

# South Fayette Middle School

## 2022-2023 Program of Studies

### Grades 6 – 8



*Dear Parents and Students,*

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

*This Program of Studies has been prepared to acquaint our middle school students and families with the course offerings for the 2022-2023 school year. The core courses are designed to strengthen and enhance basic skills while containing extension activities that will challenge our students to apply and synthesize their knowledge. Students will also study courses to allow them explore special interests and talents. Ultimately, it is our mission to offer a program that assists our middle schoolers in preparing for the rigorous challenges that lie ahead in high school and beyond.*

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

*Please review this booklet carefully to be aware of the offerings for this year. If you have any comments or questions, please contact the school counselors or the principals, and we will be happy to assist you.*

*Wishing you a wonderful 2022-2023 school year,*

*Dr. Erin Crimone  
Middle School Principal*

*Dr. Kevin Maurer  
Associate Principal*

## TABLE OF CONTENTS

### MIDDLE SCHOOL FACULTY

4-6

### TYPICAL DAY GRADES 6-8

7-9

### ACADEMICS

Grading System	10
Honor Roll	10
Determination of Q.P.A. (Quality Point Average)	11
Acceleration	11-12
Middle School Reading Support Program	12
Make-Up Work	12-13
Extra Credit	13
Return of Tests	13
Grade Reporting	14
Homework Policy	14
Extracurricular Eligibility Grades 7-8	14-16

### SIXTH GRADE CURRICULUM

Language Arts 6	16
Mathematical Functions 6	16
Pre-Algebra 6	16
Science 6	17
Social Studies 6	17
Learning Support 6	17
Art 6	18
Band 6	18
Chorus 6	18
English as a Second Language	19
Family & Consumer Science 6	19
Aquatics 6	19
Health 6	19
Music 6	19
Orchestra 6	20
Physical Education 6	20
Reading 6	20
STEAM 6	20
Technology Education 6	21
French 6	21
German 6	21
Spanish 6	21

### SEVENTH GRADE CURRICULUM

Language Arts 7	22
Pre-Algebra 7	22
Algebra I-7	22
Science 7	23
History 7	23
Learning Support 7	23-24
Aquatic Fundamentals 7	24
Art 7	24
Band 7	24-25
Chorus 7	25
English as a Second Language 7	25
Family and Consumer Science 7	25
Lifetime Fitness 7	25
Music 7	26
Orchestra 7	26
Physical Education 7	26
Public Speaking 7	26
Reading 7	27
Technology Education 7	27
French 7	27
German 7	27
Spanish 7	27

## **EIGHTH GRADE CURRICULUM**

English 8	28
Pre AP English 8	28
Algebra I-8	28
Honors Geometry 8	29
Pre-Algebra 8	29
Science 8	29
History 8	30
Pre AP History 8	30
Learning Support 8	30
Art 8	31
Band 8	31
Chorus 8	31-32
English as a Second Language 8	32
Family & Consumer Science 8	32
Health 8	32
Media Literacy 8	32
Music 8	32
Orchestra 8	33
Physical Education 8	33
Python 8	33
Reading 8	33-34
Technology Education 8	34

French 8	34
German 8	34
Spanish 8	34-35
Foundational French, German, or Spanish	35
<b>MATH SEQUENCE</b>	35-36

## **MIDDLE SCHOOL FACULTY AS OF 2021-2022**

### **Grade Six Teaching Team**

Mrs. Bridget Amato	563
Ms. Nicole Bianco	502
Mr. Ben Laughton	594
Mrs. Darcy Kotts	663
Mr. Robert Ruffolo	614
Mrs. Melissa Shober	548
Mrs. Elizabeth Windisch	579
Ms. Rachel Davis	747
Ms. Natalie Guiser	750
Ms. Sarah Pruss	749

### **Grade Seven Teaching Team**

Mrs. Charlotte Austin	599
Mrs. Alissa Beinecke	525
Mrs. Kristine Geraud	547
Mrs. Stephanie Harris	653
Mrs. Angela Hoffman	768
Mr. Patrick Oney	716
Mrs. Marie Piccirilli	565
Mr. Sean Richman	707
Mrs. Brenna Sisinni	649
Mr. David Taylor	232
Mrs. Amy Shimkoski	541

### **Grade Eight Teaching Team**

Mr. Matt Bacco	641
Ms. Bethany Balta	675
Mr. Joseph Becker	640
Mrs. Melissa Gielata	718
Mrs. Dena Hoffman	532
Mr. Scott Litwinovich	560
Mr. Joshua Picozzi	551
Mr. Joshua Patterson	680
Ms. Renee Goedert	585
Mrs. Brooke Speakman	674
Mr. Scott Philipp	510
Mr. Matt Popovic	610

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

### **Special Area Teachers**

Mrs. Mariaelena Amato- Spanish	677
Mr. Hunter Barnhart - Special Education	679
Ms. Nicole Canofari-Special Education	537
Mrs. Melinda Clayton – Library/Media Literacy	536
Mrs. Sara Cremonese – Health/Aquatics	639
Mrs. Lisa Donovan – GATE/Enrichment/Public Speaking	509
Mr. William Finnerty- Physical Education/Health	722
Mr. Jeremy Hall – Special Education	568
Mrs. Jessica Horzempa – General Music/Chorus	721
Mrs. Beth Kress – Reading Specialist	558
Mr. Frank Kruth – Dean of Students/STEAM	630
Ms. Diane Lally – Art	631
Mr. Anthony Mannarino-Tech Ed	569
Ms. Claire McCourt – French/Spanish	522
Mrs. Amy Minnetti– German	783
Mrs. Laura Nagel-Special Education	746
Mrs. Cynthia Nix – ELD	719
Mr. Joe Rossi – Physical Education	580
Mrs. Christine Thomas – Special Education	564
Ms. Alexandra Toras – Family and Consumer Science	581

Mrs. Jeanne Tupper-Orchestra	598
Mrs. Laura Wagner– Spanish	668
Mr. Adam Wazenegger- Band/General Music	665

### **Office Personnel**

Dr. Erin Crimone– Middle School Principal	427
Dr. Kevin Maurer– Middle School Associate Principal	224
Dr. Chuck Herring-Director of Diversity, Equity, & Inclusion	572
Mrs. Rebecca Bruce – Administrative Assistant	258
Mrs. Megan Colaiacovo – Administrative Assistant	216
Mrs. Justina Perrott – School Counselor (A - G)	605
Ms. Taylor Connors-School Counselor (H-O)	239
Mr. Michael Perrott – School Counselor (P - Z)	219
Mr. Tanner Jones-Social Worker	425
Mrs. Misty Menarcheck – Middle School Nurse	259
Mr. Mark Keener- Athletic Director	225
Dr. Rachel A. Andler- Director of Pupil Personnel	429
Mrs. Gretchen Tucci – School Psychologist	415
Dr. Conchetta Bell – School Psychologist	404
Mrs. Kaitlin Romain – School Psychologist	218

## **Typical Day for a Sixth Grade Student**

8:00-8:07	Homeroom
8:07-9:27	Block 1
9:30-9:40	Block 2 <u>begins</u>
9:43-10:26	Special 1
10:29-11:12	Special 2
11:15-12:25	Block 2 <u>continues</u>
12:28-12:58	Lunch
1:01-2:21	Block 3
2:25-2:53	Activity Period*

*\*Afternoon announcements begin at 2:25*

	ALL STUDENTS ENROLLED IN THE FOLLOWING THREE TRACKS			ALL STUDENTS PICK <b>ONE</b> OF THE FOLLOWING TWO TRACKS	
Grade	World Language	Specials	Physical Education	I.	II.
6 <sup>th</sup>	French German Spanish	<ol style="list-style-type: none"> <li>1. Tech Education</li> <li>2. STEAM</li> <li>3. Art</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical Education</li> <li>2. Health</li> <li>3. Aquatics</li> </ol>	Band <b>OR</b> Chorus <b>OR</b> Orchestra	Music <b>AND</b> Family Consumer Science
Notes		<ul style="list-style-type: none"> <li>• Each course lasts 12 weeks and meets every other day</li> </ul>	<ul style="list-style-type: none"> <li>*Each course lasts 12 weeks and meets every other day</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I:</b> Students who select Band or Chorus or Orchestra will have that course every other day for the entire year.</li> <li>• <b>II:</b> Students who do not select Band or Chorus or Orchestra will be enrolled in General Music for a semester and in Family Consumer Science for a semester.</li> </ul> <p>Each semester course meets every other day</p>	

## Typical Day for a Seventh Grade Student

8:00-8:07	Homeroom
8:07-8:53	Special 1
8:56-9:39	Special 2
9:42-11:01	Block 1
11:04-11:49	Block 2 <u>begins</u>
11:52-12:22	Lunch
12:25-12:59	Block 2 <u>continues</u>
1:02-2:21	Block 3
2:25-2:52	Activity Period*

*\*Afternoon announcements begin at 2:25.*

	ALL STUDENTS ENROLLED IN THE FOLLOWING THREE TRACKS			ALL STUDENTS PICK ONE OF THE FOLLOWING TWO TRACKS	
Grade	World Language	Specials	Physical Education	Band/Chorus/Orchestra	Alternates
7 <sup>th</sup>	Same as 6 <sup>th</sup> grade: French German Spanish	<ol style="list-style-type: none"> <li>Family Consumer Science</li> <li>Public Speaking</li> <li>Tech Ed</li> </ol>	<ol style="list-style-type: none"> <li>Physical Education</li> <li>Aquatics</li> <li>Lifetime Fitness</li> </ol>	<b>Band OR</b> <b>Chorus OR</b> <b>Orchestra</b>	<b>Music AND Art</b>
Notes	Students will be enrolled in the same language selected in 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>Each course lasts 12 weeks and meets every other day</li> </ul>	<ul style="list-style-type: none"> <li>Each course lasts 12 weeks and meets every other day</li> </ul>	<ul style="list-style-type: none"> <li><u>Band/Chorus/Orchestra Track:</u> Students who select Band or Chorus or Orchestra will have that course every other day for the entire year.</li> <li><u>Alternate Track:</u> Students who do not select Band or Chorus or Orchestra will be enrolled in General Music for a semester and in Art for a semester. Each semester course meets every other day.</li> </ul>	

## Typical Day for an Eighth Grade Student



8:00-8:07	Homeroom
8:07-9:07	Core 1
9:10-10:10	Core 2
10:13-11:13	Core 3
11:16-11:46	Lunch
11:49-12:49	Core 4
12:52-1:35	Special 1
1:38-2:21	Special 2
2:25-2:53	Activity Period*

\*Afternoon announcements begin at 2:25. .

	ALL STUDENTS ENROLLED IN THE FOLLOWING THREE TRACKS			ALL STUDENTS PICK ONE OF THE FOLLOWING TWO TRACKS	
Grade	World Language	Specials	Physical Education	Band/Chorus/Orchestra	Alternates
8 <sup>th</sup>	Same as 7 <sup>th</sup> grade: French German Spanish	<ol style="list-style-type: none"> <li>Art</li> <li>Media Literacy</li> <li>Family Consumer Science</li> </ol>	P.E./Health /Python	<b>Band OR</b> <b>Chorus OR</b> <b>Orchestra</b>	<b>Music AND</b> Tech Ed
Notes	Students will be enrolled in the same language selected in 7 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>All students are enrolled in the designated courses at each grade</li> <li>Each course lasts 12 weeks and meets every other day (30 instructional days per course)</li> </ul>	Physical Education will be comprised of the following elements: <ul style="list-style-type: none"> <li>1 trimester of health</li> <li>1 trimester of P.E.</li> <li>1 trimester of Python</li> </ul> Classes meet every other day.	<ul style="list-style-type: none"> <li><b><u>Band/Chorus /Orchestra Track:</u></b> Students who select Band or Chorus or Orchestra will have that course every other day for the entire year.</li> <li><b><u>Alternate Track:</u></b> Students who do not select Band or Chorus or Orchestra will be enrolled in General Music for a semester and in Technical Education for a semester.</li> </ul> <p>Each semester course meets every other day</p>	

## Academic Information

## **GRADING SYSTEM**

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

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

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

The grading scale is as follows:

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

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

## **HONOR ROLL**

Honor Roll will be determined by grades earned during each of the four nine week periods for students in seventh and eighth grades.

Highest Honor- Students who achieve a 4.000 Grade Point Average and above will be placed on the Highest Honor Roll.

High Honor- Students who achieve a 3.7500 Grade Point Average and above will be placed on the High Honor Roll.

Honor - Students who achieve a 3.2500 Grade Point Average and above will be placed on the Honor Roll.

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

1. To obtain the number of quality points for each course taken, multiply the credit

of the course by the appropriate letter grade value (for each nine-week period, the nine-week letter grade is used; for the end of the year, the final grade is used):

A+	=	4.2500 Quality Points
A	=	4.0000 Quality Points
A-	=	3.7500 Quality Points
B+	=	3.2500 Quality Points
B	=	3.0000 Quality Points
B-	=	2.7500 Quality Points
C+	=	2.2500 Quality Points
C	=	2.0000 Quality Points
C-	=	1.7500 Quality Points
D	=	1.0000 Quality Point
F	=	0.0000 Quality Points
WF	=	0.0000 Quality Points

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

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

## ACCELERATED COURSES

Prerequisites for admission to Accelerated or Pre-AP courses for the **2022-2023** school year will be as follows:

### **Math:**

*5th → 6th Grade Accelerated (Pre-Algebra 6)*

- 1) Has met the criteria in terms of a curriculum-based assessment, standardized readiness assessment, and cumulative performance in fifth grade mathematics

*6th Accelerated (Pre-Algebra 6) → 7th Accelerated (Algebra 7)*

- 1) A percentage grade of 80% or above is needed to maintain accelerated placement

*7th Accelerated (Algebra 7) → 8th Honors (Geometry)*

- 1) A percentage grade of 80% or above is needed to maintain accelerated placement

### **Pre-AP English:**

*7th → 8th English*

- Has met the criteria in terms of an entrance assessment, an overall QPA of 3.25 or better, and cumulative grades **and** participation performances in seventh grade English Language Arts.

### **Pre-AP English and History:**

#### *7th → 8th History*

- Has met the criteria in terms of an entrance assessment, an overall QPA of 3.25 or better, and cumulative grades **and** participation performances in seventh grade History

*If a student believes that he/she has a unique situation that warrants a schedule change, the student must schedule a conference through the counselor that must include the student's parent/guardian, counselor, principal, and teacher. The information related to the request should be presented and a final decision will be made. Absolutely no changes will be considered without a conference being held.*

## **MIDDLE SCHOOL READING SUPPORT PROGRAM**

### *5th→6th Reading*

- Has qualified for the program by demonstrating the need for additional reading support and interventions based on multiple criteria including: reading fluency, comprehension level, Reading PSSAs performance level, and participation and achievement in fifth grade Language Arts.

The reading course is scheduled as a Special Area class and replaces a World Language option in a student's schedule due to the demonstrated need of support with reading skills.

## **MAKE-UP WORK**

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

1. If a student is absent from class for one (1) day, he/she upon return to school is required to submit all work due that was assigned prior to the day of absence and take test(s) assigned prior to the day of absence provided no new material on the test was taught that day.
2. If a student is absent from class for more than one day, the student has make-up days equivalent to the number of days absent from the day he/she returns to school to make-up all work (tests, quizzes, assignments, etc.). It is the **responsibility of the student** to meet with the teacher before or after class to make proper arrangements and secure the information needed regarding the tests, etc., that needs to be completed.
3. In extenuating circumstances, when a student has been absent due to illness, accident, etc. for more than seven consecutive days, provisions may be made to extend the timeline for make-up work.

4. Students who fail to fulfill their responsibilities for make-up work will receive a "0" for the work, tests, etc. not completed.

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

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

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

### **EXTRA CREDIT**

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

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

### **RETURN OF TESTS**

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

Most assessments will be returned to and discussed with the students within one week of the administering of the assessment. Lengthy projects and assignments will be returned in a timely fashion.

It is the sole responsibility of the student to share the test results with the parent and also the sole responsibility of the student to seek assistance in the event that he/she believes that a grade assigned was inaccurate. *Common assessments and major projects will not be sent home with students, but will be available for review by parents /guardians within the school building.*

### **GRADE REPORTING**

All teachers issue a percentage, and comments regarding the student's progress. It is recommended that parents contact the teacher or make an appointment to meet with them if their child is failing.

In this way the parent/guardian will know specific causes of the deficiency and may be given suggestions for helping their child improve. South Fayette parents of children in grades 6-12 have the opportunity to access individual grades that have been assigned to the student by the classroom teachers and have been entered into the gradebook electronically. This service is called PowerSchool ParentPortal. To receive password access to this information for your student, you must register online at [www.southfayette.org](http://www.southfayette.org). You will then be contacted regarding retrieval of your initial password. If you have further questions, contact Mr. Rob Warfield at (412) 221-4542, Ext. 245 or [warfield@southfayette.org](mailto:warfield@southfayette.org).

## **HOMEWORK POLICY**

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

1. Make sure they understand the assignment -- its purpose, when it is due, how it should be done.
2. Ask for further explanation if original directions are not completely understood.
3. Arrange to make up missed assignments as required by the teacher.
4. Budget time for homework. Anticipate 60-120 minutes of cumulative homework daily. When study time is provided during the school day the student should take advantage of it. Long-term assignments should be planned so they do not have to be done all at once.
5. Analyze study habits and take advantage of available study helps.
6. Write homework in a neat and legible manner in a planner.

## **EXTRACURRICULAR ELIGIBILITY GRADES 7-8**

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

### **Weekly Eligibility**

1. Teachers will be provided weekly with a list of students who are registered as a participant in each extracurricular activity. On Friday of each week, student grades are checked and those who are in danger of failing ("D" average) or failing their course for

the current 9-week period are identified. Students must receive one warning during each grading period prior to being designated as failing a course.

2. The lists will be compiled by the Athletic Director. Any student who is failing two or more courses will be considered ineligible for the following week (Monday through Saturday). The student will be notified by the coach or sponsor. That student is not permitted to practice or participate during that time. Athletic Policy recommends that athletes ineligible for this reason attend any available after-school tutoring/homework programs. This may be required by other activity sponsors at their discretion.
3. As indicated by the ineligibility lists, students who are carrying a "D" average in one or more subjects for two successive weeks will be recommended by the Athletic Policy to attend any available after-school tutoring/homework programs. This student is not ineligible; however, the district is making every attempt to promote support for the student who is encountering academic difficulty. If deemed necessary, the coach may waive this section at his/her discretion.

### **Nine Week Academic Eligibility**

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

**To be eligible** for attendance at school functions and/or participation in extracurricular events, a student must pursue a curriculum approved by the principal and **must not be failing two or more courses**. Evaluation or subject credits shall conform to the standards established by the Pennsylvania Department of Education. A student ineligible for this reason will be denied participation in all extracurricular activities, school dances and non-curricular events for a period of 15 school days. Parents/guardians will be notified by mail of this ineligibility.

### **Year to Year Eligibility**

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

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

**\*Note:** Students' eligibility will be reviewed after 15 school days. Students may be declared eligible after this period.

### **Attendance Eligibility**

A student who is absent from school during a semester for a total of twenty or more school days shall not be eligible for attendance at school functions and/or participation in extracurricular activities until he/she has been in attendance for a total of sixty days following his/her twentieth

day of absence, except that where there is a consecutive absence of five or more school days, due to confining injury, death in the immediate family, court subpoena, quarantine, or to attend a religious activity/function which the church requires its members to attend, or an absence of five or more school days due to the same confining illness, such absence may be waived from the application of this rule by the District Attendance Committee. Parents/guardians of students in this category will be notified by mail of this ineligibility.

## **SIXTH GRADE CURRICULUM**

### **Core Subjects**

#### **Language Arts 6 (060A)**

Reading comprehension is advanced by utilizing various analytical, vocabulary, and independent reading strategies. Students explore many genres of texts (short stories, poetry, novels, informational pieces), representing diverse cultures, characters, and historical eras. Writing instruction focuses on the main modes of writing, along with an emphasis on text dependent analysis essays. Analytical thinking and writing skills are developed through close reading of texts and building students' awareness of the author's craft. In addition, this course aims to develop students' grammatical/language skills in the context of both formal and informal writing. All concepts are adapted when necessary to meet the needs of individual learners.

#### **Mathematical Functions 6 (360A)**

This course prepares the students for the challenging expectations of the PA Core Standards in Mathematics, which include the strands of the Number System, Ratios and Proportional Relationships, Expressions and Equations, Geometry, and Statistics and Probability. Mathematical Functions will also aid in the development of pre-algebra skills and prepare students for the application of multiple, abstract mathematical concepts. This course will extend students' decision making, critical thinking and reasoning skills.

#### **Pre-Algebra 6 (361)**

*Prerequisite: In accordance with Accelerated Course protocols on page 11-12*

Pre-Algebra will continue to build upon the five strands of mathematics found in the PA Core Standards of Mathematics, which include Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. As the preparatory course to Algebra I, an emphasis is placed on applying skills to abstract concepts through the discovery of algebraic relationships. Throughout the year, this course will require students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, and use appropriate tools strategically.

**NOTE:** *For more information on math sequencing, please see page 35-36.*

#### **Science 6 (260A)**

In sixth grade science, students will be focusing on six units involving Physical Sciences, Earth and Space Science, and Life Science. The first unit in Physical Science is Light & Matter. In this unit, students will develop and use a model to show that waves are reflected, absorbed, or



transmitted through various materials. In the second unit, Thermal Energy, students will apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. The first unit in Earth and Space is Weather, Climate, and Water Cycling. In this unit, students will develop a model to show how the cycling of water through Earth's systems is driven by energy from the sun and the force of gravity. In the second unit, Plate Tectonics & Rock Cycling, students will construct an explanation of how the Earth's surface has changed throughout time. In the last unit of Earth and Space, students will analyze and interpret data on natural hazards. The final unit, Cells & Systems, is a Life Science unit that has students developing models to describe the function of a cell as a whole and ways parts of cells contribute to the function.

### **Social Studies 6 (170A)**

The Social Studies 6 curriculum is designed to accept diversity in the world and develop an awareness for other cultures. Within the course, students will compare and contrast ancient civilizations with an emphasis on the foundations of government, religion, geography, and innovations. The students will recognize the impact of cultural and technological advances onto modern day societies. In addition to learning from ancient times, the Middle Ages will allow the students to appreciate the need to seek a new world. Current events will enlighten students in understanding history and allow connections to be made between ancient and modern times. The needs of individual learners will be met by offering multiple methods of assessing and engaging students to become knowledgeable members of society.

### **Learning Support 6**

Students who participate in learning support classes have been evaluated and were found to qualify for these services by a certified school psychologist. The students who qualify receive services from highly qualified certified special education teachers and highly qualified paraeducators. The majority of students are included in regular education classrooms with supplementary aids and services in place to provide support. This means that the students participate in the regular education curriculum with the necessary adaptations, modifications and accommodations that are outlined and agreed upon by each student's "Individualized Education Plan" (IEP) team for science, social studies and special area classes. Students who receive learning support services for math and/or language arts are provided with adaptations, modifications and accommodations at their instructional level which may not be at their current grade level. Special education teachers teach and monitor progress of students with special needs at their instructional level.

South Fayette's learning support program utilizes research evidence-based interventions and supports that are part of the students' IEPs. The learning support program integrates the grade level regular education curriculum with adaptations, modifications and accommodations for those students. All students in learning support programs have IEPs, which are based on federal and state laws, mandates, and regulations. All provisions outlined in each student's IEP (adaptations, modifications, accommodations, course additions and deletions) must be implemented and monitored by the staff.

## **Special Area Subjects**

### **Art 6 (562A)**

Sixth grade art class will focus on a main idea/essential question from which their projects will

originate. This class enhances students' imagination while engaging their critical thinking skills as well as building on their knowledge of art history. Creativity and aesthetics will be defined, discussed and implemented in class. Students will draw using line, shape and value in a form (for example, shading techniques will be introduced during the class). Students will practice color/value changes with black and white paint and use multiple color schemes when producing a painting using tempera paint as the medium. A 3-dimensional project may also be produced. Possible 3D projects may include origami or mask making. Technology in the art class may also be explored during the 12- weeks.

### **Band 6 (806A)**

*Prerequisite: Participated in Band 5 and/or Director Approval*

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

Students are regularly assessed and evaluated based on preparation and participation in class and in pullout lessons, individual performance of the concert literature, and the mastery of skills and concepts presented in the music curriculum. The Sixth Grade Band performs at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course. Some of our annual performances include, but are not limited to, the Holiday Band Concert and the Spring Band Concert.

### **Chorus 6 (814)**

The 6<sup>th</sup> grade chorus is open to all 6<sup>th</sup> grade students who are interested in performing as a member of a vocal ensemble. Students will learn music of various styles, languages and time periods as they prepare to perform in the winter and spring Middle School performances and in other outside performances. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Chorus is a full year course, requiring some after school rehearsals and performances. The dates will be announced well in advance, and all chorus members are expected to attend. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year.

### **English Language Development (063A)**

The K-12 English Language Development (ELD) program provides students with the language skills they need to participate successfully in content area classes. ELD instruction is designed to address the Pennsylvania Academic Standards in reading, writing, speaking and listening. The program is adjusted to the needs of the individual students.

An underlying objective of the ELD program is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ESL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available in the school.

### **Family & Consumer Science 6 (564)**

This course will focus on all of the FCS Standards: Resource Management; Family, Work and Community Responsibility; Food and Nutrition; Child Development. This course was developed to promote good self-esteem, responsibility and personal growth which increases the chances of student success as they begin middle school. The students will explore strategies that will help them develop good management skills such as goal setting, decision making, action planning and time management. Students will learn the value and importance of family life and peer relationships along with strategies to help students cope with relationship changes, peer pressure, and conflicts. Child care skills will be taught to help students interact positively with younger children and understand the skills needed to be a caregiver. Finally, students will be introduced to hand and machine sewing.

### **Aquatics 6 (559)**

Students learn to recognize and prevent emergencies in, on, or around the water in this trimester course. The course will introduce students to the current American Red Cross basic swimming skills and knowledge in a sequential manner. Students will have the opportunity to play a variety of water based games, including water baseball and water polo. There will also be days where students will have the chance to make-up missed classes and work during "Free Swim" days.

### **Health 6 (615A)**

All units, chapters and resources are structured appropriately for the 6th grade age group. Students will gain an understanding of Health, Nutrition, Physical Activity, Safety, Hygiene, Tobacco, as well as an understanding of the Digestive System.

### **Music 6 (561A)**

Each student in Music 6 will develop his/her individual musical potential through a variety of activities. Students will use problem solving skills to accomplish authentic musical tasks at each meeting through creating (composing and improvising music), performing (singing and playing music) and responding (analyzing and interpreting musical performances). In addition, students will expand their knowledge of musical contexts (personal, social, cultural and historical), aesthetics and the creative process. Sixth grade music students develop their musicianship through daily music reading and writing activities, playing world percussion instruments, listening and analysis activities, and movement while investigating famous composers and musicians, and world music, as well as musical composition.

### **Orchestra 6 (807A)**

*Prerequisite: Participation in Strings 5 and/or Director Approval*

The Sixth Grade Orchestra will meet as a class on alternating days for the entire duration of the school year. The repertoire will reflect a diverse selection of music including, but not limited to,

the traditional orchestral literature spanning the Baroque through Contemporary eras, as well as music in the style of Broadway musicals, jazz, pop, and world music. Students will focus on a variety of concepts including a variety of bowing techniques, shifting, major and minor key signatures, time signatures in both duple and triple meter, music notation, effective tuning practices, performance assessment and evaluation, historic and cultural context, and key components of musical practice and performance, as outlined in the Pennsylvania Academic Standards and National Standards for Arts Education.

Students will be regularly assessed and evaluated based on preparation and participation in class and in pullout lessons, individual performance of the concert literature, and the mastery of skills and concepts presented in the music curriculum. The Sixth Grade Orchestra will perform at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course.

### **Physical Education 6 (560A)**

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

### **Reading 6 (062A)**

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

### **STEAM 6 (554A)**

In this course, students will continue to learn through the use of real-world design projects. The project concepts will align with the content being taught in core classes in order to help students make connections through application. Students will practice using the steps of the design process in order to solve problems and apply entrepreneurial skills as they develop a product prototype. Students will practice teamwork skills as they collaborate with group members to design solutions and accomplish tasks. Science, technology, engineering, and math skills will be coupled with creative design concepts to round out the STEAM approach to problem solutions.

### **Technology Education 6 (553)**

This course promotes the exploration of technology through the practical applications of automation. Using the STEAM approach, students will design and build LEGO EV3 Robots and program them to solve real world problems. Students will also experience the use of sensors as inputs to a robotic system. Application of problem-solving, design, and construction skills will

be emphasized through various hands-on projects. Students will apply science and math skills throughout their learning experiences. Students will also explore the world of manufacturing as a system of technology. The concepts of enterprise and marketing will be explored throughout this process. Through the use of manufacturing techniques, computer aided drafting, math, and science concepts, students will build a product with the use of an assembly line.

## **World Language**

### **French 6 (500)**

In sixth grade, students begin to acquire simple, especially oral communication skills and a basic understanding of grammar, culture and vocabulary on a variety of topics, such as greetings and introductions, numbers, telling time, describing people and places, weather and seasons, and clothing. Students will explore the culture of French students' lives and experiences through oral, written and audio/visual media. Sixth grade French meets every other day for the full year.

### **German 6 (501)**

In sixth grade, students begin to learn the German language and culture through a variety of activities and experiences. Students learn to express themselves in simple, but useful ways that focus on listening, speaking, reading and writing. The course introduces many facets of German culture, and covers a variety of topics such as introductions, greetings, numbers and more. Sixth grade German meets every other day for the full year.

### **Spanish 6 (503)**

Spanish 6 provides students with a foundation of vocabulary and sentence constructions. Students will gain this through speaking, listening, reading and writing experiences. The course will enable students to greet someone, tell the time and date, identify countries of the Spanish speaking world, describe themselves and others, and more through reading, music, writing and discussions. The class meets every other day for one full year.

## **SEVENTH GRADE CURRICULUM**

### **Core Subjects**

#### **Language Arts 7 (010A)**

Language Arts 7 focuses on using the English language to communicate through writing, reading, speaking, and listening. Grammar, vocabulary, and mechanics are covered and applied in order to support a better understanding of the English language and to improve student writing skills. An emphasis is given to the development of written responses to text dependent analysis essays based on a variety of literary genres in alignment with PA Common Core Standards. Throughout the year, seventh graders will read various fiction and non-fiction selections. Through this array of literature and informational texts, students develop their vocabulary, apply reading strategies, and gain an understanding of literary elements, such as theme, conflict, and characterization.

### **Pre-Algebra 7 (321)**

Pre-Algebra will continue to build upon the five strands of mathematics found in the PA Core Standards of Mathematics, which include Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. As the preparatory course to Algebra I, an emphasis is placed on applying skills to abstract concepts through the discovery of algebraic relationships. Throughout the year, this course will require students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, and use appropriate tools strategically.

### **Algebra I-7 (329)**

*Prerequisite: In accordance with Accelerated Course protocols on page 11-12*

The Algebra I course will continue the development of the 5 strands of mathematics found in the PA Core Standards of Mathematics, which are Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. This course will begin where Pre-Algebra ended with units covering topics that include ratios and proportions, data and statistics, patterns, solving equations and inequalities, linear functions, inequalities and absolute-value functions, solving systems of linear functions and inequalities, exponents and exponential functions (including scientific notation), polynomials and factoring, quadratic functions, and rational functions. Emphasis will be placed on applying skills to abstract concepts and real world situations through the use of direct instruction, cooperative learning, and various technologies. Students will be expected to use critical thinking and reasoning skills, modeling, and a variety of problem solving strategies while utilizing appropriate methods and tools.

**NOTE:** *For more information on math sequencing, please see page 35-36.*

### **Science 7 (210)**

Science 7 is a course designed to be taught as six separate units. Units I & II are Physical Science units. These units will focus on chemical reactions and matter transformation. In these units, the students will be introduced to a variety of chemistry concepts ranging from the formation of elements and compounds to the chemical reactions that create life. Units III-V are

Life Science units. Unit III, Metabolic Reactions, is a unit in which students will focus on the chemical processes that occur in living organisms during their life cycles. Unit IV, Matter Cycling and Photosynthesis, will build upon concepts learned in the previous units. In this unit, the students will continue their exploration of the chemical processes that create and sustain life, and will also learn how chemicals and matter are cycled through a variety of food chains, energy webs, and other processes within ecosystems. Unit V, Ecosystem Dynamics, covers interactions among organisms within and across multiple ecosystems. In this unit students will explore the idea that changes to any physical or biological components of an ecosystem will affect populations within that ecosystem. The final unit, Unit VII, is an Earth and Space unit titled Natural Resources and Human Impact. In this unit, students will explore concepts related to Earth's natural resources and the potential human impact on the Earth's environment and climate.

### **History 7 (110)**

In American History 7, students have the opportunity to explore the early history of North America and the foundations of the United States, beginning with the exploration to the “New World” by European nations, such as England, Spain, and France during the 1500s. Early settlements are discussed, as well as the 13 British Colonies in North America, including a closer look at the issues of colonial life. The course progresses to examinations of the factors and effects of the French and Indian War and the American Revolution. The course concludes with the beginning of a new nation with a focus on the creation of the United States Constitution and the significant events of the early years of the republic.

### **Learning Support 7**

Students who participate in learning support classes have been evaluated and were found to qualify for these services by a certified school psychologist. The students who qualify receive services from highly qualified certified special education teachers and highly qualified paraeducators. The majority of students are included in regular education classrooms with supplementary aids and services in place to provide support. This means that the students participate in the regular education curriculum with the necessary adaptations, modifications and accommodations that are outlined and agreed upon by each student's “Individualized Education Plan” (IEP) team for science, social studies and special area classes. Students who receive learning support services for math and/or language arts are provided with adaptations, modifications and accommodations at their instructional level which may not be at their current grade level. Special education teachers teach and monitor progress of students with special needs at their instructional level.

South Fayette's learning support program utilizes research evidence-based interventions and supports that are part of the students' IEPs. The learning support program integrates the grade level regular education curriculum with adaptations, modifications and accommodations for those students. All students in learning support programs have IEPs, which are based on federal and state laws, mandates, and regulations. All provisions outlined in each student's IEP

(adaptations, modifications, accommodations, course additions and deletions) must be implemented and monitored by the staff.

## **Special Area Subjects**

### **Aquatic Fundamentals 7 (611)**

This course works on stroke development for advanced swimming and aquatics skills. Information and resources from the American Red Cross will be provided making aquatic activities a lifetime pursuit. Games and fitness components will be incorporated throughout the course as well. A portion of the American Red Cross Junior Lifeguarding program will be taught and followed. The unit will cover basic water safety and skills. Students will also be introduced to CPR, AED, and basic first aid skills. In completion of this unit, students will receive a certificate stating participation in Hands-Only CPR. An introduction to Pennsylvania Fishing and Boating Safety following the PA Boating handbook, will be completed.

### **Art 7 (830A)**

Seventh grade art is a semester class that encourages students to use their imagination and critical thinking skills as well as their knowledge of artists in their historical and cultural contexts when they produce various artworks, along with a focus on a main idea/essential question from which all projects originate. Students will draw, continuing to use their ability to bring out the line, shape and value of a form. In addition, students will be introduced to linear and atmospheric perspective at this grade level. A 3-dimensional project may also be produced. Possible projects may include mask-making, sculpture, or clay modeling. Technology/STEAM in the art class may also be explored during the semester. Students will also learn how to mix colors and create a painting using acrylic paint.

### **Band 7 (804)**

*Prerequisite: Completion of the Standard of Excellence Book 1 and/or Director Approval*

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

Students are regularly assessed and evaluated based on preparation and participation, individual performance of the concert literature, and the mastery of skills and concepts presented in the music curriculum. The Seventh Grade Band performs at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course. Some of our annual performances include, but are not limited to, the Holiday Band



Concert and the Spring Band Concert.

### **Chorus 7 (812)**

*Prerequisite: Completion and Submission of Parent Questionnaire, Student Questionnaire, and Singing Sample*

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

### **English Language Development (063A)**

The K-12 English Language Development (ELD) program provides students with the language skills they need to participate successfully in content area classes. ELD instruction is designed to address the Pennsylvania Academic Standards in reading, writing, speaking and listening. The program is adjusted to the needs of the individual students.

An underlying objective of the ELD program is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ESL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available in the school.

### **Family and Consumer Science 7 (720)**

This course will focus on the FCS Standards related to Food and Nutrition and Resource Management. In this course the students will learn the basics of working in the kitchen, including tools and equipment, kitchen safety, food safety and sanitation, measuring, basic food preparation, and working as a team in a foods lab group. Food lab activities focus on the physical changes that happen in food preparation. Students will also learn about the five food groups, including preparation techniques for retaining nutrients and quality, and methods for selecting and serving foods.

### **Lifetime Fitness 7 (623A)**

Lifetime Fitness units are structured around what students have learned in physical education and 6th grade health, as well as topics that will be discussed more in-depth in 8th grade health. The focus of lifetime fitness is to build an understanding of the importance of leading a physically active and healthy lifestyle through a variety of exercises, activities, and lifestyle choices.

### **Music 7 (810)**

Each student in Music 7 will develop his/her individual musical potential by performing on keyboard. Students will use problem solving skills to accomplish authentic musical tasks at each meeting through creating (composing, improvising and arranging music), performing (singing and playing music) and responding (analyzing, interpreting and critiquing music and musical performances). In addition, students will expand their knowledge of musical *contexts* (personal,

social, cultural and historical), *aesthetics* and the *creative process*. Seventh grade music students develop their musicianship through music reading and writing activities on the keyboards, listening, and analysis activities. Seventh grade students deepen their understanding of the fundamental elements of music while considering the relationship between music and history.

### **Orchestra 7 (807B)**

*Prerequisite: Participation in Orchestra 6 and/or Director Approval*

The Seventh Grade Orchestra will meet as a class on alternating days for the entire duration of the school year. The repertoire will reflect a diverse selection of music including, but not limited to, the traditional orchestral literature spanning the Baroque through Contemporary eras, as well as music in the style of Broadway musicals, jazz, pop, and world music. Students will focus on a variety of concepts including a variety of bowing techniques, shifting, major and minor key signatures, time signatures in both duple and triple meter, music notation, effective tuning practices, performance assessment and evaluation, historic and cultural context, and key components of musical practice and performance, as outlined in the Pennsylvania Academic Standards and National Standards for Arts Education.

Students will be regularly assessed and evaluated based on preparation and participation in class, individual performance of the concert literature, and the mastery of skills and concepts presented in the music curriculum. The Seventh Grade Orchestra will perform at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course.

### **Physical Education 7 (623)**

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

### **Public Speaking 7 (612)**

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

### **Reading 7 (011A)**

This reading course teaches literacy explicitly with six sequential, integrated steps. Those steps include: phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and finally, speaking and writing. Each lesson scaffolds content and instruction to direct students toward a full understanding of the relationships between and among the components of language. Students

become fully literate, independently thinking individuals. In seventh grade the emphasis is on informational text, vocabulary development, and structural analysis to build comprehension. The independent text level increases in difficulty, as literal, inferential, and evaluative levels are used to aid in the development of reasoning skills. In addition, fluency skills are monitored on a weekly and monthly basis with grade-level timed readings.

### **Technology Education 7 (710)**

In this course students will explore the area of design through the process of developing an application (App) for a mobile device. Math and logic skills are heavily stressed throughout the process. The second half of the course will be an introduction to fabrication as students learn to use machines and building techniques to build a product from scratch. Finally, students will be introduced to 3D modeling through professional engineering software (Autodesk Inventor). Students will be challenged to create various designs to solve a human want or need.

## **World Language**

At the end of seventh grade, students must earn a 70% passing score and show written and oral language proficiency in the topics studied from grades six and seven in order to advance to the 8th grade level of language.

### **French 7 (401)**

French 7 continues with more emphasis on speaking as well as listening, reading and writing. Students will acquire more complex vocabulary and language structures as they explore house, and family vocabulary, as well as daily and academic life, free-time activities, and expressing likes and dislikes. Seventh grade French meets every other day for the full year.

### **German 7 (402)**

Seventh grade German is a continuation of the sixth grade Level I program. Students learn the language through a variety of activities that include reading, writing, listening and speaking. Seventh grade German begins to explore more challenging grammar concepts and requires more reading and writing. The main topics include describing family, house, daily life, free-time activities, and expressing likes and dislikes. Seventh grade German meets every other day for the full year.

### **Spanish 7 (404)**

Spanish 7 is a second year of middle school foreign language study. The focus is to extend skills learned in sixth grade by developing students' grammatical skills and range of vocabulary. Topics covered include family, house, and school and after school activities. Students continue to refine their skills in speaking, listening, writing and reading. There will be an emphasis on verb usage at this level. Students continue to explore various places and practices in the Spanish speaking world via readings, music and video. The class meets every other day for one full year.

## **EIGHTH GRADE CURRICULUM**

### **Core Subjects**

#### **English 8 (020)**

English 8 integrates the elements of critical reading, writing, and vocabulary development,

giving students the opportunity to explore the subject of English in its totality. Throughout the year, students will be challenged to read and write critically about various genres of literature and non-fiction. Students gain critical reading skills by being exposed to a wide array of fiction, including the novel, short story, and poetry, as well as non-fiction texts. Writing instruction focuses on responding to a variety of texts using effective evidence and analytical strategies, developing strong thesis statements, composing effective literary analysis essays, and exploring creative writing. Language usage skills such as revision and editing, agreement, punctuation, capitalization, and other grammar concepts are integrated into students' reading and writing instruction.

### **Pre-AP English 8 Accelerated (022A)**

*Prerequisite: In accordance with the Accelerated Course protocols on page 11-12*

Pre-AP English 8 comprises the core curriculum of English 8 while providing an increased level of rigor in order to introduce students to AP reading, writing, and analytical strategies such as Socratic Seminars, and textual analysis methods. This course features a writing-intensive approach, utilizes technology to gather and evaluate information, and develops skills needed to construct literary analysis essays and verbal arguments. Students will be challenged with project-based learning, independent research, and exposure to more rigorous fiction and non-fiction texts.

### **Algebra I-8 (330)**

*Prerequisite: Successful completion of Pre-Algebra*

Students enrolled in Algebra I will study characteristics of our number system and how those characteristics are applicable to problem situations that may arise in the real world, or in disciplines other than mathematics. This class emphasizes problem solving, critical thinking, and reasoning. Topics include data and statistics, probability, proportional reasoning, number patterns, linear functions and graphs, inequalities, absolute value functions, systems of linear equations and inequalities, exponents and exponent properties, polynomials and factoring, and simplifying rational functions.

**The students are required to have a graphing calculator.**

### **Honors Geometry 8 (340A)**

*Prerequisite: In accordance with the Accelerated Course protocols on page 11-12*

This is a rigorous course in which students will discover the concepts of Geometry while implementing their knowledge from Algebra I. Honors Geometry differs from regular Geometry in that the topics are covered at a faster pace and with more depth. Topics studied include angle

and line relationships, reasoning and proof, properties of parallel and perpendicular lines, triangle congruence and relationships among triangles, similarity, right triangles and trigonometry, properties of quadrilaterals and polygons, properties of circles, measurements of geometric figures and solids, and coordinate geometry. Students will be expected to explore, evaluate, apply, and prove geometric concepts while incorporating algebraic concepts.

**The students are required to have a scientific calculator.**

### **Pre-Algebra 8 (331B)**

Pre-Algebra 8 will continue to build upon the five strands of mathematics found in the PA Core Standards of Mathematics, which include Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics and Probability. This course is designed to enhance students' mastery of prerequisite skills needed for Algebra I. Throughout the year, this course will require students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, and use appropriate tools strategically.

In this course, the ALEKS program will be used to support instruction. Assessment and Learning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most-ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

**NOTE:** *For more information on math sequencing, please see page 35-36.*

### **Science 8 (220)**

Students in 8th grade science will be exposed to a science curriculum designed to follow the NGSS and PA Science Framework models. There are six units in which the students will engage. They include 3 Physical Science units, 1 Earth/Space unit, and 2 Life Science units. The Physical Science units include; Contact Forces, Sound Waves, & Forces at a Distance. The Earth/Space unit is designed around the Earth and its place in our universe. Finally, the Life Science units are; Genetics and a unit on Natural Selection and Common Ancestry. The units are designed using the NGSS 3-dimensional learning model and include hands-on activities and lab experiences for students.

### **History 8 (120)**

"Change and Conflict in an Expanding Nation" follows the story of America's westward expansion in the early 1800's to the rise of big business in the late 1800's. Focusing on the changes in the American political, social and economic systems, students explore topics including Jacksonian Democracy, the Mexican American War, Antebellum America, the Civil War, Reconstruction, and the creation of American corporations. Students learn to appreciate the

foundations of American society and to understand the responsibilities of citizenship in a free nation.

### **Pre AP History 8 Accelerated (121)**

*Prerequisite: In accordance with the Accelerated Course protocols on page 11-12*

"Change and Conflict in an Expanding Nation" follows the story of America's westward expansion in the early 1800's to the rise of big business in the late 1800's. Focusing on the changes in the American political, social and economic systems, students explore topics including Jacksonian Democracy, the Mexican American War, Antebellum America, the Civil War, Reconstruction, and the rise of business in America. Students learn to appreciate the foundations of American society and to understand the responsibilities of citizenship in a free nation. The Pre-AP section of U.S. History 8 offers an increased level of rigor and a more writing intensive approach to the content. Students will utilize technology individually and collaboratively to gather information, draw informed conclusions, and construct persuasive written and verbal arguments.

### **Learning Support 8**

Students who participate in learning support classes have been evaluated and were found to qualify for these services by a certified school psychologist. The students who qualify receive services from highly qualified certified special education teachers and highly qualified paraeducators. The majority of students are included in regular education classrooms with supplementary aids and services in place to provide support. This means that the students participate in the regular education curriculum with the necessary adaptations, modifications and accommodations that are outlined and agreed upon by each student's "Individualized Education Plan" (IEP) team for science, social studies and special area classes. Students who receive learning support services for math and/or language arts are provided with adaptations, modifications and accommodations at their instructional level which may not be at their current grade level. Special education teachers teach and monitor progress of students with special needs at their instructional level.

South Fayette's learning support program utilizes research evidence-based interventions and supports that are part of the students' IEPs. The learning support program integrates the grade level regular education curriculum with adaptations, modifications and accommodations for those students. All students in learning support programs have IEPs, which are based on federal and state laws, mandates, and regulations. All provisions outlined in each student's IEP (adaptations, modifications, accommodations, course additions and deletions) must be implemented and monitored by the staff.

## **Special Area Subjects**

### **Art 8 (888)**

Eighth grade art class provides a more sophisticated approach to art as students prepare to move on to high school art classes, with a focus on a main idea/essential question from which all

projects originate. Students are able to choose from a wide range of media when drawing, painting, and creating 3-dimensional projects. A highlight of this class is the “Mystery Grid Drawing” in which students review the concept of “proportion”. The concept of “distortion” used in art will also be introduced. The drawing is a subject matter related to a current theme, and students have the chance to draw using “pen and ink.” Watercolor is the medium of choice for their painting project. Watercolor techniques such as “flat wash,” “graded wash,” “dry brush,” and “block-out” are introduced and practiced. A 3-dimensional project may also be produced. Possible projects may include mask-making, sculpture, or clay modeling. Technology in the art class may also be explored during the 12- weeks.

### **Band 8 (805)**

*Prerequisite: Participated in Band 7 and/or Director approval*

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

Students are regularly assessed and evaluated based on preparation and participation, individual performance of the concert literature, and the mastery of skills and concepts presented in the music curriculum. The Eighth Grade Band performs at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course. Some of our annual performances include, but are not limited to, the Holiday Band Concert and the Spring Band Concert.

### **Chorus 8 (813)**

*Prerequisite: Completion and Submission of Parent Questionnaire, Student Questionnaire, and Singing Sample*

The 8<sup>th</sup> Grade Chorus meets on alternating days for the entire year. Students will learn music of various styles, languages and time periods as they prepare to perform in the winter and spring Middle School performances and in other outside performances. Repertoire may include selections including but not limited to the great Western art music (sacred and secular), folk and multicultural music, vocal jazz, pop and musical theater. Chorus participation includes some required after school rehearsals and performances. The dates will be announced well in advance, and all chorus members are expected to attend. Emphasis in rehearsal is placed on the importance of individual contribution. Students will strengthen their individual vocal technique and enhance their music listening and reading skills throughout the year.

### **English Language Development (063A)**

The K-12 English Language Development (ELD) program provides students with the language skills they need to participate successfully in content area classes. ELD instruction is designed to address the Pennsylvania Academic Standards in reading, writing, speaking and listening. The

emphasis placed on various benchmarks is adjusted to the needs of the individual students.

An underlying objective of the ELD program is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ESL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available in the school.

### **Family & Consumer Science 8 (787)**

This course will focus mainly on the FCS Standards related to Financial Management. Students will be learning about money management and personal finance as well as participating in a Real Life Budget project where they will be preparing a monthly personal budget, making housing decisions, purchasing a car, and making other financial decisions related to income and expenses.

### **Health 8 (614)**

The primary focus of this course is to educate students to acquire and use the knowledge and skills necessary to promote a state of complete physical, mental and emotional well-being. Emphasis will be placed on developing healthy habits throughout life. Health content will include wellness, substance abuse, nutrition, human body systems, human sexuality, physical activity, body image, and diseases. Concepts of health, safety, and injury prevention, and healthful living will all be covered each unit throughout the course.

### **Media Literacy 8 (540A)**

The primary focus of this course is cultivating responsible digital citizens. Emphasis will be placed on the research process, including effective and efficient search techniques, avoiding plagiarism, and citing sources. In addition, students will explore our rights and responsibilities while living in a digital world, including ethical and appropriate use of technology.

### **Music 8 (811)**

Each student in Music 8 will develop his/her individual musical potential through a variety of activities playing guitar. Students will use problem solving skills to accomplish authentic musical tasks at each meeting through creating (composing, improvising and arranging music), performing (singing and playing music) and responding (analyzing, interpreting and critiquing music and musical performances). In addition, students will expand their knowledge of musical *contexts* (personal, social, cultural and historical), *aesthetics* and the *creative process*. Eighth grade music students develop their musicianship through music reading and writing activities on guitar, listening and analysis activities. Students expand their knowledge of music theory, and special emphasis is placed on the student as a composer, with students using various technologies to create original musical compositions.

### **Orchestra 8 (807D)**

*Prerequisite: Participation in Orchestra 7 and/or Director Approval*

The Eighth Grade Orchestra will meet as a class on alternating days for the entire duration of the school year. The repertoire will reflect a diverse selection of music including, but not limited to, the traditional orchestral literature spanning the Baroque through Contemporary eras, as well as



music in the style of Broadway musicals, jazz, pop, and world music. Students will focus on a variety of concepts including a variety of bowing techniques, shifting, major and minor key signatures, time signatures in both duple and triple meter, music notation, effective tuning practices, performance assessment and evaluation, historic and cultural context, and key components of musical practice and performance, as outlined in the Pennsylvania Academic Standards and National Standards for Arts Education.

Students will be regularly assessed and evaluated based on preparation and participation in class, individual performance of the concert literature, and the mastery of skills and concepts presented in the music curriculum. The Eighth Grade Orchestra will perform at various intervals throughout the school year. Students must participate in these performances to fulfill the requirements of the course.

### **Physical Education 8 (624)**

Physical education will promote enjoyable participation by using active learning strategies, developing students' knowledge, confidence, motor skills, behavior skills, and providing opportunities for regular physical activity. Students will participate in the FitnessGram pacer, push-up, curl-up, sit and reach, and trunk lift tests.

### **Python 8 (555A)**

Computer science underlies innovation in today's global society, from the biomedical field to art to national security. The skills taught in South Fayette's STEAM courses from K-8, which are fundamental in the field of computer science, teaches students to think logically, algorithmically, recursively, and abstractly. These essential skills provide students with the ability to be successful in any career field. This Python Programming 8 course, which will run for a trimester (12 weeks), builds upon the existing South Fayette K-8 STEAM curriculum transitioning students from block-based code to text-based code. This computer science and engineering course introduces students to the fundamentals of Python through exciting labs. Each lab is designed to impart a specific set of skills and to reinforce previously taught skills. Ultimately, the curriculum will equip students to fully build a technically challenging product of their own choice. While problem solving through the use of the Python programming language, students will be introduced to functions, conditionals, and expressions, iterations and graphics, lists and dictionaries, and data representations. This course will provide the fundamentals of computer science and engineering as students create their own unique pathway for the future.

### **Reading 8 (021)**

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

### **Technology Education 8 (711A)**

In this course, advanced fabrication will be a major area of focus as students learn to build dynamic projects using various building techniques. Students will then apply their knowledge to solve problems through a real-world approach, students will be asked to develop creative solutions to various technology-related problems while part of a design team. Engineering, teamwork, science and math skills will be stressed throughout the course. Students will also explore contemporary issues in technology that will require further uses of their problem-solving and design skills. Through the invention process they will research and explore the technology around them and find creative ways to improve their world by developing an original product. Presentation skills will be introduced as students will create a pitch to prospective buyers. The Design Process will be used exclusively throughout this course.

## **World Language**

At the end of eighth grade, students must earn a 75% passing score and show written and oral language proficiency in the topics studied from grades six through eight in order to obtain qualification for advancement to Level 2 language at the high school. Additionally, students will be expected to take a proficiency test as part of that qualification. Completion of this requirement will fulfill one year of the two years required for graduation from high school.

### **French 8 (440A)**

In eighth grade French, students develop more complex listening, reading and writing skills, with an emphasis on spoken and written communicative activities. The topics to be studied include dining and grocery shopping, sports and leisure, and health and wellness. Students' engagement with a more challenging curriculum will deepen students' ability to read, write, understand, and speak French. The goal of this course is to prepare the students for level two at the high school by solidifying their knowledge of grammar and vocabulary. Eighth grade French meets every other day for the full year.

### **German 8 (420A)**

Eighth grade German is a continuation of the program of studies at the middle school and seeks to prepare students for more complex listening, reading and writing activities in high school German. This more rigorous curriculum allows students to develop a solid foundation in the basic grammatical concepts of German and feel more comfortable expressing themselves on a variety of topics including talking about a typical school day, school supplies, school schedule and clothing. Eighth grade German meets every other day for the full year.

### **Spanish 8 (430A)**

Spanish 8 is the culmination of foreign language study at the middle school and provides a more rigorous curriculum than the beginning levels of Spanish. The goal of this course is to prepare the students for level two at the high school by solidifying their knowledge of grammar and vocabulary. These skills allow the students to express themselves and converse about a variety of topics in both spoken and written Spanish. Students will be challenged by an increasing level of difficulty in comprehension of listening and reading materials. Topics covered include food and restaurant items, sports, and health and feelings.. We will compare the lifestyle and cultures of Spanish speakers (in the United States and abroad) to our own. This course will meet every other day for one full year.

### **Foundational French (440B), German (420B) or Spanish (430B)**

Based on academic performance in World Language course at the end of seventh grade for existing students and offered to students with no prior language experience

Foundational language is a year-long course comprising two semesters of introductory language of French, German, or Spanish that gives students exposure to various languages prior to enrolling in level one language at the high school. Introductory language provides students with a foundation of vocabulary and sentence constructions. Students will gain this through speaking, listening, reading and writing experiences. The course will enable students to hold basic conversation and gain exposure to various cultures.

## **MATH SEQUENCE**

The math sequence for a student entering Algebra 1 in Grade 7 and maintaining the Honors sequence throughout:

Grade 7	Algebra 1
Grade 8	Honors Geometry
Grade 9	Honors Algebra 2
Grade 10	Honors Pre-calculus
Grade 11	AP Calculus 1, Honors Calculus or Statistics (Both Calculus courses offer the College in High School Program to gain college credit.)
Grade 12	AP Calculus 2 or Statistics (Courses at this point are optional since students have completed 3 credits of mathematics.)

The math sequence for a student entering Algebra 1 in Grade 7 and NOT maintaining the Honors Sequence throughout:

(This option accommodates the student that needs additional reinforcement in either of the Algebra courses. The student is still able to graduate with a college level Calculus class.)

Grade 7	Algebra 1
Grade 8	Honors Geometry
Grade 9	Regular Algebra 2
Grade 10	Algebra 3 with Trigonometry
Grade 11	Honors Pre-Calculus or Statistics
Grade 12	AP Calculus 1, Honors Calculus or Statistics (Courses at this point are optional since students have completed 3 credits of mathematics.) (Both Calculus courses offer the College in High School Program to gain college credit.)

The math sequence for the majority of South Fayette Middle School students:

Grade 8	Algebra 1
Grade 9	Geometry (Regular or Honors)
Grade 10	Algebra 2 (Regular or Honors)
Grade 11	Algebra 3 with Trigonometry or Honors Pre-Calculus

Grade 12 Honors Pre-calculus if coming from Algebra 3 with Trigonometry or AP Calculus or Honors Calculus if coming from Honors Pre-calculus or Statistics  
(Courses at this point are optional since students have completed 3 credits of mathematics.)

Students taking regular Algebra 1 in 8th grade must achieve an average of at least an 85% to move into the honors program in the high school.

The sequence for students taking Pre-Algebra in eighth grade:

Grade 8	Pre-Algebra
Grade 9	Algebra 1
Grade 10	Geometry (Regular or Honors)
Grade 11	Algebra 2 (Regular or Honors)
Grade 12	Algebra 3 with Trigonometry or Pre-Calculus (Regular or Honors)

Students choosing Honors level courses should be aware of required summer preparation for each course that should be completed prior to the first day of school. **Failure to complete required summer preparation will significantly affect the student's first nine-week grade during the following academic year.**