

Program of Studies

William Allen Middle School

2016 - 2017



Moorestown Township Public Schools

Moorestown, New Jersey

BOARD OF EDUCATION

Ms. Kathy Goldenberg
President

Mr. Brandon Pugh
Vice President

Mr. J. Harry Faunce

Mr. Peter Palko

Mr. Al Panzarella

Mr. Ann Marie Reyher

Ms. Caryn Shaw

Mr. Matthew Simeone

Mr. David Weinstein

CENTRAL ADMINISTRATION

Ms. Carole Butler
Interim Superintendent

Dr. Sue Tosti
Interim Director of Curriculum and Instruction

Ms. Lynn Shugars
School Business Administrator/ Board Secretary

Mr. David Tate
Director of Special Education

Ms. Gail Reichg
Director of Personnel

Mr. Jeffrey Arey
Director of Educational Technology

“Excellence, Equity, Engagement via Partnership”

MIDDLE SCHOOL ADMINISTRATION

Mr. Matthew Keith
Principal

Mr. Ray Kelly
Assistant Principal

SUPERVISORS OF CURRICULUM

Mr. Neil Rosa
Supervisor of Physical Education & Health

Ms. Roseth Rodriguez
Supervisor of Social Science
Supervisor of World Languages

Dr. Sue Tosti
Supervisor of Language Arts

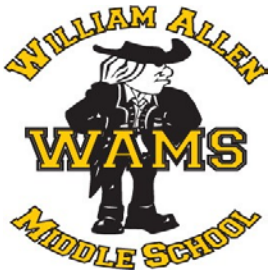
Ms. Kathleen D’Ambra
Supervisor of Guidance Services

Ms. Patricia Rowe
Supervisor of Arts & Educational Technology

Ms. Cynthia Moskalow
Supervisor of Special Services 7—12

Ms. Julie Colby
Supervisor of Mathematics

Mr. Gavin Quinn
Supervisor of Science



WILLIAM W. ALLEN III, MIDDLE SCHOOL

801 North Stanwick Road
Moorestown, New Jersey 08057
856-778-6620

From the desk of: *Matthew Keith, Principal*

A MESSAGE TO PARENTS:

Welcome to the William Allen Middle School Program of Studies! WAMS is an innovative school where students are challenged to succeed as problem-solvers, critical thinkers, and cooperative learners. Our program is created to reach the whole child for all children. While at WAMS, your child will be exposed to the Common Core Curriculum Standards, 21st Century Skills, and courses that thoroughly enrich their learning experience.

Middle school is a period of time when students develop and grow from children into adolescents. During this transition, students develop intellectually, socially, physically, and emotionally. This poses a challenge for many students as their bodies and minds begin to change and formulate opinions and ideas. Middle Schoolers seek independence but value the security of dependence.

With that in mind, adolescence creates complex challenges. Therefore, our schedule and program of studies provides students with new learning opportunities through the structure they crave in order to build confidence in a secure environment. Our approach places students on a team of core teachers and special needs teachers. Each team is made up of approximately 100 students with an even balance of mixed genders, academic levels, and learning styles.

Each student will be placed in Enrichment courses that are designed to expose him/her to 4 focused areas of curriculum: Literature/Writing; STEM; Humanities; Fine and Performing Arts. These courses offer the students 45 days of reinforcing curriculum and, in some cases, introducing them to new curriculums. All courses must possess at least 1 of the following 4 qualities: Common Core Alignment; 21st Century Skills; Enrich Core Curriculum; Alignment to High School. These courses are intended to reach the whole child through multiple approaches.

Our dedicated, caring teaching staff use “Best Practices” techniques in order to engage the students in their learning. The teachers meet as department and cross-curricular teams to ensure curricular alignment and cross-curricular engagement. Another benefit the teams offer is a personal approach to each child. The teams discuss ways to assist struggling students both academically and personally, and they meet with the parents and student as a united front where all members of the team are on the same page in assisting the family.

Along with our regular day, students are encouraged to seek assistance from their teachers during our “10th period” between 2:30 and 3:00 PM. Homework Club meets Mondays, Tuesdays, Thursdays and Fridays from 2:35-3:15 PM all year long for students to stop in anytime they need extra assistance. WAMS offers a variety of afterschool clubs, athletics and musical opportunities. Information related to these activities will be advertised in the summer prior to the start of school.

WAMS wishes you and your child an enriching middle school experience, one that allows for excellence, equity and engagement through our partnership between home and school.

Sincerely,

Matthew Keith
Principal

William Allen Middle School - MISSION STATEMENT

The mission of the William Allen Middle School is to educate and inspire our diverse population of early adolescents to realize their unique potential. Our dedicated staff and the middle school experience will help students to internalize responsibility, to value themselves and others, and to become life-long learners and productive citizens.

In partnership with the community, we will provide a positive climate where students will experience intellectual, physical, social, emotional and creative growth in a safe and nurturing academic environment.

TABLE OF CONTENTS

MTPS Contact Information	page 2
A Message to Parents	page 3
WAMS Mission Statement	page 4
General Information	page 6
WAMS Academic Program	page 7
Connections to the High School	page 8
Middle School Counseling	page 9
Student Services	page 10
Grading System	page 12
Media Center	page 13
Academic Overview	page 14
Trimesters	page 20
World Language	page 22
MTPS World Language Sequence.....	page 24
Physical Education and Health	page 25
Enrichment, 7 th Grade	page 26
Enrichment, 8 th Grade	page 31
After School Activities	page 37

General Information

The information in this Program of Studies should be used to inform both the parent and the student about each academic and enrichment course for the student's middle school years. All half-year enrichment courses meet every other day for a total of 45 days and full year meet every other day for a total of 90 days.

Students and parents are encouraged to review this booklet. If any questions or concerns arise, please seek a guidance counselor for any additional information.

WAMS Academic Program

Grade 7	Grade 8
Language Arts	Language Arts
Mathematics	Mathematics
Life Science	Physical Science
Cultural Geography	Civics
World Language	World Language
Physical Education/Health	Physical Education/Health
Trimesters: Statistics & Probability, Digital Design, Learn to Write	Trimesters: Public Speaking & Theater, Exploring Technology, Write to Learn
Enrichment	Enrichment

Grade 7 Enrichment

<u>Literature/Writing</u>	<u>STEM</u>	<u>Humanities</u>	<u>Visual and Performing Arts</u>
Creative Writing	Creative Innovations	First Aid/CPR	2D Art
Journalism	Digital Media	Fitness for a Healthy Life	History of Popular Music
Literature Appreciation	Forensics	Leaders to Leaders	Intro to Graphic Design
	Math and the World	Psychology for Middle Schoolers	
	Teen Finance		
	Thinkers, Builders, Doers		

Grade 8 Enrichment

<u>Literature/Writing</u>	<u>STEM</u>	<u>Humanities</u>	<u>Visual and Performing Arts</u>
Classical Literature	Athletic Analysis	Art Appreciation	3D Art
Contemporary Literature	Astronomy	Debate	Intro to Songwriting
Creative Writing	Introduction to Computer Programming	Leading Minds	Music and Society
Introduction to Poetry	Movie Making		
	WeatherBug		

Courses that Require Placement or Auditions

<u>Literature/Writing</u>	<u>STEM</u>	<u>Humanities</u>	<u>Fine and Performing Arts</u>
LA Support	Advanced Movie Making	PASS	Band
	Math Support		Beginner Band **
			Chorus **
			Honors Art I
			Honors Art II
			Honors Chorus
			Jazz Band
			Orchestra

** Although students do not need previous band/chorus experience to enroll in these courses, students must elect this course within enrichment form to be placed within either performing arts group.

***The middle school program may be impacted by the budget.

Connections to High School

In order to survive in the global, competitive job market, students must have a long-range educational and career plan. An increasing number of jobs will require a solid academic foundation in math, science and communications.

All high school graduates can expect to work, earn a living, and build a career. To do this successfully, it requires planning and selecting a career goal that is right for each student. You need to set personal goals that will give you focus through your high school years. These goals should be outlined in a career and educational plan developed with the assistance of a school counselor and your parents. Your career and educational plan provides a strategy for accomplishing goals. Consider the following as you develop your plan and select courses:

- Your abilities, interests, likes and dislikes
- Curriculum in the career area of your choice, including dual enrollment courses and work-related options

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
World History	US History	Contemporary U.S. History	Social Studies (as an elective)
Biology	Chemistry	Physics/ Environmental Science	Science (as an elective)
Mathematics	Mathematics	Mathematics	Mathematics (as an elective)
World Language	World Language	World Language (as an elective)	World Language (as an elective)
PE/ Health	PE/ Health	PE/ Health	PE/ Health
Required Elective (CTE)	Required Elective (FPA)	Elective	Elective
Elective	Elective	Elective	Elective, or Senior Option

Guidance counselors meet one-on-one with all 8th graders in early spring to help plan high school courses.

Middle School Counseling

The goal of the School and Counseling Department at WAMS is to address the student as a unique individual. Our overall mission is to assist students in personal growth through the development of self-awareness, respect, good citizenship, acceptance, and understanding of others. We strive to help the student achieve optimal coping and decision-making skills, develop an academic schedule, and explore life skills and career options. We believe that effective communication and cooperation among instructional staff, counselors, and administration are essential in building an atmosphere where students can realize their fullest potential. Our department brings to counseling a “hands-on,” open heart and open mind approach to create a listening environment and a safe haven. We believe that each student has the right to be treated with dignity and respect, without regard to culture, ethnicity, religion, gender, socio-economic status or special needs.

The middle school counseling offices are located in the front of the school across from the main office. The seventh and eighth grade counselors are fully qualified to assist students with educational plans and with social/emotional problems. In working with students, they seek to assist each student to make the most of his or her capabilities and to make realistic and constructive decisions.

The counselors work closely with the Principal and Assistant Principal. Their responsibilities include creating and maintaining contact with students and parents. They develop schedules, review report cards and help monitor standardized testing. They meet with each team of teachers once a week.

Some of the reasons students seek out the school counselor are:

- to plan a suitable academic program
- to analyze and improve academic achievement
- to seek guidance in transitioning from the elementary to the middle school
- to establish personal and vocational goals
- to explore ways to achieve goals
- to get help with peer relationships, relationships with teachers, relationships within the family
- to identify worthwhile activities for personal growth and development
- to develop strategies for adjusting to academic responsibilities
- to inquire about careers and vocations
- to conceptualize and explore strategies for solving problems
- to explore self-esteem concerns
- to seek solace in times of crisis

In addition to individual counseling, the counselors meet with small groups of students to provide information and assistance; help orient new students; oversee the administration of the standardized testing program; promote productive study skills; provide mediation if needed; and work with parents/guardians, teachers, and students to develop cooperative plans for solving student problems.

When students wish to meet with one of the counselors, they may either stop by the counselor's office to make an appointment or leave a note to request an appointment. Appointments are not always necessary, as the counselors welcome drop-in visits and will meet with a student as their schedules permit. Parents are always welcome to call the counselors to request that the counselors meet with their child, or to discuss their own concerns about their child's progress or adjustment. Counselors can be contacted by phone or by email. Call the middle school's main number (856) 778-6620 and access their extensions/voice mail boxes as prompted by the menu.

Intervention and Referral Services (I-Team)

An Intervention Referral & Services Committee composed of administrators, teachers, school nurse, Child Study Team members and counselors meet regularly to discuss students who are at risk for continued behavioral or academic difficulty. The team gathers information on the referred student, assesses their level of need, and works with the family to develop a plan for referral to any necessary resource for help. A variety of academic interventions, community resources and in-school programs are utilized. All student intervention plans are kept strictly confidential.

Mentor Program

Students are assigned a volunteer teacher who acts as a mentor, providing support and encouragement on a regular basis. Mentors help the students organize, focus, and complete their basic assignments as well as provide a "listening ear". Staff may act as advocates for students' efforts at home, school and in the community. Mentors will help maintain open lines of communication with parents and school, and demonstrate a personal interest in the student's concerns and aspirations. Staff and students will develop an informal schedule and meet throughout the school year.

Student Services

There are many children in our schools who have special needs. They include children with disabilities, students who have difficulty meeting curricular demands, and children whose primary language is not English. In all cases, the needs of these students must be met by school districts by providing the support or accommodations necessary to educate them.

The Student Services Department provides evaluations by the Child Study Team for students who demonstrate a potential disability. An educationally disabled student is one who may be experiencing difficulties of a physical, emotional, academic, intellectual or social nature to the extent that the student is not able to function effectively in a regular education program and requires special education services. Specific eligibility criteria are established by federal, state, and district regulations.

A Child Study Team evaluation may be necessary to determine the basis of the difficulties and whether the student is eligible for special services. A referral to the Child Study Team (CST) may be initiated by a parent/guardian, teacher, the Intervention and Referral Services committee (I-Team), school nurse, a school administrator, medical professionals and other specialists or agencies concerned with the welfare of students when an educational disability is suspected. If the student is found eligible for special education and related services, an Individualized Educational Plan (IEP) is developed.

William Allen Middle School offers a complete range of special education programs in the least restrictive environment for students who have been determined to be eligible for special education and related services.

A full continuum of program options are available and include supported general education classes, resource center replacement and support classes, and self-contained special education classes. The vast majority of classified students are served in general education programs with support or minimal pull-out. Every effort is made to include students with disabilities to the maximum extent appropriate in classes with non-disabled peers. The objective is to provide every student with a program designed to meet his or her needs.

The Resource Center programs include:

- In-class support
- Pull-out support
- Pull-out replacement instruction

Integral to the Resource Center pull-out support program is a curriculum stressing study and organizational skills. Resource Center teachers are in close contact with the students' general education teachers.

Self-contained class placements are provided for those students requiring a much more concentrated and specialized instructional program. There are various programs serving students with severe learning, developmental, and emotional difficulties. Some mainstreaming occurs as appropriate. In addition to individualized academic instruction, self-contained classes will include, as appropriate to student needs, activities and instruction to develop functional, pre-vocational, social, and life skills. Other related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, social work services, medical services and speech-language services are provided to students with disabilities when required for the student to benefit from the educational program.

In addition, the Child Study Team members, including School Psychologist, Learning Disabilities Teacher-Consultant and School Social Worker, consult with teachers, nurses, and guidance counselors, meet with students and parents, and act as a liaison between home and school for special education students.

Grading

Grading System

The grading system used by the middle school is as follows:

Point	Grade	Point	Grade
92-100	A	72-77	C
90-91	A-	70-71	C-
88-89	B+	68-69	D+
82-87	B	62-67	D
80-81	B-	60-61	D-
78-79	C+	Below 60	E

Grade Reporting

Report cards are made available at the end of each quarter through our Parent Portal. Student interim progress reports are made available on-line through the Parent Portal on Genesis at the midpoint of each marking period. Please see the Home and School calendar for specific dates.

Grades are up-dated on our Parent Portal a minimum of every two weeks throughout the school year.

Media Center

The Middle School Media Center provides students and staff with a flexible scheduling format that encourages them to visit the media center to meet a wide variety of needs. Teachers and the media center librarian work cooperatively to ensure that classes schedule time in the media center in order to complete projects, to learn research skills, and to select exciting literature both for class assignments and for leisure reading.

All students participate in a media center orientation in which they are given an introduction to the library. During the school year, as classes schedule into the media center, research skills continue to be reinforced and developed. In addition, students participate in a variety of book talks that help them understand and select from different genres of literature and various informational texts. Students are given additional instruction as they learn to be critical thinkers in accessing and evaluating both print and non-print resources. Bibliographic instruction is taught to all students. Technology plays a key role as students develop research strategies that enable them to locate, select, and retrieve information through the automated card catalog and the internet. They learn how to access our online databases.

Students visit the media center during the day, either in classroom groups or individually. The media center is also open to students after school in order to accommodate those wishing to do homework or conduct research.

REQUIRED COURSES

Students are placed on a team for their academic courses: language arts, math, social science, science, and cycles. Each team has a special needs teacher who instructs and participates on his/ her assigned team. All teachers are specialists in their content areas and work together to develop effective learning communities—groups of students and teachers who work collaboratively to address the instructional and curricular program.

LANGUAGE ARTS

The integrated language arts/literacy program provides students with the skills and knowledge to enable them to construct meaning, interpret meaning, analyze and critique texts. Literate students are life-long learners whose command of language is exemplary and who gain pleasure and fulfillment from using language in reading, writing, speaking, listening and viewing.

Grade 7

The 7th Grade Language Arts Curriculum follows the New Jersey Common Core Standards for literacy, which is comprised of reading, writing, speaking, listening, and viewing. In reading, students have experience with a variety of genres and learn the elements of story and literary devices. In writing, students learn the format for an academic essay, open-ended questions, journal writing, poetry and the research paper. Grammar and vocabulary are incorporated in classroom instruction. Students participate in discussions and oral presentations. The overall goal is to foster an appreciation of literature, to communicate effectively through writing and speaking, and develop self-expression.

Grade 8

Using the New Jersey Common Core Standards as a guide and building from the skills that students developed in the seventh-grade language arts program, eighth-grade language arts classes read various classic and young adult literary selections. This is accomplished while discussing literary elements and connecting those pieces to their lives and the world around them. Students continue to build their writing skills via different outlets including, but not limited to, journals, essays, and poetry. Grammar and vocabulary instruction are incorporated into the students' experiences.

Honors Language Arts 7th & 8th Grade

The accelerated language arts program follows the tenets of the grade-level curriculum yet provides students with the opportunity to explore topics and themes in greater depth via independent study and group collaboration. The goal of this enrichment is to help students continue to develop their already strong literacy skills and to provide them with opportunities to read, explore, and discuss literature with peers of similar ability.

Language Arts Support 7th & 8th Grade

(Enrollment in this course will be determined by recommendation only. The Language Arts Workshop enrichment program has been designed to help students further develop the most pertinent skills in language arts as deemed by state and national standards. In a small group setting, students will receive instruction related to individualized needs and abilities. **This is a 90 day course, it counts as 2 credits towards enrichment choices.**

Reading / Language Arts: 7th & 8th Grade

This course is for the student who has been identified as needing an Individualized Educational Plan (IEP). It utilizes an integrated approach to instruction to develop student proficiencies in reading, writing, listening, speaking, viewing and media literacy, consistent with CCSS. **This course meets daily for two periods.**

Language Arts Honors Placement Process

- 1) Writing Sample Score
- 2) MAP score in the Advanced Range
- 3) Teacher Recommendation

The scores for all of the above criteria are totaled. Placement is determined by a cutoff score for each of the different class levels. Notification of placement will occur by the end of June via a letter home from the supervisor.

SOCIAL SCIENCE

The purpose of the social studies program is to prepare young people to be humane, rational, and participative citizens in a complex, multicultural, rapidly changing, and interdependent world. In order to understand how the world is an integrated system, students must examine the past, present, and future, and think, feel and act from a perspective that is global rather than narrowly personal, regional or national.

Grade 7 Cultural Geography

This course is designed to build upon what students have learned about the world and its lands and people throughout elementary school. Cultural Geography informs students about our changing world beyond just maps and locations. Through exposure to the cultures of other peoples, students will gain an understanding of the variety, vastness, and vitality of the human condition. Students will further develop a global perspective through the political, social, and thematic study of the regions of the world.

Grade 8 Civics

This course will expose students to the study of citizenship and government. Students will learn what it means to be an effective and responsible member of American society. The course will also introduce basic economic theory while preparing students for history and social studies courses at the high school.

Mathematics

The Mathematics courses at the middle school level provide opportunities for students to use problem solving, mathematical communication, mathematical reasoning, mathematical and real world connections, and multiple representations to extend their skills and understanding in mathematics. Students build on the concrete reasoning experiences developed in elementary school while developing the deeper mathematical understandings required for success in more complex learning experiences. Each year students will study mathematics topics that include ratio and proportional relationships, the number system, expressions and equations, geometry, statistics and probability, and functions while using a variety of technology tools. Students who have successfully completed the middle school mathematics program will be prepared for high school mathematics course work.

Grade 7

Math 7

This course, which is aligned to the Core Curriculum Content Standards, is focused on the following major concepts or Big Ideas: Ratio and Proportional Relationships, the Number System, Expressions and Equations, Geometry, Statistics and Probability. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Enriched Math 7

This course, which is aligned to the Core Curriculum Content Standards, is focused on the following major concepts or Big Ideas: Ratio and Proportional Relationships, the Number System, Expressions and Equations, Geometry, Statistics and Probability. This course contains several Eighth Grade Standards and prepares students for Algebra I in Eighth Grade. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Accelerated Math 7

This course, which is aligned to the Core Curriculum Content Standards, is focused on the following major concepts or Big Ideas: Ratio and Proportional Relationships, the Number System, Expressions and Equations, Geometry, Statistics and Probability. This course contains several Eighth Grade Standards and prepares students for Algebra I in Eighth Grade. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum. This course moves at an accelerated pace and requires students to use independent and abstract thinking.

Resource Math 7

This course is for the special needs student who requires an individualized and small group approach to learning as prescribed by the student's IEP. This course utilizes an integrated instructional approach to develop the students' proficiencies in mathematics consistent with the CCCS.

Math Support 7

(Enrollment in this course will be determined by recommendation only.)

The Math Support enrichment program has been designed to help students further develop the most pertinent skills in mathematics as deemed by state and national standards. In a small group setting, students will receive instruction related to individualized needs and abilities. This course will support the concepts addressed in the Math 7 curriculum. **This course is a 90 day course, it counts as 2 credits towards enrichment choices.**

Grade 8

Pre-Algebra

This course, which is aligned to the Core Curriculum Content Standards, is focused on the following major concepts or Big Ideas: the Number System, Expressions and Equations, Functions, Geometry, Statistics and Probability. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Algebra I

This course, which is aligned to the CCCS, is focused on the following major concepts or Big Ideas: Operations with Real Numbers, Linear and Quadratic Equations, Factoring, Rational Expressions, Exponents, Radicals, System of Linear Equations and Graphing. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

Honors Algebra I

This course, which is aligned to the CCCS, is focused on the following major concepts or Big Ideas: Operations with Real Numbers, Linear and Quadratic Equations, Factoring, Rational Expressions, Exponents, Radicals, System of Linear Equations and Graphing. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum. The course moves at an accelerated pace and requires students to use independent and abstract thinking. *Selected 7th grade students will be invited to join this 8th grade course by meeting the required score within the mathematics placement process.*

Honors Geometry

Students, study sets, logic, reasoning processes points, lines, planes, angles, triangles, quadrilaterals, other polygons, parallel and perpendicular lines, circles, proportions, congruent and similar polygons, and regular geometric solids. The course includes topics in solid geometry so those students learn the relationships of lines, angles, and planes in space as well as in a plane. Students apply definitions, theorems, and postulates using formal proofs (direct and indirect) throughout the course. Students are expected to share responsibility for their learning. **This is a high school honors level course.**

Resource Math 8

This course is for the special needs student who requires an individualized and small group approach to learning as prescribed by the student's IEP. This course utilizes an integrated instructional approach to develop the students' proficiencies in mathematics consistent with the CCCS.

Math Support 8

(Enrollment in this course will be determined by recommendation only.)

The Math Support enrichment program has been designed to help students further develop the most pertinent skills in mathematics as deemed by state and national standards. In a small group setting, students will receive instruction related to individualized needs and abilities. The workshop course will support the concepts addressed the Pre-Algebra curriculum. **This is a 90 day course, it counts as 2 credits towards enrichment choices.**

Math Placement Process:

The following criteria is used for placement in mathematics:

1. Average of First Three Marking Period Grades.
2. 6th or 7th Grade End-of-Year Proficiency Test
The test reflects the big ideas in the grade level curriculum. Administered in May/ June.
3. Algebra Prognosis Test (Grade 7 Only)
This test assesses the students' readiness to conceptualize abstract algebraic concepts. Administered in early third marking period.

The scores for all of the above criteria are totaled. Placement is determined by a cutoff score for each of the different classes. Notification of placement will occur by the beginning of July via Genesis.

Possible Mathematics Sequences

Grade 7	Math 7	Enriched Math 7		Accelerated Math 7	
Grade 8	Pre-Algebra	Algebra I		Honors Algebra I ★	
Grade 9	Algebra I	Geometry		Honors Geometry	
Grade 10	Geometry	Algebra II		Honors Algebra II	
Grade 11	Algebra II	Pre-Calculus		Honors Pre-Calculus	
Grade 12	College Algebra Pre-Calculus	Honors Calculus	AP Calculus AB	AP Calculus AB	AP Calculus BC

- ★ The math placement process identifies a select group of 7th grade students and invites them to join the 8th Grade Honors Algebra I course. In 8th grade, these students take Honors Geometry and then follow the HS honors sequence. Multivariable Calculus/Differential Equations may be offered as a fourth year of mathematics at MHS.

SCIENCE

The middle school science program emphasizes an inquiry based, hands-on, process-centered approach to the study of science content in order to provide students with a solid foundation. This approach fosters the knowledge, skills and attitudes necessary to thrive in a technological and scientifically oriented society.

Grade 7 Life Science

In our Life Science course, students study the various aspects of living things . Topics include: cellular structure and processes, genetics, classification of living things, how living things have evolved, and human biology. In addition, laboratory investigations, data analysis, and reports are required in order for students to gain a sound understanding of various biological principles..

Grade 8 Physical Science

Students study both chemistry and physics. Chemistry is emphasized in this grade in preparation for the high school biology program. In addition, students will conduct laboratory investigations and complete projects and interdisciplinary activities. They will investigate variables, collect and interpret data, and make conclusions through formal laboratory reports. In addition, Newton's Laws and energy transformation are also studied. Major topics in all sciences for the ASK 8 assessment are reviewed on a regular basis.

TRIMESTERS

Trimester courses are required for all students. They meet every day for 60 days, three cycles per grade. We consider instruction in the unified arts vital and necessary to the educational program provided to children of middle school age.

7th GRADE

Statistics & Probability

This course will highlight the Common Core standards outlined under Statistics and Probability. For Statistics, students will investigate random sampling to draw inferences about a population, informally assess the degree of overlap of two numerical data distributions with similar variables, and use measures of center and measures of variability for numerical data from random samples to draw inferences about two populations. For Probability, students will understand probability as defined by chance, approximate the chance event through data collection and prediction, develop models and utilize them to find probabilities of events, apply multiple probability strategies to problems to identify the chance of compound events to occur.

Digital Design

This course introduces students to the multifaceted skills of digital design and production. Digital Design exposes students to 21st Century Skills through a skillful combination of text, photography, and graphics to create desktop publishing and multimedia presentations. Students will acquire knowledge of the visual arts as it pertains to the digital age.

Learn to Write

This sixty day cycle is the first of two intensive, computer-based writing courses that all students will experience at WAMS. In the 7th grade course, students will learn to write in various academic essay forms such as expository, argumentative, and analysis. Students will take part in the entire writing process, from drafting to publishing, and will revise and edit in a collaborative community. The class will focus on developing writing skills, including organization, mechanics, and style. It will be taught in a guided workshop model, allowing for student choice within a given set of options and specific mini-lessons tailored to meet certain needs..

8th GRADE

Exploring Technology

The WAMS Technology department recognizes that our students must possess a variety of skills to prepare them for our rapidly changing technological world. Students are exposed to and develop skills in the areas of Communication, Information Processing, Computer Applications, Engineering Design and Power Technologies. The knowledge needed to apply, adapt, and utilize technology requires life-long learning skills. Students will need skills in critical thinking, problem solving, information gathering, and cooperative learning. Completion of the Exploring Technology will prepare students to make informed decisions about Technology Education electives at the high school level.

Public Speaking and Theater

Communicating effectively through written and verbal expression is an essential skill for a student's personal and academic success. During this course, students will learn about and practice the skills associated with public speaking. Students will become immersed in public speaking terminology, presentation skills, and they will participate in the delivery of different types of speeches. This course will also include an introduction to the theater arts. The students will learn about the different aspects associated with a theatrical production. They will also participate in theatre games and acting projects. The combination of public speaking and theatre activities will give the students the opportunity to increase their confidence level and ability to speak and perform in front of an audience.

Write to Learn

Building directly off of the skills from the Learn to Write course, in this computer-based writing course students will learn research strategies in order to begin writing pieces that analyze and give meaning to the world around them. In Write to Learn, essay structure, compositional risk, and effective writing practices will all be reinforced daily through group discussions as well as individual student drafting. In this class students will research, question, challenge, debate, and write about prevalent societal issues.

WORLD LANGUAGES

The Middle School World Language Program affirms the belief that students should have the opportunity to study a language other than English to be prepared to compete and be successful in this changing and global world. All world language classes meet every day unless otherwise stated.

World Language Placement

The following criteria are used for placement in world language:

- 1) Pimsleur Language Aptitude Battery
This is a diagnostic test designed to assess a child's language aptitude.
- 2) World Language teacher recommendation
- 3) Language Arts MAP testing

French 1, Part 1

This course emphasizes the first half of the high school French 1 curriculum. Students are introduced to the sounds and grammar of the language. The emphasis of the course is on the development of both expressive and receptive vocabulary, as well as the grammar of the language. Usage of the present tense is a major component of this course. Common themes are food, school, friends, sports and pastimes. The culture of France and Canada are studied.

French 1, Part 2

In this course, the second half of the high school French 1 curriculum is delivered. Students continue to develop basic vocabulary and are introduced to more advanced grammatical concepts such as the near future and past tenses. Themes of this course include weekend activities, free time, family, cuisine, shopping and vacations. The cultures of France and other French speaking countries are presented.

Latin 1, Part 1

This course introduces the students to the fundamentals of Latin grammar and vocabulary including four tenses of verbs and noun uses. It also emphasizes the correlation of Latin to the English language and English derivatives. Students study various aspects of the daily life of ancient Romans, Roman mythology and stories related to the constellations. At the end of the course, students are able to read and write simple Latin.

Latin 1, Part 2

Latin, Part 2 continues the study of Latin vocabulary and grammar, including six tenses of verbs and uses of nouns, adjectives, and pronouns. Emphasis is placed on English words derived from Latin roots. Students read an English version of the Latin classic, The Aeneid, and use this legend as the introduction to major trends in Roman history and forms of government.

Spanish 7

This course is designed to meet the middle school world language requirement. It is designed for the student who requires additional support as he/she develops novice language skills in the target language. Students work to build novice skills in all modes of communications-interpretive and interpersonal and presentational. Themes are cross-curricular: Personal and Family Life, and School and Social Life. There will be emphasis on listening comprehension. Students will work in pairs and/or small groups to help them practice new language skills. Computer software will also be used to reinforce classroom learning. This course is specifically designed to prepare a student for Spanish 8. **Spanish 7 will meet for 90 days (every other day, full year)**

Prerequisite: NJ ASK 2014 Language Arts Literacy score below 200, Pimsleur Language Aptitude Battery and Teacher Recommendation.

Spanish 8

This course is designed to meet the middle school world language requirement. It is designed for the student who has completed Spanish 7. Students work to build novice skills in all modes of communications-interpretive and interpersonal and presentational. Themes are cross-curricular: Free Time Activities, Shopping and Food, and Daily Routine and Personal Care. The emphasis of the course will be to continue to develop reading and listening comprehension, vocabulary, and conversational Spanish. Students will work in pairs and/or small groups to help them practice new language skills. Computer software will also be used to reinforce classroom learning. This course is specifically designed to prepare a student for High School Spanish I. **Spanish 8 will meet for 90 days (every other day, full year)**

Prerequisite: NJ ASK 2014 Language Arts Literacy score below 200 and Teacher Recommendation.

Spanish 1, Part 1

This course emphasizes the first half of the high school Spanish 1 curriculum. Students are introduced to the sounds and grammar of the language. The emphasis of the course is on the development of both expressive and receptive vocabulary, as well the grammar of the language. The usage of the present tense is a major component of the course. Common themes are food, school, friends, sports and pastimes. Students also study the cultures of Spain and other Hispanic countries.

Spanish 1, Part 2

In this course, the second half of the high school Spanish 1 curriculum is delivered. Students continue to develop basic vocabulary and are introduced to more advanced grammatical concepts such as the near future and past tenses. Themes of this course include weekend activities, free time, family, cuisine, shopping and vacations. The cultures of many Hispanic countries are presented.

Spanish 1

In Spanish 1, students are introduced to the sounds and grammar of the language. By the end of Spanish 1, students can speak in short sentences in response to a teacher's question. They understand Spanish spoken at a normal tempo by the teacher and are able to read short paragraphs that are based on familiar vocabulary and topics. Students write short, simple sentences and describe action using the present and near future tenses. Included in this course are many themes, such as school, friends, food, pastimes, family, shopping and vacations.

Spanish 2

A major focus of Spanish 2 is the study of the past tense. By the end of this course, students write and speak in the past, present and future tenses. In addition, they continue to build active vocabulary and understand spoken Spanish at a more advanced level. Students read cultural materials about foods, trips, means of transportation, festivals, and occupations. Students also investigate the cultures of various Hispanic countries.

MTPS World Language Sequence

Grade	Course							
	French		Latin		Spanish			
7	French I Part I		Latin I Part I		Spanish 7		Spanish I Part I	Spanish I
8	French I Part II		Latin I Part II		Spanish 8		Spanish I Part II	Spanish II
9	Honors French II		Honors Latin II		Spanish I	Spanish A	Spanish II	Spanish III Honors Spanish III
10	Honors French III		Honors Latin III		Spanish II	Spanish B	Spanish III	Spanish IV Honors Spanish IV
11	Honors French IV		Honors Latin IV		Spanish III	Spanish I	Spanish IV	Spanish V Honors Spanish V
12	AP French V		AP Latin V		Spanish IV	Spanish II	Spanish V	AP Spanish VI

Physical Education & Health

Physical Education – 7th and 8th grade

Emphasis is on individual and team sports, team building and fitness activities. Appropriate body mechanics, form, skills and strategies utilized in a wide range of sports and activities are stressed. Students are exposed to a variety of activities that prepare them to actively and effectively achieve and promote lifelong wellness. Preparation for class, cooperation, and active participation are required. Gym uniforms are required for each class.

Health – 7

The seventh grade curriculum focuses on the social aspects of student development. Nutrition, conflict and violence prevention, drugs and alcohol, disease and disease control, and personal growth are discussed. Students participate in discussions and class activities that help them to make healthy decisions for their future. Individual and group projects are included.

Health – 8

The eighth grade curriculum concentrates on the dimensions of wellness with a focus on physical, mental, and emotional health. Students explore the body systems, mental health, decision making, drugs and alcohol, community health, healthy relationships, and human sexuality. Students will be required to complete individual and group projects.

Enrichment Courses

The middle school is designed to provide opportunities for students to participate in a variety of activities and programs that promote healthy living, and positive interaction with peers and adults. These opportunities are designed to give students the chance to exhibit excellence and to gain confidence and personal satisfaction of becoming expert or very good at something. For many young people, mastering the core academic program will provide these opportunities. For others, opportunities to exhibit excellence may lie outside the core program in exploratory courses, athletics and school-based activities. (Schools in the Middle: Theory Into Practice by Sally C. Clark and Donald C. Clark, 1990)

WAMS middle school experience will be a combination of academic and enrichment courses that will provide all children opportunities to excel. Each enrichment course will meet every other day for either one semester or for the full year.

7th Grade Enrichment

2 Dimensional Art

This course introduces students to the foundations of 2-D fine art. Students will be introduced to the language of art through drawing, painting, and printmaking. The course promotes artistic skill development while encouraging creative problem-solving and self-expression. **This course is one semester, it is 1 credit.**

Band

The band class will be scheduled every other day as a grade level period and combined 7th & 8th grade at all performances. The band class is comprised of woodwind, brass and percussion instruments. In addition to the band class students are scheduled in rotating lesson groups which rotate through 7 periods every 6 school days missing the same class once every 42 school days. A cooperative culture and development of individual musicianship skills are strongly emphasized. The students perform a variety of repertoire at numerous school, community and county activities. **This is a full year course, it is 2 credits.**

Beginner Band

This course is designed to provide students who have never played or have just started playing a band instrument. The band class is comprised of woodwind, brass and percussion instruments. Classes will combine together to perform at the Spring Concert. A cooperative culture, development of individual musicianship skills and music notation recognition are strongly emphasized. **This is a full year course, it is 2 credits.**

Chorus

Students will sing a varied repertoire of music representing different genres and cultures. They will continue to hone their vocal technique, begin the process of sight singing, work on ear training through 3-part voice writing, improve diction by singing in several languages and strengthen their performance skills through concerts and music festivals. Becoming a member of the chorus grants the students additional singing opportunities outside the school day, such as All South Jersey Chorus. Students do not need to have any prior involvement in chorus; anyone can join. **This is a full year course, it is 2 credits.**

Creative Innovations

This course provides students with opportunities to apply the design process in the invention or innovation of a new product, process, or system. In this course, students will learn all about invention and innovation. They 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 for information, communicating design information, and reporting results. **This course is one semester, it is 1 credit.**

Creative Writing

Students will develop their creative writing talents with an emphasis on building skills and expertise as writers. Instruction will focus on the writing of poetry, short stories, plays, and descriptions. Students refine their skills for planning, drafting, revising, and editing written work. Students will expand their writing skills through analyzing and evaluating their own writing and that of other writers. **This course is one semester, it is 1 credit.**

Digital Media Productions

This course will teach students how to plan and create multimedia presentations. Learners will record and mix voice clips, music and sound effects to create podcasts and sound tracks for a video based project. The students will learn how to render projects in formats for online listening or for downloading to computers and portable devices. The objective for this course is for all students to acquire the skills required to create multimedia projects for their other classes and own entertainment. **This course is one semester, it is 1 credit.**

First Aid and CPR

Students who want to be certified in AHA Heartsaver First Aid/CPR/AED will be required to pay a total of \$55 at the start of the course.

Training meets OSHA Guidelines for First Aid Programs and combines lecture, interactive video demonstrations featuring emergency scenarios that are likely to occur in a variety of environments and hands-on training to teach participants lifesaving skills. First Aid: Participants learn to recognize and care for a variety of first aid emergencies such as; burns, cuts and scrapes, sudden illnesses, head, neck and back injuries, and heat and cold emergencies. CPR Adult: Participants learn how to perform CPR and care for breathing and cardiac emergencies in adults. CPR Child and Infant: Participants learn how to prevent, recognize and respond to cardiac and breathing emergencies in infants and children under twelve. AED: Participants learn how to use automatic external defibrillators (AED). Upon successful completion of this course students will be trained in First Aid, CPR, and use of an AED device and can be “certified” if payment is made. Additionally, students will be trained with specific childcare situations and will be given examples of babysitting safety. **This course is one semester, it is 1 credit**

Fitness for a Healthy Life

After a brief introduction to physical activity and fitness this course will allow students to explore the following fitness components: lifestyle, physical activity, active aerobics, active sports and recreation, flexibility, muscle fitness, and body composition and nutrition. Both in-class discussion and activity days will be utilized to enhance student’s fitness knowledge. **This course is one semester, it is 1 credit.**

Forensics, CSI

This hands-on, investigation based course will help students make connections between science and real world experiences. Students will be exposed to much of the science behind analyzing crime-scene evidence. By the end of this course all students will be able to make careful observations, including handwriting analysis, fingerprint identification, fiber and hair analysis and identification of unknown substances left at a crime scene. **This course is one semester, it is 1 credit.**

History of Popular Music

In this course, we will explore the birth, development, and influence of popular music genres. We will explore where a genre gained popularity first and why, how it has grown through the years, and what sets it apart from other genres. This is a survey course; no musical ability is needed. **This course is one semester, it is 1 credit.**

Honors Chorus (prerequisite: Audition)

This course is an auditioned ensemble for girls and boys in 7th and 8th grade. If accepted, students will sing in a smaller choir for SA(T)B voices. This ensemble performs in the Winter and Spring Concerts as well as a few additional competitions and performances throughout the school year. They will be challenged throughout the year with acapella music from various time periods, ranging from the 13th Century to the present, as well as accompanied music, avante garde pieces and several numbers in a variety of languages. Students will be expected to learn to read music and sight read simple melodies while enrolled in the class. Auditions will be held in May or June. **This is a full year course, it is 2 credits.**

Honors Art I (7th grade- prerequisite: Portfolio Review)

This course is designed for the student who has a strong foundation in Fine Art. Most incoming 7th grade Honors Art students participated in the Enriched Art Program at the UES during 4th-6th grade and have a thorough background in drawing. During Honors Art 7th grade, students will begin extensive technique and skill development through a variety of painting, drawing, printmaking, design, and sculpture opportunities. The students will also work on projects around the school and are encouraged to independently participate in various art events throughout the community. All final projects will have an emphasis on art assessment through written and verbal critique.

In order to enroll in the Honors Art Program in 7th grade, all interested 6th grade students must submit a portfolio in April prior to enrolling in their courses for the following year. Artwork should be presented in the best possible format with the student's name clearly printed on the back of the artwork. Portfolios will be critiqued and evaluated to determine if your child is eligible for the course. You will be notified regarding your child's acceptance status by mail. **This is a full year course, it is 2 credits.**

Introduction to Graphic Design

This course introduces students to the basic foundations of Digital Imaging. Students will explore the role of photography in art, advertising, marketing, business, and graphic design while learning the skills and techniques of digital photography. **This course is one semester, it is one credit.**

Jazz Band (prerequisite: Audition)

The jazz band program will include the following instrumentation: alto, tenor and baritone saxophones, trumpets, trombones and rhythm section with piano, bass, guitar and drums (trap set). Participation will be based on successful audition. The jazz band will perform in two concerts. **This course is a full year, it is 2 credits.**

Journalism

Most people understand that journalism has something to do with news, investigation, and opinion as presented through the media including newspapers, magazines, television and online sources. In this course, students will learn about the practice of journalism and how it has shifted over the years. They will also have the opportunity to publish news articles on The Quaker Times, WAMS's online news magazine. Through the practice of journalistic writing, students will learn valuable skills including how to gather information from a variety of sources, how to develop and ask thought-provoking questions, and how to listen critically. **This course is one semester, it is one credit.**

Leaders to Leaders

This course is an introduction to concepts of leadership through historical case studies, ranging from ancient to modern day leaders. Students will examine the qualities necessary for leadership. Students will be expected to hone their skills in research, presentation, and persuasion. The content is designed to educate students on the concept of leadership, and how it can be applied in their daily lives. **This course is one semester, it is 1 credit.**

Literature Appreciation

This course focuses on the study of authors and their works. Vocabulary, comprehension, and reading strategies are developed by focusing on the novel being read. Literature Circle techniques, group discussion and oral presentations complement the class readings and are based on novels read. **This course is one semester, it is 1 credit.**

Math and the World

Math is everywhere. You can find it in science, in nature, in cooking, in video games, and even in art. This course will explore math as it relates to common everyday activities. Experience the awesome power of mathematics. **This course is one semester, it is 1 credit.**

Orchestra

Students meet every other day during school in orchestra. Students rehearse to perform in a winter concert, pops concert (8th grade) and spring concert, in addition to other performances. The repertoire includes music from all genres. Students learn how to play together as a musical ensemble. Students also receive weekly small group lessons. The lesson times rotate through the day so the student does not miss the same class often. In the lessons, the student continues to learn and develop skills through ear training, lesson books, and a review of orchestra music. In addition, students have the opportunity to prepare and audition for the All South Jersey and All State Orchestras. **This course is a full year, it is 2 credits.**

Psychology for Middle Schoolers

Psychology for Middle Schoolers is a psychology based course where students will participate in learning experiences that will help them discover their learning, thinking and social styles. Using this information, they will evaluate themselves to determine attainable career goals and the strategies they need to utilize in order to achieve these goals. **This course is one semester, it is 1 credit.**

Teen Finance

Throughout the course, students will be working to increase their level of financial literacy. They will gain a thorough understanding of the American economic system by engaging in hands-on activities and simulations. They will be required to create budgets, explore career options, and even develop a plan for investing in the stock market. Eventually, the students' experiences culminate with a project based in entrepreneurship—they will develop their own small business and ultimately seek “investments” from a panel of their peers. Teen Finance caters to every WAMS student and serves to further their knowledge about the one thing that all middle school students love... money! **This course is one semester, it is 1 credit.**

Thinkers, Builders, Doers

Thinkers, Builders, Doers is about empowering students to see that they can bring their ideas to life, and create new things. Students will learn how various aspects of STEAM education are intertwined with elements of daily life. Projects will be explored with an emphasis on design modifications developed over time that are based on a deeper understanding of the constraints faced. Students are encouraged to develop an appreciation for the idea that quality projects must be thoroughly planned out in advance.

8th Grade Enrichment

3-Dimensional Art

This course introduces students to all 3-Dimensional art forms. Students will create sculptures using basic sculptural materials such as plaster, wire, clay, as well as recycled and reusable materials found in our homes. **This course is one semester, it is 1 credit.**

Advanced Movie Making

This course is designed to develop advanced video production skills and techniques. Students will develop advanced skills in camera operation, scene composition, planning and editing techniques. This will be accomplished by the completion of independent and school related videos. As a part of the course, participating students will be encouraged to film during school and after school activities for inclusion in WAMS News, yearbook and other school related media projects. Students must have self-regulating behavior mechanisms.

Students wishing to be selected for this course must submit an independently created video which follows the guidelines outlined in a submission rubric. This rubric is available from Mrs. Pickul. Videos must be submitted by May 27th. Students may use the movie making classroom equipment and software after school to produce their submission. **This course is a full year, it is 2 credits.**

Art Appreciation

Is it REALLY art? What's with the Melting Clocks? Where is the dog? Art has been a form of expression since the dawn of man. Art has evolved and changed from traditional methods to the absurd. We will focus on art from the middle 19th through the 20th centuries and will examine well known works of art. Students will have the opportunity to learn the basics of art criticism and apply this to specific artwork and their artists, as well as develop opinions based on what they learn and what they see. We will look at movements from the Impressionists to Pop, from Monet to Warhol and Dali. Students will be given the opportunity to research artists and determine whether they create art or not. This course will be conducted using handouts, classroom discussions, virtual tours of museums around the world, art slide presentations, and when possible, hands-on examination of art pieces. This is not an applied arts class. **This course is one semester, it is 1 credit.**

Astronomy

Astronomy links aerospace with math and science. Students will explore thematic units based on the solar system, speed, space rocks, aeronautics and the international space center. These units are built around teams of students investigating different aspects of each topic. Team guidelines are introduced and implemented similar to teams of scientists at NASA. **This course is one semester, it is 1 credit.**

Athletic Analysis

Students will explore how science, specifically technology, mathematics and engineering influence athletics both at the student level and professionally. Students will participate in case studies, debates using the Toulman Method and several student-centered activities. **This course is one semester, it is 1 credit.**

Band

The band class will be scheduled every other day as a grade level period and combined 7th& 8th grade at all performances. The band class is comprised of woodwind, brass and percussion instruments. In addition to the band class students are scheduled in rotating lesson groups which rotate through 7 periods every 6 school days missing the same class once every 42 school days. A cooperative culture and development of individual musicianship skills are strongly emphasized. The students perform a variety of repertoire at numerous school, community and county activities. **This is a full year course, it is 2 credits.**

Beginner Band

This course is designed to provide students who have never played or have just started playing a band instrument. The band class is comprised of woodwind, brass and percussion instruments. Classes will combine together to perform at the Spring Concert. A cooperative culture, development of individual musicianship skills and music notation recognition are strongly emphasized. This is a full year course, it is 2 credits.

Chorus

Students will build upon the skills learned in 7th grade. Although singing the same repertoire as the 7th grade choir, 8th graders are expected to sing with greater knowledge and skill. In addition, they will be given a song to sing that is strictly for the 8th grade choir. Becoming a member of the chorus grants the students additional singing opportunities outside the school day, such as All South Jersey Chorus. Anyone can join this class; no prior participation in choir is necessary. **This course is a full year course, it is 2 credits.**

Classical Literature

This class is strongly recommended for students who are looking for a place to explore their love of reading. This course provides an innovative, interactive literacy experience that invites beginning through advanced level readers to enter the world of quality reading. The purpose of the class is to show students that reading isn't "boring" and just something to do in school but helps expand knowledge and imagination. This class will also develop and reinforce reading skills, confidence, vocabulary development, and comprehension skills. **This course is one semester, it is 1 credit.**

Contemporary Literature

Designed for students to explore their love of reading by studying authors of the twenty-first century, this course will provide opportunities for its participants to read, write, think, and speak critically. Novels from a diverse group of cutting-edge writers will be offered and explored through a "book-club" style format focusing on the big ideas of conflict and choices and the role these ideas play in the literature as well as real life. **This course is one semester, it is 1 credit.**

Creative Writing

Students will develop their creative writing talents with an emphasis on building skills and expertise as writers. Instruction will focus on the writing of poetry, short stories, plays, and descriptions. Students refine their skills for planning, drafting, revising, and editing written work. Students will expand their writing skills through analyzing and evaluating their own writing and that of other writers. **This course is one semester, it is 1 credit.**

Debate

In this course students will learn to discuss, research, analyze, and present arguments on several current topics of interest. Students will be introduced to various debate formats including: the Middle School Public Debate Program, the Lincoln-Douglas Debate, and the Model Congress. Students will practice research skills, public speaking, logic, and critical thinking. The skills developed in this course will benefit the students in their other courses as well as in everyday life. **This course is one semester, it is 1 credit.**

Introduction to Songwriting

In this class, you will learn the basics of how to read and write music. You will explore song structure through popular music and successfully create your own song melodies using basic music theory, traditional writing methods, and music software. In addition, you will learn how to write song lyrics and apply them to original compositions. **This course is one semester, it is 1 credit.**

Honors Chorus (prerequisite: Audition)

This course is an auditioned ensemble for girls and boys in 7th and 8th grade. If accepted, students will sing in a smaller choir for SA(T)B voices. This ensemble performs in the Winter and Spring Concerts as well as a few additional competitions and performances throughout the school year. They will be challenged throughout the year with a cappella music from various time periods, ranging from the 13th Century to the present, as well as accompanied music, avante garde pieces and several numbers in a variety of languages. Students will be expected to learn to read music and sight read simple melodies while enrolled in the class. Auditions will be held in May or June. **This is a full year course, it is 2 credits.**

Honors Art II (8th grade- prerequisite: Honors Art I or Portfolio Review)

This course is designed for the student who has completed the Honors Art I course. By the end of this course, students should be prepared for the MHS Fine Arts Course in 9th grade. Students will continue to develop advanced techniques and skills through a variety of painting, drawing, printmaking, design, and sculpture opportunities with an emphasis on art history. Students will focus on completing projects throughout the length of the course, as well as an independent art project, research paper, and blogging. The students will continue to work on projects around the school and are encouraged to independently participate in various art events throughout the community. All final projects will have an emphasis on art assessment through written and verbal critique. **This is a full year course, it is 2 credits.**

Introduction to Computer Programming

This class is an *introduction* to computer science and programming concepts. Students will explore the concepts of logical thinking as applied to computer science. Computer programming languages such as, HTML, JavaScript and Just Basic, will be introduced to give students a basic understanding of what computer programming entails. **This course is one semester, it is 1 credit.**

Introduction to Poetry

This is an Introductory Poetry course. Our focus will include the careful study of successful poems, and a series of exercises that will help students approach writing as artisans—with attention to detail, attention to craft, and attention to the process as well as the product. Robert Frost once said, “No surprise for the poet, no surprise for the reader.” This introductory poetry course introduces poetic techniques that contemporary poets use to create their own surprises. A main goal of poetry is to allow the senses to overwhelm thought. We will study established poems to see how they make meaning through sensory images. We will also push ourselves to infuse our own writing with concrete details, careful choices, and delightful surprises. **This course is one semester, it is 1 credit.**

Jazz Band (prerequisite: Audition)

The jazz band program would include the following instrumentation: alto, tenor and baritone saxophones, trumpets, trombones and rhythm section with piano, bass, guitar and drums (trap set). Participation would be based on successful audition. The jazz band will perform in two concerts. **This course is a full year, it is 2 credits.**

Leading Minds

This interactive course is an examination of the philosophies, strategies, and methods of how to demonstrate leadership. Students will demonstrate the philosophies of leadership they examined in a culminating collaborative project, in which students will identify a community issue to solve together and present in a multimedia presentation in order to persuade the public to address the issue. Students will be expected to enhance their skills in analyzing data and statistics, research, writing, presentation, public speaking, persuasion, multimedia, collaboration, and problem solving skills. The content is designed to educate students on various strategies and philosophies of how to be a positive leader in their communities. **This course is one semester, it is 1 credit.**

Movie Making

This course will teach students how to plan and create their own video production. All necessary elements will be covered including: camera operation, composition techniques, scene planning and using editing software. The objective will be for all students to conclude the course with their own completed movie. **This course is one semester, it is 1 credit.**

Music & Society

An in-depth look at how music surrounds and effects our everyday life. Content would include all genres of popular music, from 1920 to present. This class explores current and historical social issues and how they were addressed within the musical world. **This course is one semester, it is 1 credit.**

Orchestra

Students meet every other day during school in orchestra. Students rehearse to perform in a winter concert, pops concert (8th grade) and spring concert, in addition to other performances. The repertoire includes music from all genres. Students learn how to play together as a musical ensemble. Students also receive weekly small group lessons. The lesson times rotate through the day so the student does not miss the same class often. In the lessons, the student continues to learn and develop skills through ear training, lesson books, and a review of orchestra music. In addition, students have the opportunity to prepare and audition for the All South Jersey and All State Orchestras. **This course is a full year, it is 2 credits.**

Weather Bug

Using precision data collected from a WeatherBug station installed in our district as well as over 8,000 WeatherBug® Tracking Stations installed at schools across the country, students will investigate math, science, geography and technology through projects using real-life weather conditions and lesson plans that align with national and state education standards. **This course is one semester, it is 1 credit.**

After School Activities

William Allen Middle School offers a variety of activities that meet during the week. Most after-school activities meet from 2:45 – 3:15PM. Sports occur in season from 2:45 – 4:30 PM. Late buses are available at 3:20PM and 4:30 PM only.

Athletics

Any student who would like to participate on a school sports team must complete the following requirements:

- A physical examination form completed within 365 days prior to the first day of practice.
- A parent permission form for each sport completed within 6 days of the first day of practice.

These forms must be in the Nurse's Office by the posted deadline for each sport season. Check the WAMS web site, the home and school calendar or contact the Nurse's Office for more information. Required forms are available on the WAMS web site or from the Nurse's Office.

Fall Sports

Girls Soccer
Boys Soccer
Field Hockey

Winter Sports

Girls Basketball
Boys Basketball
Wrestling

Spring Sports

Softball
Baseball
Girls Lacrosse
Co-ed Track

Clubs

Clubs will meet at least once a week from October through March from 2:30 PM – 3:15 PM. Club titles and dates will be advertised at the beginning of school in early October. Clubs will meet on the same day throughout the entire time period unless a special activity is occurring. Each advisor will provide students with a list of dates the club will meet.

Homework Club

Students who need extra academic support are encouraged to attend the after school homework program, which helps provide organization and structure for their homework. Teachers assist by acting as tutors and giving encouragement, and insuring that all students are working to their full potential. *Homework club meets four days (Mondays, Tuesdays, Thursdays and Fridays) a week from 2:30 to 3:15 PM. Please see further details on the Middle School Website.*

Spring Drama Production

Each year the middle school students present a musical performance, usually in February. Auditions are open to all students in seventh and eighth grades and are held after school usually in November. Rehearsals will be held after school and/ or Saturdays and in the evenings.