

*Londonderry
Middle School*



Building Our Future

Program of Studies

2010-2011

LONDONDERRY MIDDLE SCHOOL

TELEPHONE NUMBERS



TO REPORT ABSENCES	432-6925	Ext. 6928
MAIN OFFICE - GRADE 8	432-6925	Ext. 3000
BACK OFFICE - GRADE 6 AND GRADE 7	432-6925	Ext. 3100
ASSISTANT PRINCIPAL	432-6925	Ext. 3004
PRINCIPAL	432-6925	Ext. 3300
SPECIAL EDUCATION	432-6925	Ext. 3001
HOUSEMASTER – GRADE 6	432-6925	Ext. 3277
HOUSEMASTER – GRADE 7	432-6925	Ext. 3177
NURSE	432-6925	Ext. 3101/3102
LIBRARY/MEDIA	432-6925	Ext. 3104/3105
CURRICULUM COORDINATOR	432-6925	Ext. 3278
SUPERINTENDENT OF SCHOOLS	432-6920	Ext. 1102
ATHLETIC DIRECTOR	432-6941	Ext. 2306
STUDENT TRANSPORTATION OF AMERICA	668-2878	
WEBSITE	http://www.londonderry.org/lms/	

The Londonderry School District does not discriminate on the basis of handicap, sex, race, religion, nation origin, or age in its educational activities, services and employment practices. No student shall on these bases be denied equal opportunities to participate in said educational activities and services.

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PROGRAM OF STUDIES

**Londonderry Middle School
Londonderry, New Hampshire**

Introduction – General Information

This booklet has been prepared to acquaint you with the total program at Londonderry Middle School. It includes all courses and promotion requirements, special services and co-curricular activities.

This information will help you become more familiar with our school. The majority of the middle school program is made up of required courses, but there are some choices which must be made. Discussions with teachers, parents, administrators and guidance counselors are recommended. In view of the fact that course selection becomes much more extensive as a student reaches high school, it is important to understand the process. Good choices are an important factor in finding both success and meaning in your school program.

Students are encouraged to become active in extra-curricular activities so as to broaden their interests and contact with students, teachers and young people from other schools.

Londonderry Middle School's Philosophy:

As a public school, it is essential to recognize and accept all students as unique individuals in terms of needs, interests, and abilities; and to effect, in cooperation with parents or guardians, positive changes in their intellectual, physical, emotional, and social development.

It is the responsibility of Londonderry Middle School to provide an atmosphere which fosters the creative spirit, encourages positive self-esteem, increases self-confidence and creates opportunities for decision making by its students while providing for the development of basic skills and awareness of personal needs and potentials.

In recognizing the rapid and profound physical changes in the early adolescent student, it is imperative that the curriculum offers appropriate opportunities, which will enable students to be aware of the health issues which are vital to a healthy lifestyle.

While students should be exposed to a variety of teaching methods which address diverse learning styles, it is essential that they develop skills in a learning-by-doing, cooperative approach. Furthermore, it is necessary that students be made aware of and exposed to acceptance of responsibility, tolerance, change, effective citizenship, and acceptable social qualities.

It is also understood that learning is a lifelong process, which is not limited to school experiences. A primary purpose of the school is to provide students with the skills and attitudes necessary to actively participate in their own education and which will foster constant learning throughout their lives.

The school is an integral part of the community. It is vital that there is an active, voluntary, and cooperative effort among staff, parents, students, and the community. The lines of communication must stay open to assure the coordination of mutual efforts to help students achieve future success.

Londonderry Middle School's Objectives:

1. To expose students to a variety of teaching/learning methods
2. To provide academic programs and experiences appropriate to the needs, interests, and abilities of each student
3. To provide an environment conducive to the development of a positive self-image and respect for self and others
4. To offer opportunities for research, creative and critical thinking, and problem solving
5. To give each individual quality educational experiences which will enrich life and provide the information to become a productive, successful member of society
6. To teach students effective study habits and organizational skills
7. To begin the process of exposing students to potential career opportunities that will aid the direction of their continuing education in high school and beyond
8. To support reciprocal relationships among students, staff, and the local community so that there is an exchange of ideas, services, and skills
9. To provide students opportunities for participation in a wide selection of competitive, non-competitive, group, and individual activities based on their interest and abilities
10. To begin preparing students to assume their roles as active participants in a democratic and multicultural society
11. To involve students in the development and application of school activities, programs and policies
12. To keep students informed of the current health issues found in today's society

Academic Skills Development:

Each student will be assigned to an academic skills development (ASD) section that meets Monday and Friday for 30 minutes. This program will be used to review a variety of study skills techniques, as well as assist with strategies for note taking, homework completion, time management and various other strategies needed to be a successful student at LMS. Teams will, on occasion, utilize this time to address a group issue, a team project or facilitate an upcoming field trip.

Interdisciplinary Team Organization:

Our school is organized into twelve heterogeneous groups of up to 125 students, each being taught by a team of teachers (English, social studies, science, mathematics, special education and related arts). This team of teachers, all sharing the same group of students, will have a common planning time and their rooms will be in close proximity to each other. They will be able to focus on students' needs, coordinate curriculum and assignments, establish consistent behavioral and academic expectations, and encourage feelings of identity and belonging among their students. Reading, world language, music and physical education teachers will be an important adjunct to the team. The team concept may be extended to promote school-wide activities, friendly competition and school spirit.

Student placement on any learning team is carefully considered and takes a great deal of time. The following criteria are considered to achieve optimum equivalency and heterogeneity: previous elementary school in the case of incoming sixth graders or previous team for the seventh or eighth graders; gender; math level recommendations; world language chosen; performing music group membership and even instrument played; prior academic achievement levels; special services required; and lastly, interpersonal relations and behavioral considerations.

Grouping for Instruction:

The diverse talents, skills, learning styles and interests of students at this age level lead to a variety of grouping patterns. Mathematic/reading classes are grouped by achievement/ability. All other classes are heterogeneously grouped. Teachers have the flexibility of employing small group, paired or whole group instructional techniques within each class. Differentiated instruction provides students of all abilities in one classroom with an educational experience that is challenging, yet appropriate. Effective differentiated instruction is fundamental to the Middle School teaching philosophy of predominantly mixed ability classrooms. Teachers attempt to reach all students by tailoring their instruction to students needs at different levels and different learning styles. Use of team taught classrooms and special curriculum programs as well as cooperative learning strategies and/or differentiated materials promote the capacity to meet the needs of all students.

Reporting Student Grades:

Report cards are issued four (4) times per year in November, January, April and June at the end of each marking period. Related Arts grades for students in sixth grade will be provided on the January, April, and June report cards. Progress reports making parents aware of academic difficulty are issued at the midpoint of each grading period.

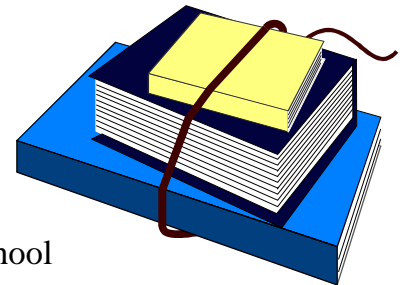
Promotion and Credit:

Students in grades 6, 7, and 8 must pass at least five (5) credits each year, including credits in language arts and mathematics, in order to be promoted to the next grade. Students not meeting these requirements may be required to attend summer school in order to be promoted to the next grade. Placement in high school courses may depend on courses taken at the middle school level.

Grade Level Expectations and Homework:

Grade 6

Students are transitioning from elementary school norms to middle school philosophy. They will be assuming responsibility and working toward accountability with respect to their role in facilitating home/school communication.



Grade 7

Students are familiar with the responsibilities and expectations regarding homework completion. They are using the study skills learned in sixth grade as they progress toward becoming independent learners.

Grade 8

Students are gaining independence and preparation for high school. They are taking initiative to clarify and complete assignments on time, in order to demonstrate readiness for high school expectations.

LMS Homework Matrix

	6th Grade (Core Subjects and Reading)	7th Grade (Core Subjects, Reading and Foreign Language)	8th Grade (Core subjects, Reading and Foreign Language)
# of Nights per week, per subject	2-3	3-4	3-5
Time spent per night	1-1 ½ hours	1 ½-2 hours	2-2 ½ hours
Late Homework	Daily homework assignments passed in on time may receive full credit, based on effort and quality.	----->	----->
	Homework passed in one day late will receive partial credit, based on teacher discretion.	Late homework may receive credit, based on teacher discretion.	By the end of 8 th grade, students are expected to be independent students.
% of Grade	Homework will count 15-20% of a students overall term grade. Teachers will determine how homework should be graded. Effort, accuracy, organization and other criteria will be considered in the assessment process.		
Independent Reading/Projects	Independent reading, projects and review of notes may be considered necessary by the teacher and expected as separate from daily homework assignments.		
PE and Music	Since PE and Music do not meet on a daily basis, their homework responsibilities are in addition to the core subject expectations.		

Academic Intervention Program:

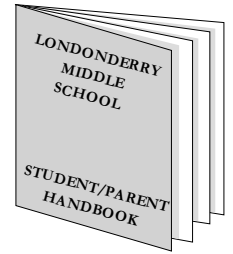
Students who are failing or are in danger of failing may be referred for a before school or after-school academic intervention program. This program meets three/four days a week, is run by certified staff members and is designed to assist students with daily work and with study habits. Students who do not attend or fail despite our efforts may be required to attend summer school.

Summer School:

Students who do not meet the requirements for promotion or graduation during the regular school year may be required to attend summer school. Fees and information regarding class times will be provided by the district office in the spring.

School Policies, Procedures and Regulations:

On their first day of school, all students will be issued a STUDENT/PARENT HANDBOOK, which describes in detail all school rules, regulations and procedures. All students and parents should read this booklet carefully and become thoroughly familiar with its contents. It is recommended that the STUDENT/PARENT HANDBOOK be kept readily accessible for you to refer to throughout the year. This will also be available on the Principal's Office page. It will answer many of your questions.



Scheduling of Classes:

A master schedule of classes is developed each spring for the following school year from students' request for courses. It is essential that students understand that the scheduling of classes is a complex process, which is started by pupil course requests. Changes in course requests, once the master schedule is made, are not always possible. Careful consideration of desired courses and then following through on those requests is very important for the student. Guidance counselors will be available to assist students with scheduling.

Course Responsibilities:

Students are responsible for their academic performance in all courses. Additionally, they are financially responsible for all materials and equipment issued to them. Schedule changes must be initiated through the Guidance Office or the Curriculum Office. No students will be allowed to withdraw from the courses needed to meet program or graduation requirements.

Each schedule change will be considered on its own merit and must have final approval of the Principal.

Parent/Community Volunteers:

We have received the Blue Ribbon School Achievement for an outstanding volunteer program. We encourage any community member who is interested in volunteering in any capacity, please refer to the volunteer forms that will be sent home in the fall. We can use volunteer teacher aides to help provide either clerical assistance, assist with student activities, or participate as guest speakers. Please join us in an effort to provide a quality educational program.

PROGRAM FOR GRADE 6

All sixth grade students will be enrolled in language arts, social studies, science, mathematics and reading for the full year.

All students will also have a Related Arts Program composed of art, health, and keyboarding/computer. Each of these programs will meet on a daily basis for one-third of the school year.

Additionally, all students will be enrolled in physical education and music for the entire school year on an alternating schedule. For music, students may select beginning instrumentals, band, chorus, beginning orchestral strings, orchestra, or general music.

The Ed-Venture Program is one in which students are encouraged to participate in adventure-based learning experiences, designed to promote group and personal growth. Activities will be lead by LMS staff which will help foster a positive relationship between students and teaching staff. Opportunities for reflective processing throughout the experiences are offered to provide insightful learning that can be applied to everyday life far beyond the activities themselves. An approach known as Challenge By Choice is upheld whereby students choose to what extent and to what capacity they will participate in the activities offered. Character themes that are important to the LMS learning community will also be explored through these experiential/adventure activities. These include: Respect, Responsibility, Compassion, Teamwork and Enthusiasm. Some of the activities offered will be classroom based, while others will be nature based. Sessions will be held a minimum of three days during the school year. (Please note: Teams may break these sessions up into half days)

The Resiliency 4 Life Program will consist of eight sessions which will take place during ASD. In addition to these sessions, time in 6th grade health and computer class will also be devoted to the program. The presenters will include guidance counselors, student resource officer and guest speakers if possible. Topics of study include peer pressure, decision making, refusal skills, alcohol/drug education, bystander behavior, assertiveness, conflict resolution, internet safety (including cyber bullying)

PROGRAM FOR GRADE 7

All seventh graders will be enrolled in language arts, social studies, science and mathematics for the full year.

Students who are not recommended for a developmental or individualized reading program will choose to study either French or Spanish for a full year.

Students will also participate in a series of exploratory courses in the areas of family and consumer science, health, art and computer science. These courses will meet daily for one-quarter of the year.

Physical education and music classes for all students will meet on an alternating schedule all year.

Students may wish to join a performing music group. Choices include: chorus, beginning instrumentals, band, introduction to orchestral strings or orchestra. General music communications will be assigned to those students who do not choose performing music.

PROGRAM FOR GRADE 8

All eighth graders will be enrolled in language arts, social studies, science and mathematics for the full year.

Students, with the recommendation of their seventh grade world language teachers, will continue their study of either French or Spanish for a full year.

Students enrolled in a developmental or individualized reading program will continue their study of reading skills.

Students will also participate in a series of exploratory courses in the areas of industrial arts (technology education) or family and consumer science, health, art and computer science. These courses will meet on a daily basis for one-quarter of the year.

Physical education and music classes for all students will meet on an alternating schedule all year.

Students may wish to join a performing music group. Choices include: chorus, band, or orchestra. General music communications will be assigned to those students who do not choose performing music.

SERVICES

Guidance Services:

The Londonderry School District Counseling Program mission, in cooperation with family, community and school, is to advocate for and promote the educational, personal, social and career development of students. Counselors are trained and skilled in helping students confront and resolve difficulties or conflicts often experienced in the middle school years. In addition, we recognize our responsibility to support the teaching-learning process. There are a variety of ways that counselors assist students, teachers and parents through the transition into middle school and adolescence. To name a few:

- Offer individual & group counseling that support educational success
- Help identify the needs of students
- Encourage better interpersonal relationships
- Promote positive & healthy attitudes and choices
- Serve as a resource for teachers and parents
- Lend support to school, career, and personal plans
- Provide preventative counseling
- Coordinate referrals to outside agencies
- Teach affective classroom activities
- Maintain confidences within legal and ethical bounds
- Emergency and/or crisis counseling

In addition, the counselors at Londonderry Middle School offer and participate in special programs available to all students and parents including, but not limited to:

- Peer Mediation
- Harassment Awareness/Prevention
- Career Exploration & Planning
- Section 504/ADA Coordination
- Special Education Support
- Respect Activities
- Academic Intervention Program
- Parent Seminars
- Ed-Venture (Grade 6)
- Resiliency-4-Life (Grade 6)
- More Than Words (Grade 7)
- Career Day (Grade 8)
- Class Trip (Grade 8)
- Coordinate applications to independent schools
- Transition programs for elementary to middle school and middle school to high school

Londonderry Middle School also has a Student Assistance Counselor who provides education and helps students cope with drug and alcohol related problems, whether the difficulties are with family members, friends or the student.

A counselor may be seen by appointment during the school day by calling the counselor directly. Parents are urged to maintain contact with their child's counselor on a regular basis. The Guidance Department phone number is 432-6925, Ext. 3140.



Health Services:

The primary role of the school nurse is to support student learning by taking a leadership role as the coordinator of all school health programs. Parents may contact the office at 432-6925 Ext. 3101/3102 with any questions about their child's health or to report any changes in a student's health history.

In order for medication to be given at school, a note from the prescribing physician is necessary along with medication in the original pharmacy bottle.

Students wishing to participate in sports must have a current physical examination on file (dated after 3/1/10) in the Nurse's Office. See the Student/Parent Handbook for complete details.

Health and immunization records are reviewed annually for accuracy according to the N.H. State Guidelines. Parents are reminded of the following:

Tdap (Combined Tetanus, Diphtheria and Pertussis Vaccine)

When a child is 11 years of age or older, and it has been 5 years or longer since the last documented dose of a tetanus toxoid containing immunization, the child shall receive a one-time dose of tetanus, diphtheria, acellular pertussis (Tdap) vaccine, except if the child has a medical contraindication to pertussis vaccine, in which case the child shall receive tetanus diphtheria toxoid (Td) vaccine. Then, boost every 10 years with Td.

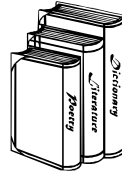
Varicella

All children entering sixth grade shall have received two valid doses of varicella vaccine or documentation of immunity by confirming laboratory test. History of disease as reported by a healthcare provider, or parent, is acceptable.

New Hampshire State Law requires written documentation of these vaccines be in the school nurse's office prior to the first day of the school year.

Please reference the Student/Parent Handbook for additional information about health services.

Library Media Services:



The mission of the Library Media Center Program is to insure that all students and staff are effective and ethical users of ideas and information. The program seeks to carry out this mission by:

- Providing intellectual and physical access to the Library Media Center
- Instructing students on locating, using and evaluating a variety of library resources
- Working in partnership with teachers to plan, develop, implement and evaluate instructional units which meet the school district's objectives and benchmarks

The Library Media Center supports instruction by providing staff and students a variety of resources which include books, periodicals, audiovisual materials, on-line databases, the internet, and opportunities for distance learning/video conferencing projects. These resources are used to meet the needs of the curriculum, as well as for personal reading enjoyment. The Library Media Specialists work collaboratively with teachers to design learning strategies which meet the diverse needs of individual students.

Students may use the library before or after school to do homework, to work on computer projects, to do research for a school project, or to read. Students in the Library Media Center are expected to work without disrupting other students or behaving inappropriately.

The Library Media Center is open Monday through Thursday from 7:30 a.m. to 3:30 p.m. and Friday from 7:30 a.m. to 3:00 p.m. The Library Media Center closes at 2:35 p.m. prior to all school vacations. Students may come into the Library Media Center before 8:05 a.m. to work on school projects.

Special Education Services:

The Special Education Program is designed to meet the individual needs of students identified as having educational disabilities. An Individual Educational Plan is developed for each student receiving specialized instruction and/or related services. Londonderry Middle School is fortunate to have a variety of programs and supportive services available to the special needs population. Special Education Programs provide intensive support services to those students who have difficulty meeting success. All students who receive services are included in the regular classroom to the maximum extent appropriate. Special education staff members, guidance personnel, administrators, teachers, and parents work together as a team, each bringing his/her expertise to each individual case.

The Special Education Program is designed to provide supportive tutorial services as well as teaching compensatory strategies to those pupils identified as having specific educational disabilities. The objective is to assist these students in order to ensure that they meet the optimal amount of success in the regular classroom program. To this end, special educators are assigned to teams and work collaboratively with the teachers in the regular classroom. Cooperative planning and teaching among special and regular educators results in curriculum, presentation and performance assessment modifications, which help all students.

The Program for Success supports students who have learning difficulties resulting from emotional handicaps. The program, implemented by three special educators and counselors in collaboration with classroom teachers, addresses the social, emotional, behavioral, and academic challenges of students within the school environment to ensure that the students meet with the optimal amount of academic success.

Individual services are provided for developmentally and cognitively impaired students through the Basic Academic Skills Program (BAS)/Friends III Program. These programs focus on functional academics, pre-vocational skills, community awareness, and developing personal independence.

The Friends III curriculum supports students who are identified on the spectrum with autism. This program, implemented by a special educator, and supported by the related service staff, addresses the social, pragmatic, and language challenges for these students within the school environment.

In addition to the previous programs, all pupils with an educational disability are provided professional support services, as needed, by the following personnel: speech and language pathologists, reading specialists, an occupational therapist, a psychologist, guidance counselors, and a school nurse. All special programs are supervised by the Director of Pupil Services and the Special Education Program Director.

Computer Education:

EXPLORING COMPUTERS, GRADE 6



In Exploring Computers, we learn correct touch-typing techniques.

Students use Microsoft Office Word, Excel, and Access to create and edit documents which are appropriate to the task at hand. Students explore the Windows environment and the basic components of a computer. Computer ethics, copyright and the importance of citing sources is covered in the History of Computer Unit. Units are integrated with core subject classes when possible.

COMPUTER APPLICATIONS I, GRADE 7



This nine week course is designed to provide an overall understanding of word-processing, spreadsheets, databases, desktop publishing, and presentations using the Microsoft Office applications. The students will create and format word-processing documents to display information; create and use spreadsheets to organize, calculate, chart, and analyze data; create multi-media presentations that utilize text, graphics, and sound; and acquire skills to utilize the Internet. Where appropriate, classroom activities will tie into topics and events occurring in the student's core classes.

COMPUTER APPLICATIONS II, GRADE 8

The skills developed in *Computer Applications I* are reinforced in this course. Using new and previously mastered skills, students will: understand the ethical, cultural, and societal issues related to technology, learn the many aspects of the internet, and create web pages in HTML. This course will also integrate computers/technology into the four subject areas through class assignments/projects.



Students who successfully pass all three courses will be exempt from taking the state-mandated one half credit computer education course at Londonderry High School.

CORE TEAM COURSE DESCRIPTIONS

LANGUAGE ARTS



LANGUAGE ARTS

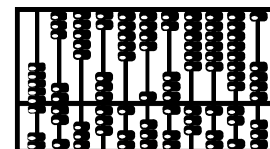
The Language Arts Program is structured around a combination of reading and writing workshops. Both the reading and writing workshops are individualized: students select, with the help of their teacher, the books they will read and the topics about which they will write.

The writing workshop revolves around the teaching of the six traits of writing: ideas and content, organization, voice, sentence fluency, word choice, and conventions. The basic components of the writing workshop are lessons in which the teacher presents the six traits of writing through pre-writing, writing, editing, revision, and further revision. Grammar skills are presented for the student to master. The student will recognize writing as a process. Student writing is facilitated by use of the computers in classrooms and in the lab.

In reading workshop, each student has available to him/her a classroom library of high-interest, challenging reading materials from all genres. Each student is responsible for writing journals based on his or her reading. Continued emphasis is placed on reading appreciation, developmental and critical reading, and the application of literary concepts through the reaction students make to their reading in class and in their journals.

In addition, whole class instruction is employed in a variety of ways: mythology units, class novels, literature circles, thematic units, poetry memorization, speeches, plays, research projects, and more. Students improve their vocabulary through a combination of methods, including individual reading in context, whole-class and small-group novel study, and instruction in classical roots, prefixes and suffixes.

MATHEMATICS



CMP 6

The Connected Mathematics curriculum is organized around engaging, hands-on problems. The curriculum is rich in connections of core ideas of mathematics, between mathematics and its applications in other school subjects, and mathematics and its applications outside the classroom in real world settings. Areas covered in sixth grade Connected Mathematics are:

- Number theory using factors, multiples, primes, and composites
- Understanding and using rational numbers; using fractions, decimals, and percents (equivalence and order) Move flexibly between fraction, decimal, and percent representations
- Use benchmarks and other strategies to estimate the reasonableness of results of operations with fractions, decimals, and percents
- Computations and reasoning involving fractions, decimals, and percents
- Characteristics and properties of angles and polygons

HIGH MATH 6

This CMP based program will cover all the Mathematics 6 concepts, expanding the ideas and techniques taught in those units. In addition, students will be given an introduction to integers.

AP MATH 6

This course is for students who have demonstrated superior mathematical ability. There will be extensive work in: mathematical expressions and equations; multiplication and division of fractions; circle, surface area, and volume; integer operations and rational numbers; linear equations; analysis of data sets; and scientific notation. The course is designed to cover the material at an accelerated pace. Considerable time must be spent outside of class to successfully meet course requirements. This program is taught by the special curriculum teacher.

CMP 7

Areas covered in the seventh grade Connected Mathematics are:

- Number sense
- Using rational numbers to solve problems
- Using variables and finding relationships in tables, graphs, and simple symbolic terms
- Proportional reasoning; using ratios, proportions, and percents
- Understanding and using negative numbers
- Introductory Algebra

PRE-ALGEBRA 7

This fast-paced course is intended for only the most able math students. It requires that students have achieved **mastery of whole number, fraction and decimal operations**. Emphasis is on number theory and the mathematical application of that theory as it relates to the integers and algebraic equations. Topics include: variables, order of operations, number properties, rational expressions, equations, integers, proportions, percents, and word problems.

PRE-ALGEBRA / ALGEBRA (GRADE 7)

This course is for students who have demonstrated superior mathematical ability. There will be extensive work in : proportionality and similarity; probability and its applications; linear functions and equations and inequalities; and systems of linear equations and inequalities. The course is designed to cover the material at an accelerated pace. Considerable time must be spent outside of class to successfully meet course requirements. This program is taught by the special curriculum teacher.

CMP - PRE-ALGEBRA 8

Areas covered in the eighth grade Connected Mathematics are:

- Explaining and applying the order of operations.
- Collecting, analyzing, and interpreting data using graphs, tables and charts.
- Reasoning with equivalent expressions, and equations.
- The Pythagorean Theorem
- Three-dimensional measurement

ALGEBRA I (Grade 8)

This course is for students who intend to take four years of mathematics at the high school level and who have demonstrated above average ability.

There will be extensive work in: integer operations, solving equations, order of operations, linear equations, transforming linear equations, factoring, rational expressions, exponents, inequalities, graphing functions and relations, solving systems of equations, probability, and rational and irrational numbers. The course is designed to cover the material at a moderate pace. Considerable time must be spent outside of class to successfully meet course requirements.

ALGEBRA / GEOMETRY (GRADE 8)

This course is for students who have demonstrated superior mathematical ability. There will be extensive work in: distance and angle in two- and three-dimensional space; radicals and the Pythagorean Theorem; algebraic fractions, polynomial, and exponential functions; set theory and field properties of various sets; formal logic and algebraic proof. The course is designed to cover the material at an accelerated pace. Considerable time must be spent outside of class to successfully meet course requirements. This program is taught by the special curriculum teacher.

(See last page in handbook for Math Flow Chart)

SCIENCE



EXPLORING SCIENCE 6

In the first unit of the year, “Acting Like a Scientist,” science processes and skills are stressed more so than science content. Designing, conducting, and evaluating experiments is the hallmark of this unit. From there, we study cells, genetics, electricity, magnetism, light, sound and forces and motion. In all units, connections are made between classroom investigations and students’ lives.

EXPLORING SCIENCE 7

This is an exploratory course in which students, by combining the content and process aspects of science, discover how science relates to the world around them. Topics in physical, life, and earth sciences will be covered. Specifically, units on ecosystems, astronomy, and geology will be presented. Laboratory activities will be used to present and encourage scientific inquiry in an active, hands-on manner.



EXPLORING SCIENCE 8

This course provides applications of science that are meaningful and interesting by involving students in hands-on activities and labs designed to use the scientific method and inquiry-based science. Major science units include: Introduction to Chemistry, Meteorology and Oceanography.

SOCIAL STUDIES



WESTERN HEMISPHERE 6

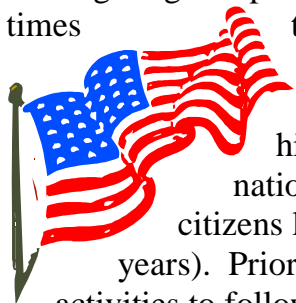
The sixth grade social studies program explores the geography, histories, and cultures of the western hemisphere. As students will have studied the United States in fifth grade, the focus will be on Canada, and Latin America. Map skills, timelines, and vocabulary related to political and economic systems will be emphasized. Interpreting, researching, writing, and presenting information related to topical units will integrate library research skills with information technology. Units presently studied include the Five Themes of Geography, Latin America, Canada Immigration, and the ancient civilizations and the related economies of the Maya, Aztec, and Inca. A comparison between the governments of the United States and Canada will also be made.

WORLD GEOGRAPHY 7

The seventh grade social studies program explores the geography, history, and cultures of the eastern hemisphere. Students begin the year reviewing the five themes of geography, map skills, and the elements of culture, placing emphasis on types of government and economy. Using the Prentice Hall World Studies Textbook series, and other resource materials, students will gain an appreciation for the cultural, societal, economic and philosophical differences between and within countries. Throughout the year, students will apply geography skills to the cultures of Europe, Asia, and Africa. Students will highlight work done with research projects and multimedia presentations. These will aid the students' appreciation for the cultural and individual diversity of today's world.

AMERICAN STUDIES 8

The eighth grade program will focus on a deeper study of American History from Colonial times through the end of the Civil War. Primary documents important to the formation of our country and government will be examined. Tolerance and diversity will be emphasized throughout the year. New Hampshire history as well as civic rights and responsibilities at the local, state, and national levels will be introduced as important to the participation of American citizens living in a democracy, including the presidential election (every four (4) years). Prior to going to D.C., students will participate in pre-trip activities with post-activities to follow.



READING

READING 6:

Current research shows that good reading is strategic reading. The sixth grade reading program is designed to create skilled readers who use strategies to construct meaning from text. Students in sixth grade reading will learn the process involved in reading and the skills necessary for reading fiction and nonfiction materials. Reading skills will be further enhanced through direct vocabulary and comprehension strategy instruction. Literary elements and devices will be introduced as students explore various forms of literature through classroom novels, teacher read aloud and literature circles. The Readers Journey Program is utilized in grade 6.

READING 7:

The focus of the seventh grade reading program is to expand upon the skills previously introduced in the sixth grade. Attention will be given to strategic reading instruction in order to further develop essential comprehension skills. Students will engage with text to further develop an increase in fluency and vocabulary knowledge utilizing different types of reading. The AMP Program is utilized with an emphasis on the following reading strategies: summarizing, questioning and predicting.

READING 8:

Reading skills developed in seventh grade reading are reinforced as students develop an in-depth understanding of the reading process. Eighth grade students will learn and apply key reading strategies and tools needed to become successful, fluent readers as they further their understanding of print material. The AMP Program is utilized with an emphasis on text structure, visualizing, and inferencing.

WORLD LANGUAGE

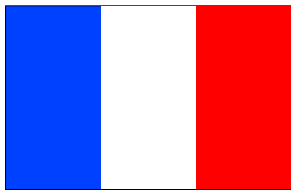
FRENCH 7 SPANISH 7

These first level courses, which present basic vocabulary and grammar, foster good pronunciation and expose the learner to cultural aspects of French or Spanish speaking countries. A variety of learning activities which stress listening and speaking skills is presented. Reading and writing skills are developed at the same time. Enhancement activities include computer enrichment, interactive videos and cultural awareness projects, all of which are aimed at total student involvement in the learning process. Combined with the continuing grade eight course, this sequence is equivalent to Level I in the overall language program.

FRENCH 8

SPANISH 8

As the second half of the sequential Level I program which began in the seventh grade, this course furthers the development of all four language skills and gives more insight into the French or Hispanic way of life. It is expected that increasingly more French or Spanish will be spoken in the classroom. Vocabulary is expanded and more advanced grammatical concepts are presented. Teaching techniques designed to achieve active student participation are utilized. Upon successful completion of combined seventh and eighth grade programs, the student will advance to French II or Spanish II at the appropriate high school level.



français



español

SPECIAL CURRICULUM

The philosophy of the Special Curriculum Department is to develop students' higher-level thinking skills, problem solving, inquiry, creative productivity, self-direction, risk taking, curiosity, imagination, and inter/intra-personal relationships. This is accomplished through the offering of content beyond the prescribed curriculum; exposure to a variety of fields of study; student-selected content; high content complexity; experiences in creative thinking and problem solving of real problems; development of self-motivation, risk taking, curiosity, imagination and elaboration.

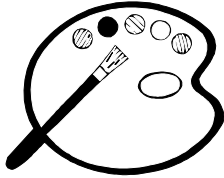
ACADEMIC COURSES: Various courses are taught by the special curriculum teachers throughout the year. The number and type of these courses vary from year to year depending on student need, staffing, and administrative goals. Parents will be notified if their child meets the criteria to participate in one of these courses.

IN-CLASS ENRICHMENT: The special curriculum department often works with classroom teachers to offer enrichment opportunities to all students on a team or in a particular class. In-class enrichment can be interdisciplinary or single subject, and focuses on challenging, high level instruction and product differentiation for students. Nearly all students will participate in at least one in-class enrichment opportunity throughout the school year. In addition, the special curriculum department coordinates a variety of school-wide contests, quiz bowls, bees, Olympiads, invention conventions, national competitions, etc.

ADVANCED STUDIES: Students who have teacher permission and at least a 90% in the subject area qualify to participate in a drop-in lab or workshop. We currently offer writer's workshop, math lab and science lab. Students attend approximately once a week and work with Special Curriculum teachers to pursue an individual project of their design and choosing.

RELATED ARTS COURSE DESCRIPTIONS

ART



Sixth grade art offers a fresh approach to the basic principles and elements of design. Through manipulation of various tools, students will have the opportunity to increase their knowledge and skills in the areas of drawing, sculpture, painting, and printmaking. We will explore various media with the incorporation of art appreciation, aesthetics, art history, and art production. These four disciplines promote the development of artistic skills and creative problem solving.

Seventh grade art is designed to build upon the foundation of sixth grade art. This course focuses on the successful integration of elements and principles of design in new and creative ways. Students will have the skills to apply learned vocabulary and build a new and more expansive vocabulary relevant to course material. Students will continue to maintain a sketchbook with greater expressiveness incorporating various techniques. This course will provide greater emphasis and more in-depth study in the exciting realms of drawing, sculpture, painting, printmaking, and graphic design.

Eighth grade art focuses on the creative incorporation of past media knowledge. Students will be able to successfully create works of art with careful consideration of elements and principles of design. Students continue to have experiences in the areas of drawing, painting, printmaking, and sculpture. The sketchbook becomes an integral part of each unit. Students will examine underlying philosophies about art as well as discuss art in historical context.

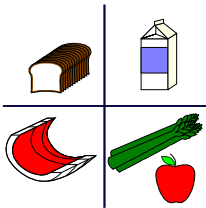
HEALTH EDUCATION

The sixth grade course is designed to help students increase their awareness of issues concerning their health and well-being while developing confidence and a secure sense of self. Emphasis is placed on using the information they gain to make healthy choices. Topics to be covered are: the seven human body systems, the emotional and physical changes that occur during puberty, the importance of hygiene in daily lives, making responsible decisions, setting and reaching realistic goals, how to communicate effectively, how to recognize and express emotions in a healthy way, how to develop healthy relationships with peer and family and to learn effective ways to cope with stress. The methods of instruction used are role playing, discussions, group work, lecture, demonstrations, media presentations and guest speakers.

For seventh graders entering the health education program, we feel it is important to help our students understand that being healthy is more than the absence of illness, or just being physically fit. Being healthy means making good decisions that have a positive affect on the body, mind, relationships, and the world around us. The curriculum is designed to educate students on issues about their health that relate to them as growing, developing adolescents. Goal setting, nutrition, fitness, tobacco and other illegal drug use, human development and reproduction are the major areas of study throughout the nine week course. Journal writing, nutrition and fitness assessments, class discussions, and student presentations are just a few of the learning activities that our students will participate in.

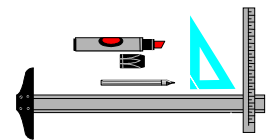
The primary goal of eighth grade health education is to provide current health information to students in order to increase their awareness of issues that affect their daily lives and to use that information to make healthy decisions. Specific topics that are covered include: mental and social health with a focus on self-esteem; peer pressure and the decision making process; prevention of drug, alcohol and tobacco use and abuse with an emphasis on physical and psychological dependence; human growth and development including sexuality, contagious diseases and disease prevention. Many different teaching methods are used to impart this information including lectures, demonstrations, class discussions, media presentations, library research and use of technology in the computer lab, and guest speakers.

FAMILY AND CONSUMER SCIENCE



Our goal is to prepare individuals to be competent and caring in managing and organizing their personal, family and career lives. Our units incorporate activities that are diverse, relevant and active. All of our instructional programs force students to use their head in concert with their hands. Our labs create opportunities for students to apply and practice the knowledge they acquire in their core classes. The areas studied include textile construction, food preparation and skills for independence. Employers of today look favorably on young people who can brainstorm new ideas, create a plan of action/follow a process and meet deadlines; all of which we try to instill.

WOODWORKING – DRAFTING TECHNOLOGY EDUCATION



This is an exploratory course focusing on various areas of study within the technology education field. In each area, students acquire the knowledge and skills for the successful design and completion of an individual project. Technology education gives the student hands on experiences to help facilitate the learning process.

The two areas studied at this grade level are woodworking and computer drafting. The program emphasizes development of specific skills, importance of safety awareness, following directions and the ability to proceed independently as students progress through the manufacturing stages of design, production, assembly, and finishing. Their accomplishments will build self-esteem, confidences and pride in themselves.

PHYSICAL EDUCATION

The following is a general list of activities that will be presented to students.

<u>Team Sports</u>	<u>Individual/Dual Sports</u>	<u>Adventure Activities</u>	<u>Fitness</u>
Soccer	Badminton	New Games	Aerobics
Field Hockey	Golf	Ropes Course	Taebo - Pilates
Basketball	Table Tennis	Climbing Wall	Conditioning
Football	Juggling	Orienteering	Assessment
Team Handball	Unicycling	Snow Shoeing	Biking
Floor Hockey	Gymnastics	Circus	Walking
Lacrosse	Track and Field	Frisbee Games	
Broom Hockey	Archery		
Volleyball	Lawn Games		

PERFORMING MUSIC COURSE DESCRIPTIONS



CHORUS

Chorus will cultivate the fundamental principles of vocalization with the study of projection, tone production, control, resonance, diction, and overall proper vocal technique.

Choral works in various genres (pop, folk, semi-classical) will be selected to reinforce these vocal concepts. The ensemble will perform in public at various times during the school year as well as participate in music festivals and community outings. Students with a background in keyboard playing are especially encouraged to enroll.

BEGINNING INSTRUMENTALS



This instructional program is for the student who desires to begin learning a band instrument. Students learn fundamental scales, practice exercises, and rehearse different pieces of music. In addition, ensemble playing will be done. Students are required to practice up to thirty minutes daily on their own. Those students with prior musical experience are welcome, although no prior experience is necessary. Students who do not have a band instrument will need to rent, purchase or borrow one. (NOTE: Band instruments do NOT include strings or keyboards.)

The school can arrange for rental of instruments through a local music store if needed. The cost is \$24.00 to \$39.00 per month depending on the instrument selected. The number of percussionists in any band is limited so be ready with a second choice of instrument if you cannot select drums. Students who succeed in Beginning Instrumentals will be encouraged to take Band the following year.



INTRODUCTION TO ORCHESTRAL STRINGS

This program is offered to sixth grade students who have an interest in learning the basics in orchestral string playing. Students will choose from the violin, viola, cello or double bass. Scales, exercises and compositions suitable for beginners will be rehearsed, studied and performed. Twenty minutes of daily practice at home is required. Owning or renting an instrument is a requirement of all participants in this program.

BAND

This program is open to all instrumentalists who have had a minimum of one year of experience on their instrument. Music literature suitable for concert and marching bands is rehearsed, studied, and publicly performed. There is a practice requirement of up to thirty minutes per night. In addition to two or three concerts per year, the band also participates in parades and music festivals. Owning or renting an instrument is a requirement of all participants in band.

MARCHING BAND

This program is open to students in the eighth grade band program. Techniques and literature appropriate for street and marching will be covered. The marching band will participate primarily in second semester activities culminating with the Memorial Day Parade.

ORCHESTRA

This program is open to any student who has at least one-year experience on violin, viola, cello or double bass. Students with intermediate to advanced skill on piano will be accepted into this program by audition only. Compositions suitable for string orchestra are studied, rehearsed and performed. Twenty minutes of daily practice at home is required. In addition to the yearly concerts, the orchestra may also participate in exchange concerts, music festivals and other local performances. Owning or renting an instrument is a requirement of all participants in this program.



GENERAL MUSIC COMMUNICATIONS

General music is for students to explore music in a non-performing environment. These courses are designed to enhance music appreciation through studies of musical styles, the history of musical time periods past and present, and an overall view of music theory. Students will study the keyboard to provide them with the experience of learning to play an instrument. Current trends in the music industry as well as information on audio equipment and other music consumer issues are also discussed. The goal is that students will grow to become more creative and musically aware members of society.

CO-CURRICULAR ACTIVITIES

It is intended that activities and clubs will be student oriented with faculty members providing advice and direction. The interscholastic athletic program along with clubs, organizations, and other activities comprise the co-curricular activities program. Student leadership, responsibility and decision making are fostered. All students are encouraged to participate and should be willing to devote the time and effort necessary to contribute to the growth and success of the activity.



CO-CURRICULAR PROGRAM AND INTERSCHOLASTIC ATHLETICS

The co-curricular program offers students a wide variety of activities and opportunities. The interscholastic athletic program shall follow school policy and directives of the Tri-County League. Eligibility rules apply to boys and girls in all activities. An ineligible student shall not be a member of any athletic squad or club. Students' eligibility to participate in middle school activities is determined by grades on quarterly report cards.

ELIGIBILITY

To be eligible for school activities, a student must be in good standing – that is, not on suspension (in or out of school) during the day of the after school activity. No student who arrives to school after 8:05a.m. or who leaves school before the end of the school day will be permitted to participate in a practice, game, meet or match. A student who is absent on Friday will not be allowed to participate in any weekend competition. The administration has the right to grant an athlete permission to participate if the parent/guardian can verify a legitimate reason for missing any part of the school day (i.e., doctor's appointment, dentist appointment, or family emergency). The student must then get a pass from the administration allowing him/her to participate. The pass must be given to the coach.

A student who has been suspended (in or out of school) may not participate in any activity on the day the suspension begins. If the student is suspended for more than one eight-day period, then the preceding policy continues for each day of the suspension. In both of the above cases, the student is suspended from the team for the game or practice. See Discipline Policies.

Students who violate policy JFCH/JFCI regarding possession, use and/or transfer of drugs and alcohol will lose their eligibility to participate in co-curricular activities for 180 days.

In order to be a member of an athletic team, students must have passed all classes during the previous marking quarter. Students who wish to participate in a fall sport must pass all classes during the fourth quarter marking term of the previous school year. (Exception: Incoming sixth graders start with a clean slate.) Eligibility begins or ends with the distribution of the quarterly report card. Students who fail no more than one course will be placed on probation and required to fill out weekly progress reports for the remainder of the quarter. Students receiving more than one unsatisfactory comment will be declared ineligible.

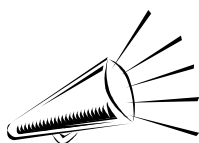
Students are responsible for their school work first. A student who acts in an inappropriate manner or fails to keep up with his/her class work may be placed on academic probation and would follow the requirements listed above.

If, at any time during the season, the student receives an unsatisfactory weekly report, he/she will be removed from the activity for the remainder of the marking period.

All students must complete athletic eligibility, health, and emergency forms prior to participation. All students must be cleared by a physician to participate after March 1st of the year they enter sixth grade. This physical is good for three years.

A student with a prolonged illness or sustained injury must have written permission from the parent and physician to engage in athletics.

A student who cannot account for the equipment issued to him/her will receive no further equipment and will not receive his/her final report card until settlement is made.



SPORTS



FALL

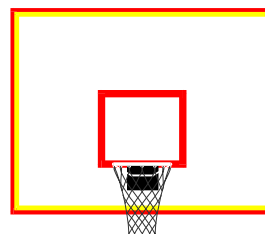
Cross Country, Field Hockey, Soccer

WINTER

Basketball, Cheerleading, Wrestling,
Volleyball* (mid-winter – 5 wks)

SPRING

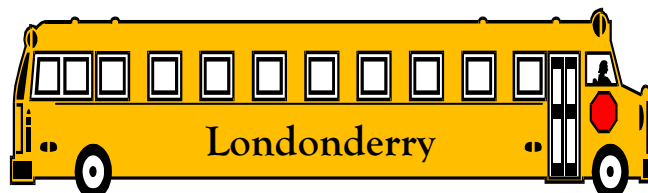
Baseball, Softball, Track & Field, Golf



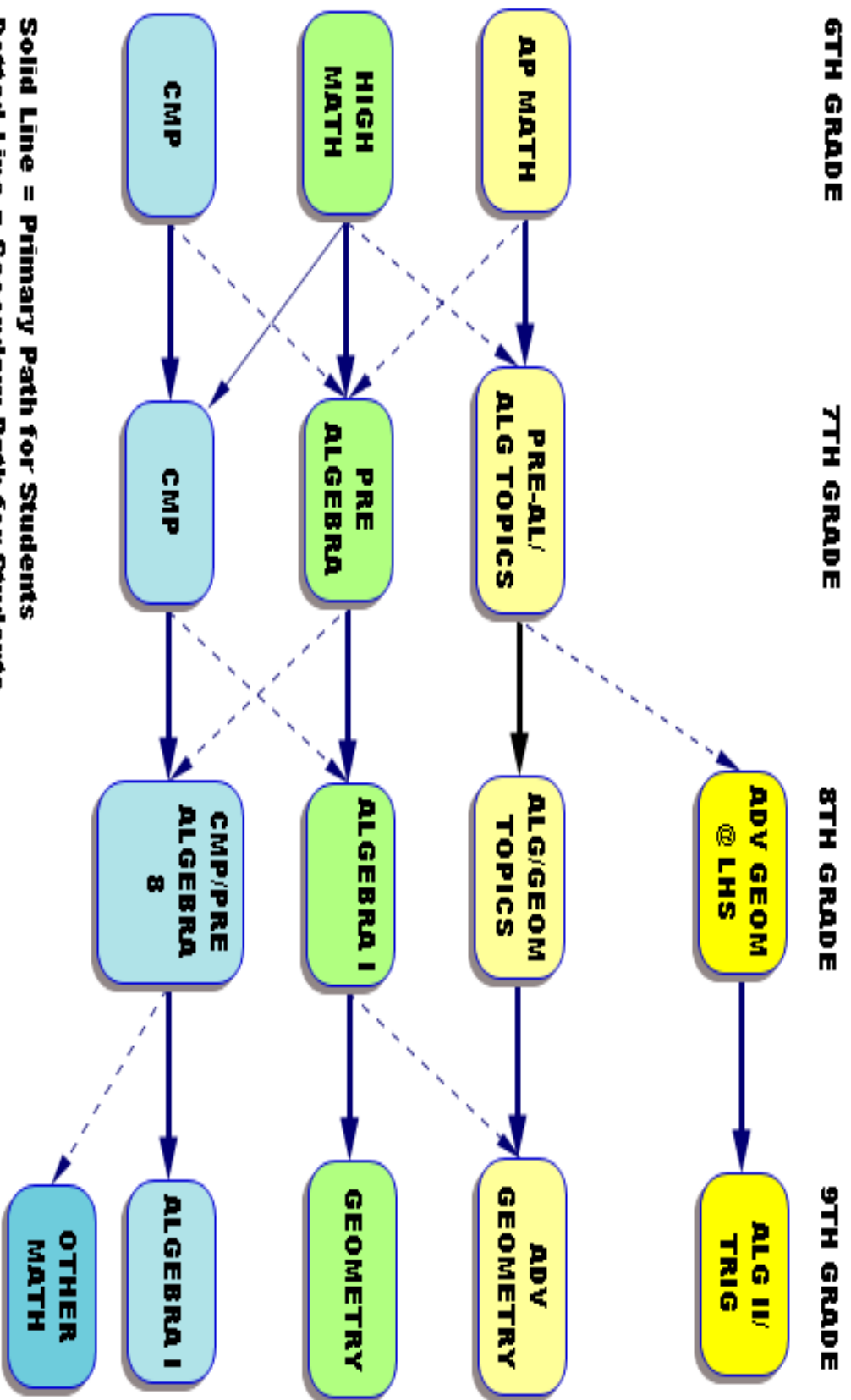
ACTIVITIES AND CLUBS

The following lists various clubs and activities that are planned to be included in the co-curricular program beyond the Interscholastic Athletic Program. The amount of student interest and participation, as well as the availability of faculty members to serve as advisors, chaperones, or coaches will be considered before these activities become operational. Specific information will be given early in the school year by means of the daily announcements and posters. Students who desire to initiate an activity not listed are encouraged to contact the administration.

- **ART CLUB**
- **BOY'S BOOK CLUB**
- **CHESS AND BRAIN GAMES**
- **COLORGUARD AND MAJORETTES**
- **COMPUTER CLUB**
- **CPR/BABYSITTING COURSE**
- **DANCES**
- **DESTINATION IMAGINATION (Formerly Olympics of the Mind)**
- **DRAMA CLUB**
- **GIRL'S BOOK CLUB**
- **HEALTH AND WELLNESS CLUB**
- **JAZZ BAND**
- **LITERARY CLUB**
- **MATH OLYMPIAD**
- **POLITICAL CLUB**
- **POP STARS**
- **RADIO CLUB**
- **RECYCLING CLUB**
- **RESPECT GROUPS (BOYS AND GIRLS)**
- **ROBOTICS CLUB**
- **SCHOOL NEWSPAPER**
- **SCIENCE, ENGINEERING AND TECHNOLOGY CLUB (SET)**
- **SELECT CHORUS**
- **STRATEGY GAMES CLUB**
- **STUDENT COUNCIL**
- **VIDEO CLUB**
- **YEARBOOK**



LMS MATH COURSE OFFERINGS



Solid Line = Primary Path for Students
Dotted Line = Secondary Path for Students

1.2.07ake@lmsmath

