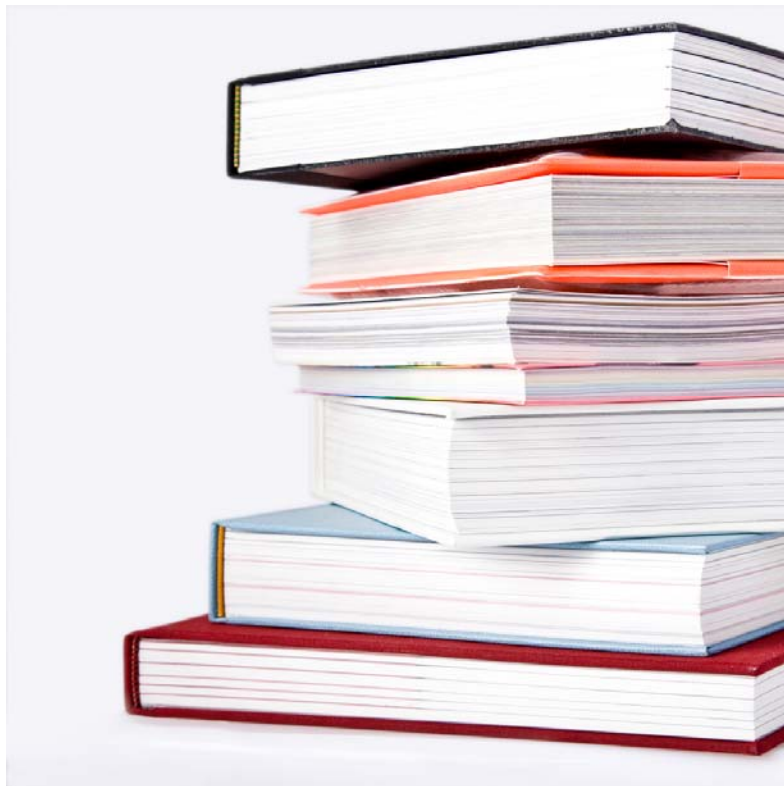


**SOUTH FAYETTE MIDDLE SCHOOL
2010-2011 PROGRAM OF STUDIES
GRADES 5 - 8**



MISSION STATEMENT

THE MISSION OF THE SOUTH FAYETTE SCHOOL DISTRICT, IN PARTNERSHIP WITH THE COMMUNITY, IS TO CULTIVATE ACADEMIC, ARTISTIC, AND ATHLETIC EXCELLENCE BY INSTILLING A SPIRIT OF COLLABORATION AND COMMUNICATION TO DEVELOP CONFIDENT, ETHICAL AND RESPONSIBLE LEADERS.

Dear Parents and Students,

Welcome to South Fayette Middle School. The middle school years are a very exciting time. During these years rapid changes take place and new interests begin to develop. South Fayette Middle School has established a curriculum that is meant to enhance the experiences during these middle years while challenging our students to explore the multitude of possibilities that lie ahead of them.

This Program of Studies has been prepared to acquaint our middle school students and families with the course offerings for the 2010-2011 school year. The core courses are designed to strengthen and enhance basic skills while containing extension activities that will challenge our students to apply and synthesize this knowledge. Students will also study courses that help them explore special interests and talents. Ultimately, it is our mission to offer a program that assists our middle schoolers in preparing for the rigorous challenges that lie ahead in high school and beyond.

Our middle school faculty is committed to the philosophy that every student can be successful in the learning process. We will assist our middle schoolers in becoming life-long learners through setting appropriate goals, establishing good study habits, developing a healthy curiosity, and becoming independent learners. We will help our students explore new concepts, uncover new interests, and develop useful skills. And, above all, we will foster this learning within a safe, caring, and positive environment.

Each middle schooler is important to us. A favorite quote of ours comes from Henry David Thoreau who once said, "It is not enough to be busy; the question is, what are we busy about?" Our goal is to provide a learning environment that assures our students are "busy" achieving success in a challenging curriculum. This success cannot be achieved in isolation; it requires the commitment of parents, students, teachers and community working together. Our program of studies is under constant change as the changing world demands. Please review this booklet carefully to be aware of the offerings for this year. If you have any comments or questions, please contact the guidance counselor or the principals, and we will be happy to assist you.

Wishing you a wonderful 2010-2011 school year,

*Mrs. M. Karen Labutta
Middle School Principal*

*Mr. Pete Abdulovic
Assistant Principal*

*Mr. David Deramo
Intermediate Principal*

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MIDDLE SCHOOL FACULTY

Grade Five Teaching Team

Mrs. Gretchen Haid – Language Arts	773
Ms. Jodi Osterman – Language Arts	506
Mrs. Barbara Rickel – Math	537
Mrs. Darcy Kotts – Math	663
Mr. Sean Richman – Language Arts/Math	707
Mr. Greg Young – Science	575
Mrs. Sandra Miller – Social Studies/Lang.Arts	635
Mrs. Amy Guarino – Social Studies/Science	507

Grade Six Teaching Team

Mrs. Bridget Amato – Language Arts	563
Mrs. Donna Michalowsky – Language Arts	516
Ms. Angela Pedrotti – Language Arts/Math	768
Ms. Kristin Deichler – Math	618
Mrs. Melissa Shober – Math	548
Ms. Marie Ford - Math	565
Mr. Matt Popovic – Science	610
Mrs. Laura LeBlanc – Science/Social Studies	765
Ms. Elizabeth Scanlon – Science/Social Studies	579

Grade Seven Teaching Team

Mrs. Paula Johannes – Language Arts	772
Mrs. Melissa Gielata – Language Arts	718
Mrs. Sandra Denti – Math	743
Mrs. Kristine Geraud – Math	547
Ms. Marie Ford – Math	565
Mr. Scott Litwinovich – Science	452
Mr. Scott Philipp – Social Studies	510
Ms. Jennifer Leapline – Science/Social Studies	705

Grade Eight Teaching Team

Ms. Renee McNally – Language Arts	585
Mrs. Brooke Speakman – Language Arts	674
Ms. Bethany Balta – Math	675
Mr. Mark Keener – Math	676
Mrs. Olivia Tucci – Science/Social Studies	708
Mrs. Dena Hoffman – Microsoft Word	532
Social Studies – TBA	
Science – TBA	

The middle school curriculum is enriched by including many special areas of study for our students. Through these special course offerings, our middle schoolers develop skills and acquire knowledge in a variety of interest areas. Support services are also provided for our middle schoolers to meet individual needs. We are pleased to present the faculty members who instruct our middle schoolers in these special courses and provide additional support to our students:

Special Area Teachers

Mrs. Melinda Clayton – Library	536
Mrs. Lisa Donovan – GATE/Enrichment/Public Speaking	741
Mrs. Sue Duff – Business Technology	557
Mrs. Marcia Fink – ESL	831
Mr. Jeremy Hall – Special Education	568
Mrs. Christine Elek – Music	694
Mrs. Shelley Killinger – Spanish	517
Mr. Frank Kruth – Industrial Technology	630
Ms. Diane Lally – Art	631
Mrs. Barb Levitt – Special Education	785
Mrs. Mariann Mackey – Introduction to Acting	796
Mr. Michael Mackey – Band	540
Mrs. Karen Maurer – Special Education	502
Mrs. Stephanie Romero – Spanish	615
Mrs. Patricia Roseto – Family and Consumer Science	634
Mrs. Brenna Sisinni – Resource/IST	649
Mrs. Beth Solomon – Reading Specialist	558
Mrs. Eryn Stier – Band	542
Mrs. Christine Thomas – Special Education	564
Mrs. Linda Twedt – French	522
German – TBA	
Physical Education/Health – TBA	
Swimming/Physical Education – TBA	

Office Personnel

Mrs. M. Karen Labutta – Middle School Principal	236
Mr. Pete Abdulovic – Middle School Assistant Principal	700
Mrs. Carol Hunsinger – Principal's Assistant	226
Mrs. Harriet Dausch – Principal's Assistant	258
Mr. Michael Perrott – Guidance Counselor	219
Ms. Justina Jerzyk – Guidance Counselor	605
Mrs. Peggy Daube – Guidance/Student Center Assistant	216
Mrs. Sandra Fiumara – Middle School Nurse	259
Mr. Joseph Farkas – Athletic Director	225
Mrs. Gretchen Tucci – School Psychologist	415

Typical Day for a Fifth Grade Student

Arrival of students - Report to homeroom for attendance: 8:00-8:07

Block 1 - Core Subject: 8:10-9:30

Language Arts or
Mathematics or
Science or
Social Studies

Special Subjects - Twelve-Week Courses (every other day): 9:42-10:25

Foreign Language (all year every other day)

Opposite:

Library (all students)

Physical Education

Art

Technology Education

(Each student will be scheduled for 2 of the above 3 courses)

Special Subjects - 5 ½ Week Courses Every Day: 10:28-11:11

Art

Business Technology

Family and Consumer Science

Music

Technology Education

Swimming

Physical Education

Lunch - 11:13-11:40

Block 2 - Core Subjects: 9:33-9:39; 11:45-1:00

Language Arts or
Mathematics or
Science or
Social Studies

Block 3 - Core Subject: 1:03-2:24

Language Arts or
Mathematics or
Science or
Social Studies

Activity Period: 2:27-2:47

Dismissal

Typical Day for a Sixth Grade Student

Arrival of students - Report to homeroom for attendance 8:00-8:07

Block 1 - Core Subject: 8:10-9:30

Language Arts or
Mathematics or
Science or
Social Studies

Block 2 - Core Subjects: 9:33-10:41

Language Arts or
Mathematics or
Science or
Social Studies

Lunch - 10:44-11:11

Special Subjects - 5 ½ Week Courses Every Day: 11:14-11:57

Art
Business Technology
Family and Consumer Science
Music
Technology Education
Swimming
Physical Education

Special Subjects - Twelve-Week Courses (every other day): 12:00-12:43

Foreign Language (all year every other day)

Opposite:

Library (all students)
Business Technology
Family and Consumer Science
Art
Technology Education

(Each student will be scheduled for 2 of the above 4 courses)

Block 2 - Core Subjects: 9:33-10:41; 12:47-12:59

Language Arts or
Mathematics or
Science or
Social Studies

Block 2 - Core Subjects: 1:02-2:24

Language Arts or
Mathematics or
Science or
Social Studies

Activity Period: 2:27-2:47

Dismissal

Typical Day for a Seventh Grade Student

Arrival of students - Report to homeroom for attendance 8:00-8:07

Block 1 - Core Subject: 8:10-9:30
Language Arts or
Mathematics or
Science or
Social Studies

Block 2 - Core Subjects: 9:33-10:53
Language Arts or
Mathematics or
Science or
Social Studies

Block 3 - Core Subjects: 10:56-12:16
Language Arts or
Mathematics or
Science or
Social Studies

Lunch – 12:19-12:46

Special Subjects – 12:55-1:38 **Courses offered during this period include some of the following: (Please see Course Sheets for optional scenarios.)**

- Band (all year every other day)
- Chorus (all year every other day)
- Physical Education (12 weeks every other day)
- Technology Education (12 weeks every other day)
- Public Speaking (12 weeks every other day)
- Music (12 weeks every other day)
- Swimming (12 weeks every other day)
- Business Technology (12 weeks every other day)

Special Subjects – 1:41-2:24 Foreign Language (all year every other day)
Opposite:
Art (12 weeks every other day)
Family and Consumer Science (12 weeks every other day)
Music (12 weeks every other day)
Physical Education (12 weeks every other day)
(Each student will be scheduled for 3 of the above 4 courses)

Activity Period: 2:27-2:47

Dismissal

Typical Day for an Eighth Grade Student

Arrival of students - Report to homeroom for attendance 8:00-8:07

Special Subjects: 8:10-8:53 Foreign Language (all year every other day)
Opposite

Courses offered during this period include some of the following: (Please see Course Sheets for optional scenarios.)

Band (all year every other day)
Chorus (all year every other day)
Family and Consumer Science (12 weeks every other day)
Introduction to Acting (12 weeks every other day)
Physical Education (12 weeks every other day)
Art (12 weeks every other day)
Health (12 weeks every other day)

Special Subjects: 8:56-9:39 Foreign Language (all year every other day)
Opposite

Technology Education (12 weeks every other day)
Physical Education (12 weeks every other day)
Music (12 weeks every other day)
Health (12 weeks every other day)

(Each student will be scheduled for 3 of the above 4 courses)

Block 1 - Core Subject: 9:42-10:43; 10:46-11:46 (Group 1)
9:42-10:22; 10:24-11:04; 11:06-11:46 (Group 2)

Language Arts (60 minutes) or
Mathematics (60 minutes) or
Science (40 minutes) or
Social Studies (40 minutes)
Microsoft Word (40 minutes)

Lunch -- 11:49-12:16

Block 2 – Core Subjects: 12:19-1:20; 1:23-2:24 (Group 1)
12:19-12:59; 1:01-1:41; 1:43-2:24 (Group 2)

Language Arts (60 minutes) or
Mathematics (60 minutes) or
Science (40 minutes) or
Social Studies (40 minutes)
Microsoft Word (40 minutes)

Activity Period: 2:27-2:47

Dismissal

Academic Information

GRADING SYSTEM

The evaluation of pupil progress and achievement is the responsibility of each member of the professional staff of South Fayette Middle School. Grades will reflect a student's progress as to the quality of performance and the educational growth of the student.

Grading will be by percentage points and based upon points earned for course requirements such as tests, projects, reports and class participation. Grades will be reported as **percentages**.

Specific requirements established by each individual teacher for every course will be distributed to students, discussed with each class, posted in classrooms, and will be on file in the main office for your review.

The grading scale is as follows:

A+	=	100%-98%
A	=	97% - 93%
A-	=	92% - 90%
B+	=	89% - 88%
B	=	87% - 83%
B-	=	82% - 80%
C+	=	79% - 78%
C	=	77% - 73%
C-	=	72% - 70%
D	=	69% - 65%
F	=	64% - 0%
I	=	Incomplete*

*Indicates that the student has not completed course requirements. Course work must be completed within 10 school days or the student will receive an "F".

In grades 5 and 6, special area courses (art, music, physical education, consumer science, technology education, library, and foreign languages) are graded using the following scale:

O	-	Outstanding
S	-	Satisfactory
U	-	Unsatisfactory

Sixth grade students enrolled in Transition Math must achieve an 80% and have teacher recommendation in order to advance to Algebra I in grade 7. All 7th grade Algebra I students must achieve 85% and have teacher recommendation to advance to Honors Geometry. All Algebra I students in grade 8 must achieve a 75% in order to advance to Geometry. Those below 75% will repeat Algebra.

HONOR ROLL

In grades 7 and 8, Honor Roll will be determined by grades earned during each of the four nine week periods.

- Highest Honor - Students who achieve a 4.0 Grade Point Average and above will be placed on the Highest Honor Roll.
- High Honor - Students who achieve a 3.75 Grade Point Average and above will be placed on the High Honor Roll.
- Honor - Students who achieve a 3.25 Grade Point Average and above will be placed on the Honor Roll.

DETERMINATION OF Q.P.A. (QUALITY POINT AVERAGE)

1. To obtain the number of quality points for each course taken, multiply the credit of the course by the appropriate letter grade value (for each nine week period, the nine week letter grade is used; for the end of the year, the final grade is used):

A+	=	4.25 Quality Points
A	=	4.00 Quality Points
A-	=	3.75 Quality Points
B+	=	3.25 Quality Points
B	=	3.00 Quality Points
B-	=	2.75 Quality Points
C+	=	2.25 Quality Points
C	=	2.00 Quality Points
C-	=	1.75 Quality Points
D	=	1.00 Quality Point
F	=	0.00 Quality Points
WF	=	0.00 Quality Points

2. Total the Quality Points for all courses taken and total the number of credits for all courses taken.
3. Divide the Total Quality Points by the Total Number of Credits to obtain the Q.P.A.
4. Quality Point Averages for honor roll purposes are determined by the converted letter grades earned for each grading period.

Final grades for the year are determined by averaging the percentages earned in each grading period.

MAKE-UP WORK

The following guidelines have been established for make-up work in the middle school.

1. If a student is absent from class for one (1) day, he/she upon return to school is required to submit all work due that was assigned prior to the day of absence and take test(s) assigned prior to the day of absence provided no new material on the

test was taught that day.

2. If a student is absent from class for more than one day, the student has make-up days equivalent to the number of days absent from the day he/she returns to school to make-up all work (tests, quizzes, assignments, etc.). It is the **responsibility of the student** to meet with the teacher before or after class to make proper arrangements and secure the information needed regarding the tests, etc., that needs to be completed.
3. In extenuating circumstances, when a student has been absent due to illness, accident, etc. for more than seven consecutive days, provisions may be made to extend the timeline for make-up work.
4. Students who fail to fulfill their responsibilities for make-up work will receive a "0" for the work, tests, etc. not completed.

*Students who are absent from class for excused reasons, including approved school activities, must be given the opportunity to make up all work and cannot be penalized academically for not being present in class, provided they complete all make-up work according to the above guidelines.

Students who participate in an approved school activity must check with their teachers to receive information concerning classroom work previous to participating in the activity.

Approved school activities include those listed on the daily bulletin, field trips, school programs, athletic events, etc. Visits to the guidance office, other teacher's areas, writing lab, etc., are **not** legitimate reasons to be absent from a scheduled class unless previously approved by the scheduled classroom teacher.

EXTRA CREDIT

Each classroom teacher is expected to provide students with a clear understanding of the assessment practices related to their individual course. Grades assigned should reflect the achievement based upon the specific criteria expected in the course and outlined by the teacher. Individual extra credit assignments will not be given by teachers so that a student may improve his/her letter grade. Teachers may at their discretion assign projects, presentations, problems, etc. that result in bonuses. In this case, however, all students share equal opportunities to participate.

***Note:** The purpose of "extra credit" is **not** to allow students to gain enough points to significantly alter a final or quarter grade. Extra credit allows a teacher to make an improved judgment of a student's academic capability.

RETURN OF TESTS

The assessment practice of testing provides the student and teacher information regarding the level of achievement. Testing provides the feedback to the teacher that is needed to revise teaching style, to re-teach material and to develop guidelines for pacing instruction. The student

is able to view areas of proficiency and deficiency and adjust appropriately.

Most assessments will be returned to and discussed with the students within one week of the administering of the assessment. Lengthy projects and assignments will be returned in a timely fashion. Teachers may invoke the options below in regard to testing:

1. Return tests (answer sheet and test), discuss the test, and the test remains the property of the student. Therefore, it becomes the sole responsibility of the student to share the test(s) with the parent and also the sole responsibility of the student to present the test(s) in the event that he/she believes that a grade assigned was inaccurate.
2. Return tests (answer sheet and test), discuss the test, give it to the student to take home for review and/or parent/guardian signature and then require that the test be returned so that the teacher may maintain their files for each student. Teachers may at their discretion award bonus points for demonstrating responsibility for returning the tests but may not invoke academic penalties.

INTERIM PROGRESS REPORTS/ONLINE GRADES

Interim Reports at the 5th through 8th grade levels are distributed to students at the middle of each grading period. Teachers of the core academic subjects issue a percentage, and comments regarding the student's progress.

It is recommended that parents contact the teacher or make an appointment to meet with them if their child is failing. In this way the parent/guardian will know specific causes of the deficiency and may be given suggestions for helping their child improve.

South Fayette parents of children in grades 5-12 have the opportunity to access individual grades that have been assigned to the student by the classroom teachers and has been entered into the gradebook electronically. This service is called PowerSchool ParentPortal. To receive password access to this information for your student, you must register online at www.southfayette.org. You will then be contacted regarding retrieval of your initial password. If you have further questions, contact Mr. Rob Warfield at (412) 221-4542, Ext. 245 or warfield@southfayette.org.

HOMEWORK POLICY

Each student has the responsibility to develop good work and study habits. The student in preparing the assignment should:

1. Make sure he/she understands the assignment -- its purpose, when it is due, how it should be done.
2. Ask for further explanation if original directions are not completely understood.
3. Arrange to make up missed assignments as required by the teacher.
4. Budget time for homework. Anticipate 60-120 minutes of cumulative homework daily. When study time is provided during the school day the student should take advantage of it. Long-term assignments should be planned so they do not have to be done all at once.

5. Analyze study habits and take advantage of available study helps.
6. Write homework in a neat and legible manner on appropriate paper.

HOMEWORK HOTLINE

Fifth and sixth grade parents and students may access homework information for core academic subjects by calling 412-221-4542 x 81773# for Grade 5 and 412-221-4542 x 81702# for Grade 6.

Seventh and eighth grade students and parents may access homework information for their core academic subjects by calling **724-693-9960**. Other pertinent district information including weather delays and cancellations may also be obtained through this service.

Foreign Language hotline is 412-221-4542 x 81701#.

EXTRACURRICULAR ELIGIBILITY GRADES 7-8

South Fayette Township School District encourages all students to participate in extracurricular activities. The only activities in which ineligible students may participate are those which are written into and considered part of the regular course curriculum. It is the responsibility of each individual coach or sponsor to prohibit students who are ineligible from participating (this includes practice). Each coach or sponsor will be provided with a list of all students who are ineligible. All students will be treated equitably. Students who are suspended from school may not participate (play or practice) in any extracurricular activities. The following classifications of Eligibility are in effect at South Fayette Seventh and Eighth Grade.

Weekly Eligibility (Grades Seventh and Eighth of Students who participate in Athletics and/or Extracurricular Activities are reviewed weekly)

1. Teachers will be provided weekly with a list of students who are registered as a participant in each extracurricular activity. On Friday morning (8:15 A.M.) of each week, teachers will be required to indicate any students who are in danger of failing ("D" average) or failing their course for the current 9-week period. Students must receive one warning during each grading period prior to being designated as failing a course.
2. The lists will be compiled by the Athletic Director. Any student who is failing two or more courses will be considered ineligible for the following week (Monday through Saturday). The student will be notified by the coach or sponsor. That student is not permitted to practice or participate during that time. Athletic Policy recommends that athletes ineligible for this reason attend any available after-school tutoring/homework programs. This may be required by other activity sponsors at their discretion.
3. As indicated by the ineligibility lists, students who are carrying a "D" average in one or more subjects for two successive weeks will be recommended by the Athletic Policy to attend any available after-school tutoring/homework programs. This student is not ineligible; however, the district is making every attempt to promote support for the student who is encountering academic difficulty. If deemed necessary, the coach may waive this section at his/her discretion.

Nine Week Academic Eligibility (Grades of all students in Grades 7-8 are reviewed)

At the end of each nine week period, (at the end of the year, final average will be used) report cards for all students will be reviewed.

To be eligible for attendance at school functions and/or participation in extracurricular events, a student must pursue a curriculum approved by the principal and **must not be failing two or more courses**. Evaluation or subject credits shall conform to the standards established by the Pennsylvania Department of Education. A student ineligible for this reason will be denied participation in all extracurricular activities, school dances and non-curricular events for a period of 20 school days. Parents/guardians will be notified by mail of this ineligibility.

Year to Year Eligibility

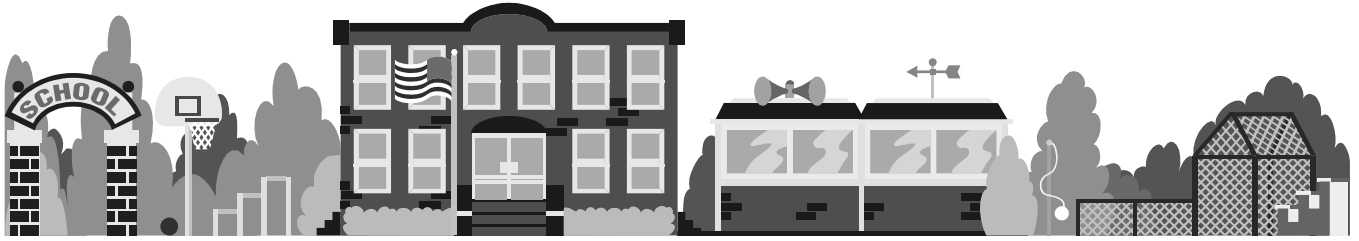
Students are ineligible to participate in interscholastic athletics and extracurricular activities if they fail two or more courses in the previous academic year. Students may participate if they complete the necessary remedial course work over the summer.

Seventh and eighth grade students are governed by these rules except in the case of the failure of two 6-week or 9-week courses. Students who fail two of these courses may participate in the following academic year. Seventh and eighth grade students who fail two or more full year courses are ineligible to participate in interscholastic athletics and/or extracurricular activities.

***Note:** Students' eligibility will be reviewed after 20 school days. Students may be declared eligible after this period.

Attendance Eligibility (Attendance reports for all students, Grade 5-8, are reviewed)

A student who is absent from school during a semester for a total of twenty or more school days shall not be eligible for attendance at school functions and/or participation in extracurricular activities until he/she has been in attendance for a total of sixty days following his/her twentieth day of absence, except that where there is a consecutive absence of five or more school days, due to confining injury, death in the immediate family, court subpoena, quarantine, or to attend a religious activity/function which the church requires its members to attend, or an absence of five or more school days due to the same confining illness, such absence may be waived from the application of this rule by the District Attendance Committee. Parents/guardians of students in this category will be notified by mail of this ineligibility.



The Fifth Grade Curriculum

Core Subjects

Language Arts 5 (050)

The fifth grade language arts program consists of many different elements. The students at this level often read independently. At this level we are still concentrating on increasing and using new vocabulary and recalling events of a story, as well as time sequencing and predicting outcomes by using story events and experience clues. By continuing to develop these skills, students become more fluent readers and have a better understanding of what they read. These objectives are reached through the use of a variety of mediums. The textbook is one medium that is used. The use of additional resources aid in the accomplishment of goals and enable all students to meet some level of success. The fifth grade Language Arts also focuses on grammar, writing, reading, spelling, and vocabulary skills. Students are expected to know and expand upon these basics. This is done by reviewing the above mentioned skills then incorporating them into the student's ability to think, write, and analyze. The students are introduced to the steps of the writing process. These steps are then followed to produce final products. Spelling and vocabulary components are used throughout the curriculum. The students use a dictionary and thesaurus as references in producing a final copy. Spelling and vocabulary lessons cross the curriculum. The students utilize the words through writing and demonstrating understanding. Adaptations are made to meet individual needs.

Language! Reading 5 (Books A-B) (051)

The Language! Reading Course teaches literacy explicitly with six sequential, integrated steps. Those steps include: phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and finally, speaking and writing. Each lesson scaffolds content and instruction to direct students toward a full understanding of the relationships between and among the components of language. Students become fully literate, independently thinking individuals. In fifth grade the main focus is on vocabulary and decodable text. This program models question-answer exchanges and provides context to practice unit vocabulary and essential words used in daily reading and writing. In addition, we develop and practice decoding skills, while increasing fluency on a weekly and monthly basis based on grade-level timed readings.

One component of this program that provides additional support to students in reading fluency is *Read Naturally*. This program supports the five essential components to reading identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It combines teacher modeling, repeated readings, and progress monitoring, which are three core strategies that have proven to be effective in maximizing reading proficiency. It is an individualized program that allows students to progress through stories at their own pace to reach grade level ability. This approach allows students to take ownership of their learning and responsibility of their success.

Mathematics 5 (052)

Math 5 reviews, reinforces and introduces some more advanced computational skills using whole numbers in the four computational areas. Decimals are introduced and computational skills are developed in the areas of addition, subtraction and multiplication. Basic concepts of geometry, measurement, graphing, patterns, statistics and probability are developed. Fractions are introduced and the foundation for computational skills with them is advanced. Strategies are developed throughout the course to instill in the students a problem solving approach and develop critical thinking and reasoning skills.

Science 5 (053)

Four units of instruction are the focus including: Environmental Science, From Bacteria to Plants, Weather and Climate, and D.A.R.E. (1) Environmental Science is the study of challenging concepts such as populations, communities, biomes, ecosystems, living resources, and non-living resources. (2) From Bacteria to Plants begins with the concept of living things. It then expands from the smallest living organisms to plants. (3) Weather and Climate provides a background from atmosphere to weather factors to lead into weather patterns and long term climate and climate control. (4) D.A.R.E. is provided by the South Fayette Township Police Department and runs concurrently with From Bacteria to Plants. It stresses the D.A.R.E. decision-making model.

Social Studies 5 (054)

Social Studies in fifth grade focuses on the history of the United States from the time of the First Americans through the early years of our nation. The students are guided on a journey as they discover the origins of our nation. The units for instruction for this course include the First Americans, Exploration, The First European Settlements, The American Colonies, Causes of the American Revolution, and the War for Independence. The students are assessed using multiple instructional and assessment techniques. Students participate in a variety of activities as they connect past, present, and future by discovering America's past. The students do not focus on memorization of facts, but rather on understanding of concepts and critical thinking. Emphasis is placed on developing written and oral communication skills throughout the course.

Learning Support (915 & 901)

Students who participate in learning support classes have been evaluated and were found to qualify for these services by a certified school psychologist. The students who qualify receive services from highly qualified certified special education teachers and highly qualified paraeducators. The majority of students are included in regular education classrooms with supplementary aids and services in place to provide support. This means that the students participate in the regular education curriculum with the necessary adaptations, modifications and accommodations that are outlined and agreed upon by each student's "Individualized Education Plan" (IEP) team for science, social studies and special area classes. Students who receive learning support services for math and/or language arts are provided with adaptations, modifications and accommodations at their instructional level which may not be at their current grade level. Special education teachers teach and monitor progress of students with special needs at their instructional level. South Fayette's learning support program utilizes a research evidence-based alternative curriculum in language arts and math which is aligned to the PA Academic Standards and is part of the student's IEP. The learning support program also integrates some of the grade level regular education curriculum with adaptations, modifications and accommodations for those students. All students in learning support programs have IEPs, which are based on federal and state laws, mandates, and regulations. All provisions outlined in each student's IEP (adaptations, modifications, accommodations, course additions and deletions) must be implemented and monitored by the staff.

Special Area Subjects

Art 5 (541)

Fifth grade art class enhances student's imagination while engaging their critical thinking skills and furthering

their knowledge of art history. Students draw using their ability to bring out the line and shape of a form. Warm and Cool color schemes are used when producing a painting using tempera paint as the medium. A 3-dimensional project may also be produced. Possibilities include origami, mask-making, sculpture, or clay modeling.

Thematic Art 5 (534) - Elective

This class provides a more in-depth approach to art with the main focus on a 12-week theme in which all projects originate. Students are able to use a wider range of media when creating their art projects. The emphasis of this course is on “collaboration” with other students. A 3-dimensional project may also be produced during the class.

Business Technology 5 – Keyboarding (542)

The main objective of this course is to teach the correct reach technique to the alphabetic keyboard. Students will be able to open, retrieve, save, close files, and key text in paragraph format. In addition, students will be able to change font style, font size, and line spacing. Emphasis is placed on proper reach technique with “Eyes on Copy” and NOT on speed.

Family and Consumer Science 5 – Clothing Care/Textiles/Sewing (543)

Students will learn about the characteristics of natural and synthetic fibers, fabric construction, and uses of fabrics to help them make informed clothing choices and learn how to care for fabrics. The students will be taught laundry skills, including reading care labels, laundry steps, stain removal and ironing. Students will learn how to select clothing based on their needs. In addition, students will learn basic hand sewing and will complete a sewing project using basic hand sewing techniques.

Foreign Language 5 (French 405; German 406; Spanish 408)

In fifth grade, students will begin the foreign language (Spanish, German, or French) that they will study for the duration of their middle school years. Each language will meet every other day for one full year. Students will be exposed to the language, customs, and cultures of their chosen language. They will acquire basic communications skills and simple vocabulary dealing with topics such as numbers, colors, classroom objects, opposites, body parts, and foods.

Library 5 (533)

Library instruction at the fifth grade level is a continuation of acquiring library skills. Students learn how to use the library: the online card catalog, fiction shelving, the Dewey Decimal System and other printed resources. Students also are introduced to online databases containing up-to-date research information.

Music 5 (540)

All fifth grade students take music class every day for five and one half weeks. Each student in Music 5 will develop his/her individual musical potential through a variety of activities. Students will use problem solving skills to accomplish authentic musical tasks at each meeting through **creating** (composing, improvising and arranging music), **performing** (singing and playing music) and **responding** (analyzing and interpreting musical performances). In addition, students will expand their knowledge of musical *contexts* (personal, social, cultural and historical), *aesthetics* and the *creative process*. Fifth grade music students develop their musicianship through daily music reading and writing activities, playing Orff instruments, listening and movement activities while investigating the characteristics of American folk music, classical music and the birth and development of jazz.

Physical Education 5 (536)

The fifth grade Physical Education Program is designed to provide a continuation of the scope and sequence of manipulative skills. Students practice working and playing within groups and individually to develop decision making and problem solving skills relating to body management. Students develop an understanding of the rules, regulations, safety, game play strategies and good sportsmanship. Through their movement and manipulative experiences students have the opportunities for the development of

positive personal and social behavior. Indoor sport specific shoes and safe, appropriate dress are required. Students will participate in the FitnessGram.

Physical Education 5 (545)

The fifth grade every day Physical Education Program is designed to allow students to demonstrate proficiency in locomotion, non-locomotion, and manipulative skills. Students will continue to work on developing decision-making and gain strategies, problem solving and skills relating to body management. Students will build on their movement and manipulative class experiences and continue to develop good sportsmanship and positive personal and social behavior. Indoor sport specific shoes and safe, appropriate dress are required.

Swim 5 (539)

Students in fifth grade swimming will be introduced to the skills necessary to develop safe habits when they are in, on, or around the water. This course introduces students to the current American Red Cross basic skills and knowledge in a sequential manner. The goal is for students to develop competency in basic survival skills and water safety.

Introduction to Technology Education 5 (544)

Students learn to prepare for their future by developing skills and knowledge about technology. Students will engage in a variety of hands-on experiences by learning the processes of mass production. Safety, group dynamics, design, and proper hand-tool use will be emphasized. The second half of the course is designed to make students aware of the use of robots in technology and society. Students will explore different uses of robots and learn to use robots as a technological tool to solve problems. Science, math, and problem-solving skills will be integrated and emphasized throughout the course.

Technology in Motion 5 (535)

This is a science-based technology course where students explore the concepts of force and motion as they design, build, and test various types of vehicles. Working in design teams, students are asked to experiment with different vehicles and make adjustments to them in order to account for the different forces that act on things. Students keep records of their testing and design team progress throughout the units. Math skills are introduced and reinforced as students design and test their vehicles.



SIXTH GRADE CURRICULUM

Core Subjects

Language Arts 6 (060)

Reading comprehension is advanced by utilizing various fluency, vocabulary, and independent reading strategies. Students explore many types of literature and writing throughout the course to enhance adolescent literacy and to promote an appreciation of reading. This course is a literature-based course which integrates the facets of writing and the grammatical usage of the eight parts of speech. There are opportunities for students to listen/speak for a variety of purposes and audiences. Several novels, oral presentations, and writing tools aid in developing reading, comprehension, and communication skills to accommodate all types of learners, as well as to increase the responsibility for their own learning. All concepts are adapted when necessary to meet the needs of individual learners.

Language! Reading 6 (Books C-D) (062)

The Language! Reading Course teaches literacy explicitly with six sequential, integrated steps. Those steps include: phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and finally, speaking and writing. Each lesson scaffolds content and instruction to direct students toward a full understanding of the relationships between and among the components of language. Students become fully literate, independently thinking individuals. In sixth grade the emphasis is on informational text, vocabulary development, and structural analysis to build comprehension. The independent text level increases in difficulty, as literal, inferential, and evaluative levels are used to aid in the development of reasoning skills. In addition, fluency skills are monitored on a weekly and monthly basis with grade-level timed readings.

One component of this program that provides additional support to students in reading fluency is *Read Naturally*. This program supports the five essential components to reading identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It combines teacher modeling, repeated readings, and progress monitoring, which are three core strategies that have proven to be effective in maximizing reading proficiency. It is an individualized program that allows students to progress through stories at their own pace to reach grade level ability. This approach allows students to take ownership of their learning and responsibility of their success.

Exploring Mathematics 6 (360)

This course is designed to help students become more powerful problem solvers and to solidify their ability to perform the fundamental operations of mathematics. It will aid in the development of pre-algebra skills and prepare students for more abstract mathematical concepts. This course will also extend students' decision making, critical thinking and reasoning skills.

Transition Math 6 (361)

This course weaves three themes - applied arithmetic, pre-algebra, and pre-geometry by focusing on arithmetic operations in mathematics and in the real world. Variables are used as pattern generalizers, abbreviations in formulas and as represented on the number line and graphed in the coordinate plane. Basic arithmetic and algebraic skills are connected to corresponding geometry topics. Students use a scientific calculator.

Science 6 (260 or 270)

This course consists of hands-on, inquiry based science lessons designed to stimulate learning. Students have the opportunity to build relationships among physical science, life science, society and technology.

They begin to see themselves as problem solvers who are well equipped to apply their learning to higher level and real-world experiences.

Social Studies 6 (160)

Social Studies in Grade 6 focuses on the histories of Ancient Civilizations. As the cultures of Mesopotamia, Egypt, Greece, and Rome are studied, the students have many opportunities to practice map skills, do research, practice public speaking, use many technologies, and improve their writing and study skills. Students will focus on the six elements of culture in each civilization. The six elements of culture includes: beliefs, family, education, economy, art, and government. Making and using time lines provides the students with an understanding of when events occurred, as well as how the history of each culture is historically related to the other cultures. Understanding how each culture developed its own beliefs, rituals, and traditions leads to a better appreciation of cultural differences today.

Learning Support (911-914)

Students who participate in learning support classes have been evaluated and were found to qualify for these services by a certified school psychologist. The students who qualify receive services from highly qualified certified special education teachers and highly qualified paraeducators. The majority of students are included in regular education classrooms with supplementary aids and services in place to provide support. This means that the students participate in the regular education curriculum with the necessary adaptations, modifications and accommodations that are outlined and agreed upon by each student's "Individualized Education Plan" (IEP) team for science, social studies and special area classes. Students who receive learning support services for math and/or language arts are provided with adaptations, modifications and accommodations at their instructional level which may not be at their current grade level. Special education teachers teach and monitor progress of students with special needs at their instructional level. South Fayette's learning support program utilizes a research evidence-based alternative curriculum in language arts and math which is aligned to the PA Academic Standards and is part of the student's IEP. The learning support program also integrates some of the grade level regular education curriculum with adaptations, modifications and accommodations for those students. All students in learning support programs have IEPs, which are based on federal and state laws, mandates, and regulations. All provisions outlined in each student's IEP (adaptations, modifications, accommodations, course additions and deletions) must be implemented and monitored by the staff.

Special Area Subjects

Art 6 (562)

Sixth grade art class enhances students' imagination while engaging their critical thinking skills and furthering their knowledge of art history. Students draw using their ability to bring out the value of a form (for example, shading techniques are introduced in the class). Multiple color schemes are used when producing a painting using tempera paint as the medium. A 3-dimensional project may also be produced. Possibilities include origami, mask-making, sculpture, or clay modeling.

Thematic Art 6 (831) - Elective

This class provides a more in-depth approach to art with the main focus on a 12-week theme from which all projects originate. Students are able to choose from a wider range of media when creating art projects. A highlight of this course may be the scratchboard drawing technique. A 3-dimensional project may also be produced.

Automation 6 (553)

This course reinforces the basic skills from the Introduction to Technology through the practical applications of automation. Students will design and build robots using the Lego Dacta building system and program them through the use of robotic software to solve various problems. Students will also

experience the use of sensors as inputs to a robotic system. Application of problem-solving, design, and construction skills will be emphasized through various hands-on projects. Students will apply science and math skills throughout their learning experience.

Exploring Manufacturing 6 (565)

This hands-on course will emphasize the proper and safe use of basic tools and machines used in the manufacturing field. Students will operate woodworking machines to explore the world of custom manufacturing. Problem-solving, design skills, and basic measurement skills will be integrated throughout the course. During the second part of this course, students will be introduced to computer-controlled manufacturing. Students will use a computer to design and control a C.N.C. mill to make a manufactured part.

Business Technology 6 – PowerPoint (551) (Elective)

Students in this course will be introduced to PowerPoint, a presentation software. They will create quality presentations as on-screen slide shows. The students will use the program to enhance slides with graphics, text, bullets, color, and animation. Some emphasis is placed on presenting orally to the class.

Business Technology 6 – Keyboarding (563) (Elective)

Students will review the correct reach technique to the alphabetic keys and learn the correct reach technique to the number and symbol keys. Students will be able to center documents horizontally and vertically and to use proper report formatting. In addition, students will be graded on their keyboarding speed and accuracy.

Family & Consumer Science 6 – Child Care/Family & Community Responsibilities (564)

Students will learn the basics of child care and child development to help prepare them to care for siblings and/or baby sit in the community. Learning activities will involve child safety, play activities, child development stages, feeding children and preparing healthy snacks and other age-related care for children. The students will visit the preschool to observe child behavior and learning. The second part of this course has students discover how to be a responsible member of their family and community by exploring the family life cycle, good citizenship and leadership skills in groups. Students will participate in various cooperative learning activities involving family relationships, community service and teamwork.

Family and Consumer Science 6 – Resource Management & Life Skills (552)

Students will explore strategies that will help them develop good life management skills and how they can use their personal, material and community resources effectively. Students will learn the management and decision making processes, goal setting, and time management skills. Students will apply their knowledge to research a career path of their interest. In addition, students will learn about environmental resources and how they are managed in the home and community using conservation and recycling. Students will also participate in the Abitibi Paper Recycling Program in place in the Middle School.

Library 6 (550)

Library instruction at the sixth grade level focuses on the research process. Students will learn techniques for searching for information on-line and how to evaluate information found on the Internet. Students will also utilize print materials, online databases and websites to complete a research project, including citations in MLA format.

Music 6 (561)

All sixth grade students take music class every day for five and one half weeks. Each student in Music 6 will develop his/her individual musical potential through a variety of activities. Students will use problem solving skills to accomplish authentic musical tasks at each meeting through **creating** (composing and improvising music), **performing** (singing and playing music) and **responding** (analyzing

and interpreting musical performances). In addition, students will expand their knowledge of musical *contexts* (personal, social, cultural and historical), *aesthetics* and the *creative process*. Sixth grade music students develop their musicianship through daily music reading and writing activities, playing Orff instruments, listening and analysis activities, and movement while investigating famous composers and musicians, and world music, as well as musical composition.

Physical Education 6 (559)

Physical education focuses on learning and improving sport skills while participating in cooperative sport lead-up games. Less emphasis is placed on locomotion movement concepts, and a larger percentage of instructional time is devoted to improving manipulative skills in game situations. Activities are structured for maximum participation and designed for individual success and safety regardless of the student's skill level. Students will participate in the FitnessGram.

Swim 6 (560)

The purpose of sixth grade swimming is to educate students to recognize, prevent and respond to emergencies when they are in, on and around the water. The program is a continuation from previous American Red Cross skills and covers personal safety, stroke development and survival skills combined with water games and conditioning.

Foreign Languages

French 6 (500)

French 6 continues to promote active expression in a relaxed atmosphere and a more balanced approach to listening, speaking, reading and writing. Various aspects of time, student life, school subjects, descriptions of people and objects, shopping for clothing, French geography, and authentic literature through storytelling and a play provide a context for learning. Each language meets every other day for the full year in sixth and seventh grades.

German 6 (501)

In German 6, students continue to learn the German language and culture through a variety of activities and experiences. Students learn to express themselves in simple, but useful ways. Although the course focuses on listening and speaking, students also learn to read and write simple texts. The course introduces many facets of German culture, including social practices, teen interests, and holidays. German 6 meets every other day for the full year.

Spanish 6 (503)

Spanish 6 is designed to build on the Spanish fundamentals gained in previous study, building up basic vocabulary and sentence constructions. Students will gain this through their experience in reading and writing as well as speaking and listening in the language. The course will also expose students to a variety of information about the cultures, holidays and geography of the Spanish speaking world (in the United States and abroad) through readings, music and video.



SEVENTH GRADE CURRICULUM

Core Subjects

Language Arts 7 (010)

Language Arts 7 focuses on using the English language to communicate through writing, reading, speaking, and listening. Grammar, vocabulary, and mechanics are covered and applied in order to support a better understanding of the English language and to improve student writing skills. An emphasis is given to the five-step writing process and is applied in writing assignments throughout the course. The thesis sentence with supporting details, as used in writing a five-paragraph essay, is the focus of 7th grade writing. Writing samples are added to the students' writing portfolios. Throughout the year, seventh graders will read short fiction, essays, and poetry. Through this array of literature, students develop their vocabulary and gain an understanding of literary elements such as theme, conflict, and characterization.

Language! Reading 7 (Books C-D) (011)

The Language! Reading Course teaches literacy explicitly with six sequential, integrated steps. Those steps include: phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and finally, speaking and writing. Each lesson scaffolds content and instruction to direct students toward a full understanding of the relationships between and among the components of language. Students become fully literate, independently thinking individuals. In seventh grade the emphasis is on informational text, vocabulary development, and structural analysis to build comprehension. The independent text level increases in difficulty, as literal, inferential, and evaluative levels are used to aid in the development of reasoning skills. In addition, fluency skills are monitored on a weekly and monthly basis with grade-level timed readings.

One component of this program that provides additional support to students in reading fluency is *Read Naturally*. This program supports the five essential components to reading identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It combines teacher modeling, repeated readings, and progress monitoring, which are three core strategies that have proven to be effective in maximizing reading proficiency. It is an individualized program that allows students to progress through stories at their own pace to reach grade level ability. This approach allows students to take ownership of their learning and responsibility of their success.

Transition Math (321)

Transition Math is a course that weaves three themes - applied arithmetic, pre-algebra, and pre-geometry by focusing on arithmetic operations in mathematics and in the real world. Variables are used as pattern generalizers, abbreviations in formulas and as represented on the number line graphed in the coordinate plane. Basic arithmetic and algebraic skills are connected to corresponding geometry topics.

Algebra I (329)

Prerequisite: Successful Completion of Transition Mathematics

In this course, the students will learn basic algebraic concepts through classroom instruction, group projects, individual assignments, presentations and cooperative learning groups. In addition, students will work independently using the cognitive tutor to enhance and apply basic algebraic skills. The cognitive tutor is an independent study that will be reflected as part of the course grade.

The topics covered in Algebra I include the following: patterns, formulas, tables and graphs, proportional reasoning and percentages, linear equations, statistics, analyzing data, exponents and exponential functions, solving systems of equations, and solving quadratic equations.

In order for students to be considered for 8th grade geometry, students in 7th grade Algebra I must achieve an average of at least an 80% and have a teacher recommendation. In order for students to be considered for 9th grade honors Algebra II, students in 7th grade Algebra I must achieve an average of at least 85%. In 8th grade, students must achieve an average of at least an 85% in geometry.

Science 7 (210)

Science 7 is a course designed to be taught as four separate units. Unit I deals with the subject of "Electricity and Magnetism". In this unit the students are introduced to the nature of magnetism and electricity, electrical charges, electricity and magnetism at work and electronics. Unit II covers "Chemical Interactions". In this unit, the students are introduced to the topics of "chemical reactions", "atoms and bonding", "acids, bases, and solutions" and "exploring materials" such as polymers and composites, ceramics and glass and radioactive elements. Unit III covers "cells and heredity". This unit explores cell structure and function, cell processes and energy, genetics and modern genetics relative to human inheritance. The final unit explored in Science 7 is on "Earth's Changing Surface". In this unit, students explore the Earth's surface through mapping, discussion and activities in weathering and soil formation, erosion and deposition, and historical geology through the use of a geologic time scale.

Social Studies 7 (110)

Seventh grade Social Studies explores the history of the world from the fall of the Roman Empire to the Age of Discovery. The essential focus of the course is the study of early European civilizations' contributions to history and their impact upon the progress of man. Society's transition from the people of Rome, through the feudal age to the Renaissance is investigated, while the development of religions and the geography of the world are highlighted.

Learning Support (929 & 917)

Students who participate in learning support classes have been evaluated and were found to qualify for these services by a certified school psychologist. The students who qualify receive services from highly qualified certified special education teachers and highly qualified paraeducators. The majority of students are included in regular education classrooms with supplementary aids and services in place to provide support. This means that the students participate in the regular education curriculum with the necessary adaptations, modifications and accommodations that are outlined and agreed upon by each student's "Individualized Education Plan" (IEP) team for science, social studies and special area classes. Students who receive learning support services for math and/or language arts are provided with adaptations, modifications and accommodations at their instructional level which may not be at their current grade level. Special education teachers teach and monitor progress of students with special needs at their instructional level. South Fayette's learning support program utilizes a research evidence-based alternative curriculum in language arts and math which is aligned to the PA Academic Standards and is part of the student's IEP. The learning support program also integrates some of the grade level regular education curriculum with adaptations, modifications and accommodations for those students. All students in learning support programs have IEPs, which are based on federal and state laws, mandates, and regulations. All provisions outlined in each student's IEP (adaptations, modifications, accommodations, course additions and deletions) must be implemented and monitored by the staff.

Special Area Subjects

Thematic Art 7 (830) - Elective

Seventh grade art class encourages students to use their imagination and critical thinking skills as well as their knowledge of artists in their historical and cultural contexts when they produce various projects. Students may be introduced to linear and atmospheric perspective at this grade level. Watercolor is the medium of choice for their painting project. Watercolor techniques such as "flat wash," "graded wash," "dry brush," and "block-out" are introduced and practiced.

Band 7 (804)

Prerequisite: By Audition or Recommendation

Students receive training on instruments during their fourth, fifth, and sixth grade years. Instruction at this level operates on a “pull-out” lesson schedule, in which students are excused from class each week for 25 minutes to attend a small group lesson. Students focus on the fundamentals of musical literacy and instrumental performance, as presented in the *Standard of Excellence* and *Rubank* band method books. Successful completion of the skills and objectives outlined in these methods warrants a student prepared for the Seventh and Eighth Grade Band.

The Seventh and Eighth Grade Band meets as a class on alternating days for the entire duration of the school year. The repertoire will reflect a diverse selection of music including but not limited to marches, movie soundtracks, popular music (rock, pop, Latin, etc...), Broadway musicals, jazz, world music, and traditional and contemporary concert band literature. Students will focus on a variety of concepts including major and minor key signatures, time signatures in both duple and triple meter, concert transposition, music notation, effective tuning practices, performance assessment and evaluation, historic and cultural context, and key components of musical practice and performance, as outlined in the Pennsylvania Academic Standards and National Standards for Arts Education.

Students are regularly assessed and evaluated based on daily preparation, participation, practice, and performance. The Seventh and Eighth Grade Band performs at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course. Our current performances include, but are not limited to, the annual Holiday Concert, Celebration of Excellence, and the annual Middle School Spring Band Concert.

Business Technology 7 – Keyboarding II (530)

In this course students will have a brief review of the keyboard and word processing. In addition, the desktop publishing software Publisher will be introduced. The students will create a variety of publications including calendars, flyers, and tri-fold brochures. Excel will also be included in this class. The students will learn the basics of the software and will create and format spreadsheets and charts.

Chorus 7 (812)

The 7th and 8th grade chorus is open to all 7th and 8th grade students who are interested in performing as a member of a vocal ensemble. Students will learn music of various styles, languages and time periods as they prepare to perform in the winter and spring Middle School performances and in other outside performances. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Chorus is a full year course, requiring some after school rehearsals and performances. The dates will be announced well in advance, and all chorus members are expected to attend. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year.

Exploring Communication and Transportation Systems 7 (710)

With a solid foundation of the systems approach, students enhance their ability in planning and design. Fundamentals of technical drawing and communication processes will enable students to convey ideas and solutions to real-world problems. Advanced tool and machine usage and knowledge will be stressed as students use their design skills to build and test a magnetically levitated vehicle while exploring transportation systems. Math and science concepts will be stressed throughout the course.

Family and Consumer Science 7 – Food & Nutrition (720)

Seventh graders will learn the basics of working in the kitchen including tools and equipment, kitchen safety, food safety and sanitation, and procedures for working in a foods lab group. Basic food preparation techniques and meal planning skills using the food guide pyramid will be taught. Healthy eating will be emphasized, and students will learn about the role of nutrients in foods.

Music 7 (810)

Seventh grade students may elect music class on every A Day or B Day for twelve weeks. Each student in Music 7 will develop his/her individual musical potential by performing on keyboards through the Yamaha MIE-II system. Students will use problem solving skills to accomplish authentic musical tasks at each meeting through **creating** (composing, improvising and arranging music), **performing** (singing and playing music) and **responding** (analyzing, interpreting and critiquing music and musical performances). In addition, students will expand their knowledge of musical *contexts* (personal, social, cultural and historical), *aesthetics* and the *creative process*. Seventh grade music students develop their musicianship through daily music reading and writing activities on the Yamaha MIE-II system keyboards, listening, and analysis activities. Seventh grade students deepen their understanding of the fundamental elements of music while considering the relationship between music and history.

Physical Education 7 (623)

Physical education focuses on skill development and game play. The physical education program provides opportunities for all students, regardless of ability, to take part in activities in which they can achieve personal success, increase knowledge, improve skills and fitness, and learn the importance of teamwork, cooperation, effort, and sportsmanship. Students will participate in the FitnessGram.

Public Speaking 7 (612)

This 30 day course offers instruction and practice in public speaking and presenting. It is designed for middle school level students to complement and extend presentation skills that the students learn in their language arts classes. Students write and deliver speeches that challenge them to persuade, demonstrate, and inform their audiences, as well as use technology and visual aids to enhance their presentations, both as individuals and in groups. The course emphasizes effective and appropriate communication skills, self confidence, and positive self-esteem.

Swim 7 (611)

Seventh grade swimming is a co-educational course that meets every other day for 12 weeks. The goal of this class is for all students to work on advanced swimming and aquatic skills, while incorporating games and fitness into the program. Students will be provided with current resources and information from the American Red Cross for making aquatic activities a lifetime pursuit.

Foreign Languages

French 7 (401)

French 7 continues to promote active expression and a balanced approach to listening, speaking, reading and writing in the language. Students concentrate on expressing action verbs, family members, configuration and names of rooms of a house, culturally appropriate holidays and restaurant dining through a variety of language-based activities. Each language meets every other day for the full year in sixth and seventh grades.

German 7 (402)

German 7 continues the Level I program. Students learn the language in a relaxed environment and through a variety of activities. At the end of the year students should be able to talk about families, school and schedules, time, clothing, and social activities. While the course continues to focus on listening and speaking, students increasingly read and write more in German. Each language meets every other day for the full year in seventh grade.

Spanish 7 (404)

Spanish 7 is the third year of middle school foreign language that the students have. The focus this year will be in developing the students' grammatical skills and range of vocabulary. Students will continue to refine their skills in all the modalities of communication: reading, writing, speaking and listening. We will also continue to explore various places and practices in the Spanish speaking world via readings, music and video.

***NOTE – Math Tracking:**

The math track of a student entering Algebra I in Grade 7 and maintaining the Honors Track throughout:

Grade 7	Algebra I
Grade 8	Honors Geometry
Grade 9	Honors Algebra 2
Grade 10	Honors Precalculus
Grade 11	AP Calculus 1 or Honors Calculus (both courses offer the College in High School Program to gain college credit) (Required to meet minimum state requirements of 3 years High School Mathematics)
Grade 12	AP Calculus 2 (optional)

The math track of a student entering Algebra 1 in Grade 7 and NOT maintaining the Honors Track throughout: This track allows for the student that needs to have the additional reinforcement for the Algebra courses. The student is still able to graduate with a college level Calculus class.

Grade 7	Algebra 1
Grade 8	Honors Geometry
Grade 9	Regular Algebra 2
Grade 10	Algebra 3
Grade 11	Honors Precalculus or Regular Precalculus (Dependent on student performance on previous coursework)
Grade 12	AP Calculus 1 or Honors Calculus (optional: students that take this track have already taken the 3 required courses by the state, although math is encouraged for their senior year) (Both courses offer the College in High School Program to gain college credit)

The track that the majority of students take:

Grade 8	Algebra 1
Grade 9	Geometry (regular or Honors)
Grade 10	Algebra 2 (regular or Honors)
Grade 11	Algebra 3 or Precalculus (student must have excelled in Algebra 2)
Grade 12	Regular or Honors Precalculus if coming from Algebra 3 or AP Calculus or Honors Calculus if coming from Precalculus (Optional year of mathematics)

EIGHTH GRADE CURRICULUM

Core Subjects

Language Arts 8 (020)

Language Arts 8 integrates the basic linguistic elements of vocabulary, grammar and usage, writing, and literature giving students the opportunity to examine the core subject of English in its totality. Throughout the instructional year, students read short fiction, essays, and poetry. In addition to working with the textbook, students read several novels throughout the year including: *The Outsiders*, *The Call of the Wild*, *The Giver*, and *Across Five Aprils*. It is with this wide array of literature that students explore such grammar and usage issues as subject/verb agreement and proper punctuation usage. Students also practice their writing skills as they write a variety of expository, narrative, persuasive, and creative writing pieces. Samples of the students' best writing are included into their junior/senior writing portfolios.

Language! Reading 8 (Books E-F) (021)

The Language! Reading Course teaches literacy explicitly with six sequential, integrated steps. Those steps include: phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and finally, speaking and writing. Each lesson scaffolds content and instruction to direct students toward a full understanding of the relationships between and among the components of language. Students become fully literate, independently thinking individuals. In eighth grade the emphasis is on informational text, vocabulary development, and structural analysis to build comprehension. The independent text level increases in difficulty, as literal, inferential, and evaluative levels are used to aid in the development of reasoning skills. In addition, fluency skills are monitored on a weekly and monthly basis with grade-level timed readings.

One component of this program that provides additional support to students in reading fluency is *Read Naturally*. This program supports the five essential components to reading identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It combines teacher modeling, repeated readings, and progress monitoring, which are three core strategies that have proven to be effective in maximizing reading proficiency. It is an individualized program that allows students to progress through stories at their own pace to reach grade level ability. This approach allows students to take ownership of their learning and responsibility of their success.

Geometry (340)

In this course, students learn the concepts of geometry including coordinate geometry, logic, parallel lines, congruent triangles, quadrilaterals, similarity, right triangles, trigonometry, and circles, as well as the process of proving various geometric conjectures. Students are expected to explore, research, evaluate, and apply concepts using various strategies and technologies.

Algebra I (330)

In this course, the students will learn basic algebraic concepts through classroom instruction and use of the Cognitive Tutor. Students will explore various ways to solve problems individually and in groups. The topics covered in Algebra I include the following: patterns, formulas, tables and graphs, proportional reasoning and percentages, linear equations, statistics, analyzing data, exponents and exponential functions, solving systems of equations, and solving quadratic equations.

Microsoft Word (549)

This course is the first in a series of Microsoft programs required for graduation. In this class students will create and edit business documents, format characters and paragraphs and construct documents based

on various page set-up requirements. Students will also learn to apply custom tab settings and insert headers and footers. All documents will require students to utilize available Word tools. Students will also develop and produce interdisciplinary projects that will ensure Word skills are reinforced while focusing on core class content and materials that are being explored across the other disciplines. Students will also become acclimated with the Keys2Work career software program. This is introduced as part of the career orientation unit that also includes creating a personal budget, Internet research and exploration, and writing a career research paper. Students must demonstrate competency with a passing grade or will be required to repeat this class in a summer school session or in high school.

Science 8 (220)

Science 8 is an inquiry based course designed to take students through one-half year of geology and one-half year of physical science. In the Geology portion of the course, students study forces working inside the Earth, and the Earth's atmosphere. While studying the Earth they study: the rock cycle, plate tectonics, fault movements and types of stress that create earthquakes, volcanoes, mountains and valleys. In the Earth's atmosphere they study: the water cycle, convection and the relationship between these and the formation of thunderstorms, tornadoes, and hurricanes. In the physical science portion of the year, students study Newton's three laws of motion, how density affects the actions of objects in fluids, the six simple machines, the conservation of energy and how energy is transferred. These themes serve as a framework to discuss relationships between forces acting on the Earth and basic scientific principles. Students are taken through the critical thinking process necessary to make connections between the principles and application. Laboratory activities are used to reinforce the basic principles and help students apply them to everyday life.

Social Studies 8 (120)

U. S. History 8 follows the story of Americas westward expansion in the early 1800's to its involvement in the Spanish-American War in 1898. Students learn about people and events that shape their country and make it a land of opportunity and a leader among the nations of the world. Students learn to appreciate the foundations of American society and to understand the responsibilities of citizenship in a free nation.

Learning Support (931-932)

Students who participate in learning support classes have been evaluated and were found to qualify for these services by a certified school psychologist. The students who qualify receive services from highly qualified certified special education teachers and highly qualified paraeducators. The majority of students are included in regular education classrooms with supplementary aids and services in place to provide support. This means that the students participate in the regular education curriculum with the necessary adaptations, modifications and accommodations that are outlined and agreed upon by each student's "Individualized Education Plan" (IEP) team for science, social studies and special area classes. Students who receive learning support services for math and/or language arts are provided with adaptations, modifications and accommodations at their instructional level which may not be at their current grade level. Special education teachers teach and monitor progress of students with special needs at their instructional level. South Fayette's learning support program utilizes a research evidence-based alternative curriculum in language arts and math which is aligned to the PA Academic Standards and is part of the student's IEP. The learning support program also integrates some of the grade level regular education curriculum with adaptations, modifications and accommodations for those students. All students in learning support programs have IEPs, which are based on federal and state laws, mandates, and regulations. All provisions outlined in each student's IEP (adaptations, modifications, accommodations, course additions and deletions) must be implemented and monitored by the staff.

Special Area Subjects

Applying Technology 8 (711)

In this course, students will apply their knowledge to solve real-world problems. Through a real-world approach, students will be asked to develop creative solutions while part of a design team. Students will also explore the world of construction as a system of technology. The concepts of enterprise and marketing will be explored throughout this process. Through the use of structural geometry, math, and science concepts, students will build models of structures that will achieve a high strength to weight ratio.

Thematic Art 8 (888)

This class provides a more sophisticated approach to art with the main focus on a twelve-week theme from which all projects originate. Students are able to choose from a wider range media when drawing, painting, and creating 3-dimensional projects. A highlight of this course is the “Mystery Grid Drawing” in which students review the concept of proportion. The drawing is a subject matter related to the current theme, and students have the chance to draw using “pen and ink.”

Band 8 (805)

Prerequisite: By Audition or Recommendation

Students receive training on instruments during their fourth, fifth, and sixth grade years. Instruction at this level operates on a “pull-out” lesson schedule, in which students are excused from class each week for 25 minutes to attend a small group lesson. Students focus on the fundamentals of musical literacy and instrumental performance, as presented in the *Standard of Excellence* and *Rubank* band method books. Successful completion of the skills and objectives outlined in these methods warrants a student prepared for the Seventh and Eighth Grade Band.

The Seventh and Eighth Grade Band meets as a class on alternating days for the entire duration of the school year. The repertoire will reflect a diverse selection of music including but not limited to marches, movie soundtracks, popular music (rock, pop, Latin, etc...), Broadway musicals, jazz, world music, and traditional and contemporary concert band literature. Students will focus on a variety of concepts including major and minor key signatures, time signatures in both duple and triple meter, concert transposition, music notation, effective tuning practices, performance assessment and evaluation, historic and cultural context, and key components of musical practice and performance, as outlined in the Pennsylvania Academic Standards and National Standards for Arts Education.

Students are regularly assessed and evaluated based on daily preparation, participation, practice, and performance. The Seventh and Eighth Grade Band performs at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course. Our current performances include, but are not limited to, the annual Holiday Concert, Celebration of Excellence, and the annual Middle School Spring Band Concert.

Chorus 8 (813)

The 7th and 8th Grade Chorus is open to all 7th and 8th grade students who are interested in performing as a member of a vocal ensemble. Students will learn music of various styles, languages and time periods as they prepare to perform in the winter and spring Middle School performances and in other outside performances. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Chorus is a full year course, requiring some after school rehearsal and performances. The dates will be announced well in advance, and all chorus members are expected to attend. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year.

Elective Family & Consumer Science 8 – Consumerism/Money Management (787)

Students will learn the principles of consumer education, including how to make buying decisions, evaluate media messages, do comparison shopping, understand consumer rights and responsibilities, and money management. The role of budgets, banking services, credit and debit cards, and saving money for students and families will be discussed. Students will be able to practice consumerism skills by working in the school store and will develop a business plan for a new business.

Introduction to Acting 8 (788)

Introduction to Acting begins with the art of pantomime, a sequence of facial expressions, gestures, body positions, and movements that convey a story or character without words. Students will display skills in pantomime by using their imagination and physical actions to create vivid, believable characters. Students will also perform group improvisations, creating a brief acting scene on the spur of the moment with little preparation. This course will also cover lessons in line memorization through the use of “shadow scenes,” lines of short dialogue which students must memorize. Students will then experience the audition process, and will learn terms such as “blocking, and stage directions” through the study of a one act play.

Health 8 (614)

Health 8 is a co-educational course that meets every other day for 12 weeks. The primary focus is to educate students to acquire and use the knowledge and skills necessary to promote a state of complete physical, mental and emotional well-being. Emphasis will be placed on developing good health habits throughout life. Health content will include wellness, mental and emotional health, substance abuse, nutrition, human sexuality and AIDS instruction.

Music 8 (811)

Eighth grade students may elect music class on every A Day or B Day for twelve weeks. Each student in Music 8 will develop his/her individual musical potential through a variety of activities on the keyboards through the Yamaha MIE-II system. Students will use problem solving skills to accomplish authentic musical tasks at each meeting through **creating** (composing, improvising and arranging music), **performing** (singing and playing music) and **responding** (analyzing, interpreting and critiquing music and musical performances). In addition, students will expand their knowledge of musical *contexts* (personal, social, cultural and historical), *aesthetics* and the *creative process*. Eighth grade music students develop their musicianship through daily music reading and writing activities on the Yamaha MIE-II system keyboards, listening and analysis activities. Students expand their knowledge of music theory, and special emphasis is placed on the student as composer, with students using the Yamaha MIE-II system as a tool to create original musical compositions.

Physical Education 8 (624)

Physical education will promote enjoyable participation by using active learning strategies, develop students’ knowledge, confidence, motor skills, behavior skills, and provide opportunities for regular physical activity. Students will participate in the FitnessGram.

Foreign Languages

At the end of eighth grade, all foreign language students will take a final proficiency test which covers all material covered in the middle school years. Students must earn a 75% passing score in both the course and final exam in order to receive a teacher recommendation to advance to Level 2 in the high school. Completion of these requirements will fulfill one year requirement of the two necessary for graduation from the high school.

French 8 (440)

French 8 introduces students to grocery shopping as it is pursued in Francophone countries, making purchases, and simulated travel experiences. Students use their reading, writing, listening and speaking skills to express what they do and do not like to do, and to address adverse travel situations and their various remedies, as well as create a virtual trip by air and another by train. Upon course completion, students will have attained Level 1 proficiency in the language. Language classes meet everyday for the full year in eighth grade.

German 8 (420)

German 8 completes the Level 1 program and seeks to prepare students for the comprehensive proficiency assessments and entry into Level 2 at the high school. As the year progresses, students develop a solid foundation in the basic grammatical concepts of German and feel more comfortable expressing themselves on a variety of topics including shopping for foods, using the metric system, asking for and giving directions, and asking about movies and music. Language classes meet every day for the full year in eighth grade.

Spanish 8 (430)

Spanish 8 is the culmination of foreign language study at the middle school and is more intensive than the lower levels. The goal of this course is to prepare the students for level two at the high school by solidifying their knowledge of grammar and vocabulary. These skills will allow the students to express themselves and converse about a variety of topics in both spoken and written Spanish. Students will be challenged by an increasing level of difficulty in comprehension of listening and reading materials. We will compare the lifestyle and cultures of Spanish speakers to our own. Language classes meet every day for the full year in eighth grade.



**COURSE SHEET
GRADE 6
2010-2011**

STUDENT NAME _____ **STUDENT NUMBER** _____

Teacher will indicate math selection. Do not complete this section.

_____ Math 6 (360)
or
_____ Transition Math (361)

All students: Language Arts 6 (060)
Science 6 (260 or 270)
Social Studies 6 (160)

Special #1:

The following classes are about 5 ½ weeks each: All students take these classes.

Phys Ed (559) - Swim (560) – Music 6(561) – Art (562) - Business Technology (563)
Family & Consumer Science (564) – Technology Education (565)

Special #2:

All students: Foreign Language – All year, every other day. (*Indicate language in which you are presently enrolled in grade 5.*)

_____ French (500)
_____ German (501)
_____ Spanish (503)

All students: Library (550) – 12 weeks, every other day (required)
(You will be **assigned** to 2 of the following.) You may number your preferred classes (1 – 4) but you are **NOT** guaranteed preferences.

_____ Business Tech (551)
_____ Technology Education (553)
_____ Art (831)
_____ Family & Consumer Science (552)

Student Signature

Date

Parent Signature

Date

**Please return this form to your fifth grade teacher by Tuesday, March 9, 2010.
IF YOU HAVE QUESTIONS, PLEASE CONTACT 412-221-4542 EXT. 605 (MS.
JERZYK) FOR STUDENTS A-L, OR EXT. 219 (MR. PERROTT) FOR STUDENTS M-Z.**

**COURSE SHEET
GRADE 8
2010-2011**

STUDENT NAME _____ **STUDENT NUMBER** _____

Math teacher must initial selection.

_____ Algebra I-8 (330)

Geometry students must have successfully completed Algebra I with 80% or higher and have teacher recommendation.

OR

_____ Geometry (340)

All students: English 8 (020)
Microsoft Word (549)
Science 8 (220)
History 8 (120)

(Language in which you are currently enrolled in Grade 7):

German I (420) _____ Spanish I (430) _____ French I (440) _____

All Students: Special #1 (Circle a Scenario)

Scenario #1:

Band 8 (805) – every other day
Foreign Language – every other day

Scenario #2:

Chorus 8 (813) – every other day
Foreign Language – every other day

Scenario #3 (You will be **assigned** to 3 of the following.) You may number your preferred classes (1 – 4) but you are **NOT** guaranteed preferences.

Health 8 (614) – every other day (required)

_____ Intro to Acting (788) – every other day

_____ Physical Education 8 (624) – every other day

_____ Consumer Science 8 (787) – every other day

_____ Art 8 (888) – every other day

Opposite

Foreign Language – every other day

Please complete the reverse side

All Students: Special #2 (You will be **assigned** to 2 of the following.) You may number your preferred classes (1 – 3) but you are **NOT** guaranteed preferences.

Health 8 (614) – every other day (Required)

_____ Physical Education 8 (624) – every other day

_____ Technology Education 8 (711) – every other day

_____ Music 8 (811) – every other day

Opposite

Foreign Language – every other day

Student Signature	Date	Parent Signature	Date
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Please return this form to your seventh grade teacher by Tuesday, March 9, 2010.

IF YOU HAVE QUESTIONS, PLEASE CONTACT 412-221-4542 EXT. 605 (MS. JERZYK) FOR STUDENTS A-L, OR EXT. 219 (MR. PERROTT) FOR STUDENTS M-Z.