

Lacey Township Middle School



**Program of Studies
2020-2021**

Lacey Township Middle School

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www.laceyschools.org

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LACEY TOWNSHIP MIDDLE SCHOOL

A Tradition Of Pride · A Tradition Of Excellence

JASON KING
PRINCIPAL

Summer 2020

Dear Parents/Guardians and Students:

On behalf of the administration and staff, I would like to welcome you to the Lacey Township Middle School. The middle school houses students in grades 7 and 8. We believe this is a critical stage for our students. Thus, our purpose is to serve as a transitioning agent to prepare elementary students for the rigor and expectations they will encounter at the high school level.

In an effort to familiarize you with the philosophy and goals of our school, we have compiled this Program of Studies. It has been designed to assist you in understanding not only the course of studies offered, but all academic and non-academic programs that are available at LTMS. Throughout the document, you will find links to additional resources that you may find valuable.

It is our goal to work hand-in-hand with you to make your experiences at Lacey Township Middle School positive ones. Please feel free to contact us at 609-242-2100 with any questions or concerns you may have.

Sincerely,

Jason R. King
Principal

Lacey Township Middle School Philosophy

The concept of the Middle School Model or Middle School Philosophy was established out of a dissatisfaction by educators in the Junior High School Model, a subject-centered model, of educating students between the ages of 11 and 14. It was believed that students in this age group required a student-centered learning environment and curriculum designed to address both the educational and developmental needs of the students.

At Lacey Township Middle School, the administration and staff believe that for our students to succeed, we must focus on all aspects of the student: mental, physical, emotional, social, and academic. Collectively, our teachers and counselors have established a variety of programs to develop the health, wellness, and academic achievements of our students. Additionally, co-curricular opportunities exist to promote and refine social skills.

We invite the parents/guardians and families of our students to become actively involved in the programs offered at the middle school. We encourage you to join us on our journey to make the middle school years an experience of healthy growth, excitement, and achievement.

Lacey Township Middle School Goals

The following are the approved goals for all Lacey Township schools:

1. Develop and improve skills in reading, writing, speaking, and listening;
2. Develop pride in work and a feeling of self-worth;
3. Develop good character and self-respect;
4. Learn how to research, examine, and implement information;
5. Understand and practice democratic ideas and ideals;
6. Appreciate cultural diversity through the arts;
7. Practice and understand the ideas of health and safety;
8. Interpret and understand the events that take place in the world;
9. Explore methods of managing money, property, and resources;
10. Understand and practice the skills of family living;
11. Gain information needed to make job selections;
12. Provide for and develop the abilities for all children at all levels;
13. Develop a desire for learning now and in the future;
14. Provide a safe learning environment;
15. Learn to use leisure time constructively;
16. Establish good citizenship by respecting and getting along with people with whom we work and live; and
17. Gain information and develop skills needed to enter a specific field of work and/or pursue further education.

Lacey Township School District
Policies on Discrimination in Academic Programs

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Section 504 of the Rehabilitation Act—Nondiscrimination on the Basis of Handicap in Programs and Activities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Lacey Township School District is responsible to prevent discrimination in policy, programs, and practice regarding personnel and students.

The Lacey Township School District is responsible to identify, evaluate, and afford success to appropriate educational services for students who are determined eligible for Section 504 services. Parents/Guardians who disagree with the school's determination may request a hearing with an impartial hearing officer.

Parents/Guardians of children who are believed to have a disability that requires modifications or accommodations to their educational programs should contact the building principal or submit a written request to Mr. Stephen J. Decker, Assistant Superintendent/District 504 Coordinator, 200 Western Boulevard, P.O. Box 216, Lanoka Harbor, NJ 08734.

Affirmative Action

Edward Subokow, Affirmative Action Officer

(609) 242-2100

The Lacey Township Board of Education reaffirms its policy to insure equal educational opportunity for all students and to prohibit discrimination because of sex, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, or disability in the educational programs and activities, not limited to but including course offerings, athletic programs, guidance and counseling, tests and procedures, parenthood and marital status, through an intensive affirmative action program which shall be an integral part of every aspect of educational policies and programs to the maximum extent possible.

The Board of Education also reaffirms its policy to insure equal employment opportunity for all persons to prohibit discrimination in employment because of sex, sexual orientation, race, color, creed, religion, national origin, age, domicile, marital status, or non-employment in the public education system of the school district. An intensive affirmative action program shall be an integral part of every aspect of employment, not limited to but including upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeship, promotion, or tenure.

Reporting/Grievance Procedures

Complaints alleging violations of the District's Affirmative Action Policy shall be reported to the building principal or principal's designee and the school's Affirmative Action/Title IX Officer. Incidents/concerns may be reported to Mr. Stephen J. Decker, Assistant Superintendent/District Affirmative Action/Title IX Coordinator at 200 Western Blvd., P.O. Box 216, Lanoka Harbor, NJ, 08734 or by calling (609) 971-2000 ext. 1003.

Harassment, Intimidation, and Bullying

District Anti-Bullying Coordinator

Stephen J. Decker

sdecker@laceyschools.org

609-971-2000, ext. 1016

Middle School Anti-Bullying Specialist

Loren Heuschkel

lheuschkel@laceyschools.org

609-242-2100, ext. 3002

Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

Reporting Procedure

The Board of Education requires the principal at each school to be responsible for receiving complaints alleging violations of this policy. All board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this policy to the principal or the principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All board members, school employees, volunteers and contracted service providers who have contact with students also shall submit a report in writing to the principal within two school days of the verbal report. The principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. Students, parents, and visitors are encouraged to report alleged violations of this policy to the principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

For further information on the Lacey Township School District policy on Harassment, Intimidation, and Bullying, please visit: www.laceyschools.org/Page/139

Guidance/Student Services
(609) 242-2100, ext. 3002

Watson Heilala, Counselor
Loren Heuschkel, Counselor

Jodi Ringle, LDTC
Kelli Marchitello, School Psychologist

Abby Sly, Student Assistance Coordinator
Shoshana Kalantarov, Speech Therapist

Marisa Speck, Secretary

The Guidance Office provides the middle school child, parents, and teachers with a variety of professional services which enable students to participate in the educational program for which they are best suited. Each student is assigned a counselor whose services are available to the student, his/her teachers and parents. The goal of the counselor is to establish a relationship with the student that will help him/her interpret and evaluate facts about him/herself so he/she may make better present and future decisions about his/her educational counseling, social and career plans. Both group and individual counseling are provided to achieve this goal. Students may request an appointment with a guidance counselor through the Guidance Office. Parents can call 242-2100 (ext. 3002) to set up a conference with the counselor and/or a teacher.

In addition to academic counseling, the following services and programs are offered to the students through the Guidance/Student Services Office:

Student Registration

Marisa Speck, Secretary

Any student entering Lacey Township Middle School who is new to the Lacey Township School District must complete the registration process. Parents/Guardians should visit the following site and complete the pre-registration process:

<https://www.fridayparentportal.com/preregistration/v3/index.cfm>.

Once this process has been completed, please call (609) 242-2100 (ext. 3002) to schedule an appointment to complete the registration process.

Student Scheduling

Watson Heilala, Counselor (Grades 7 and 8 A-L)

Loren Heuschkel, Counselor (Grades 7 and 8 M-Z)

The scheduling process for rising 6th, 7th, and 8th graders begins at the beginning of the second semester. Counselors will meet with students either individually or in groups to discuss options available to them.

Intervention & Referral Services (I&RS)

Watson Heilala, Coordinator

Under N.J.A.C. 6A:16-7.3, district boards of education are required to establish guidelines for the involvement of school staff and community members in each building's system of intervention and referral services. Intervention and Referral Services (I&RS) is a way in which teachers' and students' needs are supported in the general education environment. I&RS does not replace traditional methods or resources for helping students; rather its focus is to align students' needs with available resources in the general education environment.

The I&RS Team:

- Identifies the responsibilities of building staff who participate in the planning and provision of intervention and referral services;
- Actively involves parents/guardians in the development and implementation of the I&RS plans;
- Identifies students in need and then plans and provides appropriate interventions for those students within the general education community;
- Reviews and assesses the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

The I&RS process uses a collaborative approach between school personnel and families in targeting identified needs for students who are making minimal academic and/or emotional progress in the regular education setting. Using a team approach, the needs of students who are identified at risk for learning, behavior, and/or health problems are evaluated. The team collects and evaluates relevant data in order to determine or identify specific issues which may hinder a student's performance. Once these issues have been identified, individualized interventions are determined, implemented, and documented. An intervention plan may include, but is not limited to, activities such as classroom accommodations, occupational therapy, and/or guidance services.

The I&RS process is ongoing and continues to monitor student progress within the student's academic setting. If the I&RS process exhausts all of the available school based regular education interventions with minimal success over an extended period of time, other options may be explored. It is often the case that plans are revisited and modified. In most cases, a successful intervention plan which is created and shaped over a period of time proves to be a powerful tool for the student at risk.

A child may be referred to I&RS if he/she is experiencing academic, emotional, and/or behavioral difficulties. Please note that interventions in the general education setting shall be provided to students exhibiting academic difficulties and shall be utilized, as appropriate, prior to referring a student for an evaluation of eligibility for special education and related services [N.J.A.C. 6A-14-3.3(b)]. A direct referral to the child study team may be made when it can be documented that the nature of the student's educational problem is such that evaluation to determine eligibility for special education services is warranted without delay [N.J.A.C. 6A-14-3.3(b)]. The parent may make a written request for an evaluation to determine eligibility for services under this chapter. Such a request shall be considered a referral and shall be forwarded without delay to the child study team for consideration. [N.J.A.C. 6A-14-3.3(d)1]. The team may also determine that an evaluation is not warranted and, if so, determine other appropriate actions. [N.J.A.C. 6A-14-3.3(e)].

Student Assistance Program (SAP)

Abby Sly, Student Assistance Coordinator

Schools are responsible for providing a safe and healthy environment in which instruction and learning can take place. Alcohol and other drug use can represent serious threats to health and quality of life. Alcohol and other drug use increase the risk of accidents, birth defects, HIV/AIDS, and other diseases. Combining drugs may lead to unpredictable effects. Many prescription and non-prescription drugs are potentially addictive and dangerous. For adolescents, initiation into the use of alcohol and other drugs occurs at a time of life when it is especially important to remain drug free.

The SAP Core Team is a specially trained group of school personnel whose goal is to help students who may be encountering social or familial situations that are making academic success more challenging. Some situations may include personal or familial history of mental, physical, or behavioral issues, substance abuse, incarceration, or death. In order to better address these possible roadblocks, the Core Team works to identify these higher risk students; intervene proactively; refer students and their families for appropriate services when necessary; and offer a continuum of support for students in the school setting

The SAP Core Team includes representatives from the administration, instructional staff, health care, child study team, and guidance and other support personnel as part the school community. The intent is to coordinate and increase the quantity and effectiveness of student interventions. The SAP Core Team process tracks students over a period of time, resulting in fewer students “falling through the cracks”.

The SAP Core Team has developed a “Life Skills” program presented through group and individual sessions, approximately 30-45 minutes in length, in which eligible students will explore skills necessary for healthy growth and development. Areas of discussion may include self-esteem, study skills, stress management, divorce, loss, substance abuse, and social skills. These discussions will be led by Ms. Sly and/or the school counselor. Only those students who have been identified will participate. Should you choose that your child not be included in this group experience, please contact the Student Personnel Services office at 242-2100 (ext. 3002).

Clearly, the mission of the educational system is to provide an environment for students to perform to their capacity as learners. The school is the only institution through which all young persons pass. Therefore, the SAP Core Team gives school officials a unique opportunity at early stages of identification to help those young persons who have either directly or indirectly become harmfully involved with alcohol or other drug use.

The SAP Core Team will enable school districts of any size to satisfy state drug and alcohol program mandates. Specifically, N.J.S.A. 18:40A directs Local Education Agencies (LEA’s) to offer comprehensive substance abuse prevention and intervention programs to all students for the purpose of identifying those students who are abusing substances; and, where appropriate, referring the students to treatment agencies. LEA’s are further required to provide in-service training programs to school personnel, which will enable the identification of, and appropriate response to, students who may be involved with substance abuse.

The Lacey Township Middle School Core Team representatives include the building principal, a guidance counselor, a teacher representative, the school nurse, and the student assistance coordinator. If you or your child would like to contact the Middle School Core Team or make a referral, you may do so by calling the Middle School Student Personnel Services office at 242-2100 (ext. 3002).

Special Education Services and Programs

Jodi Ringle, LDTC

Kelli Marchitello, School Psychologist

It is the goal of the Lacey Township Middle School Special Education Department to provide each student with an individualized program designed to meet the student's needs as an exceptional learner in accordance with Individuals with Disabilities Education Act, Section 504, and the Americans with Disabilities Act. To that end, the special education department provides a wide variety of services to students with disabilities.

Programs offered at the middle school include instruction in resource rooms and general education classrooms. Resource rooms provide replacement instruction in small group settings. In-class support is a collaborative teaching model utilizing the expertise of both general education and special teachers.

Lacey Township Middle School also offers three additional programs for students with special needs who may require more than instructional accommodations. The Multiple Disabilities Program has been designed for students who have a combination of various disabilities, including but not limited to sensory, mobility, instructional, and mental retardation. The program offers a three-year transitional program that incorporates the academically based program with a life skills program.

The Autistic Program has been established in a highly structured setting dedicated to supporting students with Autistic Spectrum Disorders. The focus is on the development of language and communication skills, social skills, life skills, and academics. An emphasis is placed on maintaining appropriate behavior and developing independent skills through the use of structure.

The Behavioral Disabilities Program is designed for students who exhibit the inability to build satisfactory interpersonal relationships with peers and teachers. This program provides students with a highly structured setting dedicated to the development of appropriate interpersonal skills and behaviors. Small group instruction and an age appropriate behavior modification system is in place to achieve this goal.

The district also provides speech therapy, occupational therapy, physical therapy and counseling as related as described in the Individual Education Plan. For further information concerning special services, please visit:

<https://www.laceyschools.org/domain/38>

Lacey Township Middle School Academic Program

To fulfill the middle school vision of transitioning students for higher academic pursuits, the middle school staff is committed to helping our students become successful, independent learners. The curriculum has been developed to meet New Jersey Department of Education Standards and challenge the students by maintaining high academic standards. As part of our academic focus, we believe that it is our responsibility to guide the students toward becoming responsible citizens. The curriculum is designed to meet the diverse academic and social needs of our students while ensuring that their learning experiences prepare them for the demands of the 21st Century. It is essential for our students to be able to read analytically, write logically and think critically.

New Jersey Department of Education Requirements

New Jersey Student Learning Standards

In 2010, the New Jersey State Board of Education adopted the Common Core State Standards for English Language Arts and Mathematics. These standards identify what students need to know and be able to do at each grade level. The standards are designed to ensure that all students are college and career ready by the completion of grade 12. They were designed to incorporate academic content and skill, while focusing on critical thinking, problem solving, and analytical skills. In May 2016, the New Jersey State Board of Education adopted revisions to the mathematics and ELA standards and renamed all areas of the state's academic standards the [New Jersey Learning Standards](#)

Standardized Testing

The state of New Jersey began standardized assessment of students in the 1970s. The assessments were designed to measure student proficiency in the areas of mathematics and English Language Arts. Over time, these assessments have been revised to align with the development of learning standards.

The following is a list and brief descriptions of standardized assessments administered to students at Lacey Township Middle School. Please be advised that not all students will be administered all assessments.

NJSLA - ELA and Mathematics (Formerly PARCC)

At the time of this publication, the New Jersey Department of Education is in the process of revising student assessments. Students in grades 7 and 8 will continue to be assessed in both English Language Arts and mathematics. The assessments will be based on New Jersey Student Learning Standards.

For further information on the revision of the state assessments, please see the following: <https://www.state.nj.us/education/assessment/AssessmentReportSummary.pdf>

During testing, each student is encouraged to make his/her best effort in completing the test sections. Test scores are utilized not only for district curriculum alignment, but to address the needs of each student.

Students enrolled in the Algebra I course must take and pass the Algebra I assessment as a graduation requirement according to the New Jersey Department of Education.

Northwest Evaluation Association (NWEA) - Measures of Academic Progress (MAP) Assessments (Grades 7 & 8)

The Lacey Township School District utilizes the NWEA MAPs assessments as one tool to assess student growth, identify academic weaknesses, and develop curriculum to meet the needs of our students. Computerized assessments in the areas of English Language Arts and mathematics are designed to adapt to the individual learning level of the students, starting with a baseline question and increasing the skill difficulty as the student progresses. MAPs will be administered to students in the fall and spring.

For more information, please visit <https://www.nwea.org/>

NJSLA - Science (Grade 8)

The New Jersey Student Learning Assessment (NJSLA) Science 8 is the state test for students in grade 8 science. The NJSLA Science 8 assessment will be aligned to New Jersey Student Learning Standards (NJSLS). The assessment will be a computer-based test, administered to students on the same platform as the NJSLA English Language Arts (ELA) and mathematics assessment. .

For more information, please visit <http://www.state.nj.us/education/assessment>

Dynamic Learning Maps (Identified Students Grades 7 & 8)

Dynamic Learning Maps (DLMs) are state required assessments for students with the most significant intellectual disabilities in the areas of English Language Arts and mathematics. DLMs will be completed in the spring.

For more information, please visit <http://www.state.nj.us/education/assessment/apa/dlm>

ACCESS for English Language Learners (Identified Students Grades 7 & 8)

ACCESS for English Language Learners is a state required assessment for students who are identified as English Language Learners. This assessment will be administered during marking period 3.

For more information, please visit <http://www.state.nj.us/education/bilingual/ells/20/>

2020-2021 Standardized Assessment Schedule

The 2020-2021 Standardized Assessment Schedule will be published once it is released by the New Jersey Department of Education.

Grade 7 Academic Program

Grade 7	Core Courses	Electives
	English Language Arts 7 OR English Language Arts 7 Honors CP 7th Grade Math OR CP 7th Grade Advanced Math Social Studies 7 Science 7 Health/Physical Education 7 <i>* ELA and mathematics classes meet for a double period</i> <i>**CP - College Prep</i>	Art - 7 Computer Science - 7 Foreign Language - 7 Engineering & Design - 7 Vocal Music <i>* Electives are scheduled on a rotating basis and change each marking period</i>

Grade 8 Academic Program

Grade 8	Core Courses	Electives
	English Language Arts 8 OR English Language Arts 8 Honors CP 8th Grade Math OR Algebra 1 OR STEM Algebra 1 Honors OR STEM Geometry Honors Social Studies 8 Science 8 OR Stem Science Health/Physical Education 8 <i>* ELA and mathematics classes meet for a double period</i> <i>**CP - College Prep</i>	Art - 8 Computer Science - 8 Foreign Language - 8 Engineering & Design - 8 Music <p style="text-align: center;">OR</p> Band (Full-Year) Chorus (Full-Year) Select Ensemble (Full-Year) German 1 (Full-Year) Spanish 1 (Full-Year) <i>* Electives are scheduled on a rotating basis and change each marking period</i>

Course Descriptions

English Department

Department Philosophy

The Lacey Township Middle School English Department is committed to providing a solid and rigorous academic experience designed to transition the students from elementary to high school. To that end, all students will be provided with a block English period, consisting of 84 instructional minutes. In alignment with New Jersey Student Learning Standards, the curriculum at each level is structured to reinforce and expand upon the essential reading and writing basics, while encouraging critical thinking and analytical skills.

English 7

Seventh grade students in English Language Arts at Lacey Township Middle School will study and learn content and information in the areas of reading, writing, grammar, vocabulary, speaking, and listening. During their seventh grade year, students will study a broad range of texts from fiction, non-fiction, poetry, and drama to develop close reading and comprehension skills as well as provide the basis for creative and analytical writing tasks. Students will have opportunities to develop their writing ability through a broad range of tasks, from argument and expository writing to more creative assignments. Technology will be infused throughout the curriculum for research, skill reinforcement, projects, presentations, and writing. Emphasis will be placed on learning and using the conventions of correct English grammar and an expanded vocabulary to promote effective communication. Content and outcomes will focus on preparing students for success in eighth grade, high school, and beyond.

English 7 Honors

English 7 Honors is meant to be rigorous and to challenge students in both new and traditional ways. Participants will be selected through a matrix of criteria including class grades, standardized test scores, teacher recommendation, and a survey of skills and knowledge. This course will focus on growth in the areas of reading, writing, listening, speaking, viewing, and reflection. Coursework will involve reading and analyzing texts across all literary genres, and students will be encouraged to focus on the writer's craft, make connections, and examine historical aspects of the text. Formal and informal writing tasks, presentations, and discussions in various formats will be integral parts of the course. Vocabulary and grammar instruction will be linked with reading and writing experiences. Students will use a variety of digital tools for

the creation of artifacts of learning through both independent and collaborative assignments. Student responsibility and class participation are imperative.

English 8

In eighth grade, students will participate in an 84-minute English Language Arts class. Students will read and analyze literature and informational text and write for a variety of purposes. Students will use an instructional text (anthology) to read from a range of genres, including short stories, poetry, drama, and nonfiction, as well as novels and periodicals. Vocabulary instruction will be addressed within the context of the readings. A variety of writing activities will be linked to reading selections; grammar, mechanics, spelling, and usage will be taught in connection with writing instruction. As we are mindful of its place in the 21st Century, technology will be infused throughout the curriculum to support students in research and writing assignments. Curriculum and instruction will be aligned to the New Jersey Student Learning Standards.

English 8 Honors

It is the goal of the English 8 Honors course to create a creative, intelligent, and challenging learning environment. Throughout the year students will learn to be better readers, creative and intelligent writers, active listeners, diligent researchers, and thoughtful speakers. The keys to this course will be a willingness to ask questions, explore beneath the surface, and read between the lines. This class involves hands-on activities, group work, and independent work. Students will complete both formal and informal essays, open response questions, creative projects, presentations, as well as formal assessments. Daily teacher-led and student-led classroom discussions will be conducted based on activities and assignments completed both inside and outside of school in which all students are expected to participate. Students will also be involved in note-taking, developing annotation skills, warm-up activities, Socratic discussions, and a variety of collaborative and independent assignments.

Health/Physical Education Department

Department Philosophy

The members of the Health and Physical Education Department believe that physical education is an integral part of a student's educational program. The physical education program will provide students with physical activity opportunities designed to promote a lifetime commitment to physical activity as part of a healthy lifestyle. Our physical education program offers the opportunity to develop health-related physical fitness and lifetime activities that promote physical competence, cognitive understanding, and attitudes about physical activity so all students can develop healthy active lifestyles. The Lacey Middle School Health and Physical Education Program is a required comprehensive program composed of four marking periods, including three marking periods of physical education and one marking period of health.

Health & Physical Education 7

The physical education curriculum provides the opportunity to develop the total student, physically, emotionally and socially. The students are exposed to a variety of team, individual, and fitness activities. Grade 7 curriculum focuses on the development of skills, knowledge of games, and ways to improve one's fitness. The grade 7 health curriculum focuses on the instruction of wellness, puberty, human reproduction, drugs, alcohol, eating disorders, tobacco, and HIV/AIDS.

Health & Physical Education 8

The grade 8 physical education curriculum builds upon the foundation established in grade 7 and focuses on a more in-depth concentration of advanced skills, rules, and fitness. The health component for grade 8 students discusses body system growth and development, the life cycle, contraception, sexually transmitted disease, drugs, alcohol, safety, and HIV/AIDS.

Mathematics Department

Department Philosophy

The philosophy of the Lacey Township Middle School Mathematics Department is to empower all students to think critically and reach their fullest potential in order to excel in our ever-changing, technology-driven, global community. We set high expectations for our students and allow them to develop collaborative problem solving skills, while they acquire the mathematical aptitudes and understandings in an environment that is accommodating to their diverse individual needs.

We believe that every student can learn mathematics at an appropriate and meaningful level consistent with his or her abilities. Therefore, our mission is to provide curriculum and instruction aligned to the New Jersey Student Learning Standards that will challenge each student to learn meaningful mathematics at the highest possible level. All students are provided with an 84-minute block five days a week. We strive to encourage our students to utilize mathematical technology as a tool to stimulate and facilitate learning, not as a replacement of analytical thought. Students will have the opportunity to demonstrate knowledge through hands-on learning, the completion of projects, and the use of technology. Our teachers are committed to connecting with students and providing a stimulating, caring, safe environment where students are actively involved in the learning process.

Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently.

College Prep 7th Grade Math

Prerequisite: 6th Grade Math

Seventh grade college prep mathematics focuses on expressions and equations, ratios and proportional relationships, geometry, statistics and probability, and the number system. This course sets a strong and solid foundation in working with decimals, fractions, and negative numbers. It introduces algebraic concepts such as variables and solving algebraic equations. Algebraic and geometric concepts will be integrated into every unit and meaningful connections will be made to real-world problem solving. This course is designed to prepare students for college prep grade 8 mathematics.

College Prep 7th Grade Advanced Math

Prerequisite: 6th Grade Math & placement criteria

Seventh grade advanced mathematics is a compacted combination of both the seventh and eighth grade New Jersey State Standards. Students will develop a unified understanding of the real number system; model relationships with variables and equations; use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; and solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects. The Mathematical Practice Standards apply throughout this course together with the content standards, in order to allow students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Multiple criteria are used for student placement, including teacher recommendation, previous math grades and various testing scores. Upon the successful completion of this course, students are prepared for the eighth grade Algebra 1 honors course.

College Prep 8th Grade Math

Prerequisite: College Prep 7th Grade Math

Eighth grade college prep mathematics continues with the study of integers, order of operations, variables, expressions, and equations in preparation for Algebra I. This course is designed to introduce students to complex algebraic concepts and provide students with an understanding of logical and problem solving thinking. Topics studied include rational and irrational numbers; simplifying expressions and equations; solving multi-step equations; graphing linear equations and systems of equations; properties of functions, transformations and geometric equations; angle relationships; volume of cylinders, cones and spheres; and statistics and probability. Students will have the opportunity to demonstrate knowledge through hands-on learning, the completion of projects, and the use of technology. This course emphasizes problem solving, the modeling of relationships with variables and equations, and concepts of functions as a precursor to concepts that are included in Algebra 1 and other high school standards.

Algebra 1 Honors

STEM Algebra 1 Honors (Grade 8 students only)

Prerequisite: College Prep 7th Grade Advanced Math & teacher recommendation or Grade 6 Accelerated Math & teacher recommendation

The Algebra 1 Honors course provides students with an in-depth level of instruction, a rigorous pace, and a cooperative learning environment. The course helps to develop students'

critical thinking skills and algebraic problem solving through the use of real-life examples and applications of Algebra. Units of study include linear relationships, systems of equations and inequalities, exponents and exponential functions, quadratics, polynomials, and data analysis and probability.

Geometry Honors/STEM

Prerequisite: Algebra 1 Honors & teacher recommendation

Geometry provides the necessary mathematical tools for complex reasoning and solving problems in the sciences, technology, and engineering. This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problems. In addition to the standard Euclidean geometry topics covered (i.e. inductive/deductive reasoning, proof, constructions, congruence, similarity, triangles, polygons, circles, etc.), the foundation of Trigonometry is developed and applied to solving problems. Throughout the course, emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.

Science Department

Department Philosophy

The philosophy of the Lacey Township Middle School Science Department is to provide an inclusive learning environment that reaches each individual student's needs. Students apply scientific and engineering practices in investigations driven by fundamental questions about the world. Coursework and content are designed for students to engage in argument driven by evidence; obtaining, evaluating, and communicating information; analyzing and interpreting data; and the development and use of models. The program is developed along with the New Jersey Student Learning Standards so that students deepen their understanding of disciplinary core ideas to prepare for future success in higher level science courses.

Science 7

Seventh grade science is a life science course in which students reinforce content knowledge by completing numerous hands-on activities. Topics include the study of a cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, organization in living systems, and the behavior of organisms. Students will be exposed to various methods of learning which include direct instruction, discussions, cooperative learning, videos, PowerPoint presentations, lab experiments, microscope work, and group projects; many hands-on opportunities will be provided. These different activities will be differentiated to meet each student's needs.

Science 8

Eighth grade science is a physical science course that allows students to explore the world in which they live through physics, chemistry, and earth/spaces sciences. The academic methods used include, but are not limited to, laboratory experiences, fieldwork, lectures, readings, and discussions. Physical science will provide the students with a basic understanding of atomic interactions, how the Earth functions and its place in the universe, and the laws of forces and motion. Students will be introduced to diverse scientific theories and laws while gaining an understanding of how they interact with them in everyday life.

STEM Science 8

Prerequisites: STEM application and placement

The STEM Science 8 program is an accelerated physical science course that incorporates Science, Technology, Engineering, and Mathematics. The academic methods used include in-class engineering competitions, the reading and discussing of scholarly journal articles, and the creation of models to explain scientific phenomena. The physical science portion of the course will provide the students with a basic understanding of atomic interactions, how the earth functions and its place in the universe, and the laws of forces and motion. Students will be introduced to diverse scientific theories and laws while gaining an understanding of how they interact with them in everyday life.

8th Grade STEM Academy

Within the STEM Program, special emphasis is placed on problem-solving techniques, data analysis, and the application of new knowledge. Experiments and projects are generally more intricate, and students must demonstrate the ability to work independently as well as in groups. Students accepted into the STEM program will be placed in STEM Science 8 and STEM Algebra 1 Honors or STEM Geometry Honors.

The following information will be used to calculate student placement.

- 7-8 Grade Knowledge Survey (30%)
- Spring ELA NWEA Score (10%)
- Spring Math NWEA Score (30%)
- An average of Science and Math Marking Period 1, 2, and 3 Grades (30%)

A total will be calculated from these scores to determine which students will be accepted into the STEM program.

Social Studies Department

Department Philosophy

Social Studies is the combined and unified examination of history, geography, government, economics, and civics. Equally essential, it is an examination of humanity, people and events that have shaped the world. Social Studies facilitates students' connections between the past and their own lives. It also facilitates critical thinking skills and an appreciation of diversity, differing points of view, and interdependence. It is a central goal to have students examine and comprehend the political, cultural, social, and economic roots of the United States, and therefore awaken and cultivate knowledgeable, active citizens and participants on a local, state, national, and global level. In order to assist students in reaching their educational potential, it is our objective to provide for universal access, offering instruction for a variety of learning styles, strengths, and challenges.

Social Studies 7 - American History

This program begins with an overview of the major principles, ideals, and philosophies of the US Constitution and the federal government, and the rights and responsibilities for developing good citizenship and participation. The study will then chronologically combine the social, political, and economic issues faced by our nation from the Federalist Era of Washington and Adams through the Civil War, along with the period of Reconstruction. It is our goal to have students develop an understanding of our complex, diverse, uniquely American heritage.

The 7th grade curriculum facilitates critical thinking and reasoning by equipping students with ample opportunities for speaking, reading nonfiction and informational text, writing persuasive and expository essays, and analyzing primary source documents. Lastly, students will discuss and research current events to help them understand timely, relevant issues concerning their state, country and the world and their implications for the future.

Social Studies 8 - World History: From the Prehistoric through the Middle Ages

This course offers a survey of the most significant powers of the ancient world. Strong emphasis will be applied on Western civilizations including Greece and Rome. This course examines each empire and its impact on a local and global stage. Topics discussed include: Economics, geography, discoveries and inventions, politics and government, religion and its impact on the development of said empires, culture, military endeavors, and more. In conjunction with this course we will examine, in-depth, modern current events and their impacts on today's society.

Electives

Students at Lacey Township Middle School are provided with the opportunity to explore a variety of introductory elective courses in the areas of art, computer science, foreign language, geo-technology, or music. Grade 7 students will be enrolled in four one-marking period elective courses on a rotating basis. Grade 8 students may choose to continue with rotating electives or enroll in a full year foreign language or music elective.

Art Department

Department Philosophy

The Lacey Township Middle School Art Department is based not only on the most current art education philosophies, which emphasize essential questions, enduring understandings and a sensory-based approach to art making, but it is also deeply rooted in educating students about the elements and principles of art. The program is designed to encourage critical thinking, creative problem solving, imagination, and personal expression. Sensory-based art education allows the students to create from their own experiences, memories and emotions, thus producing more authentic, genuine works of art and fostering a deeper, personal connection with the art-making process.

Art 7

The 7th grade art course meets every day for 10 weeks. The school year is divided into four marking periods, with new classes beginning at the change of a marking period. The 7th grade program is designed as an introductory course to the elements and principles of art. Students will also be introduced to color theory, composition, perspective, and two- and three-dimensional design while exploring different types of media. Students will work with a variety of techniques and materials such as painting, drawing, and sculpture, with an emphasis on developing drawing and painting skills. Historically significant works of art and the artists who created them will be examined. At this level, the emphasis is on experimentation with materials, different art techniques, forming personal ideas, developing a sense of community, and the development of imagination and creative problem solving.

Art 8

The 8th grade art course meets every day for 10 weeks. The school year is divided into four marking periods, with new classes beginning at the change of a marking period. The 8th grade program is designed to support and encourage greater student self-reflection and personal

expression using the skills and techniques acquired throughout the student's prior years in art. The course and projects are still deeply rooted in and based on the elements and principles of art. Whereas the previous year was an introduction to those concepts, the students in 8th grade are encouraged and directed towards creating artwork that is more meaningful on a personal level and that expresses their own ideas, emotions, and beliefs. Students will create this artwork using a wide variety of media, both in two- and three-dimensional formats, with emphasis placed again on developing their drawing and painting skills. Students that are interested in pursuing the visual arts beyond middle school are provided a strong foundation to continue on in their high school courses.

Computer/Technology Department

Department Philosophy

As we become part of an increasingly digital world, the Lacey Township Middle School Computer Technology Department recognizes its responsibility to prepare our students to function and act responsibly in such an environment. Today's technology enhances the learning environment for all students and offers extensive opportunities for creation and collaboration when used appropriately and responsibly.

Computer Technology 7

Seventh Grade Computer Class provides students with a variety of computer skills that will be useful throughout the remainder of their educations and into their lives beyond school. These skills include but are not limited to keyboarding and proficiency using word processing, spreadsheet software, and other digital tools. Internet safety, ethical and legal computer use, navigation of files on the cloud, and digital citizenship will also be reviewed. In addition, students will review and use terminology related to basic computer knowledge and skills. Productivity tools will be explored and applied, including Google Apps for Education and other district tools such as the Student Portal and Study Island. We will also explore coding skills tools from www.code.org. All classwork and materials will be distributed via Schoology or Google Classroom and collected via Google Classroom.

Computer Technology 8

Eighth Grade Computer Class continues to build solid computer skills that will be useful throughout the remainder of the students' education and into their lives beyond school. An emphasis is placed on learning to use tools that will be most useful as students complete work for other classes. An emphasis is also placed on developing high-level thinking skills and creating

knowledge and skills that will be used in their everyday lives. Productivity tools will be explored and applied that include Google Apps for Education and other district tools such as the Student Portal and Study Island. We will continue to explore coding skills tools from www.code.org. All classwork and materials will be distributed via Schoology and Google Classroom, and collected via Google Classroom. All of these skills will prepare them for the 1:1 environment at Lacey Township High School.

Engineering and Design 7/8

This course is a hands-on investigation of science, technology, engineering, and math. Students observe different aspects of these subjects and examine how they impact their daily lives. This course requires students to think, act, and problem-solve in the same way as professional researchers. Creativity and an open mind are encouraged as we build and create structures that demonstrate the knowledge we have gained. The combination of hands-on activities and technology allow students to explore and create in an atmosphere that blends enthusiasm and learning.

Foreign Language Department

Department Philosophy

To have a better understanding of the world, it is increasingly important to be multilingual in the 21st century. Our department's goal is to create global citizens who respect and embrace differences by acquiring the ability to communicate in another language.

Spanish 7

The primary emphasis in this introductory course is placed on listening, understanding, and speaking in order to develop correct pronunciation and build sufficient vocabulary to converse with comprehension. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. The student is introduced to customs, daily activities, and holidays.

Spanish 8

The primary emphasis in this introductory course is placed not only on speaking but also comprehension and vocabulary retention. A student is expected to build sufficient vocabulary in order to effectively communicate. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. Students will progress from memorizing words and phrases to organizing simple sentences. The student is introduced to customs, daily activities, and holidays.

German 1 (Full Year)

Spanish 1 (Full Year)

The primary emphasis in these introductory courses is placed on listening/understanding and speaking in order to develop correct pronunciation and build sufficient vocabulary to converse with comprehension. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. Instruction in the basic structure of the language enables the student to read short passages and progress from writing simple sentences to composing friendly letters and diary entries. The student is introduced to customs, daily activities, holidays, foods, and geography of the country being studied.

Students who successfully complete either German 1 or Spanish 1 will be eligible to move on to German 2 or Spanish 2 at the high school level. These students will have the ability to complete 5 years of a foreign language and will be eligible to take the Advanced Placement exam.

Music Department

Department Philosophy

The Lacey Township Middle School Music Department believes in music education for all students. Our goal is to provide students the opportunity to create, perform, and respond to a varied repertoire of music through our general music, adaptive music, choral, and instrumental programs. We believe music education is essential for developing self discipline, self expression, and self worth. We strive to foster lifelong music literacy skills that enable our students to apply aesthetic, cultural, and historical context to experiences throughout their lives.

General Music 7 & 8

Students in 7th and 8th grades may have General Music as a 10-week rotator class. This course has a two-prong approach, focusing on both lifelong music literacy skills and music performance skills. The elements of music (meter, tempo, dynamics, rhythm, timbre, texture, and pitch) are used as the basis for music literacy, aesthetic response, and critique. Guitar, piano, and drumming are the focal points for music performance.

Adaptive Music

Special Education students may have Adaptive Music as a 10-week rotator class. This course focuses on adaptive music creation. Units of study include adaptive guitar, adaptive percussion, vocal performance, adaptive music technology, and composition.

Choral Music 7 & 8

Students in 7th and 8th grade can elect to participate in the choral music program. Students in this program receive one small group lesson and attend one after school full chorus rehearsal per week. Instruction is focused on vocal technique, rehearsal etiquette, and repertoire. This group performs a series of concerts in January and May.

Concert Band - Grade 7 & 8 (Full Year)

Students in 7th and 8th grade who have prior instrumental experience *and* who have met satisfactory performance, participation, and behavior standards may participate in Concert Band. This performance ensemble meets once a week after school as a full band. Additionally, students receive one small group lesson per week during the school day. The main focus of the Concert Band is to prepare the students for participation in the high school band program. As a result, the students are also expected to be able to tackle some concepts on their own. Performances may include but are not limited to school assemblies and a Winter and Spring evening concert.

Select Ensemble - Grade 8 (Full Year)

Students in 8th grade can audition to be part of this advanced curricular performance group. It is a class that meets every day and explores a rigorous course of study. Select Ensemble has multiple performances in each of the four quarters and often performs for community events. Students must sing independently for assessment.

Basic Skills Instruction

The New Jersey Department of Education mandates that all public school students demonstrate proficiency in reading, writing, and mathematical skills. Students who fail to meet a score of proficient on the PARCC assessments must be remediated until proficiency is demonstrated. Lacey Township Middle School provides a program designed to provide identified students with the skills needed to meet the New Jersey Student Learning Standards in the areas of English Language Arts and mathematics.

At the close of the academic year, students in need of remediation will be identified based on teacher recommendation, NWEA scores, and PARCC scores. Parents will be notified of Basic Skills placement and will be invited to an informational session to discuss the program.