

# Laurel Highlands Middle School

[www.lhsd.org](http://www.lhsd.org)

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**THE LHMS CURRICULUM GUIDE IS A WORKING DOCUMENT THAT IS UPDATED SEMI-ANNUALLY. SOME ITEMS ARE SUBJECT TO CHANGE OR BE REVISED DUE TO AVAILABILITY.**

# Welcome

## Laurel Highlands Middle School

Middle school students experience tremendous physical, social, emotional, and cognitive growth, becoming individuals with broad interests. The middle school faculty is deeply committed to our students. Teachers are at once guiders, instructors, and role models, shaping young learners as they make important discoveries about themselves and the world.

Our middle school educational program is challenging, enriching, and flexible. It is designed to meet the developmental needs of young adolescents while teaching independent learning skills and emphasizing critical thinking. We strive to offer every middle school student a rewarding, intellectually stimulating experience that encourages intelligent decision-making, self-exploration, and social interaction with peers and adults.

## Student Services

### Guidance Services

Each student is assigned a guidance counselor who will play an important role throughout the Middle School years. Counselors support students' academic, social, and emotional progress by regularly communicating with advisees, their teachers, and their parents.

Students and advisors meet as a group regularly throughout the school year. This time is also used for discussion and activities that focus on goal setting, self-esteem, families, decision-making, friendships, and peer relationships.

### English as a Second Language (ESL)

Students whose primary home language is other than English, as identified during enrollment/registration on the home language survey, are required to be tested to determine their English language proficiency.

Students demonstrating English proficiency may enroll in general education classes; however, their progress is to be monitored for two years. If the student meets with difficulty with the general curriculum during these two years, the student will be required to participate in limited English proficiency support program. Students who are not proficient in English will be referred to the intermediate unit for more in depth prescriptive testing. Students are then required to work with the intermediate unit teacher of English as a second language in lieu of general English classes.

The building-level administration/counseling team, along with the ESL teacher, will monitor student progress and determine when the student can exit the LEP program and enroll in English classes. If a student with limited English proficiency continues to have difficulties with academic success, the school-level monitoring team may refer the student for testing to determine if the student has a disability, and is in need of specially designed instruction.

Participation in the ESL/LEP program is required by federal law and is subject to review by the PA Department of Education.

## Learning Support

The goal of this program is to begin at the student's ability level and to provide instruction that will help the student succeed academically and overcome learning disabilities. Placement is made only after psychological testing, a multidisciplinary meeting, and an appropriate Individualized Education Program has been written for the student. Inclusion has been implemented in the Laurel Highlands School District for students with disabilities. Students may be mainstreamed into regular education classes with appropriate teacher support, recommendations, and follow-up.

## Gifted

The Laurel Highlands School District provides push-in/pull out classes for gifted students. The curriculum includes options and alternatives, which have been created and refined to provide opportunities for students of varying abilities. Programming for the mentally gifted at the middle school level is done through enrichment activities and are delivered through a gifted coordinator. Each identified student's Gifted Individualized Education Program (GIEP) addresses a student's learning style and academic needs are selected for that individual student.

# Grading Information

## Grading Policy

The Board recognizes that it is necessary to establish a system of assessing and reporting academic progress and achievement so that students, teachers, and parents/guardians are able to:

- 1) monitor progress towards educational goals;
- 2) understand students' strengths and weaknesses;
- 3) know where remedial work is required;
- 4) plan responsive instruction that addresses students' learning needs and capitalizes upon students' strengths;
- 5) determine students' attainment of established academic standards; and
- 6) arrange educational and/or vocational opportunities that offer students the greatest potential for success.

The board directs that the district's instructional program includes a system of assessing all students' academic progress and attainment. The system shall call for the use of benchmark, diagnostic, formative, and summative assessment measures. The assessment system shall also describe how achievement of academic standards will be measured and how this information will be used to assist students having difficulty meeting required standards.

Please refer to the Laurel Highlands School District Assessment of Student Progress Policy for additional information. Policy is available in the district office, 304 Bailey Avenue, Uniontown PA, 15401.

## Grading System

Students in the middle school receive letter grades ranging from A to F that report academic achievement. Grades in the A range represent superior work; in the B range, very good work; in the C range, good to average work; the D range, below average work; while F indicates failure to achieve at a minimal level. Additionally, comments are added to report attitude, preparation for class, and participation.

### **GRADING SCALE:**

<b>Letter</b>	<b>Percent</b>
A	100 - 95%
A-	94 - 90%
B+	89 - 87%
B	86 - 83%
B-	82 - 80%
C+	79 - 77%
C	76 - 73%
C-	72 - 70%
D	69 - 60%
F	59 - 0%
I	Incomplete

## Electronic Grade Book

Each student and his/her parent(s)/guardian(s) should be kept informed on a regular basis of his/her personal progress during the course of a unit of student via the “parent portal” available through the district’s electronic format. A link for parents and students will be located on the district’s website.

Please refer to the Laurel Highlands School District Assessment of Student Progress Policy for additional information. Contact information to retain access to the “parent portal” is referred to Tricia Bowlen at the Administration Office 724-437-2821 or [tricia.bowlen@lhsd.org](mailto:tricia.bowlen@lhsd.org). Policy is available in the district office, 304 Bailey Avenue, Uniontown PA, 15401.

## Reporting

The academic year is divided into two semesters. Each semester has two grading periods. Report cards are sent home at the end of each of the four periods. Progress reports are sent home with the students halfway through the grading periods. Comprehensive standardized testing is conducted each year.

## Honor Roll

Academic recognition includes Honors, High Honors and Highest Honors. Honors represents a grade point average (GPA) of 3.0-3.49. High Honors represents a grade point average (GPA) of 3.5-3.89 and Highest Honors represents a grade point average (GPA) of 3.9-plus. However, students receiving a “D”, “F”, or “I” in any course will not be eligible for Honor Roll.

## Promotion and Retention

The district believes the placement and grooming of students, as well as promotion policies in all grades, should be guided by the academic progress of students and his/her instructional needs.

Promotion and retention decisions are based on successful mastery of academic standards and student academic performance. The need for at least a solid fundamental base for promotion should always be considered. Before retention is considered, every effort must be made to help the student meet the appropriate standards for academic performance. These efforts will include parent conferences and may include remedial classes, tutoring, counseling and special help for the classroom teacher(s).

### **Middle School Promotion and Retention, Grades 6, 7, and 8**

1. If a 6<sup>th</sup> or 7<sup>th</sup> grade student fails one or two major subjects (Math, English, Social Studies, Science or Reading), students must make up classes in an approved credit granting summer school in order to be promoted. Students are encouraged to take LHSD summer school classes in lieu of outsourced curricula.
2. If a 7<sup>th</sup> grade student fails only one major class (Math, Reading, English, Social Studies, or Science) they are still required to make up the class in an approved credit granting summer school in order to be promoted. Students are encouraged to take LHSD summer school classes in lieu of outsourced curricula. (Though it is highly discouraged, students have repeated the 7<sup>th</sup> grade class in place of their 8<sup>th</sup> grade elective **and** take the 8<sup>th</sup> grade class for that major subject. By doubling up on a course in the 8<sup>th</sup> grade that has already given the student difficulty, typically does not lead to success for the student. Summer school is the best option.)
3. If a student fails more than two major subjects, he/she **must repeat** the grade level. (If factors, such as age, are considered for placement at the high school, an Academic Review must be held to determine appropriate programs and/or proper placement for the student. Such students **must attend** summer school to be considered for promotion.)
4. When an 8<sup>th</sup> grade student fails one class due to contributing factors, such as excessive absences, serious discipline problems, and/or academic difficulty, the student **must attend** the Ninth Grade Summer Bridge Program in order to move on to Grade 9.

If an 8<sup>th</sup> grade student earns a “D” grade in Math, Reading, or English, it is **highly recommended** that they attend the 9<sup>th</sup> Grade Summer Bridge Program.

Please refer to the Laurel Highlands School District Promotion and Retention Policy for additional information. Policy is available in the district office, 304 Bailey Avenue, Uniontown, PA 15401.

## Attendance/Late Arrivals

### Attendance

The L.H. School Board and the middle school require that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

The student will be allotted ten (10) absences per school year. Parental excuses, unexcused/illegal absences, early dismissals and late arrivals/tardies will count towards the allotted ten (10) absences. After ten (10) days, a medical excuse will be mandatory. Excuses must be turned in within three days. If an excuse is not turned in all assignments, homework, assessment will be a zero (0).

### Late Arrivals

Tardiness/late arrivals must be kept to a minimum because students arriving late miss instructional time. All excused absences for tardiness must be made by a parent/guardian in writing. The student is permitted to submit up to four (4) parent excuses per school year and must submit an excuse within three (3) days of the infraction for the tardy to be excused. After four (4) parent excused tardies are exhausted, a medical excuse will be required.

Please refer to the Laurel Highlands School District Attendance Policy for additional information. Policy is available in the district office, 304 Bailey Avenue, Uniontown PA, 15401.

### Family Travel

Family Educational Travel of a maximum of five (5) days with paperwork completed prior to departure explaining where, which dates, and the educational experience which may be gleaned. This paperwork must be submitted to the office at least two (2) days prior to departure. In addition, each student must go to all teachers and have them sign off and write assignments that he/she must complete while away. The Family Educational Leave Journal must be completed and submitted within three (3) days upon return or the days of family travel will automatically become unexcused/illegal.

Approval of family travel will be evaluated as a case by case situation. Family Travel will not be approved if you have missed over ten days of parent excused absences.

Please refer to the Laurel Highlands School District Attendance Policy for additional information. Policy is available in the district office, 304 Bailey Avenue, Uniontown PA, 15401.

## Scheduling

## Schedule Changes

Valid schedule changes will be honored for the following reasons:

Conflict appearing on computer schedule, failure of a prerequisite course, changes required for the health of student (Doctor's recommendation only), successful completion of a summer school class, teacher's request due to inappropriate placement.

## Course Requirements

The following is an outline of the courses and activities available to sixth, seventh and eighth grade students. The core academic courses – English, reading, mathematics, science, and history – meet every day of the week.

### Sixth Grade (days per week)

#### Core Courses

English (5)

Reading (5)

Social Studies (5)

Mathematics/Accelerated Math (5)

Science (5)

#### Electives

Band (5)\*

Choir (5)

STEAM (5)

#### Rotations

Physical Education (22)

LifeSkills Training (22)

Art (22)

Library (22)

Computers (22)

Technology Education (22)

Music (22)



## Seventh Grade (days per week)

Core Courses	Electives	Rotations
English/Honors English* (5)	Band (5)*	Physical Education (3)
Reading (5)	Choir (5)	Library (2-Semester)
World History (5)	Art/Cultures of World Languages	Computers (2- Semester)
Mathematics/Pre-Alg-Trans*/Honor Trans* (5)		
Science (5)		

## Eighth Grade (days per week)

Core Courses	Electives	Rotations
English/Honors English*(5)	Band (5)*	Physical Ed. (2)
US History/Honors US History* (5)	Choir (5)	Research 8 (3 Semester)
Mathematics/Algebra I*/H. Algebra* (5)		Computers (3 Semester).
Math Lab	Yearbook (3)	
Science (5)		
Reading 8/ Spanish I/ French I (5)	Music/Tech Ed (5 Semester)	
	Photoshop/Digital Photography (5 Semester) *	

\*Prerequisite required and outlined within course description

# Course Descriptions

## Language Arts

The goals of middle school English classes are defined as much by our students' needs as by a set curriculum. Since their future study of English will be based on their experiences in middle school, we strive to give our students confidence and pleasure in their ability to write, read, and speak, along with a clear understanding of how they can continue to achieve success in English classes.

During the three years students spend in Middle School, they follow a sequence of English classes that gradually ask them to accomplish more complex tasks. By the end of eighth grade, we want our students to be able to write clearly and correctly. They should also be able to read and understand literature, including novels, short stories, poems and plays, with increasing levels of abstraction, and willingly contribute ideas and opinions in small group and large group discussions. We want them to continue their study of English with confidence and enthusiasm. Finally, we want to prepare them to benefit from the academic rigor that will be demanded of them, beginning in Middle School, and continuing in and beyond High School.

### English 6

In English 6, students strengthen and expand their critical thinking and reading comprehension through the regular practice of literary inference and analysis. In doing so, their thinking skills evolve from concrete to more abstract by the end of the year.

This course focuses on grammar, usage, mechanics and writing. Students will be able to identify basic grammatical, mechanical, and usage errors in relation to agreement, case and tense. They will be able to compose well-constructed sentences and paragraphs as well as write and edit a persuasive letter and a "How To" essay.

We encourage and expect reading for pleasure. Written assignments range from simple journal entries to more complex compositions. Students employ the writing process to produce clean, finished pieces. Lessons throughout the year emphasize proper grammar, spelling, and penmanship.

The use of oral presentation and class peer related activities will be utilized.

The use of chrome books and Google Classroom to utilize assignments and to improve teacher/student communication.

Collaboration with reading teachers in integrating curriculum and strategies using the Pearson: My Perspective book.

Suggested Websites: [www.pearsonrealize.com](http://www.pearsonrealize.com), Google Classroom

Recommended Materials/Supplies: Notebook, writing utensils, folder, planner (school supplied), chrome book

## English 7

This 7<sup>th</sup> grade course is designed to continue students' exposure to language arts fundamentals with adequate understanding, and to refine grammar and improve writing through the writing process.

Course Content: eight parts of speech with emphasis on building related grammar concepts throughout the school year; five steps of the writing process; various forms of writing (narrative, informational, and argumentative); building effective sentences to construct strong paragraphs; write and edit for proper grammar, spelling, punctuation and capitalization; locate information necessary for research through traditional and technological means.

Textbook & SkillsBook: *Write Source*, Writing and Grammar; Houghton Mifflin Harcourt, 2012, My Perspectives ELA Textbook

Recommended Materials: (charged) Chromebook & charging cord, paper notebook, writing utensils, highlighter, folder, planner (school supplied)

Suggested Applications (APPS)/Websites: Online textbook program: (Write Source) [www.hmhpublish.com](http://www.hmhpublish.com) (Students will be provided a username and password by teacher).

## Honors English 7

Prerequisite: To qualify for this course, students must earn an A average in English 6, maintain 3.7 or higher cumulative GPA for Grade 6, score in the advanced or proficient range of the previous year's PSSA ELA Assessment, and receive a recommendation from his or her 6<sup>th</sup> grade English teacher

This 7<sup>th</sup> grade course is designed to continue students' exposure to language arts fundamentals with adequate understanding, and to refine grammar and improve writing through the writing process. This course also provides a vocabulary focus to build upon the students' general knowledge.

Course Content: eight parts of speech with emphasis on building related grammar concepts throughout the school year; five steps of the writing process; various forms of writing (narrative, informational, and argumentative); building effective sentences to construct strong paragraphs; write and edit for proper grammar, spelling, punctuation and capitalization; locate information necessary for research through traditional and technological means.

Textbook & SkillsBook: *Write Source*, writing and grammar; Houghton Mifflin Harcourt, 2012, Elements of Language Vocabulary Builder; Houghton Mifflin Harcourt, My Perspectives ELA Textbook.

Recommended Materials: (charged) Chromebook & charging cord, paper notebook, writing utensils, highlighter, folder, planner (school supplied)

Suggested Applications (APPS)/Websites: Online textbook program: (Write Source) [www.hmhpublish.com](http://www.hmhpublish.com) (Students will be provided a username and password by teacher).

## English 8

The eighth grade English curriculum readies students for the challenges of high school while expanding the strong knowledge base established during previous years. Students study the *myPerspectives ELA* textbook, analyze different literary works, and learn how to infer meaning from the many context clues within a literary text. As they complete class reading and related assignments, students continue to improve comprehension, but the focus of our studies is the development of critical thinking skills.

An emphasis is placed on literature, with students reading a novel, numerous fictional and non-fictional pieces, and poetry. Students will complete a thorough novel study of either *Esperanza Rising* by Pam Munoz or *The Call of the Wild* by Jack London.

In addition, this course allows students to explore grammar beyond the eight parts of speech. Grammar, usage, and mechanics skills are integrated into at least three informational and three persuasive compositions throughout the year.

Recommended Materials: ChromeBook, notebook, writing utensils, folder, planner (school supplied), thumb drive (flash drive), highlighter.

Suggested Applications (APPS): CDTs

Suggested Websites: NewsELA, ReadWorks

## Honors English 8

Prerequisite: To qualify for this course, students must earn an A average in English 7, maintain 3.7 or higher cumulative GPA for Grade 7, score in the advanced or proficient range of the previous year's PSSA Reading Assessment, and receive a recommendation from their 7<sup>th</sup> grade English teacher.

In this course, students will explore in-depth grammar beyond the eight parts of speech. Grammar, usage, and mechanics skills are integrated into at least six informational and persuasive compositions throughout the year. Eighth graders will read a variety of written materials, including classic and contemporary novels, plays, short stories, nonfiction, and poetry. Students will complete a thorough novel study of either *Esperanza Rising* by Pam Munoz or *The Call of the Wild* by Jack London.

Recommended Materials: Notebook, writing utensils, folder, planner (school supplied), thumb drive (flash drive), highlighter.

Suggested Websites: [www.writesource.com](http://www.writesource.com), NewsELA, ReadWorks

## Yearbook 8

Prerequisite: To qualify for this course, students must score in the advanced range of the previous year's PSSA ELA Assessment. Students must be active in a school-sponsored activity including extracurricular and/or in school clubs and organizations. Student attendance will also be taken into consideration.

This course introduces students to the professional elements of publishing. Students will be introduced to elements such as design, layout, digital photography, word processing, and public presentation along with other skills associated with the yearbook online program. Students will plan and market yearbook sales. All students will learn how to work cooperatively to meet deadlines and publish the school yearbook.

Recommended Materials: Notebook, writing utensils, planner (school supplied) and binder (school supplied). Digital Camera is recommended but NOT required.

## W.I.N. Time 6, 7, 8

The acronym W.I.N. stands for "What I Need" and this non-graded course allows students to work on individual academic areas they are struggling with, or need to maintain, throughout their daily courses of study. Students will focus on testing strategies, organization and study skills, and any other applications necessary to be successful in middle school. This class encourages students to use 21<sup>st</sup> century skills that will be utilized throughout their educational career. During this time, students are encouraged to ask teachers for assistance on unclear topics, as well as arrange times for tutoring if needed.

The following key concepts make up the framework for this course:

- **Collaboration** – working toward a common goal with classmates by the sharing of knowledge, learning, and building consensus
- **Cooperation** – working together with peers to share resources and ideas
- **Communication** – exchanging information through discussion, writing, and the use of technology
- **Creativity** – making connections to develop something new and unique
- **Organization** – working to adhere to deadlines with the expectation of achieving a goal
- **Problem Solving** – in a word: *thinking*; discovering ways to apply previous knowledge to overcome or master a challenge
- **Self-Direction / Social Responsibility** – monitoring one's self, both socially and academically, using resources in the environment to reach a goal, while at the same time considering the interests of the team/group

## Reading 6

The 6<sup>th</sup> grade reading curriculum encompasses a variety of reading materials such as the My Perspectives book, Scholastic Scope magazine, and novels with added technology to enhance the student learning process. The curriculum is designed to promote critical thinking skills while differentiating instruction to meet the needs of all learners.

**Novels:**

*Bridge to Terabithia* by Katherine Paterson

*Island of the Blue Dolphins* by Scott O'Dell

**Recommended Materials:**

My Perspectives book (provided), Chromebook and charger (provided to each student), notebook per nine weeks, folder per nine weeks, pencils, highlighter, planner (provided)

## Reading 7

Reading 7 is a one-year course designed to expose students to reading selections from a variety of genres. Reading selections and novel excerpts include those from MyPerspectives ELA Textbook, Scholastic Scope Magazine, and additional reading handouts and references. Various instructional strategies are incorporated into activities designed to increase comprehension skills, expand reading vocabulary and improve higher-order thinking skills.

**Recommended Materials:**

MyPerspectives Textbook (school provided), Chromebook and charging cord (school provided) planner (school provided), notebook, folder, pencils, and highlighter

## Reading 8

This is a one year course in which students will enhance and learn various skills and strategies through the analysis of fiction, poetry, and non-fiction materials. Students will read various selections from the My Perspectives textbooks, X-books, and the novel *The Hunger Games*. Various online resources will be utilized as well. Students will focus on comprehension, fluency, vocabulary, and analysis of these materials to increase higher order thinking skills.

Novel: *The Hunger Games*

Recommended Materials: My Perspective textbook, chromebook, notebook, pencils, highers, folder.

## Library Science

Sixth, seventh and eighth grade students will learn library skills through an orientation of the school library, its facilities, and its collection. It is the goal of the Laurel Highlands Middle School Library Program is to empower students to become effective and ethical users and producers of ideas and information.

Suggested Research Databases to be bookmarked on home computers for future research projects:

**World Book Online Encyclopedia**

URL : <http://worldbookonline.com/wb/Login?ed=wb>

User Name: lhlibrary Password: mustang

**The World Almanac for Kids Online**

URL: <http://online.infobaselearning.com/Login.aspx?app=&aid=&returnUrl=%2f>

User Name: lhlibrary Password: lhmustang

**Power Library - PA's Electronic Library**

URL: <https://www.powerlibrary.org/>

## Library Science 6

Sixth grade students will review previously learned library skills and gain new skills that will help them properly locate reliable sources that are needed to effectively conduct research. Students will also acquire knowledge of and utilize MLA 8 as the standard format for essays and research papers that are written at the Middle School. Students will be scheduled one day a week for 18 weeks in the library. During this 43 minute, weekly period, we will discuss Library Behavior, Library Layout, and Parts of a Book. Students will be taught in how to become proficient users of Destiny Library, Access PA (Interlibrary Loan), PA Power Library (Database System), World Book Online (Database), and World Almanac for Kids (Database). Additional skills will include but are not limited to the Evaluation of Websites, Avoiding Plagiarism, Creating Citations, and a Work Cited Page.

Web-based APPS: Communications will be sent to students via LH Gmail accounts. Teacher will utilize Google Classroom, Google Docs, and Google Slides for all classwork.

Recommended Materials: Charged Chromebook, and Chromebook charging cord.

## Library Science 7

Seventh grade students will review previously learned research skills and gain a new skill set through the application of this knowledge for multidisciplinary projects. This will enable students to become proficient with researching for all academic subjects from middle school through college and into their personal lives. Students will be scheduled two days a week for 18 weeks in the library. During these 43 minute, weekly periods, we will review Library Behavior, Destiny Library, Access PA (Interlibrary Loan), PA Power Library (Database System), World Book Online (Database), World Almanac for Kids (Database), Evaluation of Websites, Avoiding Plagiarism, Using MLA 8 Formatting for an Essay, Creating Citations, and a Work Cited Page. In addition, students will learn the steps for conducting research. With the cooperation of the 7th grade science teachers, students will utilize said research skills during Library Science 7 to create an essay for that class. Students will also conduct research to complete a problem-based and project-based learning activity that will rely upon hands-on, collaborative, learning experiences to solve an authentic problem.

Web-based APPS: Communications will be sent to students via LH Gmail accounts. Teacher will utilize Google Classroom, Google Docs, and Google Slides for all classwork.

Recommended Materials: Charged Chromebook, and Chromebook charging cord.

## Research 8

Eighth grade students will review previously learned research skills and gain a new skill set through the application of this knowledge for multidisciplinary projects. This will enable students to become proficient with researching for all academic subjects from middle school through college and into their personal lives. Students will be scheduled three days a week for 18 weeks in the library. During these 43 minute, weekly periods, we will review Library Behavior, Destiny Library, Access PA (Interlibrary Loan), PA Power Library (Database System), World Book Online (Database), World Almanac for Kids (Database), Evaluation of Websites, Avoiding Plagiarism, Using MLA 8 Formatting for an essay, Creating Citations, and a Work Cited Page. Students will also conduct research to complete a problem-based and project-based learning activity that will rely upon hands-on, collaborative, learning experiences to solve an authentic problem.

Web-based APPS: Communications will be sent to students via LH Gmail accounts. Teacher will utilize Google Classroom, Google Docs, and Google Slides for all classwork.

Recommended Materials: Charged Chromebook, and Chromebook charging cord.

## Foreign Languages

The study of world languages is important for all students. As they learn about other languages, values, customs, traditions, and social institutions, students become better able to understand and appreciate the diverse world. The study of world languages prepares students to positively face what is new and unfamiliar, while giving them tools to better understand the rapid changes taking place in the world around them.

Middle school modern language instruction emphasizes oral self-expression and interaction. The department offers a comprehensive and well-balanced study of the French and Spanish languages, as well as French- and Spanish-speaking cultures across the world. Beginning with a student's first course, speaking and listening skills are emphasized. Teachers gradually introduce reading and writing as support for developing communication skills. Software, readers, magazines, newspapers, tapes, audiovisual aids, and the language lab are integral parts of curricula designed to encourage and promote understanding of the cultures involved. Much of the teaching is in the target language.

### Cultures of Language (7)

The Cultures of World language course will provide students with an overview of geography and culture through the exposure to celebrations, customs and traditions in countries such as France, Canada, Mexico and Spain. Students gain language skills through acquisition of vocabulary words and expressions to increase their understanding of the target language as well as their own. Through listening, speaking, reading and writing, students will gain experience in using the target language. Students learn pronunciation, basic vocabulary and simple grammatical structures which are reinforced through classroom



dialogue and written exercises. Development of communication skills is emphasized.

The goal of the course is to prepare students to enter a level one foreign language course. In order to prepare the student for the global marketplace, the student will understand the importance of international communication in modern times, and students will acquire the basic study skills necessary for success in foreign language study, (a semester of French and a semester of Spanish), learn basic vocabulary and grammar skills needed for effective communication to understand the spoken and written word and use research tools for language and cultural information while learning the locations, customs, and cultures of the areas of the world where the language is used.

Materials: notebook, writing utensils, folder

## Spanish I (8)

Prerequisite: To qualify for this course, students must maintain a 3.25 or higher cumulative GPA for 7<sup>th</sup> grade and score advanced or proficient range on the previous year's PSSA Reading Assessment. Strong language arts skills recommended.

The Spanish program offered in the seventh and eighth grade is the equivalent of a first year Spanish course at the high school level. The focus is twofold: communication and culture. The language is presented through meaningful interactions within the context of the Spanish-speaking world, as students establish a solid foundation in the four essential language skills: listening, speaking, reading, and writing. In Spanish I, students add to their vocabulary and learn to communicate about the past as well as the present.

In Spanish I, the 8<sup>th</sup> grade student is introduced to the language through listening, speaking, reading and writing activities. An adequate vocabulary and command of the present tense will be achieved. Students will be assessed through presentations and projects, in addition to homework, class work, quizzes and exams. Students will be expected to use their basic spoken Spanish skills in the classroom at all times. Being prepared for class is a requirement. Students will also learn about the Hispanic culture and why it is important to study Spanish.

Recommended Materials: Notebook, writing utensils, folder, dry erase marker, thumb drive (flash drive), planner (school supplied)

## French 1 (8)

Prerequisite: To qualify for this course, students must maintain a 3.25 or higher cumulative GPA for 7<sup>th</sup> grade and score advanced or proficient range on the previous year's PSSA Reading Assessment. Strong language arts skills recommended.

The French program offered in the seventh and eighth grade is the equivalent of a first year French course at the high school level. The focus is twofold: communication and culture. The language is presented through meaningful interactions within the context of the French-speaking world, as students establish a solid foundation in the four essential language skills: listening, speaking, reading, and writing. In French I, students add to their vocabulary and learn to communicate about the past as well as the present.

In French I, the 8<sup>th</sup> grade student is introduced to the language through listening, speaking, reading and writing activities. An adequate vocabulary and command of the present tense will be achieved. Students will be assessed through presentations and projects, in addition to homework, class work, quizzes and exams. Students will be expected to use their basic spoken French skills in the classroom at all times. Being prepared for class is a requirement. Students will also learn about the French culture and why it is important to study French.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, thumb drive (flash drive), planner (school supplied)

## Mathematics

Middle school mathematics guides and challenges students as they transition from concrete thinking to abstract and conceptual reasoning. During these important years, students learn the process of mathematical thinking along with the fundamentals that inform it, developing valuable analytical and problem solving skills. Students are encouraged to “play” with and investigate mathematical ideas, having fun and discovering connections with other topics. The curriculum enables students to develop a broad base of knowledge, to make the appropriate cognitive transitions, and to enjoy the beauty of mathematics.

### Integrated Mathematics 6

The sixth grade mathematics program is designed to build students’ self-confidence and nurture their natural curiosity by challenging them with a wide variety of problems and enrichment activities. Students take active roles as investigators, explorers, risk takers, and reporters in a nurturing and supportive environment. They master the process of learning as they make connections between mathematical topics, concrete and abstract ideas, concepts and skills, and other areas of the curriculum. The class studies operations for whole numbers, decimals, and fractions, acquiring number theory concepts. Students apply these skills to the study of ratios, proportions, percents, probability, and integers. Fundamental concepts of algebra are introduced as students learn the basic algorithms of variable representation and manipulation. Students also explore, write, and solve linear equations. Students learn and apply class topics through the manipulation of objects, the preparation of graphs and charts, and written expression.

This is a course for all students that begins to introduce simple Algebraic expressions as well as decimals, number theory and fractions, collecting and displaying data, plane geometry and probability.

Recommended Materials: notebook, writing utensils, folder, red pen, highlighter, planner (school supplied), and Calculator.

Texas Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

### Accelerated Math 6

Prerequisite: To qualify for this course, students must earn an A average in 5<sup>th</sup> grade math course, score in the advanced or proficient range of the previous year’s PSSA Math Assessment, meet the minimum criteria for the math placement test, and receive a recommendation from their 5<sup>th</sup> grade Math teacher

The sixth grade mathematics program is designed to build students’ self-confidence and nurture their natural curiosity by

challenging them with a wide variety of problems and enrichment activities. Students take active roles as investigators, explorers, risk takers, and reporters in a nurturing and supportive environment. They master the process of learning as they make connections between mathematical topics, concrete and abstract ideas, concepts and skills, and other areas of the curriculum. The class studies operations for whole numbers, decimals, and fractions, acquiring number theory concepts. Students apply these skills to the study of ratios, proportions, percents, probability, and integers. Fundamental concepts of algebra are introduced as students learn the basic algorithms of variable representation and manipulation. Students also explore, write, and solve linear equations. Students learn and apply class topics through the manipulation of objects, the preparation of graphs and charts, and written expression.

This course works with all kinds of numbers: integers, and fractions, percents, and positive as well as negative numbers. You will see how numbers, measurements, and statistics are used in stories, reports, on the internet, at school, at home, and at people's work places. This course will also continue to teach about geometric figures, and finish up with simple rules of algebra.

Recommended Materials: notebook, writing utensils, folder, red pen, highlighter, planner (school supplied), and calculator. Texas Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

## Integrated Math 7

This is a course that continues the study of simple algebra expressions as well as decimals, number theory and fractions, collecting and displaying data, statistics, plane geometry and probability. Similar figures, ratios and proportions are also introduced.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied) and calculator. Texas Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

## Pre-Algebra/ Math 7

Prerequisite:

To qualify for this course, students must earn an A average in Accelerated Math 6 and/or Integrated Math, maintain a 3.4 or higher cumulative GPA for Grade 6, score in the advanced or proficient range of the previous year's PSSA Math Assessment and receive a recommendation from their 6<sup>th</sup> grade Math teacher.

This is a course that continues the study of simple algebra expressions as well as decimals, number theory and fractions, collecting and displaying data, statistics, plane geometry and probability. Similar figures, ratios and proportions are also introduced.

Students in this course also learn the basics of solving simple one- and two-step equations and inequalities, study number patterns and number theory, work hands-on with the concepts of probability, perform various investigations in geometry, and examine problems utilizing proportions and percents. The final material covered in this course challenges students to make the next leap from rational number into the world of real numbers. This important step includes some challenging concepts like understanding square roots.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied) and calculator. Texas

Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

## Honors Math 7

Prerequisite: To qualify for this course, students must earn an A average in Accelerated Math 6, maintain 3.7 or higher cumulative GPA for Grade 6, score in the advanced or proficient range of the previous year's PSSA Math Assessment and receive a recommendation from their 6<sup>th</sup> grade Math teacher

The seventh grade mathematics curriculum is a continuation and advancement of many of the concepts introduced in Honors Pre-Trans. From the very beginning of the course, students use problem solving strategies and make mathematical and real world connections. The course begins with a review and continued study of operations involving integers, fractions, decimals, and mixed numbers. During these units, students are not permitted to use calculators, leading them to internalize important concepts and skills that will help them excel in higher-level mathematics.

Students in this course also learn the basics of solving simple one- and two-step equations and inequalities, study number patterns and number theory, work hands-on with the concepts of probability, perform various investigations in geometry, and examine problems utilizing proportions and percents. The final material covered in this course challenges students to make the next leap from rational number into the world of real numbers. This important step includes some challenging concepts like understanding square roots.

This course weaves together three themes-applied arithmetic, algebra, and geometry- by focusing on arithmetic operations in mathematics in the real world. The course introduces algebra by examining uses of variables and variable representation on the number line and coordinate plane. This course also introduces basic algebra skills and connects geometry, measurement, and algebra.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied), and calculator.  
Texas Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

## Algebra A – 8<sup>th</sup> Grade

This course continues the study of Integrated Math 7. We write and solve equations, graph, work with integers, rational numbers, exponents, scientific notation and the Pythagorean Theorem. We look at different types of graphs and when to use each type. We discuss plane and 3 dimensional figures and how to use formulas to find area, perimeter and volume.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied) and calculator.  
Texas Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

## Honors Algebra 8

Prerequisite: To qualify for this course, students must earn a B average or higher in Transition Math 7, maintain 3.7 or higher cumulative GPA for Grade 7, score in the advanced or proficient range of the previous year's PSSA Math Assessment, and receive a recommendation from their 7<sup>th</sup> grade Math teacher.

This course uses Algebra to describe patterns, solve linear equations and inequalities, and to solve systems of equations and inequalities. We work with probability, proportions, percent, and examine slopes and equations of lines. We finish the year with a study of polynomials, factoring and algebraic fractions.

**The Keystone Exam is required to be completed at the conclusion of this course.**

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied) and calculator. Texas Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

## Algebra 1 – 8<sup>th</sup> grade

Prerequisite: To qualify for this course, students must earn a B average or higher in Transition Math 7 or an A average in Integrated Math 7, maintain 3.7 or higher cumulative GPA for Grade 7, score in the advanced or proficient range of the previous year's PSSA Math Assessment, and receive a recommendation from their 7<sup>th</sup> grade Math teacher.

**The Keystone Exam is required to be completed at the conclusion of this course.**

Algebra 1 is the equivalent of a challenging introductory high school algebra course. It is open to eighth grade students who have demonstrated mastery of the material and skills taught through Mathematics 7. Students in this course need to be ready to reason abstractly and take on the challenges of higher mathematical study. The curriculum stresses fundamental algebraic concepts and algorithms, emphasizing proper mathematical technique and expression. Students learn to understand alternative methods for solving a problem, and examine why these algorithms and algebraic procedures work. The ability to clearly articulate and communicate mathematical concepts, ask intelligent questions, and understand solutions to problems are important aspects of this course.

Throughout the year, students make frequent use of computers and calculators. Course topics include solving linear and quadratic equations and inequalities, factoring polynomials, simplifying and using rational expressions, graphing equations and inequalities, examining functions and relations, solving systems of equations, and dealing with radical expressions.

This course includes basic mathematical skills necessary for higher mathematics and science. Skills include: expressions, equations, polynomials, factoring, ratio and proportions, linear functions, systems of equations and inequalities.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied) and calculator. Texas Instrument - TI30XIIS (look for the ^ symbol on the left side of the calculator (exponent symbol)).

## Science

Middle school science introduces students to broad disciplines of the subject, including life science, earth science, and physical science. The dynamic curriculum supports and challenges students' intellectual development through these important years. Incoming middle school students are ardent accumulators of factual knowledge ready to explore new topics and make fascinating discoveries. At each grade level, the science program makes use of students' enthusiasm and skills, encouraging them as they progress to more demanding modes of thought.

The demands of middle school science evolve considerably over the three-year period. By the time students have reached the eighth grade, they will be able to meet intellectual challenges that require critical thinking and rational argument.

Throughout the years, students engage actively in all aspects of science, whether in laboratory work, class discussions, or written assignments. Classrooms are active places where students express themselves and teachers listen carefully to student responses, offering guidance and positive reinforcement.

## Science 6

Science 6, a required course for all sixth grade students, is a full year of general science studies. The sixth grade Science curriculum encompasses three components of Science – Life Science, Physical Science, and Earth Science. The McGraw-Hill iScience textbook is used in the curriculum. The textbook is accessible online. Technology is utilized to enhance student learning and comprehension. The Smart board, Senteo clickers, chromebook and Interactive websites are resources that benefit the students. The course is rich with laboratory projects and demonstrations to reinforce the concepts.

Recommended Materials: notebook, writing utensils, folder, Highlighters, planner (school supplied)

Suggested Applications (APPS): BrainPop, Compass, Quizizz and multiple science related applications given in class

## Life Science 7

Science 7, required for all seventh graders, is an introductory biology course designed to prepare students for the more advanced course offered at the ninth grade level.

During their 7<sup>th</sup> grade year, students will be introduced to different aspects of life science. The first half of the year the students will learn about ecology, the environment, and ways to protect it. The second half of the year, they will learn about several different body systems. Many different styles of teaching, labs, and evaluations are used in the 7th grade science classroom. We also utilize different types of technology to enhance student learning and improve comprehension in all areas. Laboratory opportunities and demonstrations are an integral part of the program.

Recommended Materials: notebook, writing utensils, folder, planner (school supplied)

## Science 8

This course is an Integrated 8<sup>th</sup> grade academic science course which focuses mainly in the areas of Earth science, chemistry, and physics; but will also integrate other science studies such as: problem solving, understanding the universe, environmental, heredity and human body Systems. The students will experience aspects of these different fields through lecture as well as hands-on-activities in a full semester course. The order of topics will begin with the Scientific Method; International System of Metrics; measurements of length, mass, weight, volume, time, temperature, as well as, the tools associated with these measurements. The students will take guided notes and be given class time to

organize their science papers in a folder. They will participate through hands-on experiments and lectures. Many science activities correlate with mathematics. Mathematical reasoning is given through the development of formulas and by graphing information obtained from laboratory data. Assessment will be based on tests, labs, lab reports, essays, and end of the year final test.

Recommended Materials: notebook, writing utensils, folder, highlighter, planner (school supplied), metric ruler, graph paper, and calculator

## Social Studies

At Laurel Highlands Middle School, history students become global citizens with a sophisticated understanding of our nation and the increasingly interdependent world.

To guide and enhance this process, the History Department pursues three sets of goals.

First, we teach the ability to analyze and organize information from both primary and secondary sources, clearly distinguishing fact from opinion. Our students learn to research the internet and evaluate the validity of electronic sources, becoming advanced consumers of information.

We also teach our students to perceive cause and effect relationships, and compare and contrast different ideas, events, issues, and groups. Students synthesize and defend historical judgments both orally and in writing, using sound evidence to prove their points. To best serve the learning process, we impart to our students effective note-taking skills.

Our second set of goals centers on what we teach. Our department follows a vigorous, detailed curriculum that delves into the complexities of history. We challenge students to take a thoughtful view of challenging topics, gaining an understanding of how the historical experiences of various nations of the world have shaped their societies, and why the roots of current events can be found in the past. Our students emerge with knowledge of national and world geography, as well as the ability to assemble a sound historical research paper.

The third set of goals we pursue focuses on the advanced development of our students' communication skills and ability to present nuanced ideas. Our students learn in a cooperative environment and discuss historical subjects nearly every day. As they learn from each other, they become confident speakers, capable presenters, and interactive listeners. We also believe that it is important to provide opportunities for students to explore the more "humanistic" side of history. Accordingly, we expose our students to cultural pillars such as art and music, and the tenets of world religions.

### Social Studies 6/Geography

Sixth grade history students learn essential skills necessary for worldly thought as they study selected cultural periods from the ancient world. As students discover that human history is an interaction of people, places, and circumstances, they take important steps toward literate citizenship.

The comprehensive program incorporates note taking, reading for meaning, test taking, organization, research, and report writing. Games, activities, and projects are also incorporated into the curriculum.

Students examine and analyze the economic, political, cultural, geographic, and historic aspects of ancient civilizations, and

make connections with cultures as they exist today in Europe, the Middle East, Africa, India, and Asia.

This course will cover the foundation of human civilization from its beginnings. We will discuss major civilizations and their influence on today's world. This will include government, warfare, and new ways of food production leading to the modern world we live in presently.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied)

## **World History 7**

Seventh graders study the history, geography, and culture of the United States from the Pre-Columbian Era to the Jacksonian Era. We begin with a close look at the Native American, European, and African roots of the various cultures of the Western Hemisphere, including the Aztec, Mayan, Incan, and other Native American civilizations. Next, we compare the Spanish and French explorations and colonial experiences in the Americas to Britain's, and we continually examine how the United States' relationships with Canada and Latin America have helped shape American history. We also explore the human toll and economic effects of the American slave trade as it emerged and took root, and we examine the religious and economic causes of early European migration to the Americas, as well as the effects of these events on North America's indigenous peoples. The class then examines the philosophical roots of democratic government, with special attention given to the American Revolution, the development of the Constitution of the United States, and the policies of Andrew Jackson.

### ***World History 7: Stone Age to 1500 A. D.***

World History 7 covers Ancient World History from the Stone Age to the Renaissance Period. The course utilizes the Holt World Series textbook and incorporates many hands-on activities and technology. A special emphasis is placed on the foundations of Western Civilization while bridging to the modern world.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, planner (school supplied)

## **US History 8**

Eighth graders pick up where they left off in seventh grade, resuming their study of the history, geography, and culture of the United States just before the Civil War. We study the widening divide between the cultures and economies of the North and South, the nation's westward growth, its war with Mexico, and an era of reform epitomized by the Abolitionist Movement. Students examine how all of these situations laid the groundwork for the Civil War, the triggers and progress of the war itself, and the Reconstruction period following the war. Finally, we survey events up to the mid-20th century, beginning with the Industrial Age and ending with the World Wars. To reinforce learning, students participate in role-playing activities, song and skit presentations, and complete research projects.

### ***United States History 8: Beginnings to 1914***

We will cover Prehistoric Pennsylvania through the completion of the American Civil War. Along the way we will see the development of a government, the hardships of a fledgling country, the plight of the people to progress into a nation, war's affect on the economies here and abroad, and individuals that set themselves apart to shape our great nation. By the end of the 8<sup>th</sup> grade year the students will be Historical Thinkers not history students as we piece together our nation's past.



Recommended Materials: notebook, writing utensils, folder, dry erase marker, Highlighters (Multi-colored), planner (school supplied)

## Honors U.S. History 8

Prerequisite: To qualify for this course, students must earn an A average for the 7<sup>th</sup> grade year in World History, maintain 3.8 or higher cumulative GPA for Grade 7, score in the advanced or proficient range of the previous year's PSSA Reading Assessment, and receive a recommendation from their 7<sup>th</sup> grade World History teacher. Maximum total of **60** students will make the Honors History course.

The requirements for Honors U.S. history are a little more stringent. Once the requirements are met the students will be expected to do all of the regular history class requirements plus write essays, advanced research, and more critical thinking assignments.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, Highlighters (Multi-colored), planner (school supplied)

## Computer Science

With school wide instant internet access, computer instruction for all middle school students begins with **internet safety and the appropriate use of the internet**. These areas of importance are stressed not only in computer classes, but also throughout the middle school curriculum. Performing effective searches and validating sources are topics covered in all middle school classes. Students are introduced to several software programs; for word processing Pages, for spreadsheets Numbers, and for presentations Keynote. Students also have access to several applications (Apps) that are necessary for their individual classes. All students have a personal folder on the server that is accessed by password.

## Computer/Keyboarding 6

The middle school keyboarding course is designed to provide an introduction to the "touch typing" method of keyboarding. Students work at an individualized pace towards a 35 words per minute goal while attaining an accuracy level of 95% or better. Students work diligently with modern keyboarding software on lessons that teach and constantly reinforce the letter, number, and symbol keys on an industry standard QWERTY style keyboard.

## Computers 7

Introduction to Microsoft Word, Excel, and PowerPoint (2007 Edition) - Semester Course

Microsoft Word 2007- The objectives for Microsoft Word 2007 are to have students be able to produce a brochure for a mock business. Topics covered consist of, but are not limited to, font, size, color, inserting clip, word and web art, using textboxes, formatting, and background color.

Microsoft Excel 2007- The main objective is for students to be able to produce spreadsheets that are formula oriented. The spreadsheets should generate information when numerical data is entered into the document. Microsoft Excel is not a word processor. It should be used to calculate various mathematical models.

Microsoft PowerPoint 2007- The objectives for Microsoft PowerPoint 2007 are to have students produce a professional presentation that includes bulleted list, animation, sound, and video.

Recommended Materials: notebook, writing utensils, folder, planner (school supplied)

## **Photoshop/Digital Videography 8**

Prerequisite: To qualify for this course, students must earn a B average in all their 7<sup>th</sup> grade classrooms, maintain 3.7 or higher cumulative GPA for Grade 7, score in the advanced or proficient range of the previous year's PSSA Math/Reading Assessment.

Jump into the 21st Century with Photoshop and Digital Videography. Expand your world as you create amazing still and video projects using multimedia software. Develop digital skills using Web 2.0 tools, and digital presentations. Explore your creative digital side using Adobe Photoshop, and other exciting programs. Students will print professional quality documents and projects created in class and understand how technology and business is changing our worldwide interactions.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, thumb drive (flash drive), headphones or earbuds, planner (school supplied) and digital camera.

## **Technology Education**

Technology Education is an integrated, experienced-based instructional program designed to prepare students about technology – its evolution, systems, techniques, uses and social and cultural significance. Technology education is an essential component of a comprehensive and experience-based science, technology, engineering and mathematics (STEM) curriculum. It develops technological literacy amongst students by demonstrating how mathematics and science is applied to the process of engineering design. It results in the application of mathematics and science concepts to solve practical problems and extend human capabilities.

## **Technology Education 6**

This 6<sup>th</sup> grade class is an introductory course designed around the hands-on world of Manufacturing Technology. Everything learned in 6<sup>th</sup> grade will immensely strengthen the success in 8<sup>th</sup> grade Technology Education. After receiving a comprehensive lesson on machine safety and measuring, students are ready to begin manufacturing their tic-tac-toe project. Using pine as the main species of choice, the tic-tac-toe project involves drilling 11 holes and cutting 10 accurately measured pegs, derived from dowel rods, for the game pieces. Students will also explore how to sand & paint the 10 pegs neatly. Students will explore the difference between large and small grit sandpaper and the proper application for each. After a door is fabricated and attached, the project is ready for evaluation. I will meet with 6<sup>th</sup> Grade students for 22 days in a row.. Each class will begin with a detailed demonstration and discussion. At the end of the semester, students will have fabricated a working tic-tac-toe project that they can always be proud of.

## **Technology Education 8**

This 8<sup>th</sup> grade course will help students develop an understanding of the different processes and procedures involved in basic Manufacturing and Construction Technology. It will also give students a hands-on approach to tool selection and usage for

completing specific technology-related tasks. After an extensive lesson on measuring and lab safety, a prerequisite to complete the projects, students will begin completing a total of two projects. Students will manufacture: The LED Water Bottle Night Light and the Peacock Gumball Machine. Students will have the privilege to experience machine operations, sanding, painting, soldering, assembly, wiring, and many other relevant technological processes. Each class will begin with a demonstration and follow through with the students completing what they observed during that demonstration. By extensively focusing on measuring, fractions, and other math concepts, this Technology Education class will not only help students score higher on their PSSA tests, but give students a sense of accomplishment and success.

## Art

The visual language of art connects knowledge, imagery, and aesthetics across the humanities, mathematics and science. As a result of this connection, the visual arts branch out into all areas of study, resulting in cohesive understanding for the learner. Visual arts are an essential element in all societies and cultures throughout world history.

The visual arts are an essential part of a culture, carrying individual and collective images and ideas from one generation to another. The arts provide a unique learning experience and the tools for interpreting life experience and developing a student's identity and sense of self-worth. Students are guided to communicate their feelings and positively impact others while encouraging self-discipline. Art is a vehicle for knowing, understanding, and changing the world. Art is an essential part of the curriculum because it provides meaningful experiential learning.

The visual arts help students become critical thinkers able to creatively solve problems using their experience and intuition. Problem solving is an integral piece of the curriculum. Students will evaluate, research, and create a visual solution for each of their units of study in self-expression. An emphasis is placed on flexibility, respect, and understanding. The visual arts help students build self-confidence and individual strengths while maintaining the ability to work successfully as a group.

All middle school students will complete a sketchbook/planning component along with each of their projects. As a part of their experience they will complete questions and sketches prior to and during their art production. This kind of preparation will encourage students to contemplate their concepts and themes. The use of "drafts," brainstorming, color mixing, and reference gathering will provide a record of their research and discoveries.

## Art 6

Students explore new materials and techniques in this transitional year. "Sighting" while drawing is emphasized, as students differentiates between line and value. This drawing and painting course builds a foundation for exploring art in different cultures, time periods, styles, and movements. Color theory and the elements of art will be a strong building block for the artwork produced in this class. Critique and assessment will be a part of each assignment.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, Highlighters (Multi-colored), planner (school supplied)

## Art 7

Seventh grade art will build upon knowledge from the prior year of study. Students will branch out to discover new materials and concepts in art. Skills will be honed and students will begin to express themselves as individuals. The class will explore

sculpture, digital photography, technology, and printmaking as well as drawing and painting.

Recommended Materials: Notebook, writing utensils, folder, dry erase marker, Highlighters (Multi-colored), planner (school supplied)

## **Music/Band**

### **Middle School Band (Grades 6, 7, and 8)**

Students taking band at Laurel Highlands Middle School will be assigned to one of three band classes based on their experience and level of musicianship.

All 1<sup>st</sup> year members will be assigned to Concert Band. All 2<sup>nd</sup> and 3<sup>rd</sup> year players will be assigned to either Symphonic Band or Wind Ensemble based on their musicianship and instrumentation needs of the ensembles. Both Symphonic Band and Wind Ensemble will combine to form the Marching Band for parade performances.

All middle school band classes will provide students with deeper knowledge of their instrument and others, elements of music, proper fundamentals of breathing and posture, study of age appropriate band literature, and rehearsal techniques. Special emphasis will be placed on developing musicianship and ensemble responsibility through performance in a variety of settings. Repertoire and concepts for each ensemble (Concert Band-Symphonic Band-Wind Ensemble) progresses in demand of musical responsibilities.

Prerequisite: Students wishing to enroll in a band class must have successfully completed at least one year of instrumental music lessons in 5th Grade or beyond or have an equal experience outside of the Laurel Highlands Instrumental Music program. Students with no prior band/instrumental music experience should see the band instructor to get guidance on how to proceed.

### **Choir 6**

Membership is by audition only. This choir meets every day and performs 2 evening concerts a year. The winter performance incorporates 2-part harmony while the spring concert's repertoire contains 3-part harmony.

### **Choir 7 and 8**

Membership is by audition only. This choir utilizes 4-part harmony and performs 2 evening concerts a year as well as at special school events.

### **Music 6- Music Composition**

In this class, students learn composition basics that enable them to create their own music and have it performed. Course topics include a review of the musical staff, music notation, melody, harmony, rhythm, dynamics, key signatures, and time signatures. 6<sup>th</sup> grade students in the Laurel Highlands Middle School are required to take a weekly course in General Music all year. This course is divided into two semesters. In one semester, students will learn music appreciation from a historical view point. Students will learn about the lives and music of composers from Bach to Beethoven through class activities, projects and videos. During the other semester, students will get a hands-on experience in music. Students will learn about the

theory, composition and performance of music through written activities, listening activities, music reading activities and singing/keyboard performance activities.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, Highlighters (Multi-colored), planner (school supplied)

## Music 8–Music Appreciation

8<sup>th</sup> grade students in the Laurel Highlands Middle School are required to take a daily course in music for one nine week grading period. Students will continue learning to read, write, and perform music through experiences in composing/arranging for percussion quartet, playing keyboard accompaniments to selected pieces, improvising to given chord progressions and pieces on keyboards and sight-singing simple melodies using solfege syllables. Students will also study American musical theatre and opera through videos and learn about various careers in music outside of performing and teaching.

Recommended Materials: notebook, writing utensils, folder, dry erase marker, Highlighters (Multi-colored), planner (school supplied)

## STEAM 6

Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. It is a contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts., all relate to one another in reality. The STEAM structure explains how all the divisions of education and life work together therefore, it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including: the Arts, Music, CTE, and Physical Education divisions of public education. Shifting to STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

S-T-E-M with the A includes;

- sharing knowledge with communication and language artis, “voice” impact, power, legacy
- a working knowledge of manual physical arts, including how-to and fitness
- better understanding the past and present cultures and aesthetics through fine arts
- rhythmic and emotional use of math with musical arts
- Understanding sociological developments, human nature and ethics with the liberal arts.

Embedded in the framework is a system to establish well-balanced teams among educators and students based on a variety of characteristics. All participants have ways they are advanced and challenged. With this system, their skills are used for leading in some areas while other areas are strengthened through observing and assisting. Educators instruct within their speciality with a co-planned thematic units that everyone contributes to in projects related to the required benchmark concepts and skills.

“STEAM is enhancing our school culture. We are seeing innovative engagement on both the part of our teachers and students.

Students start at the point of the pyramid, based on their perspective as a person who learns holistically. The course teaches them to evaluate their skills and interests with a structure for investigating and educational discipline fields learn more about the breadth and depth of career, hobby and life options. It exposes students to a large range of skill sets and career choices through projects that include

research and development. Students perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development that become useful for applying to extra-curricular and post-graduation pursuits.

## Physical Education/Health

Students in grades six, seven, and eight meet 2-3 days per week for physical education. The curriculum includes a variety of team and individual sports. The curriculum is presented with a focus on fitness, to encourage students to be physically active, and to promote the importance of lifetime fitness.

### HEALTH / PHYSICAL EDUCATION

Laurel Highlands Middle School's physical education department teaches the developmental needs of the 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grade students. The program includes health and wellness to serve the purpose of developing good attitudes toward physical activity for the present as well as a lifetime. The physical activities are listed below.

#### *MEDICAL EXCUSE (ME)*

If a student has a medical problem that affects his/her ability to participate in a physical education class, the course will be waived during the time period that the medical condition exists. The medical problem must be documented in writing by a physician and the documentation must be made available. If the student has a Medical Excuse for over 50% of the total classes for the year, the student will receive a Medical Excuse (ME) for the year with credit assigned. The course requirement will be waived for that school year. If the Medical Excuse (ME) is for less than 50% of the total classes for the year, the student will receive the grade he/she earned and credit for the class. For long-term conditions, a new medical excuse must be provided for each school year.

#### ***P.E. (6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup>) --- Lifetime/Team Sports***

This course was designed to equip the learner with the knowledge and skills necessary for participation in team sports and to stress the importance of lifetime sports. Skill explanation and demonstration will be reinforced along with the sport's history and basic rules. Adherence to the rules for each sport, good sportsmanship and practical competition will be highly encouraged. Lifetime/Team sports covered during this course may include, but are not limited to baseball/softball, basketball, football, handball, hockey, soccer, speedball, volleyball, golf, tennis, bowling and badminton.

#### ***P.E. (6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup>) --- Physical Fitness***

This course was designed to educate, evaluate and improve upon the learner's overall physical fitness. Each of the five components of physical fitness (cardiovascular fitness, body composition, flexibility, muscular strength and muscular endurance) will be covered. The instructor will explain the significance in maintaining a healthy level of physical fitness as it relates to a persons' overall well-being. Training performed during this course may include, but is not limited to aerobics, cardio equipment, plyometrics, weight training, walking/jogging and yoga.

## Middle School Health

The main objective of this course is to present material useful to the student in making choices critical to good health and mental well-being. Emphasis is placed on the functioning of the biological body, physical, social and emotional wellness,

coping skills, first aid, fitness, and nutrition. Drug and alcohol prevention education is incorporated to build self-esteem and help the students understand the psychology of addiction and the impact of alcohol and other drugs on families and society. The known effects of drug and alcohol are presented as well as identifying self needs, coping skills and responsibility behaviors. During health class, students will be discussing the effects of smoking and reviewing proper safety at home, school or while participating in physical activity.

Recommended Materials: notebook and/or paper, writing utensils, folder, planner (school supplied)

## LEARNING SUPPORT

### ***LS Reading 6***

This is a remedial reading class in which all sixth graders will be exposed to the same literary elements and content with adaptations and modifications. The following is a list of eligible content that is covered: Understanding Fiction and Nonfiction with Comprehension and Reading Skills, Identify, Interpret, Compare, and Describe Components Within and Between Text, Identify and Interpret Literary Devices, Identify and Interpret Concepts and Organization of Nonfiction Text.

### ***LS English 6***

This course focuses on grammar, usage, mechanics and writing. Included in the students' evaluation is a weekly spelling grade. Students will be able to identify basic grammatical, mechanical and usage errors in relation to agreement, case and tense. They will be able to compose well-constructed sentences and paragraphs as well as write and edit a persuasive letter and a "How To" essay.

### ***LS Math 6-8***

This course provides math instruction to students in grades 6, 7, and 8. It provides instruction in a positive, productive learning environment to meet individual learning needs. Students will utilize a variety of materials and resources, participate in small group learning activities, and use critical thinking skills to gain a better understanding of mathematics. This course will increase student knowledge of number systems and relationships, computation and estimation, measurement and estimation, mathematical reasoning, mathematical problem solving, statistics and data analysis, probability and predictions, algebra, and geometry.

### ***General Science 6***

The sixth grade Learning Support Science encompasses four components of Science- Life Science, Physical Science, Earth Science and the Human Body. The Scott Foresman Science textbook is used in the curriculum. The curriculum is enhanced by the use of The Smart board, website resources such as "United Streaming, and BrainPop activities to improve the learning and comprehension of the students.

### ***LS Reading 7***

This is a remedial reading class in which all seventh graders will be exposed to the same literary elements and content with adaptations and modifications. The following is a list of eligible content that is covered: Understanding Fiction and Nonfiction with Comprehension and Reading Skills, Identify, Interpret, Compare, and Describe Components Within and Between Text, Identify and Interpret Literary Devices, Identify and Interpret Concepts and Organization of Nonfiction Text.

### ***LS English 7***

This course focuses on grammar, usage, mechanics, and writing. Also, included in the course is the use of the literary skills based on the Common Core Standards. The students will be able to identify and use basic grammatical, mechanical, and usage errors in relation to agreement, case, and tense. Students will also review The 8 Parts of Speech throughout the course of the year. The students will be able to compose well-constructed sentences and paragraphs as well as write and edit essays and several different writing genres.

### ***LS Reading 8***

This is a remedial reading class in which all eighth graders will be exposed to the same literary elements and content with adaptations and modifications. The following is a list of eligible content that is covered: Understanding Fiction and Nonfiction with Comprehension and Reading Skills, Identify, Interpret, Compare, and Describe Components Within and Between Text, Identify and Interpret Literary Devices, Identify and Interpret Concepts and Organization of Nonfiction Text.

### ***LS History 6-8***

This class combines 6<sup>th</sup> grade Social Studies: The World, 7<sup>th</sup> grade World History: Stone Age to 1500 A.D., and 8<sup>th</sup> grade United States History: Beginnings to 1914. Also, included in the class is the literary novel "Night" by Elie Weisel. Because this is a diverse class the students cover many topics from early civilizations, Stone Age and Early Cultures to Prehistoric Pennsylvania and the Completion of the American Civil War. The students receive their instruction from the regular education textbook modified to fit each of their individual needs.

### ***General Science 7/8***

The 7<sup>th</sup> and 8<sup>th</sup> grade Learning Support Science encompasses four components of Science- Life Science, Physical Science, Earth Science and the Human Body. The AGS General Science and the AGS Earth Science textbooks are used in the curriculum. The curriculum utilizes the Smart board, website resources such as "United Streaming", and BrainPop activities to enhance the learning and comprehension of the students.

### ***Inclusion Science***

This course is the same as the general education science course for students that need extra help in academically succeeding in science. There are two teachers in the classroom; one general education teacher and one learning support teacher. The students that are identified in the special education program are "pushed" in the general education environment. The adaptations are based on their individualized education plan.

### ***Inclusion History***

This course is the same as the general education history course for students that need extra help in academically succeeding in history. There are two teachers in the classroom; one general education teacher and a learning support teacher. The students that are identified in the special education program are pushed in the general education classroom. The identified students receive adaptations and modifications within the general education environment. The adaptations and modifications are based on their individual education plan.

### ***Emotional Support***



The Emotional Skills Support Program is designed for students at the middle school level with significant emotional needs. The emphasis of the program is on academics, daily living skills, self-care skills, self-advocacy skills, social skills. The goal of the program is for the students to function as independently as possible in the home, school, and community setting.

### ***Life Skills Support***

The Life Skills Support Program is designed for students at the middle school level with significant cognitive disabilities who require extensive instruction to learn. The emphasis of the program is on functional academics, daily living skills, self-care skills (personal hygiene), self-advocacy skills, community based instruction, healthy life choices, and social skills. The goal of the program is for the students to function as independently as possible in the home, school, and community setting.

## **Interscholastic Sports**

Students in seventh and eighth grades may participate in interscholastic sports. Generally, this requires a five-day per week commitment that includes practices and a game schedule.

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### **Fall**

Cross Country

Boys' Soccer

Girls' Soccer

Football

Softball

Cheerleading

Majorettes

### **Winter**

Co-ed Swimming

Boys' Basketball

Girls' Basketball

### **Spring**

Baseball

Co-ed Track

Volleyball

## **General Information**

### **Assemblies**

Throughout the year, middle school students have the opportunity to attend assemblies of various types. An assembly may be a school play, a class forum, or an outside group or individual who has come to perform for the middle school or the entire school community.

### **Student Council**

Middle School students elect three student council representatives from each grade. There is one representative from each homeroom and one at large representative from each grade level. After the election of representatives, the student council meets during the second cycle of mini-courses. Following this, student council meetings take place at lunch or as allowed by

student schedules. The student council organizes middle school dances, community service activities, and activity nights.

## **Interact**

The Interact Club is organized, sponsored, and supervised by a Rotary Club and is established to emphasize training in leadership and citizenship. The Interact Act club works cooperatively and in harmony with the policies of Rotary International. The club must establish a Standard Interact Constitution. Members of the Interact Club must participate in at least one school service and one community service project per year.

## **Spanish Club**

The Laurel Highlands Spanish Club provides students with the opportunity to explore areas of the Spanish speaking culture beyond the in-class language instruction period. Spanish clubs can attract new language learners to the language department program as they see other students having fun and learning Spanish. Music, food, art, dance and games can make an after-school fiesta both educational and motivational for young language learners. Spanish clubs can also raise money for field trips and other educational opportunities not provided for in the school budget.

## **French Club**

The goal of French Club is to bring students who have a love for the French language and culture together so that they may enjoy it together! French music, food, art, dance and games can make extra-curricular activities both educational and motivational for young language learners. French club can also raise money for field trips and other educational opportunities not provided for in the school budget.

## **Ski and Snowboard Club**

During the winter months, the Ski & Snowboard Club takes 6 weekly trips to Seven Springs, PA. Purchase of a ski or snowboard is not required due to rentals available at Seven Springs. Students are welcome to use their own gear. Snow tubing party will be scheduled during the end of the Ski Club season.

## **National Junior Honor Society**

NJHS is the nation's premier organization established to recognize outstanding middle school students. More than just an honor roll, these students have identified excellence in the areas of scholarship, leadership, service, character, and citizenship. These characteristics have been associated with membership in the organization since the beginning in 1929.

Requirements for National Junior Honor Society: Must have a minimum 3.8 Cumulative GPA after the first semester of your 7<sup>th</sup> grade year, can not have any discipline infractions (ex. Suspensions), can not have more than 8 unexcused absences during the first semester of 7<sup>th</sup> grade, and students must complete an application and write a 1 page essay for consideration into the NJHS.

## **Newspaper**

This club introduces students to the professional elements of publishing. While publishing these school wide documents, students will be introduced to elements such as design, layout, digital photography, computer drawing, word processing, public presentation, promotion skills, journalism, creative writing and many more. Students will be publishing items using advanced technology. Students will also get the opportunity to take on leadership roles and apply for student editor positions that enable them to learn and practice valuable job skills as a publisher. All students will learn how to work cooperatively to meet deadlines and publish professional documents. This club is for self-motivated, independent learning students who enjoy being involved in a variety of school activities while demonstrating their skills in the writing process

## **Pennsylvania Junior Academy of Science (PJAS)**

Pennsylvania Junior Academy of science is State-wide science fair in PA that was founded in 1934. It includes both regional meets as well as a state meet at Penn State University. A science fair is open to all students of participating schools grades 7-12. Winners of regional meet are invited to state meetings, where they are given the opportunity to win a wide range of scholarship

## **Reading Competition Club**

The reading competition team is open to any 6th, 7th or 8th grade student who loves to read and test their knowledge. Students who sign up will read up to 20 preselected, award winning fiction and nonfiction books that will be used as part of the competition at the end of the school year. Our teams will compete against other area middle school teams including teams from Uniontown, Connellsville, and Albert Gallatin school districts and St. John the Evangelist school. The month before the yearly competition, the students will meet during the school day to discuss the books and to take quizzes on each book they read. The students who read the most selections and get the highest test scores will be assigned to a team. All final team members must read at least 7 of the twenty books and must demonstrate their knowledge of books by passing a test for each book. The competition is sponsored by the Friends of the Library and is held at St. John Byzantine school each year.

## **Field Trips**

Each year, there are multiple opportunities for students to participate in fun and fascinating field trips. Students may take a day or half-day field trip if there is an educational experience off campus that would augment a particular subject's curriculum. Several such trips are taken each year on a regular basis, and in certain years additional field trips may be taken.

## Laurel Highlands Middle School Faculty

Mike Rozgony, Principal

Bobbi Downs, Assistant Principal

Mrs. Behanna-Reading

Mr. Blaszcak-Science

Mrs. Bortz- Phys. Ed

Mrs. Bota- Guidance

Mrs. Brown-Mathematics

Mr. Buckley-Mathematics

Mrs. Grote-Science

Mrs. Crutchman- Gifted

Mr. Deberry- Social Studies

Ms. Fike-Guidance

Mrs. Gaster-Math

Ms. Gergely-LS.

Ms. Green-Science

Mrs. Gregory- Reading

Mrs. Gulino- Reading

Mrs. Hixson-Reading

Mr. Hixson-Mathematics

Mr. Howard-Cultures of Language

Mrs. Hughes-Reading

Mrs. Jones-English

Mrs. Kania-Guidance

Mrs. Karpency-Foreign Language

Mr. Kolesar-Mathematics

Ms. Ozanich-Office

Mr. Miller- PE

Mr. Miller-Band

Mr. Moscoloni-English

Mr. Sipe-Science

Mrs. Neill-English

Mr. Palumbo-SS

Mrs. Pierce-English

Ms. Schuessler-English

Mr. Shwallon-History

Mr. Sipe-Science

Mrs. O'neal- ES

Mrs. Sucevic-LS

Ms. Trump-Music

Mrs. Turko-Speech

Mr. Valente-Technology Education

Mr. Vargo-Social Work

Mrs. Renze-Library Science

Mr. Williams- Comp

Mrs. Vacanti-Art

Mr. Zungri-LS

Ms. Mehall - AS

Mrs. Kopec-Mathematics  
Mrs. Zyla- LS Science  
Mrs. Rogerson-Nurse  
Mr. Landman-History  
Mrs. Malik-Office  
Mrs. Manges-English

Mrs. Chick- LS

## Summer Reading List

### 6<sup>th</sup> Grade Recommended Reading

#### Fiction Titles

Langston Hughes: Poetry for Young People  
Becoming Naomi Leon  
Walt Whitman: Poetry for Young People  
The Wrestling Game  
Hard Gold: The Colorado Gold Rush of 1859, A Tale of the Old West  
The Jacket  
The Dark is Rising  
Elijah of Buxton  
The Girl Who Can Fly  
Savvy  
Julie of the Wolves  
Eleven  
Wait Till Helen Comes, A Ghost Story  
Old Yeller  
Shiloh  
The Phantom Tollbooth  
Crash  
Stargirl

By: Langston Hughes  
By: Pam Munoz Ryan  
By: Jonathon Levin  
By: Ellen Raskin  
By: Avi  
By: Andrew Clements  
By: Susan Cooper  
By: Christopher Paul Curtis  
By: Victoria Forester  
By: Ingrid Law  
By: Jean Craighead George  
By: Patrica Reilly Giff  
By: Mary Dowling Hahn  
By: Fred Gibson  
By: Phyllis Reynolds Naylor  
By: Norton Juster  
By: Jerry Spinelli  
By: Jerry Spinelli.

#### Non Fiction Titles

Two Miserable Presidents  
Greek Myths and Legends: Usborne Illustrated Guide  
Favorite Greek Myths  
Washington at Valley Forge  
The Ancient Romans: People of the Ancient World  
Behind Enemy Lines  
Seeing Earth From Space  
Through My Eyes

By: Steve Shreinkin  
By: Cheryl Evans  
By: Mary Pope Osborne  
By: Russell Freedman  
By: Allison Lassieur  
By: Billy H. Doyle  
By: Patricia Lauber  
By: Alyson Bridges

### 7<sup>th</sup> Grade Recommended Reading

### Fiction Titles

20,000 Leagues Under the Sea (1870)  
The Wednesday Wars (2007)  
Al Capone Does My Shirts (2004)  
Stormbreaker: Alex Rider Adventure (2006)  
Freak the Mighty (1993)  
Robert Frost: Poetry for Young People  
Zach's Lie  
Drums, Girls and Dangerous Pie (2004)  
Zen and the Art of Faking It  
Firegirl  
So B. It (2007)  
Heartbeat  
Replay  
Heat (2006)  
Home of the Brave  
Out of the Dust  
Shooting the Moon  
Schooled  
Smiles to Go  
The Black Pearl  
Seedfolks  
Shooting Kabul  
Satchel Paige: Striking Out Jim Crow

By Jules Verne  
By Gary D. Schmidt  
By Jennifer Choldenko  
By Anthony Horowitz  
By Rodman Philbrick  
By Gary D. Schmidt  
By Roland Smith  
By Jordan Sonnenblick  
By Jordan Sonnenblick  
By Tony Abbott  
By Sarah Weeks  
By Sharon Creech  
By Sharon Creech  
By Mike Lupica  
By Katherine Applegate  
By Karen Hesse  
By Francis O'Roark Dowell  
By Gordon Korman  
By Jerry Spinelli  
By Scott O'Dell  
By Paul Fleischman  
By Senzai  
By James Sturm

### Non-Fiction Titles

Four Perfect Pebbles, A Holocaust Story (1996)  
Darkness over Denmark, The Danish Resistance and the Rescue of the Jews (2000)  
Marching for Freedom, Walk Together, Children, and Don't Grow Weary (2009)  
Anne Frank: Diary of a Young Girl  
The Cotton Gin: Inventions That Shaped the World

By Lila Perl  
By Ellen Levine  
By Elizabeth Partridge  
By Anne Frank  
By Nancy Robinson Masters

## **8<sup>th</sup> Grade Recommended Reading**

### Fiction Titles

Nothing But the Truth, A Documentary Novel  
The Hunger Games  
A Season of Gifts  
Harry Potter and the Deathly Hallows  
Money Hungry  
Kidnapped  
Touching Spirit Bear  
Closed for the Season  
Fever 1793  
Million Dollar Throw  
Football Hero

By: Avi  
By: Susanne Collins  
By: Richard Peck  
By: J.K. Rowling  
By: Sharon G. Flake  
By: Robert Louis Stevenson  
By: Ben Muikaelsen  
By: Mary Dowling Hahn  
By: Laurie Halse Anderson  
By: Mike Lupica  
By: Tim Green

Miracle's Boys  
Peak  
The City of Ember  
The Glass Menagerie  
The Dream Keeper, and Other Poems

By: Jacqueline Woodson  
By: Roland Smith  
By: Jeanne DuPrau  
By: Tennessee Williams  
By: Langston Hughes

Non-Fiction Titles

Guts  
At Her Majesty's Request  
World War II: Profiles  
The 10 Best Plays  
The 10 Most Remarkable Writers  
The Two Great Wars: Shockwave  
The Camera: Inventions That Shaped the World  
Edward Hopper: Artists in Their Time  
Going Solo  
Truce

By: Gary Paulsen  
By: Walter Dean Myers  
By: Aaron Rosenberg

By: Janine Scott  
By: Trudi Strain Trueit  
By: Emma Foa  
By: Roald Dahl  
By: Jim Murphy

## Appendices

### Course Flow Charts (Grades 6-12)

Charts for ELA, MATHEMATICS, SOCIAL STUDIES, and SCIENCE