



Quaker Valley Middle School Program of Studies 2019-2020

COMPLIANCE STATEMENT

It is the policy of the Quaker Valley School District not to discriminate on the basis of race, sex, religion, color, national origin, age, handicap or limited English proficiency in its educational programs, services, facilities, activities or employment policies as required by Title IX of the 1972 Educational Amendments, Title VI and VII of the Civil Rights Act of 1964, as amended, Section 504 Regulations of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Section 204 Regulations of the 1984 Carl D. Perkins Act or any applicable federal statute.

For information regarding programs, services, activities, and facilities that are accessible to and usable by handicapped persons or for inquiries regarding civil rights compliance, contact: Quaker Valley School District, 100 Leetsdale Industrial Drive, Suite B, Leetsdale, PA 15056; or the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

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Quaker Valley Middle School

Dear Quaker Valley Middle School Families:

The mission of the Quaker Valley Middle School is to help students become independent learners and responsible citizens while maintaining high expectations for all students. The teachers and administrators have prepared this Program of Studies to help you understand course offerings at the middle school. We believe that all students need a solid academic foundation, with high expectations, and rigorous, engaging classes to prepare them for the challenges of high school and beyond. We will teach each student to read analytically, write coherently, and think critically.

The middle school faculty and staff recognizes that not all students' paths through the middle school years will look exactly the same. Our intention is to make learning relevant and personal for each student. Students will be provided with the opportunity to collaborate and exercise their creativity throughout their middle school experience. We will connect learning and living to better prepare students for the demands of the 21st century.

Please use the attached course descriptions as a guide. The teachers, school counselors, academic specialist, and administrators welcome your views and contributions. Working together we can ensure the best possible path for each student's journey through Quaker Valley Middle School. We look forward to working with you and your child!

Sincerely,

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Quaker Valley School District

Shared Vision

It is our shared vision to become a thriving community of learners in an environment that embraces a culture of thinking.

Mission

The mission of the Quaker Valley School District is to engage and inspire the hearts and minds of every learner every day.

Belief Statements

- 1) All people want to learn; all people can learn.*
- 2) Every individual has a unique combination of abilities and attributes that when recognized, nurtured and challenged, promote the realization of potential.*
- 3) It is our responsibility to nurture in each learner the qualities that prepare our students to be lifelong learners and ethical, responsible citizens.*
- 4) Communities that invest in youth prosper.*

Middle Level Education: Philosophy

Our strength as an educational community stems from students, teachers, parents, staff, administrators, and the Quaker Valley citizens working together with a common mission – educational excellence. The entire Quaker Valley community strives to create a secure environment where each student, treated with trust and respect, can assume responsibility for his or her own education.

Quaker Valley Middle School is designed to help students as they leave childhood and enter adolescence. The rapid growth spurts, changes in attitudes and feelings, and the high energy levels are common to students in grades six, seven and eight. There is outward evidence of each individual's need to expand his or her personal world through new interests, new ideas and new responsibilities.

With our teachers serving as a resource and providing direction and encouragement, students will practice and work toward mastering basic reading, writing, listening, speaking, computing, researching, and problem-solving skills. Through meeting the challenges of both short and long-term assignments, students will also practice and develop a sense of self-discipline by acquiring good study habits and completing assignments on time.

The professional staff will use department and team meetings to exchange ideas, needs, and perceptions regarding curriculum and students. This sharing is designed to improve the scope, sequence and articulation of students' schooling. Teachers try to match learning experiences and reinforcement activities with students' readiness, to detect and resolve difficulties, and to share concerns that may affect a child's learning or welfare with their parents/guardians.

The Middle School program emphasizes skill development and exploratory opportunities. In addition, students are expected to increase their own positive self-concepts and to develop traits of good citizenship. The goals that enable our school program to achieve these ends are as follows:

Goals

Intellectual Development

To provide opportunities for students to explore and to develop their abilities in the areas of mathematics, science, social sciences and the fundamentals of written and oral communication. Emphasis is placed on the critical thinking processes that include conducting research, analyzing and presenting findings, drawing conclusions, and making decisions.

Aesthetic Growth

To provide experiences in the humanities that encourages students to develop aesthetically to appreciate cultural differences.

Social Development

To encourage students to adopt a positive philosophy of life and to assume personal responsibility for their own actions. Students will develop respect for individual dignity and to understand and accept the diversity of others.

Emotional Growth

To provide support for students in learning to cope with their experiences, whether positive or negative, and to provide experiences that help students understand and accept themselves.

Physical Development

To develop the habits necessary to maintain good health and hygiene, and to develop and reinforce an appreciation of, and skill in, the range of physical motion, from gross body movements to fine motor skills.

Co-Curricular Involvement

To provide the opportunity for students to participate in a variety of school supported activities.

Pupil Services

The professional staff addresses the individual needs of all students and the differing rates of mental and physical growth that characterize teens and preteens during this phase in their development. Teachers work diligently to match learning experiences and reinforcement activities with each student's readiness at a given time. This personal approach allows teachers frequently to detect and resolve issues before they become serious, and to share with parents any concerns that may affect the education or welfare of their child.

Quaker Valley Middle School has many trained professionals to call upon when necessary, including nurses, school counselors, and psychologists to address students' needs. Classes for students with special needs and programs for those who have experienced failure in the past add to the myriad of supports that exist to help all children succeed academically.

Each student is assigned to one of two school counselors. The counselors work directly with all students in their care. Each counselor visits classrooms regularly throughout the school year, addressing topics specific to student development. The units of study for all grades often include: Anti-bullying & cyber safety, organization and test taking strategies, career education, character education, and goal setting.

Students may also elect to participate in small focus groups on topics of need or interest that address issues they may face daily. These topics have included: stress management, friendship, social skills, etc.

School Counselors work directly with teachers, parents, and administration when students are experiencing difficulty. Parents are encouraged to contact their child's counselor if they have any academic, social, and/or emotional concerns or for support or advice as well as information or referral to additional services.

Special Education

Students who are identified as exceptional are encouraged to take the maximum number of regular education courses possible. The extent of special education programming is determined for each individual student annually in an Individual Education Program (IEP) planning conference. Assignment to modified courses within the special education department will occur when a student's special needs require programming outside the regular curriculum. Allocation of services and programs occurs when a multi-disciplinary team evaluation and IEP indicates that such a program is appropriate.

Learning Support

These programs provide academic support for those students who are mentally challenged or in need of learning support. They will receive assistance with regular education courses or direct instruction within a modified course. Regular education teachers will service students identified as requiring minimal support for regular education with modifications and adaptations. This may include back-up instruction by the special education teacher in the recourse rooms. Quaker Valley School District offers Learning in the Natural Classroom (LINC) Program in several courses. In these courses, the regular and special education teacher team-teach the course, providing the necessary adaptations and supports to meet a variety of individual student's needs. Students with exceptional needs will be serviced in a special education resource room where they will receive direct instruction for different core subjects. Curricular/instructional accommodations for exceptional students shall be provided as outlined in the student's IEP.

Gifted Support

Quaker Valley meets the needs of all learners by providing a challenging, stimulating environment that encourages students to grow and develop their academic and creative skills. Academic services are available to all students, whether identified as gifted or not, who demonstrate a need for differentiated instruction to reach their potential. We employ the Levels of Service Model developed by Donald Treffinger and his colleagues to meet each student's demonstrated need with services appropriate to the student's readiness, prior experience, interest, and commitment. In line with theorist Joseph Renzulli, we seek to identify and serve gifted behaviors rather than gifted students. Some services we employ are appropriate for all students; others are appropriate for very few students. The key to maximizing potential is to match to students with the needed educational interventions.

Level 1 services are open to **all** students with no restrictive pre-requisites and include field trips, guest speakers, in-class enrichment, and curricular differentiation.

Level 2 services are open to **many** students and are based on specific interests and abilities. This would include most co-curricular experiences including Math Olympiad, Science Olympiad, Word-Masters Challenge, Geography Bee, Spelling Bee, and Calcu-Solve.

Level 3 services are open to **some** students in small groups or as individuals to address a specific and significant curricular need. These include compacting, guided study, distance learning, and learning contracts.

Level 4 services are open to **few** students, who require extensive modification to the curriculum in order to progress in their learning including subject or whole grade acceleration, or online coursework.

*If you feel your child, by virtue of prior academic experience or demonstrated ability needs modification to his or her curriculum, please contact Dr. Anthony Mooney, at 412-749-5079.

Speech and Language Support Program

Services are provided to students who have communication disorders of impaired language, voice, fluency or articulation to such a degree that academic achievement is affected and the condition is significantly handicapping.

Vision and Hearing Support

Allegheny Intermediate Unit specialists provide services to any student with a vision or hearing disabilities. The intent is to provide the required degree of support to enable students so that they may profit from the regular curriculum.

Assessment Programs

In accordance with the No Child left Behind (NCLB) legislation, all students in grades 6, 7, and 8 will participate annually in the Pennsylvania School Systems of Assessment (PSSA). Students in grade 8 will be examined in mathematics, reading, science and writing, while students in grades 6 and 7 will participate in the reading and mathematics assessments. As always, parents will be notified in writing prior to the testing periods.

Course Levels

All subjects taught at Quaker Valley Middle School are indexed to indicate areas and levels as follows:

- 2000** – Intervention and skill development
- 3000** – Academic, on-grade level
- 4000** – Advanced readiness and accelerated
- 7000** – Courses related to co-curricular activities
- 9000** – Exploratory

Most courses are taught at the 3000 and 9000 levels. There are a few courses in the 2000 or 4000 series, and are structured based on the abilities of the students who schedule for these classes. Departments offering courses at the 4000 level have high expectations for the performance of students enrolled in the courses. It is important for both students and parents to know that the material covered in a 4000-level course will be of greater scope and depth than a similar course offered at the 3000 level.

Below you will find a list of courses offered at the Quaker Valley Middle School for the year 2019-2020. The content within units of study or materials may change due to teacher discretion and/or planning for student need.

Course Titles

Art

Department: Art

Course Name: 6th Grade Art 9862

Grade: 6

What vocabulary can help us talk about art & artists? How do artists use the elements & principles of design to communicate? How do we make decisions that are relevant in the design world? In this course, students discuss and discover the principles of design through analyzing artwork, as well as through creating individual and collaborative projects. This course examines design-based problem solving through a variety of project types. Class projects will evolve to embrace new aesthetic trends and examine how ideas have evolved to address new issues.

Department: Art

Course Name: 7th Grade Art 9872

Grade: 7

How can art teach us about different time periods? How can art teach us about different cultures? Building on the vocabulary and skills from 6th grade, 7th grade students will develop the ability to look closely at, analyze, and discuss artwork as they learn about the history and context of the period in which it was created. Students will also explore various historical and cultural methods of design-production. Class projects will evolve to embrace new aesthetic trends and examine how ideas have evolved to address new issues.

Department: Art

Course Name: 8th Grade Art 9882

Grade: 8

How can art help us understand who an artist is? How do artists decide how to make artwork? Whereas 7th grade art encourages students to reflect outward, 8th grade art encourages students to reflect within themselves. Students continue to build on the vocabulary and design skills gained in 6th and 7th grade. Additionally, students create a “passion project” that is self-chosen, self-guided and encourages students to produce work that explores personal research and interests. Within each 8th grade project, students are provided opportunities to hone their ability to identify and articulate personal, formal, and conceptual preferences and identity through various media. Class projects will evolve to embrace new aesthetic trends and examine how ideas have evolved to address new issues.

Computer Technology

Department: Computing Education

Course Name: Computing Education I, 9693

Grade: 6

Students in Computing Education I will gain a better understanding of digital citizenship and how to be an effective & responsible online learner. Major emphasis will be placed on computer science as students work in a collaborative environment using problem solving skills to address a series of puzzles, challenges and real-world scenarios. Students will also learn the importance of using digital media to communicate messages.

Department: Computing Education

Course Name: Computing Education II, 9793

Grade: 7th

Students in Computing Education II will work in a collaborative environment as they build on their coding experience while programming animations, interactive art & games. Students will also be introduced to the broader social impacts of computing through a series of design challenges while finding solutions to problems. Students will work in teams as they learn about entrepreneurship and will have the opportunity to identify a need that they care about, prototype and test solutions with real users to get feedback and drive further interaction. Students will continue to utilize digital media tools to communicate their ideas.

Department: Computing Education

Course Name: Computing Education III, 9893

Grade: 8

Students in Computing Education III will focus largely on computer science and the importance of data in solving problems and will learn how computers can help automate the steps in this process. Students will also explore the role of hardware platforms in computing & how different sensors can provide more effective input & output compared to traditional methods. Students will continue to use digital media to communicate their ideas.

English Language Arts

Department: Language Arts

Course Name: Language Arts 3160

Grade: 6

Description: Language Arts 3160 will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension, vocabulary development, the writing process, and grammar skills. Students will read and discuss several genres including fiction and nonfiction in novels, short stories, and poetry. Vocabulary from texts read in class will be studied and applied. In addition, students will use the writing process to create informational, narrative,

argumentative, and analytical essays. Skills throughout all units will be scaffolded and modeled to build understanding which will allow for student application to follow.

Department: Language Arts

Course Name: Language Arts 4160

Grade: 6

Description: Language Arts 4160 will focus on helping students to develop language skills in reading, writing, speaking, and listening. This course will incorporate reading comprehension, vocabulary development, the writing process, and grammar skills. Throughout the year, students will read, discuss, and evaluate several genres including fiction and non-fiction in novels, short stories, and poetry. Students are expected to write, read, and comprehend above grade level texts independently without extensive scaffolding of skills. Vocabulary from class texts and additional resources will be studied and discussed. In addition, students will use the writing process to create informational, narrative, argumentative, and analytical essays. Throughout the writing process, emphasis will be given to the refinement and acquisition of the following writing traits: word choice and structure, organization, and mechanics.

Department: Language Arts

Course Name: Language Arts 3170

Grade: 7

Description: In Language Arts 3170, students will continue the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension, vocabulary development, the writing process, and grammar. Students will be expected to comprehend and analyze grade-level fiction and non-fiction texts. Writing skills will focus on narrative, informative, argumentative, and analytical essays. Throughout the year, students will develop their writing skills by completing several scaffolded writing assignments with a focus on citing and explaining evidence cohesively. Students will be expected to develop into clear and concise communicators who are capable of producing a variety of genres of texts.

Department: Language Arts

Course Name: Language Arts 4170

Grade: 7th grade

Description: In Language Arts 4170, students will advance in the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension, vocabulary development, the writing process, and grammar. Students will read, discuss, and evaluate fiction and non-fiction texts. Students will be expected to comprehend and analyze higher-level reading materials independently without extensive scaffolding of skills. Writing skills will focus on narrative, informative, argumentative, and analytical essays. Students are expected to possess strong writing skills and should be able to cite and explain evidence cohesively using a variety of sentence structures. Throughout the year, students will continue to refine their writing skills to advance into clear and concise communicators who are capable of producing a variety of genres of texts.

Department: Language Arts

Course Name: Language Arts 3180

Grade: 8

Description: Language Arts 3180 will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension, analysis of a variety of texts, reasoning with evidence, vocabulary development, the writing process, and grammar skills. Throughout the year, students will analyze and discuss several genres through novels, short stories, articles, dramas, and poetry. In addition, students will synthesize information from multiple sources in order to write essays in different modes. Writings will address clear purpose, perspective, and audience.

Department: Language Arts

Course Name: Language Arts 4180

Grade: 8

Description: Language Arts 4180 will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension, analysis of a variety of texts, reasoning with evidence, vocabulary development, the writing process, and grammar skills. Throughout the year, students will evaluate and discuss several genres through novels, short stories, articles, dramas, and poetry. In addition, students will synthesize information from multiple sources in order to write essays in different modes. Writings will address clear purpose, perspective, and audience. Students are expected to write, read, and comprehend above grade level texts independently without scaffolding of skills. Students are also expected to possess strong writing skills and the ability to write cohesively using varied sentence structures containing sophisticated vocabulary and linguistic concepts. Students should be able to independently manage a variety of assignments to completion.

Family and Consumer Sciences

Department: Family & Consumer Sciences

Course Name: Food Science and Nutrition

Grade: 6

Students will apply problem-solving skills and hands-on activities focusing on food science, kitchen and food safety, basic nutrients and My Plate. The nutrient make-up of food will be explored throughout the course. Students will have experience preparing, demonstrating and sampling healthy foods.

Department: Family & Consumer Sciences

Course Name: Consumerism and Textiles 9874

Grade: 7

This is an introduction to financial and resource management, sewing and textiles. Students will acquire skills to balance home, work and family, as well as financial management skills such as check writing and budgeting. Students will be introduced to the science of textiles and will have hands-on experience with operating a sewing machine as well as learning hand sewing skills.

Department: Family & Consumer Sciences

Course Name: Exploring Culture and Cuisine 9884

Grade: 8

Students will explore culture, cuisine, evolution of foods, trends and recipes along with community services of the U.S regions and other countries. Researching through reading and writing will be a major emphasis along with problem-solving skills, communication and group collaboration. Students will apply their food planning and cooking skills to prepare a regional dish.

Library Media

Department: Library Media

Course Name: MakerSpace: Maker Centered Learning

Grade: 6

Prerequisite: None

Description: Students will develop and showcase their creativity, problem-solving, curiosity, collaboration and innovation mindsets. Students will engage in a variety of experiences where they can identify a problem or opportunity for innovation, understand the constraints of the endeavor, creatively prototype various solutions. By engaging in this design process, students will develop a sense of agency and personal ownership in the creation process. Students will be introduced to various tools of the makerspace and will explore the concepts of inventing and innovating by looking closely at objects, systems, or concepts; exploring their complexity; and finding opportunities to improve or innovate.

Mathematics

Classroom activities have been designed to incorporate the 8 mathematical practices on a regular basis. Students will be expected to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools, attend to precision, look for and make sense of structure, and look for patterns.

Department: Mathematics

Course Name: Math 6 (CL Course 1), 33600

Grade: 6

The Math 6 curriculum focuses on five main areas of study: 1) factors and area, 2) ratios and percents, 3) expressions and equations, 4) signed numbers, and 5) statistics. Reasoning, collaboration, and problem solving are emphasized throughout the course.

Department: Mathematics

Course Name: Compacted Math 6 (CL Course 1/2) 42600

Grade: 6

The Compacted Math 6 course is a rigorous, fast-paced course with a wide scope. The curriculum focuses on seven main areas of study: factors and area, ratios and percentages, expressions and equations, signed numbers, statistics, proportional reasoning, and operating with signed numbers. Reasoning, collaboration, and problem solving are emphasized throughout the course.

Department: Mathematics

Course Name: Math Lab 6, 33670

Grade: 6

Math Lab 6: This course is designed to support students understanding of mathematics. Topics from previous grades will be addressed if mastery has not yet been achieved. Additionally, Math Lab 6 may support the on-grade level learning taking place in the Math 6 course. A focus of Math Lab 6 is for students to gain confidence in themselves as problem solvers and mathematicians.

Department: Mathematics

Course Name: Math 7 (CL Course 2), 33750

Grade: 7

The Math 7 curriculum focuses on five main areas of study: proportional reasoning, operating with signed numbers, expressions and equations, analyzing populations and probabilities, geometry. Reasoning, collaboration, and problem solving are emphasized throughout the course.

Department: Mathematics

Course Name: Compacted Math 7 (CL Course 2/3) 43700

Grade: 7

Compacted Math 7 is a rigorous, fast-paced course with a wide scope. The curriculum focuses on seven main areas of study: expressions and equations, analyzing populations and probabilities, geometry, and developing functional foundations. Reasoning, collaboration, and problem solving are emphasized throughout the course.

Department: Mathematics

Course Name: Math Lab 7, 33770

Grade: 7

Math Lab 7: This course is designed to support students understanding of mathematics. Topics from previous grades will be addressed if mastery has not yet been achieved. Additionally, Math Lab 7 may support the on-grade level learning taking place in the Math 7 course. A focus of Math Lab 7 is for students to gain confidence in themselves as problem solvers and mathematicians.

Department: Mathematics

Course Name: Math 8 (CL Course 3) 33810

Grade: 8

The Math 8 curriculum focuses on five main areas of study: transforming geometric objects, developing functional foundations, modeling linear equations, expanding number systems, and applying powers. Reasoning, collaboration, and problem solving are emphasized throughout the course.

Department: Mathematics

Course Name: Geometry with Algebra Topics, 43800

Grade: 8

Geometry with Algebra Topics is a rigorous, fast-paced course with a wide scope. In the first half of the course, students will continue to investigate algebraic topics developed in the previous course. These topics include but are not limited to linear equations, the real number system, exponents, scientific notation, patterns, and inequalities. In the second half of the course, students will focus on geometric topics. These topics include but are not limited to polygons, parallels, triangle congruence, similarity, volume, surface area, and geometric probability.

Department: Mathematics

Course Name: Math Lab 8, 33870

Grade: 8

Math Lab 8: This course is designed to support students understanding of mathematics. Topics from previous grades will be addressed if mastery has not yet been achieved. Additionally, Math Lab 8 may support the on-grade level learning taking place in the Math 8 course. A focus of Math Lab 8 is for students to gain confidence in themselves as problem solvers and mathematicians.

Music

Department: Music

Course Name: 6th Grade Band 7662

Grade: 6

Prerequisites: Elementary band experience or teacher recommendation

Description: This is the third course in the comprehensive band program. It is an advanced elementary level performing arts class that meets every other day. Students will continue their refinement of individual instrumental skills, including tone production, intonation, technical proficiency, and music reading; ensemble skills, including blend and balance; and musical interpretation and reflection through the practice, rehearsal, and performance of complex band music in a variety of musical styles. Emphasis is placed on age-appropriate musicianship skill development, concert and performance etiquette, and personal responsibility as a member of a performing group. Students enrolled in this course are eligible to apply to participate in PMEA Elementary Band Fest.

Department: Music

Course Name: 7th Grade Band 7672

Grade: 7

Prerequisites: 6th grade band experience or teacher recommendation

Description: This is the fourth course in the comprehensive band program. It is an intermediate level performing arts class that meets every other day. Students will continue their refinement of individual instrumental skills, including tone production, intonation, technical proficiency, and music reading; ensemble skills, including blend and balance; and musical interpretation and reflection through the practice, rehearsal, and performance of complex band music in a variety of musical styles. Emphasis is placed on age-appropriate musicianship skill development, concert and performance etiquette, and personal responsibility as a member of a performing group. Students will perform both as a grade-level ensemble and as a larger combined ensemble with the 8th grade band. Students enrolled in this course are eligible to apply to participate in PMEA Junior High District Band, PMEA Junior High District Orchestra, and Northern Area Honors Band.

Department: Music

Course Name: 8th Grade Band 7682

Grade: 8

Prerequisites: 7th grade band experience or teacher recommendation

Description: This is the fifth course in the comprehensive band program. It is an advanced intermediate level performing arts class that meets every other day. Students will continue their refinement of individual instrumental skills, including tone production, intonation, technical proficiency, and music reading; ensemble skills, including blend and balance; and musical interpretation and reflection through the practice, rehearsal, and performance of complex band music in a variety of musical styles. Emphasis is placed on age-appropriate musicianship skill development, concert and performance etiquette, and personal responsibility as a member of a performing group. Students will perform both as a grade-level ensemble and as a larger combined ensemble with the 7th grade band. Students enrolled in this course are eligible to apply to participate in PMEA Junior High District Band, PMEA Junior High District Orchestra, and Northern Area Honors Band. Students will participate in 8th Grade Band Night with the QVHS marching band.

Department: Music

Course Title: 6th Grade Chorus 7661

Grade: 6

Description: 6th Grade Chorus is an advanced elementary level performing arts class that meets every other day. Students will continue their refinement of individual vocal technique skills, including breath support, embouchure, and posture; ensemble skills, including blend and balance; music literacy skills; and musical interpretation and reflection through the practice, rehearsal, and performance of unison and two-part choral music, partner songs, and canons. Emphasis is placed on supporting and developing the adolescent changing voice, age-appropriate musicianship skill development, concert and performance etiquette, and personal responsibility as a member of a performing group. Students enrolled in this course are eligible to apply to participate in PMEA Elementary Sing Fest.

Department: Music

Course Title: 7th Grade Chorus 7671

Grade: 7

Description: 7th Grade Chorus is an intermediate level performing arts class that meets every other day. Students will continue their refinement of individual vocal technique skills, including breath support, embouchure, and posture; ensemble skills, including blend and balance; music literacy skills; and musical interpretation and reflection through the practice, rehearsal, and performance of three-part choral music, partner songs, and canons. Emphasis is placed on supporting and developing the adolescent changing voice, age-appropriate musicianship skill development, concert and performance etiquette, and personal responsibility as a member of a performing group. Students will perform both as a grade-level ensemble and as a larger combined ensemble with the 8th grade chorus.

Department: Music

Course Title: 8th Grade Chorus 7681

Grade: 8

Description: 8th Grade Chorus is an advanced intermediate level performing arts class that meets every other day. Students will continue their refinement of individual vocal technique skills, including breath support, embouchure, and posture; ensemble skills, including blend and balance; music literacy skills; and musical interpretation and reflection through the practice, rehearsal, and performance of three-part and four-part choral music, partner songs, and canons. Emphasis is placed on supporting and developing the adolescent changing voice, age-appropriate musicianship skill development, concert and performance etiquette, and personal responsibility as a member of a performing group. Students will perform both as a grade-level ensemble and as a larger combined ensemble with the 7th grade chorus.

Department: Music

Course Name: String Orchestra 7663

Grade: 6

Description: 6th Grade Orchestra at Quaker Valley Middle School is offered as a continuation of the strings music program begun in elementary school. Students will develop skills as musicians and further study of music theory and notation, history, and performance practice. The mission of the program is to increase awareness of the aesthetic value of music and cultivate an appreciation and understanding that will create a lifelong interest in music making and listening. Students in this course will become producers and consumers of music through practice, performance and evaluation. Major emphasis is placed on string technique, reading music, and musicianship.

Department: Music

Course Name: String Orchestra 7673

Grade: 7

Description: 7th Grade Orchestra at Quaker Valley Middle School is offered as a continuation of the strings music program begun in elementary school and continued through 6th grade at the middle school. Students will develop skills as musicians and further study of music theory and notation, history, and performance practice. The mission of the program is to increase awareness of the aesthetic value of

music and cultivate an appreciation and understanding that will create a lifelong interest in music making and listening. Students in this course will become producers and consumers of music through practice, performance and evaluation. Major emphasis is placed on string technique, reading music, and musicianship.

Department: Music

Course Name: String Orchestra 7683

Grade: 8

Description: 8th Grade Orchestra at Quaker Valley Middle School is offered as a continuation of the strings music program begun in elementary school and continued through 6th and 7th grade at the middle school. Students will develop skills as musicians and further study of music theory and notation, history, and performance practice. The mission of the program is to increase awareness of the aesthetic value of music and cultivate an appreciation and understanding that will create a lifelong interest in music making and listening. Students in this course will become producers and consumers of music through practice, performance and evaluation. Major emphasis is placed on string technique, reading music, and musicianship.

Department: Music

Course Title: Digital Music 7660

Grade: 6

***Course is not offered every year.**

Students will learn basic techniques of songwriting. With the use of the laptop computer, *Noteflight.com*, and *musictheory.net* websites, each student will write an original musical composition. The students will listen to and evaluate music of other composers, compositions of other students, as well as their own work. All students will arrive at a basic understanding of songwriting.

Department: Music

Course Name: Digital Music 7770

Grade: 7

***Course is not offered every year.**

Students will learn advanced techniques of composition and songwriting. Each student will write an original musical composition. The students will listen to and evaluate music of other composers, compositions of other students, as well as their own work. All students will arrive at an intermediate understanding of composition and songwriting. At the end of the nine-week period each student will have available a "published" copy, as well as an mp3 file of their work (if they choose).

Department: Music

Course Name: Impulse Drumming 8

Grade: 8

***Course is not offered every year.**

The students will learn beginner skills on Drum set. Students will learn to play a variety of drumming styles such as rock, pop, and jazz. Students will be able to perform basic drum set skills by the end of the

nine-week period. Drum sets are provided in class however, the students must provide their own sticks and ear plugs.

Department: Music

Course Name: School of Rock - Guitar 7870

Grade:

8

***Course is not offered every year.**

Students will be able to perform and demonstrate basic guitar skills such as playing notes and chords. There will be an exploration into classical guitar, lead, rhythm, and alternative guitar styles. Students will also discover the differences of reading music versus reading TAB. Also, students have a possibility of working in an “ensemble” atmosphere by combining their efforts and performing together as a group. Students will be able to perform basic guitar skills by the end of the nine-week period.

Physical Education, Fitness, Health

Department: Health and Physical Education

Course Name: Physical Education 6

Grade: 6

Description: The sixth-grade physical education curriculum will provide students the opportunity to participate in individual, dual and group activities. Emphasis will be placed upon being physically active. The focus will be on skill development through physical activity. This course expands upon the elementary levels by giving students more responsibility and accountability for their own physical activity.

Department: Health and Physical Education

Course Name: Physical Education 7

Grade: 7

Description: The seventh-grade physical education curriculum will provide students the opportunity to participate in individual, dual and group activities. Emphasis will be placed upon being physically active. The focus will be on skill development through physical activity. The games and activities in this course are a higher level than the previous year and implement more components of the activities, such as strategies and rules.

Department: Health and Physical Education

Course Name: Physical Education 7

Grade: 7

Description: The eighth-grade physical education curriculum will provide students the opportunity to participate in individual, dual and group activities. Emphasis will be placed upon being physically active. The focus will be on teamwork and cooperation as students transition into more intricate games and activities.

Department: Health and Physical Education

Course Name: Fitness 6

Grade: 6

Description: The sixth-grade fitness course will primarily focus on familiarizing students with the wellness center and its equipment. Students will learn the names and purpose of each piece of equipment. The areas of fitness introduced will entail cardiovascular endurance, flexibility, muscular strength and muscular strength. The FitnessGram assessment will be introduced as a baseline and Post-test. Students will see first-hand the benefits of regular physical activity as they progress through the course. Proper use and care of equipment plus appropriate behavior during fitness classes will be stressed throughout the 9-week course.

Department: Health and Physical Education

Course Name: Fitness 7

Grade: 7

Description: The seventh-grade fitness course emphasizes personal health, by providing students ample opportunity for self-evaluation and assessment. The primary focus is upon heart health and cardiovascular endurance. Students will spend a large amount of time working with target heart rates and heart rate monitors. They will see first-hand how cardiovascular exercise influences their heart. Muscular strength and Muscular endurance will be taught through circuits and flexibility will be emphasized with daily pre and post stretching. Students will complete the pre and post FitnessGram assessment the first and last week of the course. They will see first-hand the benefits of daily exercise.

Department: Health and Physical Education

Course Name: Fitness 8

Grade: 8

Description: The eighth-grade fitness course is a continuation of 7th grade fitness. Muscular Strength and Muscular endurance are the primary focus of the course. Students will be introduced to various methods of building strength and endurance. They will learn the importance of progression. Cardiovascular exercise and flexibility will be infused into the strength training sessions. They will complete the pre and post FitnessGram Assessments and maintain a personal portfolio of their scores/accomplishments. Students will become accountable for their health and efforts. They will gain more independence in the wellness center. The FITT (frequency, intensity, time and type) Principle will be introduced in this course.

Department: Health and Physical Education

Course Name: Health 7 (9571)

Grade: 7

Description: The seventh-grade health curriculum serves as an introduction to personal health practices. Students will learn about the following main topics- nutrition, alcohol and tobacco, and growth and development with a focus on the reproductive systems. This course is meant to give students a firm understanding of how to be personally responsible for their own health and will allow students to make positive decisions regarding their own health. The course draws upon personal evaluations and current information to provide students with preventative health knowledge. Through

web-based research, current readings, and discussions, students will possess the expertise needed to implement responsible decisions. Students will take this course one time during one quarter of the school year.

Department: Health and Physical Education

Course Name: Health 8 (9872)

Grade: 8

Description: The eighth-grade health curriculum focuses on three main topics of discussion- character building, growth and development, and drug education. Additional topics of focus include- consumerism, media awareness, and communicable diseases. The course intends to integrate the units into an individual's home life to implement an active and healthy lifestyle. Students will acquire skills to devise, employ, and execute a well-balanced plan for health living. The course draws upon personal evaluations and current information to provide students with preventative health knowledge. Through web-based research, current readings, and discussions, students will possess the expertise needed to implement responsible decisions. Students will take this course one time during one quarter of the school year.

Pre-Engineering Technology

Department: Technology Education

Course Name: Exploring Engineering & Design 9861

Grade: 6

Description: This course focuses on developing an understanding of the progression and scope of technology through exploratory experiences. In group and individual activities, students experience ways in which technological knowledge and processes contribute to effective designs, abilities, and skills to create solutions to technological problems. Students participate in design activities to understand how criteria, constraints, and processes affect designs. Throughout the course, students will brainstorm, visualize, model, construct, test, and refine designs that will provide firsthand opportunities for students to understand the uses and impacts of innovations. Students will also develop skills in communicating design information and reporting results.

Department: Technology Education

Course Name: Invention and Innovation 9871

Grade: 7

Description: This course provides students with opportunities to apply the design process in the invention or innovation of a new product, process, or system. Students will have opportunities to study the history of inventions and innovations, including their impacts on society. They will learn about the core concepts of technology and about the various approaches to solving problems, including engineering design and experimentation. Students will apply their creativity in the invention and innovation of new products, processes, or systems. Finally, students learn about how various inventions and innovations impact their lives. Students participate in engineering design activities to understand

how criteria, constraints, and processes affect designs. Students are involved in activities and experiences where they learn about brainstorming, visualizing, modeling, constructing, testing, experimenting, and refining designs. Students also develop skills in researching information, communicating design information, and reporting results.

Department: Technology Education

Course Name: Exploring Systems; How Things Work 9881

Grade: 8

Description: This course builds on K-7 experiences to develop student understanding of the scope of technology and the repetitious nature of technological design and problem-solving processes. Students participate in engineering design activities to understand how criteria, constraints, and processes affect designs. Students are involved in activities and experiences, where they learn about brainstorming, visualizing, modeling, constructing, testing, experimenting, and refining designs. Students also develop skills in researching for information, communicating design information, and reporting results. As the capstone middle school technology education course, Systems; How Things Work provides the foundation for future studies in the technology education sequence. Students learn how technology, innovation, design, and engineering interrelate and are interdependent.

Science

Department: Science

Course Name: Earth Science 3460

Grade: 6

Earth Science 3460 introduces students to past, present and future forces and conditions that affect our planet. Students learn about weather and climate, plate tectonics, rocks, minerals, earthquakes, volcanoes, and the solar system. Instruction encompasses classroom discussion, thinking strategies and hands-on activities with a focus on improving students' observation and hypothesizing skills. Students will experience hands on learning about weather and climate, astronomy, plate tectonics, earthquakes and volcanoes, and rocks. Expectations: Students will be expected to hypothesize, develop experimental procedures, analyze, draw valid conclusions, and evaluate data. They will also be expected to read and write about science concepts. Students will engage in active investigations and in-depth content including outdoor learning at Fern Hollow Nature Center.

Department: Science

Course Name: Life Science 3470

Grade: 7

Description: Life Science 3470 examines life and living things. Investigations will begin at the characteristics of basic organisms and the structure and function of the cell and build towards the more complex life forms such as animals and their reproduction and behavior. Hands-on investigations include using microscopes, observing protists, fungi, and plants, and dissecting various animals. Students will engage in extended discussion on relevant real-world Life Science topics. Units are

organized around essential questions, which allow for thematic inquiry-based study of life from its most basic forms to its most complex. Students in this course will become scientists who can explore, investigate, model and debate science concepts, through reading, writing, discussion and hands-on inquiry. Students will not only understand the science concepts but also develop critical thinking skills, substantiate their viewpoint, and clearly articulate themselves both verbally and in writing. Concepts that students will understand include but are not limited to how structure dictates function and some of the ethical issues created by advancing genetic engineering and biotechnology.

Department: Science

Course Name: Life Science 4475

Grade: 7

Description: Life Science 4475 investigates life and living things. Investigations will begin at the characteristics of basic living things and the structure and function of the cell and build towards the more complex life forms such as animals and their reproduction and behavior. Hands-on investigations include using microscopes, observing protists, fungi, and plants, and dissecting various animals. Students will engage in extended discussion on relevant real-world Life Science topics. Units are organized around essential questions, which allow for thematic inquiry-based study of life from its most basic forms to its most complex. The students in this course will become scientists who can explore, investigate, model and debate science concepts, through reading, writing, discussion and hands-on inquiry. Students will not only understand the science concepts but also develop critical thinking skills, substantiate their viewpoint, and clearly articulate themselves both verbally and in writing. Concepts that students will understand include but are not limited to how structure dictates function and some of the ethical issues created by advancing genetic engineering and biotechnology. In 4000-level Life Science course, students are expected to acquire knowledge quickly with fewer exposures, work independently to complete labs and research projects, and analyze information independently to apply knowledge to unique situations.

Department: Science

Course Name: Physical Science 3480

Grade: 8

Description: Physical Science 3480 is intended to act as a primary introduction to Physics and Chemistry with an emphasis on the nature of science and scientific problem solving. The course exposes students to the principles of motion, matter's composition, behavior and properties, and its relationship to force and energy. Instruction encompasses classroom discussion, problem solving scenarios and calculations, independent reading, and research. Teacher lectures are reinforced by various student-centered problem-solving hands-on activities. Students are also exposed to various daily tasks of a scientist including investigating scientific research topics, analyzing graphs and data, analytical writing, reading and responding to scientific articles, and presenting data and conclusions with their classmates. Students are expected to possess and exhibit higher-order thinking skills, algebraic math skills, complete labs and projects, and engage in extended discussion on relevant real-world discussion on Physical Science topics. Students will learn proper use of technology for research, graphing, and lab reports. With teacher direction, students will use websites to attain more in-depth information regarding topics

for research and lab reports. In 3000-level Physical Science, students are required to rely heavily on mathematical problem-solving skills as they explore a variety of science topics using introductory Algebra. Students will also be expected to design, plan and conduct investigations as well as document the results of their investigations using appropriate terminology, tables, graphs and charts, as needed.

Department: Science

Course Name: Physical Science 4480

Grade: 8

Description: Physical Science 4480 is a primary introduction to Physics and Chemistry with an emphasis on the nature of science and scientific problem solving. The course exposes students to matter's composition, behavior and properties, and its relationship to force and energy. Instruction encompasses classroom discussion, problem solving scenarios and calculations, independent reading, and research. Teacher lectures are reinforced by various student-centered problem-solving hands-on activities. Students are also exposed to various daily tasks of a scientist including investigating scientific research topics, analyzing graphs and data, analytical writing, reading and responding to scientific articles, and presenting data and conclusions with their classmates. Students are expected to possess and exhibit higher-order thinking skills, algebraic math skills, independently complete labs and projects, and engage in extended discussion on relevant real-world discussion on Physical Science topics. In addition to several in-class inquiry experiments, students are required to design a long-term, open-ended scientific experiment and research with a properly formatted bibliography to demonstrate analytical approaches that can be associated with scientific developments. Proper use of technology for research, graphing, and lab reports is required. Students are also expected to independently use websites to attain more in-depth information regarding topics for research papers, lab reports and presentations. In 4000-level Physical Science, students must demonstrate strong math and abstract, analytical thinking skills to be successful in this course. Students should be in Algebra I or a higher math level for optimal success.

Social Studies

Department: Social Studies

Course Name: Social Studies 3260

Grade: 6

Description: Social Studies 3260 explores the various push and pull factors that drove immigration from all across the globe to the Western Hemisphere. Students will look at a variety of primary and secondary source documents to help build empathy and perspective while gaining a globalized understanding for how and why events took place. The course utilizes the five themes of geography (location, place, region, movement, and human-environment interaction) to allow students to analyze the importance of each culture. Our studies guide and allow students to apply learning into a broader context of life.

Department: Social Studies

Course Name: Eastern Hemisphere 3270

Grade: 7

Description: Social Studies 3270 focuses on the nations of the Eastern Hemisphere. It will be studied through the interaction of the five core concepts: social, political, economic, environmental and demographic. As we teach these core concepts we will focus on four major skills: inquiry, primary and secondary sources, data analysis, and presenting information. The students will study the geography, history and culture of the regions of Europe, Asia, Africa, Australia and the Pacific Islands. By studying the current events of the eastern hemisphere, the students will be able to see how connected they are to distant places in this ever-shrinking world. Students will be expected to analyze graphs, charts, primary sources and all types of news media. Students must be able to present their analysis in multiple ways. Creation of graphs, charts, and written responses that utilize reasoning with evidence will be required. Students will understand that the world is more connected now than ever, and as a result events that take place overseas have an impact on us.

Department: Social Studies

Course Name: United States History 3280

Grade: 8

Description: Social Studies 3280 will focus on the students asking and responding to historical questions through reading, writing, and discussion. Major emphasis is placed on developing critical thinking skills, understanding multiple points of view, substantiating arguments with evidence, and clearly articulating oneself in verbal and written formats. This course is organized in a chronological manner from the start of colonization in North America around 1600 until the conclusion of the American Civil War in 1865. Following their completion of this course, students will have developed an appreciation for American History and become engaged in discussing the story of the United States to fully develop an understanding of what it means to be an American citizen.

World Language

Department: World Language

Course Name: World Language Exploratory (3568)

Grade: 6

Description: Throughout the year, sixth grade students will participate in the study of two world languages (French and Spanish). At the end of the school year, students will choose the language they wish to continue in seventh and eighth grade. Students will be given the opportunity to learn the basic skills of reading, writing, listening and speaking in French and Spanish. Students will demonstrate appreciation of the French and Spanish culture and will apply this knowledge to communication in French and Spanish.

Department: World Language
Course Name: French 1a (3511)
Grade: 7

Description: In French 1a, students will begin to acquire proficiency in listening, speaking, reading, and writing in the target language, with major emphasis being placed on oral communication and engaging in conversations. Students will progressively develop proficiency skills through numerous and varied oral and written exercises set in meaningful and personalized contexts. Students will gain an increased knowledge and appreciation of the diversity of the Francophone world and will be given the opportunity to use the French language to learn about history, art, music, social concerns, and civic responsibilities. This is the first half of the high school level one course, which is taught over a two-year period in grades seven and eight.

Department: World Language
Course Name: French 1b (3512)
Grade: 8

Description: In French 1b, students will continue to acquire proficiency in listening, speaking, reading, and writing in the target language, with major emphasis being placed on oral communication and engaging in longer conversations. Students will further enhance their study and understanding of the French language and culture from seventh grade through more complex linguistic tasks and verb tenses while working towards more advanced proficiency. This is the second half of the high school level one course, which is taught over a two-year period in grades seven and eight.

Department: World Language
Course Name: Spanish 1a (3570)
Grade: 7

Description: In Spanish 1a, students will begin to acquire proficiency in listening, speaking, reading, and writing in the target language, with major emphasis being placed on oral communication and engaging in conversations. Students will progressively develop proficiency skills through numerous and varied oral and written exercises set in meaningful and personalized contexts. Students will gain an increased knowledge and appreciation of the diversity of the Spanish world abroad and in the United States. Students will be given opportunities to use the Spanish language to learn history, art, music, social concerns, and civic responsibilities. This is the first half of the high school level one course, which is taught over a two-year period in grades seven and eight.

Department: World Language
Course Name: Spanish 1b (3580)
Grade: 8

Description: In Spanish 1b, students will continue to acquire proficiency in listening, speaking, reading, and writing in the target language, with major emphasis being placed on oral communication and engaging in longer conversations. Students will further enhance their study and understanding of the Spanish language from seventh grade through more complex linguistic tasks and verb tenses while working towards more advanced proficiency. This is the second half of the high school level one course, which is taught over a two-year period in grades seven and eight.