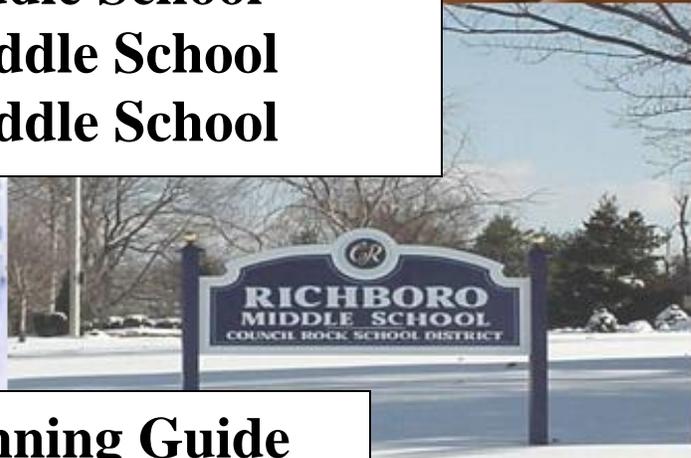




**Council Rock School
District**



**Holland Middle School
Newtown Middle School
Richboro Middle School**



**Program Planning Guide
2017 - 2018**



Middle School Program Planning Guide

2017 - 2018

Holland Middle School Newtown Middle School Richboro Middle School

Council Rock School District

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CENTRAL ADMINISTRATION

Dr. Robert Fraser - Superintendent

Dr. Susan Elliot– Assistant Superintendent for Teaching and Learning

Mr. Barry Desko – Director of K-12 Education

Dr. Charles Lambert – Director of Special Education

Mrs. Christine Trioli – Director of Human Resources

Mr. Robert Reinhart – Business Administrator

Mr. Matt Fredrickson – Director of Information Technology

EQUAL OPPORTUNITY EDUCATION INSTITUTION

Council Rock School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex or handicap in its activities, programs or employment practices as required by Title VI, Title IX and Section 504.

For information regarding civil rights or grievance procedures, contact Mr. David Bollinger, Director of Administrative Services, Title IX and Section 504 Coordinator, at Council Rock Administration Offices, Chancellor Street Center, 30 North Chancellor Street, Newtown, PA. For information regarding services, activities and facilities that are accessible to and usable by handicapped persons contact office of special services at the address listed above.

CHILD FIND

Parents or guardians who have concerns about their children should always contact their child's teacher, counselor, or principal. Parents of preschool students should contact the Bucks County Intermediate Unit at 800 770 4822 for information regarding the special needs of students who have not yet reached school age.

SECTION 504 - NOTICE OF PARENT'S RIGHTS

State and Federal Laws and regulations outline rights and safeguards to be followed in providing a free appropriate public education. If a family should feel that the program is not appropriate, they may initiate due process procedures by forwarding a written statement to the school district. A request to initiate a due process hearing means that the student remains in his/her present educational placement, unless the parent and the school district both agree to a change pending resolution of differences. Additionally, if a student has not started school at the time these due process procedures are initiated, the school district cannot deny a student admission to public school. Before the recommended placement and program is implemented, families have the right to further discuss the recommendation. When this discussion does not resolve differences, families have the right to request a pre-hearing conference, mediation, or an impartial due-process hearing. A combination of these alternatives may be requested through the District Office for Administrative Services.

Elementary School Administration

Ms. Jill Kingston – Churchville Elementary School
Ms. Nicole Crawford – Goodnoe Elementary School
Ms. Nakia Jones-Tate – Hillcrest Elementary School
Mr. Joe MacLay – Holland Elementary School
Ms. Rebecca Grimm – Maureen M. Welch Elementary School
Mr. Kevin King – Newtown Elementary School
Ms. Daneyelle Jordan – Richboro Elementary School
Mr. Sam Smith – Rolling Hills Elementary School
Mr. John Harlan – Sol Feinstone Elementary School
Ms. Beth Fox – Wrightstown Elementary School

**COUNCIL ROCK MIDDLE SCHOOLS
STUDENT INFORMATION**

HOLLAND MIDDLE SCHOOL

215-944-2799

Richard Hollahan, Principal

Students going into 8th grade
will remain with their current
counselor as follows:

Incoming 7th grade students
are temporarily assigned
alphabetically as follows:

Donna Lanatto
215-944-2721
Lauren Allen
215-944-2722

A-M

N - Z

NEWTOWN MIDDLE SCHOOL

215-944-2600

Timothy Long, Principal

Tim Keddie, Assistant

Principal

Students going into 8th grade
will remain with their current
counselor as follows:

Incoming 7th grade students
are temporarily assigned
alphabetically as follows:

Steve Einhorn Phoenix
215-944-2623
Olena Handley Synergy
215-944-2621
Dr. Ann Naragon Fusion
215-944-2622

A-G

H-N

O-Z

RICHBORO MIDDLE SCHOOL

215-944-2500

Andy Sanko, Principal

Megan Bradley
215-944-2517
Laura Sampson
215-944-2516

A-L

M-Z

FOREWORD
COUNCIL ROCK SCHOOL DISTRICT
MIDDLE LEVEL EDUCATION CORE
VALUES AND BELIEFS

We believe that high standards must be maintained for academic achievement based upon a well-coordinated curriculum and developmentally appropriate instruction.

We believe all students will be actively involved in their learning through a wide array of academic and co-curricular experiences.

We believe that the middle level program must be a transitional environment responsive to the unique and diverse developmental needs of the early adolescent.

We believe that through a variety of challenging and age-appropriate integrated experiences, we will inspire life-long learning.

We believe that the environment of the middle school will foster positive social interactions and responsible behavior.

We believe that students should develop social responsibility through activities such as service learning, peer leadership and school/community involvement.

We value exploration by providing age-appropriate academic and co-curricular opportunities that enable each student to meet his/her maximum potential

Richard Hollahan
Principal
Holland Middle School

Timothy Long
Principal
Newtown Middle School

Andy Sanko
Principal
Richboro Middle School

Tim Keddie
Assistant Principal
Newtown Middle School

COUNCIL ROCK MIDDLE SCHOOLS
STUDENT INFORMATION BOOKLET
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COURSE SELECTION

GENERAL INFORMATION

Your child is selecting a program of studies for 2016 - 2017. This is an especially important task involving vital decisions. Parental involvement is essential. Course selections made are the foundation for future educational and vocational goals. To be of assistance with this planning, the following activities are scheduled:

Classroom discussions of course offerings in each academic area:

- 1) Special presentations by teachers and department coordinators regarding specific courses and programs.
- 2) An evening meeting for parents to give an overview of the educational program.
- 3) Conferences with school counselors to discuss recommended course selections at the request of the parent and/or student.

Caution can be an important ingredient in the selection process. A student's study habits and skills are not likely to change drastically over the summer or as a result of entering the next grade level. The schedule of courses should be challenging enough to encourage academic growth, but not so demanding that the student becomes overwhelmed and discouraged.

Your child will choose a program of study with parental input and assistance from teachers and the guidance counselor. Teacher recommendation continues to be one of the strongest and most reliable criteria for course selection. Achievement testing may serve as a placement indicator. **Your child will bring home the course selection sheet for your approval and signature.** You are advised to review carefully the course selections, related guidelines and Schedule Change Policy (page 2) before signing and approving the recommended course of study.

Course Override Process

The purpose of the following information is to communicate the process that is to be followed when a parent/student request to schedule a course that is different from the course recommended by the student's current teacher. Regardless of how a student is enrolled in a course; Teacher recommendation or Parent override, the success of each student is the goal of all stakeholders.

To ensure effective communication among student /parent and teacher/ counselor a Change of Course Form will be completed when a course is selected as an override to the recommended course. This process will provide everyone with the opportunity to review their recommendations or selections before a course decision is finalized.

SCHEDULE CHANGE POLICY

It is essential that students and parents make firm choices during program planning time. Serious attention should be given to guidelines described in this booklet. Parent(s)/Guardian(s) are asked to approve course selections by signing the Student Course Selection sheet. **All changes requested after this must be in writing (from the parent) and processed through the counselor.** Staffing and master schedule implications require minimizing course changes. **All requests for course changes must be made in writing prior to July 1, 2017.**

Please note that requests for course changes will not be made until the end of the first marking period. Course changes may not be able to be made due to the impact on class size. Final approval will only be granted upon administrative approval and space availability. Students should be prepared to remain in the courses that have been approved by a parent.

Every effort will be made to honor all requested courses. However, due to the complexity of the scheduling process, honoring all requests may not be possible.

PRIVATE TUTORING COMPANIES AND ADVOCATES

Because parents may employ advocates or private tutors to assist their children with academic studies or placement, Council Rock wishes to work with these individuals in any reasonable accommodation. However, we do require the presence of a parent(s) at all conferences with teachers whether initiated by parents or the advocates/tutors themselves. A counselor or administrator may also be of assistance at the conference.

SERVICE LEARNING

Council Rock School District has enjoyed a successful history of involvement with our community. Significant community service projects have taken place through student service organizations, student government and school project and individual student initiatives. Students are encouraged to voluntarily participate in the LINCS (Learning in Neighborhood Community Service) program. **Students in grade 8 may complete five optional hours during the school year.** Students who complete a minimum of 60 hours of community service between grade 8 and the end of grade 12 will receive formal district recognition. It is our intent to encourage students to participate in an activity to which Council Rock is strongly committed.

SPECIAL EDUCATION PROGRAMS

Council Rock Middle Schools provide a special program for students with specific learning and developmental needs. The IEP / GIEP will articulate the academic program and services for all classified students. These programs include: Autistic Support, Emotional Support, Humanities, Learning Support, Multiple Disabilities Support and Life Skills classes are available.

COUNCIL ROCK SCHOOL DISTRICT PROGRAM PLANNING

Middle School Program of Studies for Grades Seven and Eight

The Council Rock School District is firmly committed to promoting an educational program that offers a balance between academic excellence and the social and emotional development of all students; one that fosters the core values and beliefs established by the Council Rock School Community.

BLUEPRINT FOR EXCELLENCE 2017 – 2018 Strategic Plan

[Please click \[here\] for the complete plan](#)

MISSION - Council Rock School District, in partnership with its community, empowers all students with the knowledge, habits, and attitudes to become life-long learners and to lead and serve in a diverse, global society.

Successful accomplishment of Council Rock School District's goal for student learning and achievement requires paying careful attention to student progress toward that goal. Thus, Council Rock has articulated *Six Yardsticks of Student Success* that function as the indicators and measures of student progress. These yardsticks enable us to continually monitor student growth and development, so that we can intervene in a timely manner, provide extra support when needed, or adjust our educational practices to be more responsive to student needs. In an era of declining resources, the Yardsticks also help us to align fiscal decisions with what we have articulated as important indicators for student progress.

The *Six Yardsticks of Student Success* provide multiple measures of student progress that address social-emotional and cognitive development.

As a collective, the yardsticks provide a gauge of "health and wellness" of our students at any point in time.

SIX YARDSTICKS OF STUDENT SUCCESS - are:

- Student attitude, motivation and achievement
- Student acquisition of knowledge through the appropriate use of technology
- Student attendance
- Student acquisition of positive life-skills
- Student learning and growth through participation in co-curricular activities and diverse opportunities for course electives in our high schools
- Student successful transition from grade-to-grade and elementary to middle school to high school to post-secondary.

SHARED VALUES

- Dignity and respect
- High expectations
- Equitable opportunity for personal success
- Shared responsibility
- A commitment to excellence
- Pursuit of continue our learning
- Global awareness

COMPONENTS OF MIDDLE LEVEL EDUCATION

1. **Interdisciplinary Teaming** - This is an organizational structure of a core of teachers from a major discipline - English, Math, Science, Social Studies and Reading - who share the academic responsibility of the same group of students. Teaming provides the structure to plan and deliver a curriculum that balances academic with the developmental needs of students. Because teachers share the same students and have a common planning period, they are able to respond more quickly to the needs of individual students through collaboration, to discuss students' progress, and to meet jointly with parents. Teachers focus as a group on skills that may improve student achievement, such as organizational skills, study habits, or interpersonal skills.

2. **Integrated Curriculum** - Delivering a curriculum that is challenging, integrated and exploratory is a goal of the middle level program. Varied teaching/learning and assessment/ evaluation approaches are used to promote learning. Teachers design thematic units that foster the connection of ideas among disciplines to increase relevance and students' understanding of important concepts.

3. **Exploratory Courses** - The middle school encourages students to explore a variety of subjects for possible careers or future study. Exploratory courses capitalize on the innate curiosity of young adolescents, exposing them to a range of subjects for career options, community service, enrichment, and enjoyment. Exploratory topics include art, computer technology, family and consumer science, health, guided exploration, music, physical education and technology education.

4. **Cooperative Environment** - The middle level educational experience is designed to promote cooperation to encourage students to help each other instead of trying to compete with one another. This environment is achieved through cooperative learning activities in the classroom and by other programs and activities that help students to recognize and accept each other as individuals with diverse backgrounds and needs.

5. **Comprehensive Guidance and Support Services** – These programs provide essential student services to promote health, safety and wellness to address the social and emotional needs of middle level students. The services provided offer developmental and preventive support, psychological and social services, and a comprehensive guidance program.

SEVENTH GRADE COURSES OF STUDY

Teachers and counselors have recommended a program of studies based on each student's abilities, interests, goals, and course requirements. Please preview the program recommendations and course descriptions in this booklet.

GRADE 7 LANGUAGE ARTS PROGRAM

The Middle Level Language Arts Program provides an effective transition from the students' elementary experience to support the successful achievement of the Council Rock Reading/ English/ Language Arts (ELA) Standards:

- ◆ Reading
- ◆ Composing
- ◆ Listening
- ◆ Speaking
- ◆ Viewing
- ◆ Researching

Courses are offered in both English and Literacy Learning to support the continued development of students' communication skills and *learning to learn* skills across the curriculum.

The personal involvement of the individual student in the learning process is an important element of effective language arts instruction in the middle grades. As the sophistication of materials and tasks grows more complex, students continue to develop their skills and strategies in writing, conferring, reading, responding, researching, and presenting information orally. Active involvement in the learning process is essential for students to be successful in the middle level Reading/English/Language Arts program in the Council Rock School District.

Council Rock School District strongly encourages parents to survey the outstanding collection of challenging material contained within our program. Much of the content presents important and complex ideas that encourage critical thinking. Any connection discussed in class is made that much stronger by the conversation and connections that are made at home. We invite you to discuss any of the elements of our courses with your child's teacher.

LANGUAGE ARTS - ACADEMIC ENGLISH 7 - 7010 / 7903

This course integrates reading, composing, listening, speaking, viewing and researching, and builds upon communication skills. To support students' achievement of the ELA Standards, students read plays, short stories, and novels, write consistently throughout the year, and learn vocabulary through their literature experiences. This course provides the opportunity for the continued study of grammar, usage, and conventions and emphasizes the application of these skills.

LANGUAGE ARTS - HONORS ENGLISH 7 - 7020

This course integrates reading, writing, speaking, listening, viewing and researching to support students' achievement of the district's Reading/English/Language Arts Standards. Students read a variety of complex and substantial literary works and write in a variety of modes. Vocabulary is an integral part of the program. Students must have a command of the conventions of grammar, usage and mechanics to support placement in this course. This course provides the opportunity for the continued study of grammar, usage, and conventions and assumes some proficiency in the application of these skills.

LANGUAGE ARTS - ENGLISH 7 LRC - 7902

This course is designed to implement the goals of the IEP and parallels the curriculum of the Academic Language Arts - English 7 Program.

LANGUAGE ARTS - LITERACY LEARNING GRADE 7 - 7420

This course focuses on helping students develop literacy competencies in reading, writing, communicating, and researching. Instruction will focus on various strategies that will be used across the curriculum to support learning. Students will read for multiple purposes and from a variety of texts. Students will learn critical and creative thinking and problem-solving techniques to construct meaning from the texts. Learning to read independently will be fostered through exposure to the works of various authors. Vocabulary, spelling, and study skills are integral components of the program.

LANGUAGE ARTS – LITERACY SKILLS 7 - 7410

This course provides intensive systematic literacy and study skills instruction to help students grow as learners. As a middle-level intervention program, this course provides differentiated learning experiences to improve students' literacy skills. Learning to learn strategies will be emphasized to help students read effectively across the curriculum. Vocabulary and spelling are integral components of the program. This is a required course for those students who have been recommended.

LANGUAGE ARTS – LITERACY SKILLS 7 LRC - 7942

This course is designed to implement the goals of the IEP and parallels the curriculum of the Language Arts – Literacy Skills 7 Program.

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RELATIONSHIP BETWEEN MATHEMATICS AND SCIENCE

For those students who wish to progress to Honors Chemistry after Honors Biology they should have successfully completed Honors Algebra 2 or Accelerated Algebra 2. The prerequisite skills of these courses are necessary for their readiness to apply these skills to scientific analysis.

GRADE 7 MATHEMATICS

ACADEMIC MATH 7 - 7310 / 7933

This course will examine new concepts by extending previous knowledge. Topics include ratios and proportional reasoning, an in-depth study of the number system, expressions, equations, inequalities, geometry, statistics, and probability. These topics are developed conceptually and are supplemented with enrichment activities to further challenge students and to evoke abstract thinking and problem-solving skills.

HONORS MATH 7 {PRE-ALGEBRA} - 7320

This course includes operations with positive and negative: whole numbers, fractions and decimals. Additional topics are: percent, geometry, number theory, probability and data analysis. Algebra related topics will be studied in preparation for the formal study of Algebra 1. There will be a focus on building conceptual understanding and problem solving skills. Challenging problems are assigned and independent work is required.

MATH LRC - 7932

This course is designed to implement the goals of the student's IEP and parallels the curriculum of Academic Math 7.

GRADE 7 SCIENCE

ACADEMIC SCIENCE 7 - 7210 / 7923

The 7th grade Academic Science course is designed to introduce the student to a formalized science course, consisting of daily instruction, testing and laboratory reports. This course's emphasis is in Ecology and Environmental Science as well as the expectation that students demonstrate the understanding of the complex web of relationships that connect us to the world in which we live. Students will be encouraged to develop the skills of analysis, application and problem solving to aid them in understanding the material studied in this course. The topics studied include, but are not limited to, the following areas: scientific method, metric system, graphing, pollution, living and nonliving resources, cycles in nature, living interactions, water biomes and finally conservation.

HONORS SCIENCE 7 - 7220

The Honors 7 Environmental Science course is designed to cover the same topics as Academic 7 Science but in greater range and depth. The course will require students to not only use learning skills they already possess but to also develop new skills while completing the course. Inquiry based lab activities and simulations will be used to guide and reinforce topics covered in the course.

The 7th grade honors course includes, but is not limited to, the following areas: scientific method, metric system, graphing, ecological interactions, water biomes, energy resources, and resources in the biosphere. The unifying theme of the course is relating humans and other organisms to the world that surrounds them. Therefore students are expected to demonstrate their knowledge recognizing that the environment is a complex web of relationships that connect us to the world we live in. Environmental Science draws from many sciences in an attempt to understand the relationship between humans and the world we live in. Students will be encouraged to develop skills consisting of analysis, application and problem solving to assist in relating inquiry based labs to the material studied in class. Students in this course should be strong in math and reading skills.

SCIENCE 7 LRC - 7922

This course is designed to implement the goals of the IEP and parallels the curriculum of Academic Science 7.

GRADE 7 SOCIAL STUDIES

ACADEMIC SOCIAL STUDIES 7 - 7110 / 7913

This course is a study of the development of Western Civilization beginning with the Greeks and culminating with the development of Nation States. There will be an emphasis on the historic, geographic, economic, and political dynamics of the studied civilizations through the essential questions that guide student learning. The students will be able to demonstrate an understanding of chronological development and historical comprehension. Critical and spatial thinking are developed through the use of analytical and interpretive skills. This program continues to develop research skills. The program is designed to support the academic standards as outlined by the National Council of Social Studies, Pennsylvania Department of Education and Council Rock School District.

The essential questions of the course are:

1. How did geography influence the growth of civilization?
2. What impact does trade/economics have on the organization and daily life of people?
3. What are the evolving principles and ideals that have shaped government over time?
4. How does the legacy of civilizations impact their interaction throughout history?
5. How can Social Studies be accurately interpreted?
6. What lessons can current events teach us about the past, present and future?

HONORS SOCIAL STUDIES 7 - 7120

This course is a study of the development of Western Civilization beginning with the Greeks and culminating with the development of the Nation States. There will be an integration of the historic, geographic, economic, and political dynamics of the studied civilizations through the essential questions that guide the seventh grade program. The course will emphasize the development of informational writing, research skills and an interpretation and analysis of primary sources. Students will continue to develop their collaborative skills. Critical and spatial thinking will be emphasized with the use of analytical and interpretive skills. This course is designed to support the academic standards as outlined by the National Council of Social Studies, Pennsylvania Department of Education and Council Rock School District. (The essential questions of this course are identified in the Academic Social Studies 7 description.)

SOCIAL STUDIES 7 LRC - 7912

This course is designed to implement the goals of the IEP and parallels the curriculum of the Academic Social Studies 7.

GIFTED 7 - 7130

The scope of this course encompasses study of the history, art, culture of Ancient Greece and Rome, The Byzantine Empire, the Islamic World, and the Middle Ages including the Renaissance and the Age of Discovery. Instruction is based on multiple resources, related literature, and student research. Additionally, Challenge Based Learning (CBL) and Project Based Learned (PBL) are essential in implementing the curriculum. Both CBL and PBL challenge students to explore deeply an element of the curriculum that coincides with their interests or aptitudes. In PBL, the student devises a project reflecting research. CBL offers the student an opportunity to synthesize their research with a current issue. Placement in this course follows the guidelines as defined in Chapter 16 of the Pennsylvania School Code.

THE ARTS

ART 7

The seventh grade visual arts course is inspired by Renaissance Art as well as Architecture. The course integrates Art Production, Aesthetics, Art Criticism, and Art History to provide the students with a well-rounded art experience. Throughout the course, students manipulate a variety of art mediums and strive to make personal connections in their work. Students consider and utilize ideas about (a) the artist as genius, (b) art as transportable culture, (c) beliefs as a source of inspiration and (d) ideas about both sculpture and architecture.

FAMILY AND CONSUMER SCIENCE 7

This course helps to strengthen families and empower individuals to facilitate health and well-being in the home, workplace, and community. The seventh grade program concentrates on the basics in foods, sewing, and skills for daily living.

To accomplish this goal, the following areas will be addressed:

- Food Preparation
- Nutrition
- Clothing Skills
- Kitchen and Food Safety
- Childcare

GUIDED EXPLORATION – UNDERSTANDING HABITS FOR SUCCESS - GRADE 7

This course provides students with information and learning experiences to better understand the principles of *The 7 Habits of Highly Effective Teens* as a foundation for decision-making and life choices.

HEALTH EDUCATION 7

Students will study the structure, function, and care of the body systems including the diseases and disorders that are associated with them.

Students will also study factors that affect decision - making related to the use of alcohol, tobacco, and other drugs. In addition, students will examine the importance of taking responsibility for ones own health as well as, the importance of risk reduction.

INTRODUCTION TO COMPUTERS 7

The Information Technology course is designed to review and reinforce the technology skills and knowledge acquired at the elementary level. Students in this seventh grade course will expand their knowledge of the computer operating system, the Internet and contemporary computer applications. Introduction to Information Technology studies will include:

- Word processing (Microsoft Word)
- Spreadsheets (Introduction to Microsoft Excel)
- Presentation graphics (Introduction to Microsoft Power Point)
- Internet

Word Processing is emphasized. Students will explore the use of the computer network to access various research and curriculum-based programs needed for integrated curricular projects.

MUSIC 7

The seventh grade music program is based on exploring the elements of music through performing, composing, and listening activities. Students will experience many musical styles helping to develop more discriminating music consumers.

PHYSICAL EDUCATION 7

The physical education program is designed to teach students the value of staying active, the importance of personal fitness, and the need to respect the rights of others while participating in competitive situations. Emphasis is on the development of skills and knowledge through participation in a wide variety of team, individual, and lifetime activities. Students will be tested for physical fitness and encouraged to maintain and improve their fitness level.

TECHNOLOGY EDUCATION 7

Understanding technology and its usefulness is essential for success in our rapidly changing world. Teamwork and problem solving are stressed as students pursue meaningful, real-world activities that build a strong foundation for practical application of technology. This course in combination with Technology Education 8 is an exploration in four areas of technology: communications, manufacturing, construction, and transportation.

EIGHTH GRADE COURSES OF STUDY

Teachers and counselors have recommended a program of studies based on each student's abilities, interests, goals, and course requirements. Please preview the program recommendations and course descriptions in this booklet.

GRADE 8 LANGUAGE ARTS

LANGUAGE ARTS - ACADEMIC ENGLISH 8 - 8010 / 8903

This course further develops students' communication skills. Students read a variety of novels, plays and short stories. Writing, spelling, grammar and vocabulary are emphasized throughout the year. A written and oral research project is required of all students in this course.

LANGUAGE ARTS – HONORS ENGLISH 8 - 8020

This course focuses on the analysis of more complicated themes in literature. Extensive, independent reading as well as interpretive, analytical, and creative writing is required. Writing is an integral part of the course. Vocabulary and spelling reflect the literature studied. A written and oral research project is required. Students must have a command of grammar, usage and mechanics. The writing component of the course requires facility with the application of grammar, usage, and conventions.

LANGUAGE ARTS LRC 8 - 8902

This course is designed to implement the goals of the IEP and parallels the curriculum of Academic Language Arts - English 8.

LANGUAGE ARTS – LITERACY SKILLS 8 - 8410

This course provides intensive literacy and study skills instruction to help students develop as learners. Literacy Skills 8, an intervention program, provides differentiated learning experiences to help students to read effectively across the curriculum. This is a required course for those students who have been recommended.

LANGUAGE ARTS – LITERACY SKILLS 8 LRC - 8942

This course is designed to implement the goals of the IEP and parallels the curriculum of the Language Arts – Literacy Skills 8 Program.

GRADE 8 MATHEMATICS

ACADEMIC MATH 8 {PRE-ALGEBRA} - 8310 / 8933

This course will provide a strong mathematical foundation by extending previous knowledge to prepare students for the formal study of Algebra 1. Topics include the real number system, solving one and two step equations and inequalities, functions, in-depth study of the application of geometry, statistics, and probability. These topics are developed conceptually and focus on application in real life situations.

HONORS MATH 8 {ALGEBRA 1} - 8320

This course is designed to provide students with a mathematically sound understanding of the concepts of Algebra. The student will develop fundamental algebraic skills and concepts based on the structure of the system of real numbers. Topics will include equations, inequalities, problem solving, polynomials, factoring, graphs and functions, simultaneous equations, irrational numbers, square roots, relations, functions, and variation. Challenging problems are assigned and independent work is required. Because graphing activities are integrated throughout classroom presentations and textbook activities, a graphing calculator is required for this course. We recommend the TI-83 PLUS or TI-84 PLUS.

MATH LRC 8 - 8932

This course is designed to implement the goals of the student's IEP and parallels the curriculum of Academic Math 8 {PRE-ALGEBRA}.

GRADE 8 SCIENCE

ACADEMIC SCIENCE 8 - 8210 / 8923

The Academic Earth Science course is a comprehensive coverage of Earth and Space topics designed to help develop and maintain an interest in science and its effect on human society. This course includes the four major divisions of Earth Science, which include Astronomy, Meteorology, Oceanography and Geology with an emphasis on surface formations and the processes that change and shape the earth's crust.

The course will include activities that help develop students' learning skills such as reading comprehension, literacy skills and mathematical abilities. Students will be expected to create graphs from data as well as analyze the graphs. Students are encouraged to understand earth science concepts by putting them into practice with associated laboratory activities and simulations.

HONORS SCIENCE 8 - 8220

The Honors Science 8 course is an in depth study of Earth Science topics and how these topics are interrelated to themselves and to past science concepts studied. The four areas of Earth Science examined include Astronomy, Meteorology, Oceanography and Geology with an emphasis on the earth's composition and structure, surface features and how they form as well as the processes that cause the surface to change.

The course will require students to not only use learning skills they already possess but to also develop new skills while completing the course. Inquiry based lab activities and simulations will be used to guide and reinforce topics covered in the course. Students therefore will be expected to show an understanding of the relationship between the information gained by lab activities to the course concepts being tested. The students will also use literary and graphic skills to express their knowledge of the concepts covered.

SCIENCE 8 LRC - 8922

This course is designed to implement the goals of the IEP and parallels the curriculum of Academic Science 8.

GRADE 8 SOCIAL STUDIES

All 8th grade American history courses are chronologically organized from the pre-Revolutionary War colonial period through the Civil War. All courses will emphasize the study of economics, government, geography and history, as well as the ongoing analysis of the 5 teacher created essential questions which will guide the course:

1. How does perspective and opinion influence history?
2. How has social, economic, and technological change shaped America?
3. How has the search for liberty and equality affected the development of American society?
4. How does a country, and its citizens, handle conflict and adversity? How does it promote cooperation?
5. How do current issues of today connect us to the past and allow us to see developing trends?

ACADEMIC SOCIAL STUDIES 8 - 8110 / 8913

Content and skills of the course are designed to enable students to demonstrate an understanding of chronological development and historical comprehension. Critical and spatial thinking are developed through the use of analytical and interpretive skills. This program continues to develop research skills, and is designed to support the academic standards as outlined by NCSS, the Pennsylvania Department of Education, and the Council Rock School District.

HONORS SOCIAL STUDIES 8 - 8120

The course will reflect an emphasis on writing styles, research skills, and interpretation and analysis of primary sources. Students will demonstrate an understanding of chronological development and historical comprehension. Critical and spatial thinking will be emphasized by developing analytical and

interpretive skills. This program is designed to support the academic standards as outlined by NCSS, the Pennsylvania Department of Education, and the Council Rock School District.

SOCIAL STUDIES LRC 8 - 8922

This course is designed to implement the goals of the student's IEP and parallels the curriculum of Academic Social Studies 8.

GIFTED 8 - 8130

Debate and discussion skills will be developed in this course, and writing will also be emphasized. In addition, a literature component will be included in an effort to enrich the curriculum for gifted learners. Placement in this course follows the guidelines as outlined in Chapter 16 of the Pennsylvania School Code.

GRADE 8 WORLD LANGUAGES

FRENCH 1 - 8420, GERMAN 1 - 8430, SPANISH I - 8440

The study of the first-year world language emphasizes communications skills in everyday life. The goal of the courses is to enable students to use fundamental expressions in vocabulary in oral and written context while integrating cultural elements. Instruction provides opportunities for students to engage in meaningful learning experiences that develop the students' ability to use language authentically and to become proficient in listening, speaking, reading and writing. Students will have regularly assigned study tasks and homework assignments that allow them to practice their communication skills both orally and in writing.

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THE ARTS

ART 8

The eighth grade visual arts course provides students an opportunity to explore Abstract, Surreal and Non-Objective Art. The course is driven by the work of Twentieth Century artists, who create in a variety of mediums.

Instruction focuses around students use of Aesthetics, Art Criticism, Art History and their role in Art Production. Students reflect on and utilize ideas about a variety of subject matters and approaches.

FAMILY AND CONSUMER SCIENCE 8

This course prepares individuals for their roles as lifelong learners and contributing family and community members. The eighth grade program concentrates on the areas of foods, nutrition, clothing care and financial literacy with a focus on managing available resources to provide for personal and family needs.

Content areas include the development of process skills in:

- Decision Making
- Consumerism
- Applied Nutrition
- Leadership and Management

These skills are needed to solve complex problems and challenges of daily living in the 21st Century.

GUIDED EXPLORATION – MAKING CONNECTIONS & ESTABLISHING DIRECTIONS – GRADE 8

As a sequence to the Grade 7 Guided Exploration course, the 8th grade curriculum emphasizes the application of *The 7 Habits of Highly Effective Teens* for making future life choices.

HEALTH EDUCATION 8

Students will study personal health skills such as decision- making and goal setting as well as communication and relationships, substance abuse prevention, consumer health, personal safety, and first aid. Students' knowledge, skills and understanding will be assessed using multiple approaches including cooperative learning activities, projects, and class discussions.

INTRODUCTION TO COMPUTERS 8

The Information Technology eighth grade course is designed to reinforce the knowledge and skills acquired in the seventh grade Introduction to Information Technology course and to further advance the students' technology skills and knowledge based on the Emerging Computer & Information Technology standards. Presentation Graphics is emphasized. Information Technology studies will include:

- Video Editing (Movie Maker)
- Visual Story Telling (Photo Story 3)
- Databases (Microsoft Access)
- Web Page Design (Notepad and Microsoft Expression)
- Desktop Publishing (Microsoft Publishing)
- Internet Safety

MUSIC 8

The eighth grade music program continues to explore the elements of music. Students experience many musical styles. Composing, performing and listening activities highlight the program to help students further develop their musical understanding.

PHYSICAL EDUCATION 8

The physical education program is designed to teach students the value of staying active, the importance of personal fitness, and the need to respect the rights of others while participating in competitive situations. Emphasis is on the development of skills and knowledge through participation in a wide variety of team, individual, and lifetime activities. Students will be tested for physical fitness and encouraged to maintain and improve their fitness level.

TECHNOLOGY EDUCATION 8

Understanding technology and its usefulness is essential for success in our rapidly changing world. Teamwork and problem solving are stressed as students pursue meaningful, real-world activities that build a strong foundation for practical application of technology. This course in combination with Technology Education 7 is an exploration in four areas of technology: communications, manufacturing, construction, and transportation.

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**COUNCIL ROCK SCHOOL DISTRICT
MATHEMATICS PATTERNS – GRADES 7 THROUGH 12**

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7 LRC Academic Mathematics 7	Math 8 LRC Academic Mathematics 8 {Pre-Algebra}	Math 9 LRC Algebra 1 Accelerated Algebra 1 Concepts in Mathematics	LRC Math Accelerated Algebra 2 Algebra 2 Algebra 1	LRC Math Accelerated Geometry Geometry Algebra 2	LRC Math Accelerated Analysis Analysis Geometry
Honors Mathematics 7 {Pre-Algebra}	Honors Mathematics 8 {Algebra 1}	Honors Algebra 2 Accelerated Algebra 2	Honors Geometry Accelerated Geometry	Honors Analysis Accelerated Analysis	AP Calculus BC AP Calculus AB AP Statistics Accelerated Statistics Electives: Computer Sci 2 Computer Sci 1 AP Computer Science

**COUNCIL ROCK SCHOOL DISTRICT
SCIENCE PATTERNS - GRADE 7 THROUGH 12**

Recommended Science Sequence

<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>
Science 7 LRC	Science 8 LRC	Physical Science 9 LRC	Biology – LRC	
Academic Science 7	Academic Science 8	Physical Science 9	Biology	Chemistry and/or Science Electives
Academic Science 7	Academic Science 8	Accelerated Physical Science 9	Accelerated Biology	Accelerated Chemistry and/or Science Elective
Honors Science 7	Honors Science 8	Honors Biology	Honors Chemistry Accelerated Chemistry	Honors Physics Accelerated Physics and/or Science Elective

Science Electives

Astronomy	Forensics 1	Plant Animal Science	AP Chemistry
Astronomy/Meteorology	Forensics 2	Behavioral Science	Honors Anatomy
Physics	Microbiology	Accelerated Physics	AP Physics C: Mech.
Environmental Sci	Plant Science	AP Biology	AP Physics C: Mechanics & Mag.

Sample

Council Rock School District Student Course Requests

Student Name:		Student ID:	
Counselor Name:		Current Grade: 06	
Next Building:	Middle School	Next Grade: 07	
Grad Year:		Homeroom:	

Attention Parents:

Please sign and date at the bottom of this form and return 1 copy no later than _____

- End of year grades may require a change in this schedule.
- A copy of this form will be kept in the counseling office.
- Contact your child's homeroom teacher if further information is needed.

In addition to the Student Course Requests below, all middle school students will also be scheduled for the following courses: Art, Computers, Family & Consumer Science, Guided Exploration, Health, Music, Physical Education and Technology.

Student Courses	Student Course Requests		
Current Courses	Recommended Courses	Course Override	Parent Signature
	7010 LanArts/Eng7Acad		
	7110 SocStu 7Acad		
	7210 Science 7 Acad		
	7310 Math 7 (Acad)		
	7420 LanArtsLitLmg7		

REMINDER: Please sign and date at the bottom of this form and return 1 copy no later than _____

_____	_____	_____
Date	Date	Date
Teacher Signature	Student Signature	Parent Signature

Sample

Student Name:	Student ID:
Counselor Name:	Current Grade: 07
Next Building:	Next Grade: 08
Grad Year:	Homeroom:

Attention Parents:

Please sign and date at the bottom of this form and return 1 copy no later than _____

- End of year grades may require a change in this schedule.
- A copy of this form will be kept in the counseling office.
- Contact your child's counselor if further information is needed.

Student Courses	Student Course Requests		
Current Courses	Recommended Courses	Course Override	Parent Signature
7010 LanArts/Eng7Acad	8010 LanArts/Eng8Acad		
7110 SocStu 7Acad	8110 SocStu 8 (Acad)		
7210 Science 7 Acad	8210 Science 8 Acad		
7310 Math 7 (Acad)	8310 Pre-Alg 8 Acad		
7420 LanArtsLitLrng7			
7515AB Computer 7			
7610AB Gr 7 Guided Exp			
7615AB Health / Phy Ed			
7710AB IA Tech 7			
7711AB Family&ConsSci8			
7810AB Art 7			
7815AB Music 7			

The study of the first-year world language emphasizes communication skills in everyday life. The goal of the course is to enable students to use fundamental expressions in vocabulary in oral and written context while integrating elements of culture. Please check one of the world language options below to indicate your child's course selection.

- 8420 French
- 8430 German
- 8440 Spanish

REMINDER: Please sign and date at the bottom of this form and return 1 copy no later than _____

_____ Date _____ Date _____
Counselor Signature Student Signature Parent Signature

**COUNCIL ROCK SCHOOL DISTRICT
Parent/Student Course Override Form**

STUDENT NAME _____ GRADE _____ COUNSELOR _____

Dear Parent/Guardian:

Date _____

You are receiving this form because you have requested an override to a teacher's course recommendation for next year. Questions regarding the original recommendation should be addressed directly to the teacher at the phone number/email address below.

For middle school students, no overrides may be reversed until the end of the first marking period. (Please be aware that a schedule change will only be granted upon administrative approval and space availability.)

For further clarification regarding the schedule change policy, it is important that you refer to your student's **Program Planning Guide**.

Scheduled Override Course _____

Teacher Recommended Course _____

Teacher Name _____ Department phone _____

Email address _____ Date _____

PARENT: Please check the appropriate box below and return to the guidance office within two weeks of the above date.

I disagree with the teacher's recommendation and wish to retain the override course.

I agree with the teacher recommended course

Parent signature _____

Date _____

STATEMENT OF EXPECTATIONS

The purpose of school is to promote learning, enhance social growth and enable the continual development of our students as individuals. The student contributes to creating an environment conducive to learning by respecting the rights and property of others, participating in the learning process and exhibiting responsible behavior.

ACADEMIC INFORMATION

Clinic

Clinic is provided every Thursday after school for students to receive additional instruction from their teachers. The student desiring help should make an appointment with his/her teacher and sign for a late bus pass with the teacher. Note: Students staying after school must be under the supervision of a staff member. In addition to the Thursday clinic, students will be provided opportunities for assistance during Resource Activity period and team time.

Co-curricular program

A comprehensive co-curricular program is available to all students. This is a broad-based program that provides opportunities for students to participate in a wide variety of activities: interscholastic athletics, intramurals, arts programs, music programs, service activities, student government, etc. The complete listing of activities can be found on each schools web page.

Conferences

Parents, counselors or instructional team members throughout the school year may request parent conferences. Conference days will also be designated in the Council Rock School Calendar.

Counseling Services

Upon entering seventh grade, students are assigned a guidance counselor who will work with them for their two years at the middle school. The purpose of the school counseling program is to provide academic support and guidance, address adolescent issues and concerns, and to serve as liaison between the school and home. Students will be seen upon student request, teacher request and/or parent request.

CRSD Student Assessment Position

Council Rock School District recognizes the need for student assessment on a regular basis. Assessment can take many forms: class work, homework, reports, projects, student writing, student performance, quizzes, teacher - made tests, department/district test, final exams, and standardized tests. All student work is available to parents. However, for reasons of test integrity and expense, certain tests will not be sent home. Examples include department/district tests, final exams, and identified student work that will be maintained for student portfolios. These items may be accessed by parents through parent-teacher contact.

Grading

Students share in the responsibility of communicating their academic progress to their parents. Requests to have tests and papers signed must be respected. There are four marking periods within a school year. Each marking period will be distinct from each other marking period with an assigned grade reflecting only that period's scholastic achievement.

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Grade Point Average

All letter grades are converted to a numerical weight as defined below. (+’s and –’s are not considered in the GPA computation). Credits for marking period and cumulative year are also converted to a numerical value as listed below.

The Marking Period Grade Point Average {MP GPA} is computed as follows:

- a. Find the product of the quality points (ex: A= 4) and the credit earned (ex: Science = 1.0) for the marking period grades only.
(see chart below)
- b. Find the sum of the products.
- c. Divide the sum of the products by the sum of the credits attempted to date.

Quality Points and Credits					
Quality Points	Credits				
A = 4	English = 1.0	Art = .25	Health/PE = .25		
B = 3	Math = 1.0	Guided Exp. = .25	Physical Ed. = .25		
C = 2	Reading = 1.0	Computer = .25			
D = 1	Science = 1.0	FCS = .25			
F = 0	Social Studies = 1.0	IA Tech = .25			
+, - = 0	World Lang = 1.0	Music = .25			

Homework Responsibilities for Students

A Council Rock student can expect to have homework assigned regularly. The team will coordinate projects and tests to minimize work load. Generally, a student can anticipate an hour or an hour and a half of homework daily. However, this could vary based upon the study and work habits of each student. The major responsibility of the student is the completion of homework assignments within the specified time period and in the manner which represents the student's best effort. Other responsibilities of the student are:

- ◆ To keep a written record of assignments for reference, especially if multiple assignments are given nightly.
- ◆ To inform the teacher, as soon as possible, if an assignment cannot be completed due to lack of understanding of the concepts or skills involved.
- ◆ To bring a note from his/her parent or guardian if a nightly assignment cannot be completed because of a family or personal emergency. The students should expect to complete the assignment at the earliest time possible unless the teacher waives it.
- ◆ To expect that a portion of his/her grade will be based upon the accuracy of completed homework.
- ◆ To realize that neatness and promptness in completing assignments will be reflected in the work habits grade earned by the student.
- ◆ To inform the teacher of his/her special interests so that some homework assignments can be tailored to those interests.
- ◆ To realize that even if a nightly assignment is not made, opportunity should be taken to work on long-term projects and/or to read independently in an area of interest.
- ◆ To realize that the completion of homework is an important measure of self-discipline because the student must do it on a regular basis and without close supervision.

Honor Roll

Students earning a grade point average of 3.0 – 3.74 Regular Honor Roll: A student must obtain a grade point average of at least 3.0 and not have received any grade below 'C' in any course in the given marking period. Any incomplete grade will disqualify a student from the honor roll: or 3.75 or higher Distinguished Honor Roll: A student must obtain a grade point average of at least 3.75 and not have received any grade below 'C' in any course in the given marking period. Any incomplete grade will disqualify a student from the honor roll.

Interim Progress Reports

All students will receive an interim progress report at the mid-point of each marking period.

Keystone Exams

Beginning with the graduating class of 2017, a student must take and pass four (3) Keystone Exams (as stand-alone graduation requirements). The specific exams include: Literature: Algebra 1: and Biology. Beginning with the graduation class of 2019 and beyond, students must take and pass four (4) Keystone Exams (as stand-alone graduation requirements). The specific exams include English Composition, Literature, Algebra 1, and Biology exam. Beginning with the graduation class of 2020 and beyond, students must take and pass five (5) Keystone Exams (as stand-alone graduation requirements). The specific exams include English Composition, Literature, Algebra 1, Biology and a Civics & Government exam. In the middle schools the only students taking the Keystone Exams will be those students enrolled in 8th grade Honors Math Algebra 1. These students will be taking the Algebra 1 Keystone Exam.

Library Media Center

The Library Media Center is a hub for students and teachers seeking information. There are numerous books, periodicals, and audiovisual sources of information to support the curriculum. Supplementing this more traditional collection are the almost limitless resources provided by

electronic databases, the Internet, and links to a variety of library and information networks.

The library also houses a multimedia lab and resources for the creation of a variety of multimedia projects and instructional materials. The goal of the librarian is to develop the students' skills in defining and solving problems through research; competence in finding, evaluating and using information from a variety of sources; and supporting enthusiastic attitudes toward libraries and reading for a lifetime.

Because of flexible scheduling the middle school library-media curriculum is totally integrated with other curriculum subject areas. Middle school librarians collaborate with all subject area teachers to implement the library-media curriculum. The students will learn and know how to do the following:

IN GRADE 7:

- Orientation to a Middle School facility
- Develop and revise research questions
- Print and electronic resources
- Search strategies
 - Big 6 Model
 - The Research Cycle
 - Pathways to Knowledge
- Print and electronic indices
- Access a variety of information
- Evaluate and organize information
 - Electronic graphic organizers
- Works Consulted/Cited format
- Self assessment/evaluation in research process
- Oral/written and visual process and presentation of research
- Use Electronic Catalog (Destiny)
- Literature appreciation/response
- Literary devices and elements
- Develop and use multimedia presentations
- Middle Level Literacy Portfolio
- Copyright and plagiarism
- Intellectual freedom
- Library Citizenship and collaboration

IN GRADE 8:

- Develop and revise research questions
- Print and electronic resources
- Search strategies
 - Big 6 Model
 - The Research Cycle
 - Pathways to Knowledge
- Print and electronic indices
- Access a variety of information
- Evaluate and organize information
- Electronic graphic organizers
- Works Consulted/Cited format – In text citation
- Self assessment/evaluation in research process
- Oral/written and visual process and presentation of research
- Use Electronic Catalog (Destiny)
- Literature appreciation/response
- Literary devices and elements
- Develop and use multimedia presentations effectively
- Middle Level Literacy Portfolio
- Copyright and plagiarism
- Intellectual freedom
- Library Citizenship and collaboration

Makeup Work

Students are responsible for making arrangements to complete missed work. Students must follow their teacher's guidelines.

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Marking System

Each marking period will be distinct from each other marking period with an assigned grade reflecting only that period's scholastic achievement. The Grading System for all courses will be:

A=Excellent D=Below Average
B=Good F=Failing
C=Fair

INC - Incomplete. This grade is used only when work needs to be completed in order for the teacher to determine a grade. Incomplete work shall be completed no later than ten school days after the marking period in which it was assigned.

NG - No Grade. This grade shall be used only when students cannot or shall not be expected to do or make up the work of a particular marking period.

+ or - may be used with a grade of A, B, C, or D.

Promotions

The principal makes promotions to the next grade level based on advice of the staff who keeps in mind the best interests of the student involved.

Report Cards

Report cards grades are issued at the conclusion of each marking period.

Summer Study

Students who fail, and their parents, will be counseled concerning programs available for summer study and private tutoring. The costs of the programs must be borne by the parents. In addition, tutoring or summer study may be recommended for review or developmental work.

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Dates to Remember

- March 8, 2017 Program Planning Parent Meeting 7:00 PM
Location: Individual Middle School
- July 1, 2017 Final requests for course changes
Location: Individual Middle School Administration
- August, 2017 Summer orientation date for 7th grade and new students
{Each Middle School will communicate this date to
incoming 7th grade students and parents}

Please note: District and School Calendars may be accessed through the district and school web sites.

**Council Rock School District
Board of School Directors**

Andy Block

Denise Brooks

Mark Byelich

William Foster, Ph. D.

Jerold S. Grupp

Kyle McKessy

Edward Tate

Wendi Thomas

Dr. Michael Thorwart

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