

Fleetwood Area Middle School

Program of Studies Guide 2011-2012



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Mission Statement

The Fleetwood Area School District is committed to excellence in providing the educational resources and opportunities that empower all students to become life-long learners, productive community members and responsible citizens in a dynamic global environment.

Dr. Paul Eaken	Superintendent of Schools
Dr. Bethany Bosold.....	Assistant Superintendent
Mr. Timothy Heffner.....	Board President
Mr. Michael Noll	Board Vice President
Dr. Shane Lawrence	Board Member
Mrs. Sarah Muzopappa	Board Member
Mr. Peter Miller	Board Member
Mr. Michael Mayer	Board Member
Mr. Thomas Prachar.....	Board Member
Mr. Gary Reinert.....	Board Member
Mr. Kevin Manmiller	Board Member
Mr. Christopher Redding.....	Middle School Principal
Mr. Richard Kaskey.....	Assistant Principal

Middle School Philosophy

In order to create an organizational pattern that provides for the developmental changes unique to early adolescent students, a goal of the middle school is to provide for the academic, personal, physical, social, and emotional needs of the student during transition from the elementary school to the high school. The middle school continues the elementary school program, introduces new programs, and provides activities that help prepare students for the experience of high school.

We are proud of our building, staff, students and curricula - we hope that you, also, will be proud of the Fleetwood Area Middle School!



...committed to excellence

SUBJECTS BY GRADE LEVEL

5th Grade

Language Arts	6 days per cycle/year
➤ Reading	
➤ Writing	
Mathematics	6 days per cycle/year
Social Studies	6 days per cycle/year
Science	6 days per cycle/year
Art	1 day per cycle/year
Spanish	1 day per cycle/year
Music	1 day per cycle/year
Computers	1 day per cycle/year
Library	1 day per cycle/year
Physical Education	1 day per cycle/year
Band	1 day per cycle / year with rotating sectionals
Chorus	1 day per cycle - beginning Semester 2
Orchestra	1 day per cycle / year with rotating sectionals

6th Grade

Social Studies	6 days per cycle/year
Language Arts	6 days per cycle/year
➤ Reading	
➤ Writing	
Math	6 days per cycle/year
Science	6 days per cycle/year
Spanish	1 day per cycle/year
Art	1 day per cycle/year
Family & Consumer Science	1 day per cycle/year
Manufacturing Technology I	1 day per cycle/year
Skills for Adolescence	1 day per cycle/year
Physical Education	1 day per cycle/year
ETC	6 days per cycle/year (during Target Time)
Intermediate Band	2 days per 6-day cycle/year with rotating sectionals
Intermediate Chorus	2 days per 6-day cycle/year with rotating sectionals
Jazz Band	2 days per 6-day cycle/year with co-curricular rehearsals
String Orchestra	2 days per 6-day cycle/year with rotating sectionals
Advanced Chorus	2 days per 6-day cycle/year with rotating sectionals

7th Grade

English	6 days per cycle/year
Social Studies	6 days per cycle/year
Language Arts or ETC	6 days per cycle/year
Math	6 days per cycle/year
Science	6 days per cycle/year
Spanish	6 days per cycle/semester
German	6 days per cycle/semester

Art	3 days per cycle (Double Period)/36 classes
Manufacturing Tech. II	3 days per cycle (Double Period)/36 classes
Family & Consumer Science	3 days per cycle (Double Period)/36 classes
Exploring Technology	3 days per cycle (Double Period)/36 classes
Music	3 days per cycle/36 classes
Computer	3 days per cycle/36 classes
Health	3 days per 6-day cycle/year
Physical Education	3 days per 6-day cycle/year

Advanced Band	2 days per 6-day cycle/year with rotating sectionals
Advanced Chorus	2 days per 6-day cycle/year with rotating sectionals
Jazz Band	2 days per 6-day cycle/year with co-curricular rehearsals
String Orchestra	2 days per 6-day cycle/year with rotating sectionals

8th Grade

English	6 days per cycle/year
Social Studies	6 days per cycle/year
Math	6 days per cycle/year
Science	6 days per cycle/year
Language Arts or ETC	6 days per cycle/year
World Language (Spanish or German)	6 days per cycle/year

Art	3 days per cycle (Double Period)/36 classes
Exploring Tech. II	3 days per cycle (Double Period)/36 classes
Drafting & Design Tech.	3 days per cycle (Double Period)/36 classes
Family & Consumer Sciences	3 days per cycle (Double Period)/36 classes
Music	3 days per cycle/36 classes
Computer	3 days per cycle/36 classes
Skills for Success	3 days per 6-day cycle/year
Physical Education	3 days per 6-day cycle/year

Advanced Band	2 days per 6-day cycle/year with rotating sectionals
Advanced Chorus	2 days per 6-day cycle/year with rotating sectionals
Jazz Band	2 days per 6-day cycle/year with co-curricular rehearsals
String Orchestra	2 days per 6-day cycle/year with rotating sectionals

Grading Information

Grades 6-8

Numerical Grades: Math, English, Social Studies, Science, Language Arts (grade 7-8), Language Arts (Reading and Writing) (grade 6), and World Language (grade 8)

Letter Grades (A, B, C, R, F): Art, Music, Family & Consumer Science, Technology Education/Drafting & Design, Health, Computer, Skills for Adolescence, World Language for grades 6 and 7, Career Education, Chorus, Elective Band and Elective Orchestra

Letter Grades (O, S, R, F): Physical Education

Grade 5

Numerical Grades: Language Arts (Reading and Writing), Mathematics, Spelling, Social Studies, and Science

Letter Grades (O, G, S, N): Art, Computer, Music, Library, Spanish, and Physical Education

Remediation Policy

Remediation is the formal process by which a student seeks extra help from the teacher to understand concepts with which they are struggling to understand. Under certain circumstances and with certain restrictions the student's grade may improve as a result of remediation.

The criteria for remediation are as follows:

- 1) The student's overall grade in the class must be below 70% for the marking period.
- 2) The student must have assignments completed and submitted on time.
- 3) The student must actively participate in class.
- 4) The student must demonstrate consistently appropriate classroom behavior.
- 5) The student must have returned any papers sent home requiring a parent signature.
- 6) The student must seek the help of the teacher.

If a student meeting the criteria scores below 70% on a test, quiz, project, or other assessment they may seek the opportunity to rework that assessment to improve their grade to a score of no higher than a 70% on that assessment. Any student not meeting all of the above criteria will be considered to be putting forth insufficient effort and will not be eligible for remediation.

A.M. Assignment/Assessment Notice

An A.M. Assignment/Assessment Notice is used to inform parents/guardians that a morning time has been scheduled to assist your son/daughter on an assignment or assessment that they either missed, on which they performed below 70% and qualify to work to improve that grade, or generally could benefit from extra time under the supervision of the teacher. When an A.M. Assignment/Assessment notice is assigned the student will be given a 24-hour notice.

The A.M. Assignment/Assessment form will be given to the student. The parent/guardian will sign the form and it will be returned to the assigning teacher the next day in class. The A.M. Assignment/Assessment form will be served at 7:30 a.m., with the assigning teacher, the morning after the signed A.M. Assignment/Assessment form was returned with the assigning teacher unless arrangements have been made to serve it at another time. Failure to serve an A.M. Assignment/Assessment, at the assigned time, after the teacher has made arrangements with the parent may result an after school detention.

Please Note: If the signed form is not returned the day after its issuance a phone call home must be made by the assigning teacher. The original assignment/assessment date may stand, but arrangements must be made with the parent. If a parent is unable or unwilling to make arrangements for the student to be here for the AM Assignment/Assessment, or the student fails to report for the AM Assignment/Assessment, forward it to the office as a referral.

A.M. Assignment/Assessment opportunities are a service we provide. However, if a student fails to show for a properly scheduled morning session without prior notice and a reasonable excuse the teacher is under no obligation to continue to attempt to schedule these times. At times it is possible for the school to arrange transportation for students for A.M. Assignment/Assessment Sessions. Please contact the main office if transportation is an issue.

Explanation of Grades - Grade Level 5-8

<u>Grade</u>	<u>Level of Achievement</u>	<u>%</u>	<u>Rating</u>	<u>Description</u>
A	Superior Achievement	90-100	Excellent	Superior mastery of course material with consistently high performance.
B	Good Achievement	80-89	Good	Course material mastered in a good fashion.
C	Minimum Achievement	70-79	Average	Satisfactory understanding of course material at a minimum competency.
R	Remediation Required			Student must follow remediation requirements of the teacher in an attempt to reach 70% level.
F	Failing (below 70%)			Student did not meet the teachers requirements

for demonstrating the necessary effort to achieve and is not eligible for remediation due to insufficient effort or has attempted remediation and was unsuccessful within the time constraints provided.

I	Incomplete	*Student has not completed the course requirements due to extenuating circumstances or extended excused absences.
O	Outstanding	
G	Good	
S	Satisfactory	
N	Needs Improvement	

***Any student that have receives an “I” grade, has ten (10) school days from the day the report card is issued to satisfy the requirements of that marking period. Failure to meet the requirements within ten school days could result in an “F” for the course.**

Note to Transfer Students

If a numerical grade is not assigned by the sending school, letter grades will be converted using the following scale: A = 96 B = 87 C = 78 D = 69 F = 63

Promotion / Retention Policy

All students must successfully meet the minimum requirement of 70% for each major subject. If a student fails to meet this requirement, they must attend a summer school program for each class they fail to be promoted. Students, who fail more than two major courses during the school year, will be retained in that grade for the next school year.

Students who fail three or more related arts/exploratory courses must attend a summer school program to be promoted to the next grade level.

The summer course must be approved by the middle school principal. The cost of a summer program including transportation is the responsibility of the parent/guardian.

The principal has the final say in retention or promotion of the student, therefore, administrative considerations can be used in special circumstances.

Progress Reports

Progress reports will be available online at the mid-point of each quarter. An AlertNow message will be sent home requesting that parents/guardians review their child’s progress online. Special arrangements will be made for families who do not have internet access. Please contact the main office if you need alternate arrangements.

Test (Exam) Administration

A student will not take more than two (2) summative assessments per day. All grade level teams **must establish** a daily test (exam) sign-up sheet to make sure only two teachers administer a **GRADED** exam on a particular day.

Three Types of Assessments:

- Summative assessments provide information as to how well students have done and provide information both for student level decision making and for program evaluation. (administered following instruction) **GRADED**
- Formative assessments provide information to students and educators during the teaching/learning process and provide important information for differentiating instruction. (administered during instruction and provide immediate feedback to teachers) **NON-GRADED**
- Diagnostic assessments are utilized to determine prior student learning and to make initial decisions related to level of instruction, grouping, and instructional strategies. (administered prior to instruction) **NON-GRADED**

Testing Information

The following standardized tests are administered to students in grades 5-8.

<u>Grade 5</u>	Pennsylvania System of School Assessment (P.S.S.A.) - Math/Reading/Writing
<u>Grade 6</u>	P.S.S.A. – Math/Reading
<u>Grade 7</u>	P.S.S.A - Math/Reading, Orleans Hanna Algebra Prognosis Test
<u>Grade 8</u>	P.S.S.A - Math/Reading/Writing/Science, Grade 8 Algebra I Keystone Exam
<u>Grades 5/6/8</u>	Study Island Math and Reading Benchmark Exams

Further information on testing can be obtained by speaking to a counselor.

PSSA Schedule - 2012

<u>Assessment</u>	<u>Dates</u>
PSSA Math and Reading	March 12 - 23, 2012
PSSA-M Math and Reading	March 12 - 23, 2012
Math and Reading Make-Ups	March 26 - 30, 2012
PSSA Writing	April 16 - 20, 2012
Writing and Science Make-Ups	April 30 - May 4, 2012
PASA	TBD
ACCESS for ELLs	TBD



Course Descriptions

Language Arts (Reading and Writing)



Grade 5 & 6 Language Arts

The fifth and sixth grade reading program stresses vocabulary skills, various comprehension skills, and responding to literature in writing. Selections in anthologies as well as various trade books are utilized. The parts of speech, five step writing process, types of writing and proofreading/editing skills are all presented. Emphasis is placed on recognition and use of these various parts of speech. Punctuation and spelling skills are taught. Written paragraphs, book reports, and vocabulary exercises are employed to develop the students' oral and written skills of communication. The writing process is utilized to explore various types of writing and to develop grammatical proficiency.

Grades 7 & 8 Language Arts

The Middle School Language Arts program is based on: developing language abilities as a function of the students' thinking abilities; promoting personal and social development by extending student knowledge and use of the English language; encouraging the enjoyment of and develop proficiency in speaking, listening, reading and writing; developing an appreciation of and responses to literature; engaging meaningful use of language as essential for self-discovery, expression, communication, and learning; and promoting language growth when students and teachers collaborate as a community of learners.

English

Grade 7 English

Seventh grade English emphasizes oral and written communication skills through the study of grammar, spelling, composition, and the mechanics of writing. The writing process is utilized to explore various types of writing and to develop grammatical proficiency. An additional emphasis is placed on the study of literature.

Grade 8 English

Eighth grade English stresses proper speaking and writing through correct grammar usage: sentence structure (component parts), mechanics (spelling, punctuation, capitalization), and vocabulary. The program is enriched with reading and discussion of literature, with creative and expository writing.

NOTE: All English, Reading, Writing, and Language Arts classes include the Pennsylvania State standards, anchors, and eligible content.

Content Standards - statements of what students are expected to know in particular subjects and be able to do at specified grade levels. Academic Content Standards are developed through standards-setting processes established by the Pennsylvania Department of Education. The Pennsylvania Board of Education has adopted content standards for science, math, and reading.

Assessment Anchors - target a specific band of standards, enabling the PSSA to have a higher level of clarity / comes from the desire to have a clearer document, noting that Pennsylvania standards were often too broad and too many.

Eligible Content - statements related to the content standards that are eligible for inclusion in the Pennsylvania System of School Assessment (PSSA).

Mathematics



Grade 5 Math

The following units of study are offered: Operations with Whole Numbers and Decimals, Expressions and Equations/Algebra Concepts, Data and Graphing, Number Theory, Fractions, Geometry, Perimeters/Area/Volume, Measurement, and Probability. Problem-solving is incorporated into every unit. Instruction in the use of a calculator is also a component of the fifth grade math program.

Grade 6 Math

Sixth grade Math stresses achieving proficiency in computational skill when working with whole, fraction, and decimal numbers. An emphasis is placed on computational accuracy and problem solving skills. Algebraic concepts are introduced and practiced throughout the curriculum. Additional topics include statistics, geometry, ratio, proportion, percent, integers, and geometric solids.

Grade 7 Math

Seventh grade Math stresses achieving proficiency in computational skills when working with whole and fractional numbers. An emphasis is placed on the development of mental math and problem solving skills. Algebraic concepts are present throughout the curriculum that is comprised of units on whole and fractional numbers, percents, geometric concepts, statistics and metric measurement. Students are encouraged to see the practical relevance of the skills they are learning.

Grade 8 Math

Pre-Algebra

Eighth grade algebra begins with a review of numbers, numerals, and properties of numbers. The course continues with operation with algebraic functions, solving linear equations, operations with real numbers, solving inequalities, relations and functions, and graphing linear functions.

Algebra I

Eighth grade Algebra I reviews variables, expressions and the number line. New topics include operations with real numbers, solving equations using transformations, proportional reasoning/statistics, linear functions, inequalities/absolute value, systems of equations/inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions, rational functions, radicals and coordinate geometry and working with algebraic fractions.

NOTE: All Mathematics classes include the Pennsylvania State standards, anchors, and eligible content.

Content Standards - statements of what students are expected to know in particular subjects and be able to do at specified grade levels. Academic Content Standards are developed through standards-setting processes established by the Pennsylvania Department of Education. The Pennsylvania Board of Education has adopted content standards for science, math, and reading.

Assessment Anchors - target a specific band of standards, enabling the PSSA to have a higher level of clarity / comes from the desire to have a clearer document, noting that Pennsylvania standards were often too broad and too many.

Eligible Content - statements related to the content standards that are eligible for inclusion in the Pennsylvania System of School Assessment (PSSA).

Science



Grade 5 Science

The fifth grade science curriculum consists of the following units: Classifying Living Things, Populations and Communities, Investigating Matter, Heat and Matter, Changing Forms of Energy, Energy Resources, Protecting the Environment, Weather, Water Cycle, Puberty, AIDS, and First Aid.

Grade 6 Science

The sixth grade science course is called Life Science. The students learn about living things -- plants and animals. They are taught identification, habits, structure, and appreciation of wildlife. The intent of this course is to instill in each student a love of, or deep interest in, nature. This is accomplished by having the students learn facts that make their association with the natural world more interesting and meaningful. Also, by having the students learn activities that allow them to enjoy themselves while out in nature.

It is hoped that the students will leave this course with an ingrained set of environmental values that will lead to the wiser use and care of resources on our earth. Further, it is hoped that by learning respect and compassion for wildlife, the students will treat their fellow human beings more kindly.

We will be using the Prentice Hall-Science Explorer Life Science Textbook, copyright 2002. Units to be covered include: "Cells", "Bacteria and Viruses", "Protists and Fungi", "Plants", "Animals", and "Ecology".

Grade 7 Science

The seventh grade science course is a general course which pulls together all of the scientific knowledge gained in the lower grades and prepares the student for the upcoming years where science is broken down into specific areas. The course is a combination of traditional and hands-on learning, focused on the state standards for science. While the course is instructor designed, it is based on an extensively written course of study and uses a traditional science text to compliment the course contents. Units covered by this course include: chemistry, plants, geology, radiation, oceanography, electricity, astronomy, embryology, genetics, and environmental studies.

Grade 8 Science

The eighth grade science course concentrates on the physical sciences. The students will learn to use various kinds of science laboratory equipment and measuring instruments. The structure of matter and the make-up of the atom are taught along with a study of basic chemistry. Also included in the course are units on heat, light, sound, force & motion, simple machines, and work.

NOTE: All Science classes include the Pennsylvania State standards, anchors, and eligible content.

Content Standards - statements of what students are expected to know in particular subjects and be able to do at specified grade levels. Academic Content Standards are developed through standards-setting processes established by the Pennsylvania Department of Education. The Pennsylvania Board of Education has adopted content standards for science, math, and reading.

Assessment Anchors - target a specific band of standards, enabling the PSSA to have a higher level of clarity / comes from the desire to have a clearer document, noting that Pennsylvania standards were often too broad and too many.

Eligible Content - statements related to the content standards that are eligible for inclusion in the Pennsylvania System of School Assessment (PSSA).

Social Studies



Grade 5 Social Studies

The United States: Making A New Nation -The units of study in fifth grade include: The French and English come to America, Settlement of the Atlantic Coast, The New England Colonies, The Middle Colonies, The Southern Colonies, The Colonies Rebel, The American Revolution, The Constitution, and Geography of the United States.

Grade 6 Social Studies

This course begins with a study of maps and globes from the Map Master Skills handbook in the text. We also cover North and South America map and globe skills with the Nystrom Map Program. A rain forest unit is incorporated with this study. Our book units include: Latin America: Physical Geography, Latin America: Shaped by Its History, Cultures of Latin America, Mexico and Central America, The Caribbean, and

South America. A research paper on a Latin American country is included with this course.

Grade 7 Social Studies

World Studies: The Ancient World & Medieval Times To Today - The seventh grade social studies course is an examination of the history of western civilization as it pertains to the development of modern day Europe. Students will be covering the time period 5000 B.C. through the 20th century with a major focus on the European Community of Nations. The units of study in seventh grade include: Map Skills Review, Ancient Civilizations in the Middle East and Egypt, Ancient Greece, Ancient Rome, Ancient India and China, Geography of Western Europe, History of Western Europe, Three Revolutions, Nationalism and Two World Wars, and Western Europe Today. The grading components for this course include: daily assignments, extended assignments, projects, notebook, reports, tests, quizzes, and preparedness.

Grade 8 Social Studies

Call to Freedom - Grade eight social studies is a historic and geographic study of sequential events in America beginning with English settlement in the new world and concluding with Pre-Civil War Westward expansion. Special emphasis will be placed upon major historical events that have shaped our nation and how developments of earlier periods enable us better to face and solve current and future American problems as well as a study of our system of government.

World Language



Grade 5 & 6 - Spanish

The fifth and sixth grade Spanish offering strives to develop listening, speaking, and writing skills in the target language. Examples of everyday language are introduced in a visual and realistic way. Students are provided with opportunities to practice using vocabulary through a variety of activities. The focus of the course is on vocabulary acquisition. Examples of units include Numbers, Greetings and Expressions of Courtesy, Family, Days and Dates, Customs, and Holidays.

Grade 7 - Spanish or German

The seventh grade World Language course is a continuation of the sixth grade course in preparation for the Level I course taught in eighth grade. Listening, speaking, and writing skills are stressed. Units of study include Foods, Clothing, Geography, pen pal letter writing and Sports and Leisure.

Grade 8 - Spanish or German

The eighth grade World Language courses build on the skills introduced in 6th & 7th grade. The courses continue to develop listening, speaking, and writing skills, while adding reading, the fourth language skill. The addition of this Level I course in 8th grade enables the students to continue their studies at the high school with a possibility of completing a five (5) year language program.

Art



Grade 5 Art

The intent of the Middle School art program is to provide students with the opportunity to observe, analyze, and respond to art as well as to plan and create art. Students are encouraged to use the information they learn and to relate or apply their ideas to new and unique situations. The content of the art program includes concepts and skills needed to perceive and describe artwork, develop ideas for expression in visual form, and develop skill in the use of art materials. In sixth grade, these materials and art processes will include drawing, printmaking, crafts, and looking at professional works of art.

Grade 6 Art

The content of the art program includes concepts and skills needed to perceive and describe artwork and develop skills in the use of art materials. In sixth grade the art processes will include drawing, paper making, ceramics, and an introduction to computer graphics creation.

Grade 7 Art

In seventh grade, students will view historical art in more depth, learn color theory, develop drawing and painting skills, and create three-dimensional objects with clay. Students use an internet program to create his/her name in graffiti style after a discussion on Art verses Vandalism.

Grade 8 Art

The art course continues to refine the students' artistic ability in the various styles and mediums as well as provide a venue to develop an individual style of visual expression. Students use computers to create a Cubist self portrait.

Music



Grade 5 General Music

The fifth grade music curriculum contains units entitled: An American Music Sampler, Singing America at Work and Play, The American Beat Moves West, The Winter Holiday Beat, American Music on Parade, and The American Beat Goes On. Fifth grade music places a heavy emphasis on music reading, concentrating on pitch and rhythmic notation in major keys. Listening activities are used as an enrichment of the basic activity format.

Grade 7 General Music

Seventh grade music students will be able to: develop listening skills required in identifying instrumental tonal color of orchestral families of instruments, identification of characteristics of individual instruments of the orchestra and their families, perform a classical piece of music with added percussion instruments, visually identify instruments of the orchestra, and artistically create a different version of a string instrument.

Grade 8 General Music

Eighth grade music will focus on the elements of music - rhythm, melody, harmony and form, as well as including creative activities like composing song lyrics, singing and the study of the voice.

Music Lessons and Sectionals

Students usually have begun instrumental lessons or singing in the chorus at the elementary level; however, students may begin to study a band or string instrument, or join chorus, at any grade level at the Middle School. Music lessons are scheduled in small groups of like instruments. Chorus sectionals are scheduled in larger groups based on voice parts. The ability level of students in each group is also given consideration. Fundamentals of musicianship and technique of playing band or string instruments, or singing, are stressed. All music lesson groups meet approximately one period per six to eight school days. A rotating schedule insures that a student will not keep missing the same class when reporting for music lessons or sectionals.

Advanced Band

The Middle School Advanced Band is an auditioned concert band - open to 6th, 7th and 8th grade musicians playing woodwind, brass, or percussion instruments. The fundamentals of playing in a large group are stressed as are the responsibilities of each individual to the group. Student playing assessments are also administered each quarter. Performing in the Winter Advanced Concert, Pasta & Presto, and the Spring Advanced Concert, the Advanced Band performs music of increased difficulty in comparison to the Intermediate Band.

Intermediate Band

The Middle School Intermediate Band is open to 6th, 7th and 8th grade musicians playing woodwind, brass, or percussion instruments. The fundamentals of playing in a large group are stressed as are the responsibilities of each individual to the group. Student playing assessments are also administered each quarter. Performing in the Spring Intermediate Concert and Pasta & Presto, the Intermediate Band performs music of a lesser difficulty in comparison with the Advanced Band.

Fifth Grade Band

All fifth grade students are eligible to participate in fifth grade band. Basic fundamentals of playing in a large group are emphasized as are the responsibilities of each individual. The group rehearses once per cycle and performs at Pasta and Presto and in the Spring concert. No audition is required to be a member of the fifth grade band. Attendance is mandatory at both events.

Advanced Chorus

The Middle School Advanced Chorus is open to any 7th or 8th grade singer. The fundamentals of singing in a large group are stressed, as are the responsibilities of each individual singer to the group. The group meets two periods per cycle for group rehearsal, and approximately once every eight days for sectional rehearsal of parts. Student singing assessments are also administered each quarter, as chorus is a graded class. Performing in the Winter Advanced Concert, Pasta and Presto, and the Spring Advanced Concert, the Advanced Chorus typically performs three-part music. Participation in the school choral program opens auditioning opportunities for the more motivated student through the Music Educators of Berks County and District 10 affiliations.

Intermediate Chorus

The Middle School Intermediate Chorus is open to any 6th grade singer. The fundamentals of singing in a large group are stressed, as are the responsibilities of each individual singer to the group. The group meets one period per cycle for group rehearsal, and approximately once every eight days for sectional rehearsal of parts. Student singing assessments are also administered each quarter, as chorus is a graded class. Performing in the Spring Intermediate Concert and Pasta and Presto, the Intermediate Chorus typically performs two-part music. Participation in the school choral program

opens auditioning opportunities for the more motivated student through the Music Educators of Berks County and District 10 affiliations.

Grade 5 Chorus

The fifth grade chorus meets during the fifth grade general music class time, in the same way the elementary choruses operate. The chorus performs at one evening concert in May. Attendance at the concert is mandatory.

Grade 5 Orchestra

Fifth grade orchestra is open to all students regardless of experience. Instruction in small group lessons focuses on development of a beautiful tone, expanding finger patterns, and independent musicianship. The Fifth Grade Orchestra performs at Pasta & Presto and the Middle School Intermediate Spring Concert. Students are encouraged, but not required, to take private lessons.

Grade 6, 7, & 8 Orchestra

Auditions are for seating placement only. Emphasis is on continued development of technique and musicianship. Areas of focus include tone production, shifting and vibrato. Scales and performance literature excerpts will be assessed each marking period. Students are encouraged, but not required, to take private lessons and audition for County Orchestra.

Computer Instruction



Grade 5 - Computer

The curriculum in grade 5 focuses on basic computer skills, building on previously acquired skills, and initial keyboarding skills such as keyboard layout, use of special keys, and correct fingering to increase speed and accuracy while working to increase student's current abilities through the use of a variety of techniques and software titles. An emphasis will be placed on Kidspiration, keyboarding, and word processing.

Grade 7 – Microsoft Excel and Databases

After reviewing the basic keyboarding skills introduced in fifth grade, the emphasis of the seventh grade class will be on the various aspects of word processing and spreadsheets including basic terminology and use of special commands to print, edit,

and save text. The class will address applications for reports, letters, newspaper articles, etc.

Grade 8 - Databases and Graphics

To become familiar with the use of the following: (1) PowerPoint, (2) Microsoft Publisher, (3) Microsoft Word, (4) Internet terminology and search strategies, and (5) the use of a graphic organizer program, Inspiration

Family and Consumer Science (FCS)



Grade 6 FCS

The course content will focus on child care skills for pre-teen baby-sitting. However, skills learned can be utilized with younger sisters and brothers, independent latchkey responsibilities, community service activities with youngsters, and as parents in the future. A traditional approach will be used in teaching the major part of the cycle with topics such as childproofing; infant, toddler/ pre-school development, care/age-appropriate activities, and first-aid basics. The portion of the cycle will use a self-directed lab approach to introduce students to the computer modules to be used extensively in the 7th and 8th grade FCS. cycles.

Grade 7 and 8 FCS

Utilizing the F.C.S. modular classroom equipped with 12 computer workstations, and also the traditional classroom, students will work in pairs and on a minimum of 3 topics per cycle, 1 each from the following blocks:

- Nutrition and Wellness
- Food Production and Services
- Interpersonal Relationships
- Consumer Education and Practices
- Personal Appearance and Environment
- Family Relationships
- Basic Sewing
- Sewing and Design
- Kitchen Math

Physical Education (PE)

Grade 5 PE

The fifth grade Physical Education curriculum is a continuation of the elementary program. It builds upon the skills and concepts taught at that level. Included in the

program are: Group Games which focus on Cooperative and Competitive Activities and Individual / Partner Activities. The planned course of instruction integrates the skills, concepts, and strategies required to participate in the Team Games of Basketball, Hockey, Handball, Football, Volleyball, and Soccer. Rhythmic and Gymnastic Activities are included with Physical Fitness Activities as are Track and Field skills.

Grade 6 PE

The sixth grade physical education program is aimed at introducing the basic skills for a variety of team sports. The program enables girls and boys to apply these basic skills in modified game situations, which also helps to promote development of individual and social conduct.

Grade 7 PE

This course strives to develop individual muscular coordination and to perfect good skills in handling sports equipment, so the student can enjoy physical activity to the fullest, not only in school but also during free time. Total participation and physical development are the main objectives in this year's physical education course. Additionally, the program develops awareness of desirable cooperation in all team sports and of good attitudes, whether winning or losing. Physical fitness is encouraged for good healthy minds and bodies.

Grade 8 PE

The eighth grade physical education program is aimed at developing and maintaining useful skills and knowledge of various team and individual activities. The fall season includes cross country running, field hockey, flag football, volleyball, and soccer. The winter activities include basketball, relays, and gymnastics. During the spring season softball, tennis, and track are taught. The application of rules, terms, and general information are incorporated into the activities to promote socially desirable ways of conduct and enjoyment. The President's Challenge Physical Fitness Test is given for all boys and girls during the Spring season. Students have the opportunity to demonstrate their physical education skills during "Sports Day," which is held in the Spring for each grade.

Health



Grade 5 Health

The health topics covered in fifth grade are taught as part of the science curriculum and are as follows: AIDS, Puberty, and First Aid.

Grade 6 Health

Skills for Adolescence - This program is arranged into four units, each unit dealing with specific health concerns of adolescents and the physical, social, and emotional changes that confront them. Units included in the course are: nutrition and growth, personal grooming, substance abuse, peer pressure and refusal skills. The goal of the program is to help young people develop healthy behaviors as it relates to their physical, social, and emotional development.

Grade 7 Health

Health - The seventh grade Health program consists of five units of study which include: Your Body Systems, Diseases, Substance Abuse, First Aid & Safety, and Keeping Physically Fit. The reproductive system is included in the body system unit and AIDS/HIV instruction is included in the disease unit. All lessons are planned with the physical, social, and emotional needs of the students in mind. Overall goals include the development of responsible decision making skills, an understanding of the functions of the human body, and the application of current information to produce healthy behaviors.

Technology Education

Grade 6

Manufacturing Technology I

Students will be introduced to technology education with an emphasis upon working with various hand tools and power machines. The students will use wood and plastic materials to obtain the curriculum objectives. Students will be involved in extensive hands-on activities to complete a specified object to be chosen by the instructor.

Grade 7

Manufacturing Technology II

Students will continue their exploration of technology education through the use of portable machine tools, power machines in combination with hand tools. Students will be involved in extensive hands-on activities to complete a specified object to be chosen by the instructor.

Exploring Technology I

Students will be learning in a modular classroom environment. Students will be randomly assigned with a partner to one of 12 stations including: Aerodynamics, Alternative Energy, Artificial Intelligence, Automation & Robotics, Ecology,

Biotechnology, Engineering & Stress Analysis, Flight Simulation, Space & Rocketry, Virtual Reality, Fiber Optics, & Computer Problem Solving.

Grade 8

Exploring Technology II

Students will be learning in a modular classroom environment. This class is a continuation of Technology Education II's 7th grade course. Students will be randomly assigned with a partner to one of 12 stations including: Aerodynamics, Alternative Energy, Artificial Intelligence, Automation & Robotics, Ecology, Biotechnology, Engineering & Stress Analysis, Flight Simulation, Space & Rocketry, Virtual Reality, Fiber Optics, & Computer Problem Solving. During the course of the 8th grade experience in this classroom, student should complete stations they were not assigned during 7th grade.

Drafting & Design

Students will learn how to draft objects of various geometric shapes and designs utilizing conventional computer-aided drafting (CAD) techniques as well as 3D modeling software. Students will also be introduced to the design and development process through hands on design and development activities.

Skills for Success

Grade 8

This class has two primary focuses; career exploration and skills for success in high school and beyond. Students will be learning about career clusters, different types of careers and requirements in the world of work. All 8th grade students will begin an on-line career portfolio that will follow them through high school. The course also focuses on important skills for success that students will find useful in high school and beyond. Students will be exposed to skills such as time management and study skills and will learn how to gain important information from text books, and how to take better notes. Goal setting will also be addressed.

Library and Informational Skills

Students in grades five through eight are taught library and information literacy skills within the context of the curricula of several academic and special area subjects. Students learn to locate, gather, organize, and use information from print and electronic resources for a variety of research assignments. They learn to evaluate and cite their sources, and to use information and technology effectively and responsibly.

Teachers encourage their students to read for enjoyment by bringing their classes to the library so that students can select books and magazines, and take *Accelerated Reader* quizzes. This computerized reading incentive and management program allows students

to take quizzes on books they have read, and earn points based on the difficulty and length of the book.

Students are also encouraged to use the library independently during 10th period and at other times during the day with a pass from the teacher.

Gifted Program

The program for gifted students in grades 9-12 includes individual or small group research projects under the direction of a supervising teacher. Supervising teachers lend their expertise and guidance to students as they move from the idea stage to the final culmination of their work. Students have engaged in such projects as creating a music CD, designing web pages, writing business proposals, making documentaries, performing a music quartet, writing articles for local papers, book publishing, and art creations.

Enriching field trips are also made available to students to local music concerts, art and science museums, national historic sites, historical societies, and drama performances. As part of the program, students are also informed of academic competitions and scholarships that are open to them, and are provided with information regarding lecture opportunities.

Special Education Program - Grades 9, 10, 11, 12

Special Education is designed for and made available to identified, eligible students. Placement into Special Education occurs only after an evaluation by a multidisciplinary team (MDT) and the development of an Individualized Educational Plan (IEP) which is reviewed annually and updated as needed.

The philosophy of the Special Education Department is to assist the IEP team in placing students in the least restrictive educational placement that allows them to maximize their growth and potential. Movement and flexibility is encouraged as progress dictates. A continuum of services is maintained to meet the individual needs of these students. The continuum includes but is not limited to intensive direct instruction in basic skills in Learning Support classes, expanded opportunities for guided practice in the Resource Room, and general education classes where the special education teacher acts as a co-teacher, consultant, or monitor alongside the regular education teacher. The specific decision for an individual's service option is determined by the IEP Team.

The Special Education program is available to identified students in all grade levels. Credits earned are determined on an individual basis.

English for Speakers of Other Languages

At the high school, classes are scheduled for those students whose native language is not English, and who are in need of English language instruction and academic support. Entry into these classes is determined by information gathered from a language survey

document, which is completed during registration, and from a personal interview with the student. ESL instruction is available at four levels. Movement from one level of ESL to the next and exit from the program are determined by the student's progress in both the ESL classes and in the student's other classes.

STUDENT RECOGNITION

Our students receive recognition for outstanding accomplishments throughout the year. Whenever possible, attempts are made to bolster students' self esteem. Academic, physical and social awards are given throughout the year. At the end of the year, special Awards Assemblies are held. At this time, awards for achievement in many academic areas, letters for participation in sports and a host of community-sponsored awards are presented.

Awards Assembly

Special recognition is given to our students at the annual awards assemblies. These assemblies traditionally take place during the last week of school and include academic and athletic awards.

American Legion Award

This most prestigious award is given to a selected boy and girl from the eighth grade and is presented at our Award Assembly. All our staff members who have had the opportunity to observe our pupils in the eighth grade classes, activities, and daily contacts will decide the selection of the boy and girl to receive this award. Recipients of the award best exemplify the following qualities: courage, honor, leadership, patriotism, scholarship, and service.

Brian Le Award

The Brian Le Award is given at the awards ceremony at the end of each year to a deserving 5th grade student. Brian Le was a 5th grade student at the Middle School when he lost his fight with brain cancer. Brian lived a life that was filled with fun and love. He loved to come to school and saw school as a place that he wanted to be, not a place that he had to be. Brian was a good friend who was always looking out for others. He always tried to do the right things and make good decisions and he would try to keep his friends on the right track as well. Brian was also a loving son and brother. He cared about his family and had a true love, respect, and appreciation for them. Students who are considered for this award are good school citizens who go above and beyond to help their peers. They are also students who enjoy coming to school and acting as role models for other students.

Career Pathways Stepping Stones Planner

The Career Pathways Stepping Stones Planner is completed in grades 5-8 as part of our district wide Career Pathways initiative. Career Pathways is an exploration and instruction "School-to-Career" program that seeks to provide all students, no matter

what career they choose, with the specific skills they need to communicate, compute, think and work in today's marketplace. Through a variety of activities, middle school students will be provided with numerous opportunities to explore career possibilities.

Commendable Attendance

Students with 98% or better attendance with no unexcused absences will receive a certificate of award for commendable attendance.

Herb Erb Award

The Herb Erb Award is an annual award presented to one eighth 8th grade student who meets the following criteria:

- Superior Academic Scholarship
- Sense of Personal Responsibility
- Exhibited Honesty & Courage

High Honor Roll

Students must have all A's in major subjects and a limit of one C and no "R's", "F's", or "N's" in Special Area subjects (including band, chorus, and orchestra).

Honor Roll

Students must have 4 A's with no grades lower than B in major subjects and a limit of one C and no "R's", "F's", or "N's" in Special Area subjects (including band, chorus, and orchestra).

Library Awards

The following awards are presented for recognition of the students who help in the Library:

1. Certificates - one year of service as a library aide
2. Pins and certificates - two years of service as a library aide

Music Department Awards

Carl Nygard Outstanding Vocalist Award

- The middle school student must be in the eighth grade.
- The middle school student must show outstanding cooperation and leadership among his or her peers.
- The middle school student should reflect the warmth and caring personalities of Mr. Nygard.

Ken Blekicki Outstanding Instrumentalist Award

- The middle school student must be in the eighth grade.
- The middle school student must show outstanding cooperation and leadership among his or her peers.
- The middle school student should reflect the warmth and caring personalities of Mr. Blekicky.

Outstanding Orchestra Award

- The middle school student must be in the eighth grade.
- The middle school student must show outstanding cooperation and leadership among his or her peers.

PAWS Award

The acronym PAWS stands for **P**ersevering **A**nd **W**orking for **S**uccess. At the end of 1st, 2nd, and 3rd marking periods, the fifth and sixth grade team of teachers will identify students who meet the following criteria:

- Students, who are in good academic standing, not necessarily honor roll students.
- Students who have not committed a serious disciplinary infraction and/or who do not have repeated minor infractions.
- Students who meet the criteria above and who are recommended by their team of teachers as individuals who display a level of perseverance in academic work and strive to be positive school citizens.
- Students that have not won the “Student of the Month” award.

The chosen students will be awarded with a certificate of achievement and will be treated to a light breakfast snack in the cafeteria during their first period class.

Perfect Attendance

Students with 100% attendance and no unexcused absences will receive a certificate of award for perfect attendance.

Senator David Argall Good Citizenship Award

The Senator David Argall Good Citizenship Award recognizes two students who exemplify the qualities of good citizenship through their display of outstanding character, leadership, and scholarship. They should demonstrate the willingness to accept responsibility and challenges put forth by the administration and faculty of your school.

Senator Judy Schwank Good Citizenship Award

The Senator Judy Schwank Good Citizenship Award recognizes two students in each class in grade five and two students in grades six, seven, and eight. The criteria for this award is as follows:

- Shows concern and respect for others
- Displays interest in and support of the school and the community
- Performs volunteer service for the school and the community
- Exhibits hard work and self-discipline
- Completes homework and school projects in a timely fashion

Senator Michael O’Pake Award

The Senator Michael O’Pake Award recognizes one male and one female eighth grade student. The criteria for this award, which encompasses the student’s entire Middle School career (grades 5-8) is as follows:

- Shows concern and respect for others
- Displays interest in and support of the school and the community
- Performs volunteer service for the school and the community
- Exhibits hard work and self-discipline
- Completes homework and school projects in a timely fashion

Sports Awards

Special recognition is given to boys and girls who perform well in intramurals and in the American Physical Fitness Program. Football, Field Hockey, Wrestling, Basketball, Baseball, Softball, Cross Country, and Soccer teams receive awards.

Student of the Month

Each month the faculty chooses a student from each grade and/or class as Student of the Month. Criteria for this honor are: school citizenship, leadership, cooperation, and a positive attitude.

This award is not necessarily given to people with high grades. It is for good school citizens who work up to their abilities.

Tiger Assistance Program (TAP)

The Tiger Assistance Program (TAP) is an intervention program staffed by teachers, guidance counselors, the school nurse, administrators, and appropriate agencies from the community. The TAP Team members are trained in the Student Assistance Program (SAP) to identify and refer “High Risk” students for appropriate treatment.

What is the Student Assistance Program (SAP)?

The Commonwealth of Pennsylvania’s Student Assistance Program (SAP), which is administered by the PA Department of Education’s Division of Student and Safe School Services in partnership with the PA Department of Health’s Bureau of Drug and Alcohol Programs, and the PA Department of Public Welfare’s Office of Mental Health and Substance Abuse Services, is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student’s success. The primary goal of the Student Assistance Program (SAP) is to

help students overcome these barriers in order that they may achieve, remain in school, and advance. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and their students.

SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

There are four phases to the student assistance process:

Referral - Anyone can refer a student to SAP when they are concerned about someone's behavior -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.

Team Planning – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

Intervention and Recommendations – The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

Support and Follow-Up – The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

It is the parent's right to be involved in the process and to have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision-making process affecting their children's education and is essential to the successful resolution of problems.

The student assistance process is based upon state guidelines, professional standards and policies, and procedures adopted by the local school board of directors. Professional training for team members in all phases of the student assistance process, which is

consistent with state guidelines and conducted by a Commonwealth approved training provider, is required to ensure the appropriateness of the recommended services, effective interagency collaboration and compliance with state and federal laws protecting the privacy rights of parents and students.

The training of team members by a Commonwealth approved training provider, ensures the board of school directors, school administrators, parents, students, and the public that team members have received up-to- date professional training consistent with accountable standards and appropriate procedures. Guidelines for the Commonwealth Student Assistance Program training system contain training standards and competencies for SAP team professionals.

For those students receiving treatment through a community agency, the student assistance team, in collaboration with parents and the agency, can assist in helping plan in-school support services during and after treatment. The team's effectiveness in helping the student and the parent remove the barriers to learning and improve student performance depends on the training of the individual team members, maintenance of the student assistance process, level of administrative commitment and board support, active parent and student involvement and the available resources both in school and the community.

<http://www.sap.state.pa.us/uploadedfiles/whatisSAP.doc>

Bullying Prevention Program

The faculty and staff of The Fleetwood Middle School have always worked hard to make this school a safe and welcoming place for our students. We have recently adopted and implemented the Olweus Bullying Prevention Program. This program teaches the victims, bullies, and bystanders how to stop bullying. This ongoing program will be an area of emphasis for our middle school.

The goal of Fleetwood Area Middle School is that all students will come to school free from fear of harassment or degradation, and that all parents will be free from worry that such things will happen. We will eliminate bullying incidents in our school, thereby creating a safer, more comfortable place for children to learn.

The following anti-bullying rules have been created and should be posted in every classroom and throughout the building:

- We will not bully other students
- We will help students who are being bullied
- We will include students who are left out
- If we know that someone is being bullied we will tell the teacher or any adult at school, and an adult at home.

The following aspects of our Bully Prevention Program will be implemented on an ongoing basis:

- Teach students that ignoring the bully or trying to work it out with the bully is not effective.
- Be sure that students know that there are many adults within the school and community to whom they can come when reporting an incident of bullying and that we will protect them from any “fall out” resulting from reporting.
- Support classroom rules consistently.
- Thoroughly train all adults concerning bullying prevention and provide specific strategies to intervene effectively and consistently.
- Teach all students that bullying is destructive to both victim and bully.
- Teach coping strategies via planned discussions.
- Provide positive ways for students to resolve conflicts and problems.
- Reinforce the firm and clear message that bullying is not acceptable and will not be tolerated at Fleetwood Area Middle School.

Middle School Intervention Program

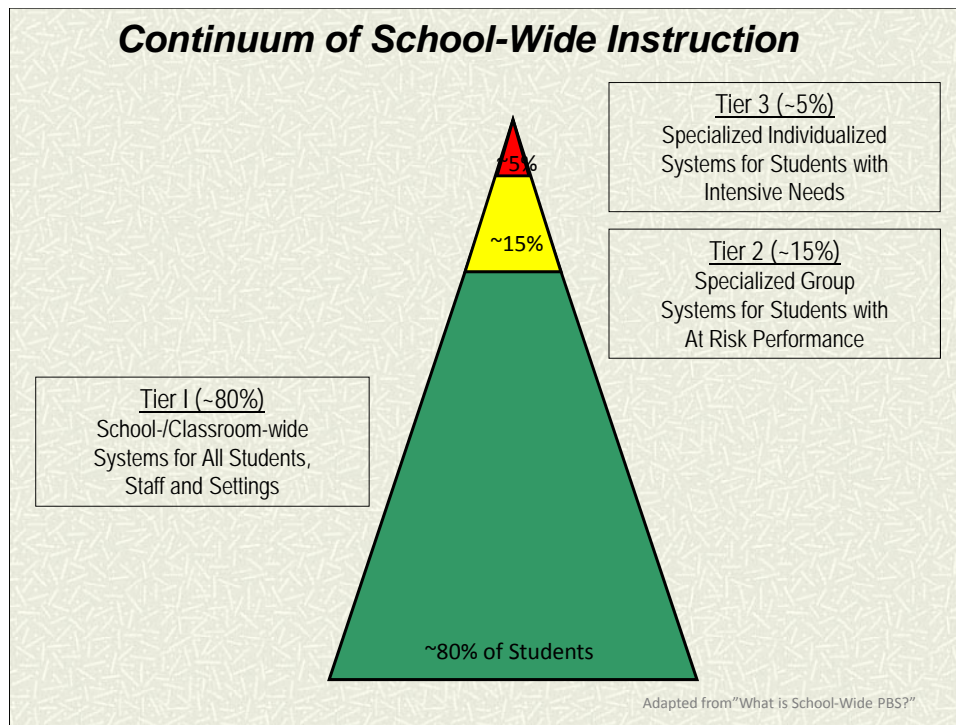
The Middle School Intervention Program is an innovative program whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in need of special education services.

The Middle School Intervention Program is a positive, success-oriented program which uses specific assessment and intervention techniques to help remove educational, behavioral, or affective stumbling blocks for all students in the regular education classroom.

Any FAMS student who experiences consistent academic or behavioral problems may be a candidate for the Middle School Intervention Program. This includes students beginning to display problems in regular education as well as students with disabilities who are included in regular education programs. Students are identified for middle school intervention services by the classroom teachers, other educators, or parents. This team is coordinated through our intervention specialists. At the core of the process is the belief that all students can learn and that all students matter.

Working Towards Response to Intervention and Instruction (RTII)

Response to Intervention / Instruction (RTII) is a systematic approach for meeting the needs of all children. It is a multi-tiered, problem-solving approach that addresses academic and behavioral difficulties of ALL students. It is an integrated school improvement model that is standards driven, proactive, and incorporates both prevention and intervention.



Further information on RTII can be obtained by speaking to a counselor.

Target Time

Target Time serves as our school's RTII Tier I intervention by assessing and providing for all students' instructional needs. Target Time includes a research based core reading and math program called Study Island. Study Island also serves as a benchmark for students to determine instructional needs in math and reading at least three times per year.

What is a Benchmark?

A benchmark is a short test administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards.

Programs, Clubs, and Activities

Assemblies

Assemblies are presented periodically on a scheduled basis throughout the year by various departments for the enlightenment and entertainment of the student body. At the Awards Assembly, awards for academic achievement, service to the school, and participation in the school athletic and activities program are presented.

Assignment Center

Assignment Center is an after school program offered twice weekly (7th and 8th grade) and four times weekly (5th and 6th grade) to assist students in completing academic

work. It is staffed by a certified teacher and is open to all students. Students attending assignment center are grouped according to grade level. Students in fifth and sixth grade are combined in one classroom and students in seventh and eighth grade are combined in a separate setting.

Basketball Tournament

Each year in fifth grade a basketball tournament is held. Each class competes against the others in a tournament style format.

Camping

The fifth grade curriculum includes a camping experience. Olivet's Camp at Blue Mountain is home to this adventure that includes an extensive variety of outdoor experiences. Students spend two days at the camp.

Dances

The Student Council hosts five (5) regular dances and one (1) charity dance throughout the school year. These events are open to sixth, seventh and eighth grade FAMS students. Students with disciplinary infractions will be ineligible for school dances.

Envirothon

Selected students participate and compete on envirothon teams across Berks County at Nolde Forest to take an in depth look at wildlife, aquatic life, forestry, soils, and current issues that affect our environment.

Field Trips

Field trips take place at each grade level. The fifth grade field trip is a visit to Philadelphia. The seventh grade visits Washington D.C. The sixth and eighth grade field trips have yet to be determined for the 2011-2012 school year. A per student activity fee to attend field trips will fund each trip.

Fifth Grade Talent Show

The Fifth Grade Talent Show is an annual event with its participants solely from fifth grade. The show is scheduled on the last day of school before the holiday break in December. Students are showcased in a wide variety of talent. Auditions take place one to two weeks prior to the actual show.

Intramurals

The Middle School is proud to offer an intramural program. There are two sessions, one in the fall and one in the spring. This program is available to all students.

Jazz Ensemble

The Fleetwood Middle School Jazz Band performs Swing, Rock, Latin, and popular music styles appropriate for the middle school musician. The FMS Jazz Band is an auditioned group comprised of select 6th, 7th, and 8th grade musicians on Saxophone, Trumpet, Trombone, and rhythm section instruments. The group meets one period per cycle for rehearsal, as well as the scheduled co-curricular rehearsals. Yearly school performances include the Winter Advanced Concert, Pasta and Presto, and the Spring Advanced Concert. Other performances include local school jazz festivals and a “Music in the Parks” Festival Trip in the spring.

Library Aides

Seventh and eighth grade students who are in good academic standing can apply at the beginning of the school year to work as library aides. Once a cycle, library aides are scheduled to help at the circulation desk or in the workroom.

MATHCOUNTS

MATHCOUNTS is a nationwide program designed to increase students' interest and ability in mathematics, and to heighten awareness of the importance of math. It is an opportunity for 7th and 8th grade students to compete with other students in mathematical problem solving at the local, state and national levels. Practice sessions for the competition begin in early November and meet once or twice a cycle culminating in the county competition in February. The four members of the MATHCOUNTS teams are chosen from participants in these practice sessions. Practice is informal and allows students enrichment in math as well as an opportunity to have fun working on unusual problems in groups with other students.

Middle School Play

The Middle School Play, performed yearly, affords students the opportunity to showcase their many talents. Auditions are held for those interested in acting or being an understudy. Students are in charge of all aspects of the performance, including props, lighting, sound, costumes, and much more. The play is performed for their fellow students, parents, and the public.

Middle School Talent Show

Each year the Fleetwood Area Middle School produces a school wide talent show. Students in grades 6, 7, and 8 are eligible to audition. An evening performance is scheduled for the community. A talent show is scheduled during the school day for grade five.

School Store

The School Store is operated by the Yearbook Club to provide students with the opportunity to purchase necessary school supplies such as paper, pencils, notebooks, etc. Limited school spirit items are also on sale. Items are sold at prices close to cost. The School Store is generally open during homeroom periods each day.

Science Fair

A science fair project is a presentation of an experiment. It represents the efforts of a student's investigation into some area of interest and provides a way for the student to demonstrate the results of those investigations. A science fair project is a unique way for students to satisfy their curiosity about the world around them and to pose questions for which they must seek out answers. It is a venture (and an adventure) into the world of scientific research that goes beyond lessons in the classroom or in chapters of a book. Through the development of a science fair project, students gain a first-hand appreciation of the work of scientists and the value of their discoveries. Projects allow students to experiment, make decisions, form and re-form hypothesis, test and examine ideas, seek solutions, and most important, learn about themselves and their world.

Success in a science fair may be judged by a number of standards. If the student has selected a topic, investigated it according to their own design, and reported the results of that investigation in the form of a display and a written report, they have succeeded. The student's goal in taking part in the fair should be to investigate an area of interest and to discover new things about the area they have chosen.

Science Olympiad Team

Each year our school sends a team of top-notch science students to compete in the Pennsylvania Science Olympiad. These students must be in 7th, 8th, or 9th grade. The team will build various science projects and prepare for extensive testing in all areas of the science curriculum.

In March the team travels to a college in the area to compete against other middle schools in the eastern central region of Pennsylvania. Based on performance in regional competition, eligible teams may participate in state finals. Students who are members of this team should be excellent science students and be willing to spend quite a bit of time building projects and studying for the competitions.

School Wide Reading Program

Every student is required to participate in our school wide reading program. Each participant is required to read twenty-five books during the calendar year. The Language Arts teachers monitor the progress toward this goal. A recommended reading list is available. A school wide silent sustained reading time called S.S.R. is scheduled daily.

Spelling Bee

Our school participates in a spelling bee sponsored by the Reading Eagle Times. Our bee takes place at the local level here in our building. Winners proceed to the county bee.

Sports Day

This activity is conducted by the physical education department in the spring and involves a special Sports Day for grades 6-8. All students participate on teams that play softball, soccer, flag football, and volleyball. Winning teams are recognized.

Student Art Gallery

In the spring every year the Fleetwood Middle School presents “A Night with the Arts.” On this night all students have one of their artworks on display in the building. During this evening a few artworks are selected to add to our Student Art Gallery. Selected student work is matted and framed to become part of our permanent student art collection. If a student wishes to keep his/her artwork they have the option to decline this honor. Student Art Gallery inductees are recognized at the end of the year awards assembly. Student Art Gallery inductees receive a certificate that includes a photo of their artwork.

Student Council

The Student Council is a vital link between students, faculty and school administration. It also sponsors social activities and worthwhile charitable projects. Student Council is composed of a representative and alternate from a homeroom group in the Middle School. The representatives and alternates are chosen by popular vote, conducted within each grouping during the early part of September each school year.

Student Council officers and representatives are the leaders in the school and as leaders should represent our school in the best possible manner.

The Student Council representatives, once elected, assemble with the officers on a regular basis during the school year in accordance with the Constitution of the Student Council. A faculty member or members, appointed by the principal, serve as general advisor(s) of the Council. The advisor is an ex-officio member of the Council and its committees and is present at all meetings of the Council.

All Middle School social activities sponsored by the Student Council are only open to Fleetwood Area Middle School students unless otherwise specified.

SPECIALTY HOMEROOMS

Boys Physical Education Homeroom (Grade 8)

This homeroom is comprised of 8th grade students. These students are given the opportunity to participate in physical activity at the end of each school day. The homeroom is designed to let the students participate in activities they have performed in class or activities that are approved by the teacher. The students are able to take control and make rules, pick teams, set guidelines etc. in order to play the games they have chosen. This helps the students develop good sportsmanship, social interaction, and problem solving skills. The homeroom allows approximately 20-25 minutes of activity per class.

Box Tops Homeroom (Grade 7 & 8)

This homeroom will be offered to 7th and 8th graders who are responsible, enthusiastic, organized, and trustworthy. Students in this homeroom will be responsible for running the General Mills Box Tops for Education program to raise free money for Fleetwood Middle School. Students will create contests for collecting the Box Tops, do all of the accounting for the program, help the school decide what the money we raise will be used for, and get the entire school involved in the program.

Drama Club Homeroom (Grade 7 & 8)

This homeroom explores various types of materials such as skits, plays, reader's theater, and subject-related content to research and perform. This homeroom looks for opportunities to perform for small groups and elementary schools. It also participates in theater exercises and workshops throughout the year.

Girls Physical Education Homeroom (Grade 8)

This homeroom is comprised of 7th grade students. These students are given the opportunity to participate in physical activity at the end of each school day. The homeroom is designed to let the students participate in activities they have performed in class or activities that are approved by the teacher. The students are able to take control and make rules, pick teams, set guidelines etc. in order to play the games they have chosen. This helps the students develop good sportsmanship, social interaction, and problem solving skills. The homeroom allows approximately 20-25 minutes of activity per class.

Helping Hands Homeroom (Grade 7 & 8)

This homeroom is offered to hard-working, trustworthy students in 7th and 8th grade who enjoy helping others and want their school and community to be the best they can be. Students in Helping Hands homeroom organize the charity drive to collect soda tabs that benefits the Ronald McDonald House of Hershey and are asked to serve as volunteers for important events in our Middle School. Helping Hands students also create bulletin boards, organize classroom materials, cut out lamination for our teachers, post signs around the buildings for special events and celebrations, and help keep our hallways clean among many other activities throughout the year. Other ideas are welcome, too.

Math Help Homeroom (Grade 6)

The Math Help Homeroom is for sixth grade students who are in the regular or high ability math classes. Students who need a little extra help comprehend math concepts at the pace that their class is moving benefit from being in this homeroom and receiving help with their homework.

Middle School Yearbook Homeroom (Grade 7 & 8)

Each year, the Middle School publishes the school yearbook, Tiger Eyes. The book includes pictures of all the students, faculty and staff as well as team pictures for sports and clubs. The yearbook staff is composed of Middle School students who take pictures, layout the design, edit, advertise and sell the yearbook. A group of seventh and eighth grade students are selected from the general club to comprise the yearbook homeroom. The homeroom offers additional time to plan out the stages of the book.

Reading Olympics Homeroom (Grade 6, 7, & 8)

Students who enjoy reading can join Reading Olympics. As members of this group, students read from a selection of books and prepare for the annual Berks County Middle School Reading Olympics competition held in the spring. Students are introduced to a variety of books, share their ideas with each other, work as part of a team, and participate in friendly competition with students from other middle schools in the county.

Peer Tutoring Homeroom (Grade 7)

This homeroom is for students who struggle academically and their peer tutors. There are two components to the homeroom. The tutees are students who generally are referred by their teachers into this homeroom for additional help. The tutors are students who volunteer to help out in this homeroom. Students will be working on homework, projects, and studying for upcoming tests or quizzes during this time.

Tiger Buddies Homeroom (Grade 7 & 8)

The Tiger Buddies Homeroom is a homeroom for students who are interested in working with students from the Life Skills classroom. Tiger Buddies will have the opportunity to go on community-based trips with the Life Skills students and help Life Skills students with various activities.

Tiger Beat Homeroom (Grade 7 & 8)

Members of Tiger Beat will learn the basics of journalist reporting. Students will actively investigate issues, interview people, create games and puzzles, and write articles for the middle school newspaper. Students will use the computer to set up the layout of the paper prior to production.

Additional Specialty Homerooms

History Homeroom (Grade 6, 7, & 8)

Math Tutoring Homeroom (Grade 7)

Math Tutoring Homeroom (Grade 8)

Organizational Help Homeroom

Peer Tutoring (Grade 8)

Student Council Homeroom (Grade 6, 7, & 8)

Technology and Engineering Homeroom (Grade 7)

Technology and Engineering Homeroom (Grade 8)

Eligibility for Extra-Curricular Activities

To be eligible for participation in extracurricular activities, a student must pursue a curriculum defined and approved as a full time curriculum. Where required, this curriculum, or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as many local policies established by the local school board. Any student failing two (2) or more subjects or one (1) subject with insufficient effort will be declared ineligible (see below). Eligibility shall be cumulative from the beginning of a grading period, and shall be reported on a weekly basis. In cases where a student's cumulative work from the beginning of the grading period does not as of any Friday meet the standard provided for in this section, he or she shall be ineligible from the immediately following Sunday through the next following Saturday. Student's grades will be reviewed each Thursday or school day proceeding in order to determine eligibility. Ineligible students will be notified each Friday or the proceeding school day on a weekly basis.

Scenarios of ineligibility:

- in two core courses (i.e. Social Studies and Math)
- one core course and two special courses (i.e. Social Studies, Art, and Music)
- four special courses (i.e. Art, Music, Physical Education, and Computers)
- one course (core or special) due to teacher documented insufficient effort

This documentation must be communicated to parents by 8:00 a.m. on Friday. The middle school guidance department will then follow-up with notification to the parents/guardians that the child is academically ineligible.

The following subjects are defined as core courses: English, Language Arts, Science, Math, Social Studies, and World Language (Grade 8).

Eligibility shall be cumulative from the beginning of the grading period and shall be reported on a weekly basis (Friday, 8:00 a.m.) to the guidance office.

Students must be in attendance by 11:00 a.m. to participate in sports competitions, practices and co/extracurricular activities taking place that day.

Back work may be made up, providing it is in accordance with the regular rules of the school or the teacher.

These eligibility rules would supersede all PIAA rules, because these rules are of higher standard than the PIAA rules. An appeal for waiver may be requested by the advisor or coach under unusual circumstances. The review committee will be comprised of the principal and two (2) members of the faculty not associated with any of the extracurricular activities. Faculty members represented on the review committee will be selected by the faculty as a whole.

NEW Student Activity Fee

At their meeting on June 21, 2011, the Board of School Director's approved a Student Activity Fee for the 2011-12 school year. This fee applies to all junior and senior high sports and specific middle and high school activities that are not part of the curriculum and occur outside of the school day – see below.

The fee for the 2011-12 school year has been set at \$100/year for one or more activity for all students in grades 9 – 12 and \$60/year for one or more activities for students in grades 7 and 8. If students are eligible for reduced lunch prices, the fee will be reduced to \$20/year for high school students and \$12/year for middle school students. The activity fee will be waived for students receiving free lunch. For activities that start at the beginning of the year, the student's eligibility for a fee waiver or reduced fee will be based on the student's eligibility for free/reduced lunch at the end of the 2010-11 school year. For activities that begin in the winter or spring of the 2011-12 school year, fee reduction will be based upon the student's eligibility for free or reduced lunch at the time that the activity starts. This is an annual fee. Once the fee is paid, the student may participate in as many activities as he/she chooses. Payment of the fee will not guarantee a student's placement on a team or game time during the sport. Should the student not be selected to participate on the team or activity, a refund may be requested from the business office if this was the only activity in which the student is going to participate during the school year.

Payment of the fee is due by September 2, 2011 for year-long or fall activities and will be due within three weeks of the start of practices for winter (December 9, 2011) and spring (March 23, 2012) sports. Checks or money orders must be made payable to the Fleetwood Area School District and should be submitted to the business office. Cash will not be accepted.

If your child is planning to participate in a fall sport or activity that begins at the start of the school year, you may fill out the form and return the form along with payment to the business office. Should you have any questions concerning the fee, please feel free to contact the Business Office at 610-944-8111 x 2.

Form available at www.fleetwoodasd.k12.pa.us

High School Activities

Spring Musical/Play, Marching Band, Jazz Band, Choraliers, Women's and Men's Chorus, Science Olympiad, Band Front, Academic Challenge, Envirothon, FBLA, Interact, Artifact, Outdoor Club, Spirit Club, UN Club

Middle School Activities

Jazz Band, Envirothon, Math Counts, Play, Reading Olympics, Science Olympiad