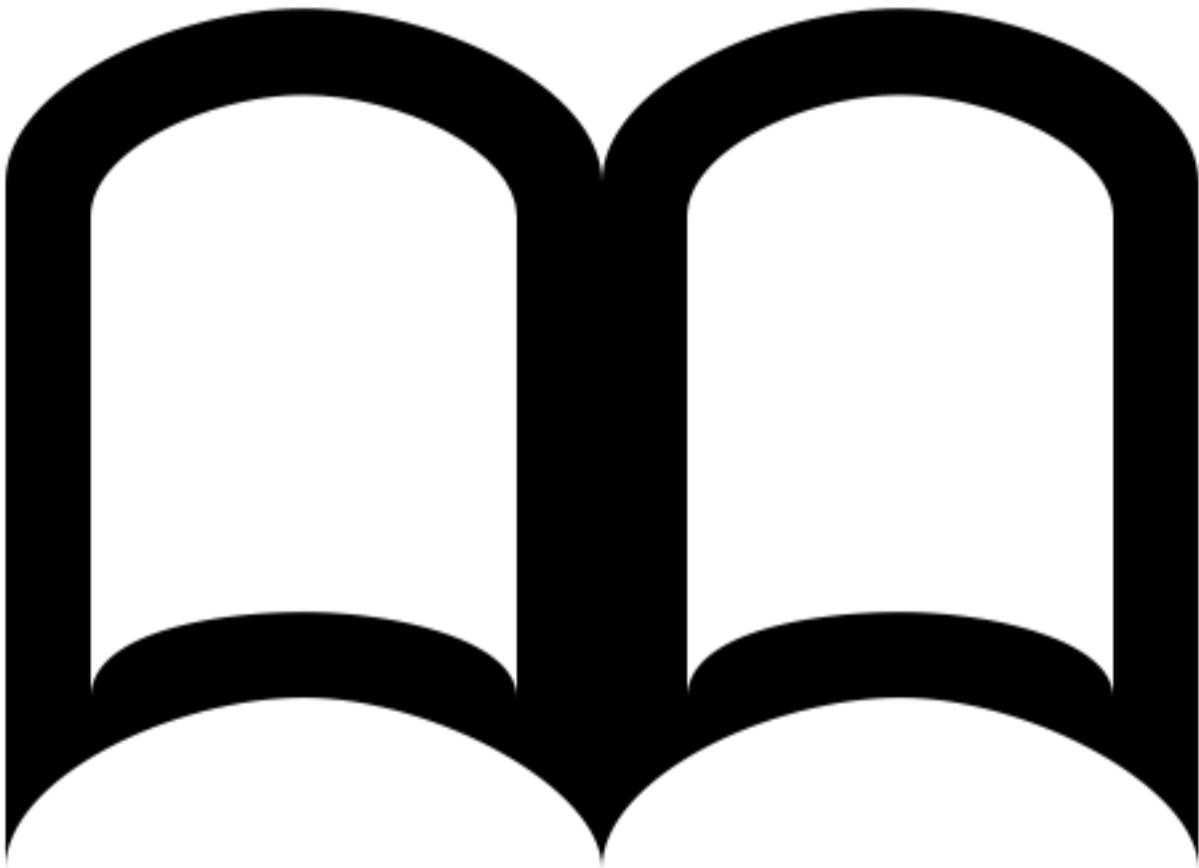
Students who elect orchestra will continue developing their string instrumental ensemble skills and music literacy skills through rehearsing and performing a variety of musical selections. Students in this fully balanced string ensemble rehearse once per cycle during the flex period to prepare for two concerts during the school year. As this is a performance-focused ensemble, all students are required to participate in after-school performance opportunities and events.

***Select students in each orchestra may be invited to participate in a smaller chamber ensemble at the director's discretion.

***Select string students in each middle school may also be invited to perform in the LLMEA County Middle School Orchestra Festival.

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8th Grade Course Descriptions



8th Grade English Language Arts (ELA)

Eighth grade students will be enrolled in one of the following 8th grade English Language Arts (ELA) courses:

ADVANCED ELA 8 (SINGLE PERIOD) ELA 8 (DOUBLE PERIOD)

Both ELA 8 courses will focus on PA Core English Language Arts Standards for 8th grade. The eighth-grade ELA course will build on the seventh-grade ELA course: the conventions of language, exploring craft and structure of fiction and non-fiction, reading and analyzing literary and informational texts, writing for different audiences and purposes, engaging in research, and practicing listening and speaking skills. Pacing and the nature of instruction for building and sustaining reading and writing skills will vary by course. Advanced ELA 8 requires a summer reading assignment

Students enrolled in the single period ELA 8 option will also be enrolled in a World Language course. Students enrolled in the double period ELA 8 option will be able to explore World Language courses beginning in 9th grade. It is important to note that students' performance on state and district assessments, as well as their performance in their seventh-grade ELA course will determine placement in the single or double period eighth grade ELA course.

FUNDAMENTALS ELA 8

This course is designed for students who are reading significantly below their current grade level as demonstrated on the English/Language Arts PSSA and various district-approved grade level assessments. Class sizes are smaller to allow for individualized instruction. The qualifying student's IEP team determines placement in this course. The decision to exit the course will also be made by the IEP team.

This differentiated ELA course incorporates small group instruction with intensive guided practice and modeling of reading strategies to ensure that students improve their overall reading performance. Fiction and nonfiction text of varying lengths and levels of difficulty will be used during direct instruction. In this course, students will study literature selected for content, relevance, and reading ability level. Vocabulary development is integrated throughout all reading selections. Students in this level will write friendly letters, complete assorted creative and expository writings, respond to prompts, and maintain a journal. Extensive modeling by the teacher, as well as oral and written responses, will be utilized to ensure students comprehend when they read texts independently. A program emphasizing decoding skills of multisyllabic words may continue from seventh grade and progress will be continually monitored to ensure growth.

8th Grade World Languages

FRENCH I

GERMAN I

SPANISH I

French I, German I, and Spanish I courses are the first step in the overall modern language program in the Hempfield School District. To qualify for these courses, students must also qualify to be in ELA 8 – Single Period; the rationale for this recommendation is related to the high-level grammar, word usage, and vocabulary components of each full-year world language course. Upon successful completion of one of these courses and teacher recommendation, the student may enroll in a second year world language course at Hempfield High School.

Each of these full-year introductory courses includes development of skills in four areas: listening/understanding, speaking, reading, and writing. In order to establish foundations for communication, each course includes pronunciation, recitation, comprehension, vocabulary development, and in-depth grammar study. Emphasis is placed on vocabulary building and pronunciation with an accompanying explanation of the fundamentals of the respective language's grammar. Related cultures are presented as part of the classroom experiences, drawing from textbook and supplemental materials. Basic geography of respective countries is also included. In addition to the culture presented in text readings, supplemental materials from newspapers, videos, magazines, and other media sources are also used to introduce students to family life, foods, holidays, customs and traditions, education, and the geography of related countries. Verbal proficiency is stressed throughout the course.

8th Grade American History

The eighth-grade social studies course introduces students to our country's early beginnings in the seventeenth century and traces our development through the Colonial and Revolutionary War era. The course continues with the study of United States independence and ends with the post-Civil War Reconstruction Era. The course examines the political, economic, social, and cultural development of the United States beginning with the Confederation Period and traces it through the late-nineteenth century. In addition to historical content, students will discuss current events as well as the physical and political geography of North America.

ADVANCED AMERICAN HISTORY 8

In this course, students will be required to become familiar with primary and secondary historical sources. Analytical writing, through essays and research projects, as well as above grade-level reading and vocabulary assignments are required. In order to qualify for placement into this course, students are expected to have consistently performed at the high Proficient/Advanced level on the English Language Arts PSSA and performed above grade level on district-approved local assessments.

AMERICAN HISTORY 8

This course combines a practical understanding of our history and geography with the issues of technological change and life in our culture. Analytical writing, through essays and research projects, as well as reading and vocabulary assignments are required.

8th Grade Earth Science

The science program in eighth grade includes learning experiences with text resources and supplemental enrichment materials that emphasize the major concepts and theories of earth science (weather and its causes, earth's surface features, and earth in the context of space and environmental studies).

Science Fair is not a requirement of Advanced Earth Science.

All Earth Science Students may choose to complete a science fair project. Students will be provided the opportunity to work with an instructor to select a topic area for research, define a problem, develop a testable hypothesis, design an experimental procedure, collect and analyze data, and formulate a conclusion. Each student will have the option to have her/his final cumulative paper and a display presented at the middle school.

ADVANCED EARTH SCIENCE

This course is designed for the student who excels in science and is able to grasp and expand on new concepts very quickly. Students will be required to complete challenging reading and writing assignments and perform investigative laboratory exercises that are more challenging than traditional academic work. Advanced Earth Science students will have several project-based learning experiences in which students will apply science concepts in solving problems. These project-based experiences are designed to help students utilize and apply the testable knowledge base and analytical skills that define science.

EARTH SCIENCE

This course is designed for the student who enjoys science and is able to grasp and expand on new concepts. Students will be required to complete challenging reading and writing assignments, perform investigative laboratory exercises, and actively participate in classroom discussions. Additionally, this course will work with resources and materials that emphasize the importance of earth science in our daily lives. All Earth Science students will be required to engage in several project-based learning experiences in which students will apply science concepts in solving problems. These project-based experiences are designed to help students utilize and apply the testable knowledge base and analytical skills that define science.

8th Grade Mathematics

The mathematics program in eighth grade offers the following courses based upon the readiness of the student. Calculators, iPads, computers, and manipulatives will be used to assist instruction and learning.

Note: The Mathematics Sequencing charts for grades 7-10 can be found on page 23.

ALGEBRA 1B

Algebra 1B includes the study of probability, graphing, linear functions, quadratic functions, systems of equations, complex numbers, polynomials, polynomial functions, and rational expressions. The course presents advanced algebraic concepts and skills using a problem solving approach. Connections between concepts taught in the course and their applications will be emphasized. This course is comparable to a high school level honors course. Content is covered at a rapid pace. Students are expected to do a significant amount of work outside of the regular class time. This course is offered to students in eighth grade who have successfully completed the Algebra 1A course in grade seven.

ALGEBRA 1A

Algebra 1A is a fast-paced course that extends the concepts studied in Pre-Algebra. Among the concepts included in this course are the rules of algebra, signed numbers, equations, inequalities, graphing, formulas, functions, and systems of equations. The course presents algebraic concepts and skills using a problem solving approach. Students in the course will learn both the high-school-level Algebra 1A content and 8th grade PSSA content. Content is presented at a rapid

pace. Students are expected to do a significant amount of work outside of the regular class time. This course is offered to students in eighth grade who have successfully completed the Pre-Algebra Accelerated course in grade seven and scored Advanced on the Grade 7 PSSA. This course is designed to prepare students for Algebra 1B in 9th grade.

PRE-ALGEBRA B

Pre-Algebra B is part 2 of the two-year Pre-Algebra course and is designed to prepare students for success in courses such as algebra and geometry. Students will learn to think mathematically, use technology, look for patterns, communicate mathematically, and solve problems in such key areas as percent, measurement, ratio, proportion, data analysis, integers, geometry, statistics, formulas, and equations. Pre-Algebra is designed to give students practice and review to help them deepen their understanding of the concepts presented as well as to prepare for success on the PSSA test in grade 8. This course is designed to prepare students for Algebra 1A and Algebra 1B in 9th grade.

FOUNDATIONS OF MATHEMATICS 8

Foundations of Mathematics 8 designed to help students improve their computational and problem solving skills. Topics studied in this course will fall into the categories of the number system, expressions & equations, functions, geometry, and statistics & probability. Students successfully completing this course will be prepared to study Algebra 1A Applied CP in grade nine.

FUNDAMENTALS OF MATHEMATICS 8

Fundamentals of Mathematics 8 emphasizes the use of fractions, decimals, and percents within a problem-solving context. The goal of this course is to significantly improve a student's current understanding of mathematics. Placement in this course is determined by the qualifying student's IEP team. Class sizes are smaller to allow for individualized instruction. The course seeks to provide a variety of options and alternative approaches that will appeal to all students in the course. The decision to exit the course will be made by the IEP team.

SUGGESTED MATHEMATICS COURSE SEQUENCES

Grade 7	Grade 8	Grade 9		Grade 10
Algebra 1A	Algebra 1B	Algebra 2		Geometry
Pre-Algebra Accelerated	Algebra 1A	Algebra 1B		Algebra 2
Pre-Algebra A	Pre-Algebra B	Algebra 1A Semester 1	Algebra 1B Semester 2	Algebra 2
Foundations of Math 7	Foundations of Math 8	Algebra 1A Applied Semester 1	Algebra 1B Applied Semester 2	Algebra 2
		Foundations of Pre-Algebra		Foundations of Algebra 1A/B

Fundamentals

Course sequence and placement in Fundamentals of Math courses is based on the recommendation of the Secondary Special Education Coordinator and/or the Mathematics Department Coordinator.

8th Grade Exploratory Courses

ART

The eighth-grade art program builds on the basic skills taught in seventh grade and expands upon their knowledge of color theory as well as a wider range of multicultural units. Students will be exposed to different cultures, as well as challenged to learn more about their own personal beliefs and attitudes.

To further develop creative problem-solving skills and critical thinking abilities, students will construct both individual and group projects in a variety of mediums. Inspired by lectures, demonstrations and critiques, students will harness hands-on art making processes to create, present and respond to their ever-expanding world and understandings.

FAMILY CONSUMER SCIENCES

During two years at the middle school, students will participate in two family and consumer science courses. Courses are designed to provide students with a better understanding of consumer education and practical living skills.

One course will focus on Foods and Nutrition. Units of study include nutrition, safety and sanitation and basic cooking skills. Students will analyze food labels, portion sizes and will practice correct table settings and table manners.

The other course will focus on Consumerism and Sewing. Students are introduced to consumer education in the topics of clothing selection and care, fibers, and fabrics, laundry skills, and sewing. Students will construct a simple sewing project.

MUSIC

Middle School Music courses are designed in two separate, parallel lanes:

- Non-Performance Classes: 8 Grade Music
- Performance Ensemble Techniques Classes: Band, Chorus, Orchestra

Students will select one of these two lanes of study each year. All courses allow for students to explore elements and concepts of music.

Music 8

This class explores music in a non-public performance environment. Students will learn to listen, read, analyze, play instruments, and compose music using a variety of music elements and styles. Exploration includes music technology, specific vocabulary, and recognizing relationships between music, arts, and culture. Emphasis is placed on studying creative artists in popular and world music from the 20thth and 21stst Centuries.

Vocal Techniques 8

This class is for students who wish to continue advancing in their understanding and development of singing skills, learn about a variety of vocal styles, and increase music reading skills. Students sing in small groups and learn performance techniques and practices. This class is designed for students who elect to participate in Middle School Chorus. Chorus meets once per cycle during the flex period (see elective courses).

String Techniques 8 (with +22 option>see note below)

Prerequisite: Students must participate as a member of 7th grade string program and must own or have access to the appropriate natural wood instrument.

This class is for students who wish to continue advancing in their understanding and development of skills using traditional bowed string instruments. Exploration includes technical, musical, ensemble, and reading skills. This class is designed for students who elect to participate in Middle School Orchestra. Orchestra meets once per cycle during the flex period (see elective courses).

Brass/Woodwind/Percussion Techniques 8 (with +22 option>see note below)

Prerequisite: Students must participate as a member of 7th band program and must own or have access to an appropriate instrument.

This class is for students who wish to continue advancing in their understanding and development of skills using brass, woodwind, and percussion instruments. Exploration includes technical, musical, ensemble, and reading skills. This class is designed for students who elect to participate in Middle School Band. Band meets once per cycle during the flex period (see elective courses).

Please note: *Students who elect to take the String Techniques class or the Brass/Woodwind/Percussion Techniques class have the option of choosing an additional marking period of techniques instruction (22 days). Students would take this in place of additional physical education classes. In this scenario the student would have 67 days of Music and 67 days of Physical Education instead of the regularly scheduled 45 days of Music class and 90 days of Physical Education.*

PHYSICAL EDUCATION

Boys - This course provides students with an introduction to selected team, individual activities, and lifelong activities. Students are taught basic movements, skills, strategies, knowledge, and appropriate behaviors associated with successful beginning participation in cardio activities, as well as team and individual sports. Students also participate in activities that promote fitness development and lifelong activities. Sportsmanship and fair play is required, and aspects of cooperation and teamwork are integrated into the curriculum. A physical education uniform is required for participation.

Girls - This course provides students with an introduction to selected team and individual activities. Students are instructed in the basic movements, skills, strategies, knowledge, and appropriate behaviors associated with these activities. Students are also involved in activities that promote fitness development and lifelong activities. Sportsmanship, fair play, cooperation and teamwork are integrated into the curriculum. A physical education uniform is required for participation.

Adaptive Physical Education

This course is a diversified program of developmental activities, games, sports, rhythms, and therapeutic exercises adapted to consider the interests, and abilities of the students. The program's learning experiences are designed for students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education course. The goal of this program is to permit each student to attain an understanding of his/her physical potentials and limitations, to develop competency in a variety of skills, and to

work toward health related physical fitness within the scope of his/her abilities.

HEALTH EDUCATION

The Middle School Health curriculum promotes an understanding of sound mental/emotional, physical, and social well-being, and provides instruction that is aimed to help our students live a healthy lifestyle. Students will study health wellness, mental health, eating disorders, along with the impact of alcohol, tobacco, and other substance abuse on the body. Discussions include peer recognition of potential issues, and how to access support services. Communicable and non-communicable diseases are also discussed. The students receive instruction how their personal choices can impact their overall health.

TECHNOLOGY EDUCATION-APPLYING TECHNOLOGY

Applying Technology prepares students to expand on basic concepts and skills taught in seventh grade. Teacher-planned experiences will require students to work cooperatively and independently on assignments related to the application of technology. Hands-on and problem-solving activities will focus on the areas of communication, construction, manufacturing, energy/power, transportation, and biotechnology. Students will design and building a CO2 Dragster as well as complete a Search and Rescue challenge using the EV3 robot. Students are required to maintain a class notebook.

COMPUTER APPLICATIONS 8

This required eighth grade course is designed to develop students' computer applications and basic mobile app design skills. Microsoft Office 365 cloud

services will be taught and utilized to prepare marketing projects and presentations. All concepts are geared toward achieving higher order thinking skills combined with the use of 21st century technologies and applications.

8th Grade Elective Courses

Hempfield's outstanding Middle School Chorus, Band, and Orchestra programs offer students ensemble performance opportunities that provide for musical connection and emotional growth while also advancing the students' skills; preparing them for participation in our highly regarded High School ensembles.

MIDDLE SCHOOL CHORUS

Students who elect chorus will develop choral singing and performance skills through Middle School Chorus rehearsals and presentations. Students in chorus rehearse once per cycle during the flex period to prepare for concerts during the school year. As this a performance-focused ensemble, all students are required to participate in after-school performance opportunities and events.

***Students who are enrolled in chorus may opt to audition for the Middle School Musical which usually occurs in the winter.

MIDDLE SCHOOL BAND

Students who elect band will continue developing brass, woodwind or percussion instrumental ensemble skills and music literacy skills through rehearsing and performing a variety of musical selections. Students in this fully balanced ensemble rehearse once per cycle during the flex period to prepare for two concerts during the school year. As this a performance-focused ensemble, all students are required to participate in after-school performance opportunities and events.

***Select students who are in band may opt to participate in the combined CMS/LMS extracurricular Jazz Band in the second semester.

***Select band students in each middle school may also be invited to perform in the LLMEA County Middle School Band Festival.

MIDDLE SCHOOL ORCHESTRA

Students who elect orchestra will continue developing their string instrumental ensemble skills and music literacy skills through rehearsing and performing a variety of musical selections. Students in this fully balanced string ensemble rehearse once per cycle during the flex period to prepare for two concerts during the school year. As this a performance-focused ensemble, all students are required to participate in after-school performance opportunities and events.

***Select students in each orchestra may be invited to participate in a smaller chamber ensemble at the director's discretion.

***Select string students in each middle school may also be invited to perform in the LLMEA County Middle School Orchestra Festival.

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Other Services



Other Services for Students

ENGLISH LANGUAGE DEVELOPMENT (ELD)

English Language Development (ELD) is designed for students who possess limited English language skills. There are four levels/courses within the ELD program. Since our program is consistent with our high school's ELD course offerings, ELD students will experience the same progression of English language development while attending Hempfield High School. Our four middle school ELD course offerings are as follows:

English Language Development I

As an introductory course, ELD I is designed for students who are at the entry level of English language acquisition. ELD I presents to the student, in natural learning order, the skills of listening/understanding, speaking, reading, and writing. Using the oral language development approach, emphasis is placed on vocabulary building, pronunciation, grammar, and social communication in a cultural context. Topics include everyday situations related to school, family, foods, holidays, customs, sports, and leisure time activities.

English Language Development II

Course content focuses on American culture, customs, and geography. Conversational ability and vocabulary are increased. Grammar, reading instruction, verb tenses, questioning, summarizing, and writing skills are emphasized. All reading and writing skills are presented first as oral language development exercises to provide the oral language proficiency necessary for academic success. Writing narrative, descriptive, informative, and expository compositions is a guided skill developed at this level.

English Language Development III

Grammar, history, literature, cultural and current events, and oral practice are combined to prepare the second language student for more academic success in our regular curricular programs. Grammar and reading continue as key components to the ELD program. Oral proficiency is increased through dialogues, oral reports, and class discussion. Written work includes note-taking, journals, dialogue writing, and fundamentals of composition. Essay writing is modeled and practiced.

English Language Development IV

The focus of ELD IV is the continued development of English language acquisition in the areas of reading, writing, listening, speaking and comprehension at Expanding and Bridging levels of English proficiency. English language structure, idioms, figurative language, grammar, vocabulary development and usage are emphasized. Analyzing, synthesizing, and evaluating academic material through composition work, discussions, presentations, and developmentally appropriate reading materials are incorporated at this level. Manipulation of the English language to achieve native-speaker goals is the expectation of English Learners (ELs) at this level.

LIBRARY MEDIA PROGRAM

The Middle School Library program provides integrated instruction of 21st Century Information Literacy Skills and appropriate resources to meet the PACC Standards for all curriculum areas. The amount of instructional time each student receives is dependent upon individual middle school teams and teachers. Library instruction provides students with an opportunity to develop information literacy

skills, including locating, accessing and evaluating information, developing searching techniques, learning a research process and using information ethically. The middle school librarians collaborate with teachers and technology specialists to integrate technology into all areas of the curriculum. Digital resources and eBooks are used to teach information literacy and technology fluency skills within the context of the curriculum and provide supplemental text for the classroom and research projects. Print and digital eBooks are also available for recreational reading in a variety of interest areas and reading levels. A Makerspace area in the library expands the impact of the Middle School Library for all students. The Makerspace provides students with the opportunity and flexible space to be creative and exhibit problem-solving skills. Students can explore, design and create hands-on projects as well as skill-share with classmates.

INTERVENTIONS

As part of the Hempfield School District's Comprehensive Plan, the middle schools are striving to reduce barriers to student learning and implement improved interventions/supports to meet the academic and personal growth needs of all students. With this goal in mind, our English Language Arts (ELA) and Mathematics departments have developed an instructional intervention period. Students that demonstrate the need for this support will be scheduled into an intervention period for 45 days (every other day for a semester) in place of half a year of physical education. An Instructional Support Teacher will provide targeted instruction and research-based interventions to remove barriers to learning.

Current Topics in ELA 7

Intervention strategies and targeted instruction will support those students who demonstrate a lack of

proficiency in the English Language Arts. Intervention consists of 45 days of skill-based, data-driven instruction provided over one semester. The goal of this course is to increase student growth in the areas of reading, writing, listening, and speaking.

Current Topics in ELA 8

Intervention strategies and targeted instruction will support those students who demonstrate a lack of proficiency in the English Language Arts. Intervention consists of 45 days of skill-based, data-driven instruction provided over one semester. The goal of this course is to increase student growth in the areas of reading, writing, listening, and speaking.

Current Topics in Math 7

The goal of Math Intervention is to give extra support for identified students to help them reach their full potential in mathematics. During math intervention time, identified students will receive instruction, support and practice for targeted grade-level standards. Students are assigned to Math Intervention based on assessment data. Math Intervention meets on alternating days for one semester (45 days) and is scheduled as one of the electives in a student schedule.

Current Topics in Math 8

The goal of Math Intervention is to give extra support for identified students to help them reach their full potential in mathematics. During math intervention time, identified students will receive instruction, support and practice for targeted grade-level standards. Students are assigned to Math Intervention based on assessment data. Math Intervention meets on alternating days for one semester (45 days) and is scheduled as one of the electives in a student schedule.

7TH & 8TH GRADE GIFTED PROGRAM

Middle School Gifted Services are designed to offer a continuum of services to meet the diverse needs of gifted students. A variety of service delivery options are available for students dependent upon students' individual needs and interests. Students can participate in Gifted Seminar class designed with planned learning experiences or units of study. Gifted Seminar classes will occur during non-instructional periods. Students who opt not to participate in the Gifted Seminar classes will be offered consultative services with the Gifted Support Teacher who will monitor progress and adjustments at the middle school level. These consultative services will be offered at a minimum of four times per academic year.

In addition to the Gifted Seminar class and consultative services, all identified gifted students are eligible to participate in specially designed workshops. Mini- sessions designed to address specifically targeted needs; book discussions and videoconferences are additional options available through the Middle School Gifted Services.

Gifted Services at the middle school focus on:

- Extending and refining existing knowledge
- Guiding student to apply knowledge meaningfully
- Developing critical thinking skills and reasoning abilities
- Participating in experiences that foster creative thinking and expression
- Stimulating students to excel as self-directed learners and thinkers