



2025-2026

Middle School Program of Academic Studies

A course selection guide for Grade 7 and Grade 8

Pennbrook Middle School
Penndale Middle School
Pennfield Middle School

Final deadline for students and/or parents to initiate a request for course selection changes is **April 04, 2025**.

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STATEMENT OF VISION

The North Penn School District seeks to develop students who embody its universal values of achievement, kindness, collaboration, respect, responsibility, resilience, and integrity. Through an education that develops students both academically and emotionally, equitable opportunities, and a respect for human differences, members of the North Penn community will contribute meaningfully to their local and global communities.

SHARED VALUES

Visionary Leadership

Contributing to the development of a quality organization by building the relationships necessary to create the conditions that foster a high level of employee, student and community engagement; provide opportunities for employee decision-making; include a high level of visibility; and are characterized by leadership coaching.

High Expectations for Learning

Cultivating an environment where every student knows he or she can succeed; families, community members, and staff demonstrate the confidence to meet the needs of every child; and strategies that ensure high levels of achievement and address student learning differences.

People-Centered Community

Empowering and equipping students, staff, and community members in which they continuously learn and embrace change; and soliciting feedback to effectively understand and address the needs and concerns of students, staff, and the community.

Continuous Improvement

Creating a culture throughout the organization of commitment to use and share data that measures student, employee and organizational performance in decision making; planning focused on retaining strengths; addressing opportunities for improvement; and program assessment.

Partnerships and Teamwork

Utilizing the power of teaming to deliver the best for our school community.

Strength in Diversity

Recognizes the power in respecting, understanding, and celebrating human differences to build community, inspire ideas, develop shared experiences, and enrich the organization.

STATEMENT OF MISSION

The North Penn School District is an effective, innovative, student-centered community of teaching and learning where every student is empowered to:

- become an independent, adaptable, life-long learner who uses knowledge to create new understandings;
- exhibit creative, collaborative, and critical thinking;
- achieve at one's highest potential;
- live as a positive, responsible, and contributing citizen of the global society; and
- develop a respect for diversity and appreciation of human differences.

WELCOME TO MIDDLE SCHOOL

This Middle School Program of Academic Studies has been designed to help students and their parents plan an academic program that stimulates curiosity and motivates students to explore new areas of learning. During the middle school years, students and parents have their first opportunity to select courses based on student's needs, interests, and abilities.

We encourage students and parents to carefully review the Program of Academic Studies and the recommendations made by teachers on the verification letters sent home with your student and/or through the Infinite Campus Parent Portal (ICPP). Teachers, counselors, and administrators are available to assist in this process.

North Penn Middle Schools utilize an eight-period schedule. All students will be required to take a variety of exploratory courses so that they can experience

diverse opportunities as they define their interests, strengths, and capabilities. Identified eligible seventh and eighth grade students, who are in need of specially designed instruction, will be provided Special Education or Gifted classes as determined by their Individual Education Program (IEP).

Policy Statement

The North Penn School District will not discriminate on the basis of race, color, age, creed, religion, sex, gender, sexual orientation, ancestry, national origin, genetic information, or disability/handicap in its programs, activities, and employment and contracting practices. Inquiries regarding the District's nondiscrimination and harassment policies should be directed to the attention of the Title IX Coordinator, contact details can be found [here](#).

PHILOSOPHY FOR MIDDLE SCHOOLS

The administration, faculty and board of school directors, with the support of the community, recognize the uniqueness and demands of the emerging adolescent and seek to provide experiences which enhance individual development and assist the student in learning societal responsibilities.

Middle school students need a range of easily accessible learning opportunities. Therefore, we strive to:

1. Provide a climate in which the focus of the program is the student.
2. Create small communities within the middle school level by assigning a common set of students to a specified number of teachers for a common core of subjects and a common block of time.
3. Help each student acquire mastery of the basic skills.
4. Teach students to evaluate and apply various kinds of information with which they come in daily contact.
5. Provide experiences for students to see the relationship between academic principles and their application for the future.
6. Foster a positive attitude toward the learning process.
7. Encourage the development of individual achievement.
8. Provide opportunities for students based on their needs and interests.
9. Encourage appreciation and develop skills in the arts and humanities.

10. Provide experiences for students to practice good health, safety and family living skills.
11. Provide a variety of both structured and informational physical and co-curricular activities appropriate to the student's age and development.

This program should assist the adolescent in the transition from childhood dependence to adult independence. Therefore, we strive to:

1. Help every student develop self-understanding and a feeling of self-worth.
2. Provide a positive environment emphasizing an understanding and appreciation of others.
3. Provide constructive outlets to help the adolescent resolve conflict.
4. Promote an awareness of and continuing participation in constructive leisure activities.
5. Develop individual awareness of and responsibility for group rights, attitudes and actions.
6. Use discipline as a learning experience through which the student accepts responsibility for his/her behavior.
7. Promote good citizenship through the understanding of and participation in the democratic process.

Responsibility for the success of this program will be shared by the home, the community and the school.

Therefore, we strive to:

1. Provide planned opportunities for continuous staff improvement in order to achieve the program goals.
2. Establish a total school environment which promotes the exchange of ideas among administrators, teachers, parents, students and other interested community members.

COUNSELING SERVICES

Counseling services are aimed at helping each student have the most successful school experience possible. Students are encouraged to expand their knowledge by building upon previous experiences, developing a deeper understanding of their strengths and needs, and gaining an understanding of themselves and their relationship to the changing world in which they live.

The guidance curriculum consists of structured experiences presented systematically through group activities. The purpose of the curriculum is to provide all students with information to plan and manage their own personal and career development, and their continued learning.

Counselors work with students in large and small groups as well as individually. Students who wish to work with others on finding solutions to concerns that prevent them from doing their best in school will have group counseling opportunities.

Counselors aid in the coordination of standardized test(s) such as the Pennsylvania System of School Assessment (PSSA) in grades 7 and 8, and Keystone Exams. Following receipt of test results, interpretation of results is offered.

Students may arrange for an appointment by completing a request form in the counseling center. If the need for a conference is urgent, students are asked to alert the guidance secretary who will see that a counselor contacts the student as soon as possible.

The Counseling Center has several resources to help parents work with adolescents. These resources are available to parents who request them.

MIDDLE SCHOOL COUNSELING

Contact your school's Counseling Department with questions about the Program of Academic Studies.

Pennbrook Counseling Department **215-699-9287**

1201 North Wales Road; North Wales, 19454

Colleen Fattori	fattorce@npenn.org
Jesse Clancy	clancyjc@npenn.org
Tara Kadyszewski	kadysztm@npenn.org

Penndale Counseling Department **215-368-2700**

400 Penn Street; Lansdale, 19446

Michael Flynn	flynnmj@npenn.org
Lauri Hammond	hammonla@npenn.org
Nathan Harvey	harveyng@npenn.org
Susan Reichwein	reichwsa@npenn.org

Pennfield Counseling Department **215-368-9600**

726 Forty Foot Road; Hatfield, 19440

Jill Conti	contij@npenn.org
Rachel Hyne	hynere@npenn.org
Amy Sinkinson	sinkinam@npenn.org

MIDDLE SCHOOL ADMINISTRATION

Pennbrook Middle School **215-699-9287**

1201 North Wales Road; North Wales, 19454

Dr. Nick Taylor, Principal
Daniel Grunmeier, Assistant Principal

Penndale Middle School **215-368-2700**

400 Penn Street; Lansdale, 19446

Dr. Stefan Muller, Principal
Dr. Marjorie Diègue, Assistant Principal
Leaz Metelus, Assistant Principal

Pennfield Middle School **215-368-9600**

726 Forty Foot Road; Hatfield, 19440

Dr. Sean O'Sullivan, Principal
Annie-Laurie Robbins, Assistant Principal

PROMOTIONAL REQUIREMENTS

Grades 7 & 8: Students who successfully pass all required major subjects (with the exception of World Language and Banking and Budgeting for Success) are assured promotion to the next grade. Students who fail one or two of these subjects must remediate the subject in the hybrid North Penn Summer School Program. Students will not be permitted to repeat these courses during the regular school year. Students who fail three or more major subject courses must repeat the grade.

SCHOOL COUNSELING IN THE COMMONWEALTH OF PENNSYLVANIA: SUPPORTING EVERY STUDENT TO COLLEGE AND CAREER SUCCESS

Pennsylvania requires all school districts to have a K-12 Guidance Plan as required by Chapter 339 Career and

Technical Education Standards outlining services provided to students to establish a career plan. This plan includes a description of how guidance personnel provide to students the information necessary to make informed decisions regarding the selection of appropriate vocational-technical education programs and discuss the importance of high school academic achievement and postsecondary education and training to career success.

COURSE ADVANCEMENT

Course Advancement is a process that enables students to participate in higher level courses at the high school level. Students may enroll in and satisfy specific prerequisites for certain courses online during the summer through the Montgomery Virtual Program (MVP) facilitated by the Montgomery County Intermediate Unit. Although the financial responsibility and completion of coursework lies primarily with the student and his or her parents/guardians, students with demonstrated financial need should consult their guidance counselor for grant opportunities that may exist. For more information, contact your child's guidance counselor or visit [course advancement](#).

COURSE SELECTION PROCEDURE

In seventh grade, students may select a performing music course, including band, chorus, orchestra or a non-performing course titled Exploring Music. In eighth grade, students have additional choices for their fifth major subject. They may choose a language (Spanish, French, Latin or German), Business & Banking Concepts or Reading (if recommended).

School counselors will speak to students about the course selection process and how to use the Course Selection Guide. Students will also learn about required courses and electives they may choose. Counselors will provide opportunities for students to ask questions about the course selection process. Changes in course requests may be made by contacting the student's guidance counselor. **The final date for course changes is April 04, 2025.**

The following pages provide a description of each course offered so students and parents are able to make informed decisions when going through the course selection process.

REQUIRED COURSES

English
Social Studies
Mathematics
Science
Literacy Explorations <i>or</i> Strategic Literacy Explorations
Art Foundations
Business Administration & Technology: Exploring Entrepreneurship
Family and Consumer Sciences
Health
Music Performance Classes Band, Chorus, Orchestra or Exploring Music
Physical Education
Technology and Engineering

ART

Art Foundations 7 8607

This course offers a more expanded and challenging level to the developmental sequence established in the elementary Art education program. This curriculum will foster and promote deeper understanding and demonstration of the fundamental elements and principles of Art, growth in the student's visual expression through Art production processes, and the continued development of an aesthetic sensitivity integrated with Art heritage and Art criticism.

BUSINESS ADMINISTRATION & TECHNOLOGY

Exploring Entrepreneurship 8557

The course combines the concepts of computer skills and entrepreneurship to create a teen-based business

plan of their choice. Students will explore job skills, job outlook, income, and marketing plans. Students will also learn the importance of being a responsible digital citizen by furthering their understanding of the identification and prevention of cyberbullying.

ENGLISH

English 7 0076 0076P

The course focuses on reading, writing, communication, and language. The majority of reading comes from the resource, *My Perspectives*, a diverse collection of writing, which provides learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. In addition to the resource reading, students will read at least one fictional novel.

The writing program explores text dependent analysis, narrative writing, and argumentative writing. Students will also learn group communication skills and presentation skills. Students enrolled in 0076P will be required to develop a project, facilitated by the teacher, that requires: reading, writing, and speaking skills based on a specific topic of interest. The 0076P course moves at a faster pace, requires more independent learning, and demands higher level thinking skills and academic rigor.

FAMILY & CONSUMER SCIENCE

ECS 7

8617

This introductory course encourages students to utilize technology to develop skills for self-sufficiency. Emphasis is placed on activity-based experiences in the areas of nutrition, food science, and textile sewing and construction.

HEALTH

Health 7

7270

Health education is required for all seventh and eighth grade students. Some units in the Health curriculum are: body systems, harmful substances (alcohol, tobacco and drugs), diseases, safety and AIDS education. Health instruction will emphasize awareness of healthful practices and decisions leading to a wholesome, productive life.

MATHEMATICS

The mathematics program offers a variety of courses designed to accommodate and appropriately develop mathematical proficiency. Courses within the middle school are part of the mathematical sequence in which students make the transition from arithmetic skills and concepts to the more abstract study of algebra and geometry. All courses taught within the mathematics program will include skills developed through a study of concepts, real-world applications and problem-solving experiences.

Algebra 1

2106AK

This accelerated mathematics course will be offered to selected seventh and eighth grade students who meet the established criteria for exceptional mathematical ability and interest and who demonstrated an understanding of pre-algebraic concepts. This course will develop basic algebraic concepts, principles and manipulations. The curriculum will be the same as that of all district Algebra 1 courses, although the depth of study and rate of progress is greater than courses offered at later grade levels. Major topics include functions, linear equations and inequalities, exponents, polynomials, factoring, graphing, quadratic equations, proportions, radicals and applications. This is a Keystone Exam course. Students who do not achieve proficiency at the end of Algebra 1 may retake Algebra

1 the following year or will receive intervention in their Geometry course.

PRE-REQUISITE FOR ALGEBRA 1: Qualifying score on placement rubric. Rubric components include but are not limited to common unit assessment scores, prognostic tests, and universal screening data.

Pre-Algebra 7

2075

This course will provide targeted, systematic instruction of Pre-Algebra concepts that focuses on rebuilding the key progressions to support students with success in Algebra 1, as defined by the PA Core standards. Also, this course will focus on providing students with additional reinforcement and scaffolding in mathematics. Major topics include rational numbers, ratios and proportions, equalities, inequalities, two and three dimensional geometry, statistics, probability and applications. Gaps in students' skills will be addressed through the use of direct instruction, personalized learning and collaborative learning.

Pre-Algebra 7

2076C/2076

This course is designed to prepare students for Algebra 1. Major topics include rational numbers, exponents, functions, linear equations and systems of linear equations, scatterplots, angles, congruence and similarity. Most students enrolled in this course will continue into Algebra 1 in eighth grade.

MUSIC

Students in seventh and eighth grade may choose a performing music class or a non-performing music class. Performing music classes include Band, Chorus or Orchestra. Students should read the requirements for performing music before choosing a course. The non-performing music class is Exploring Music. Students will receive hands-on experience using music software in the music technology lab.

Exploring Music 7

8627

Students will explore the elements of music such as melody, harmony, rhythm and form in various musical genres. Activities will include studying and evaluating music and will provide opportunities for creating and performing music in a classroom setting.

Music Performance

Band – 8671

Chorus – 8672

Orchestra – 8673

The music performance classes, offered in seventh grade, include a choice of either the grade level Concert Band, Mixed Chorus or Orchestra. Appropriate music is chosen for its appeal as well as its educational and aesthetic value. **Some performances and rehearsals are scheduled outside of the school day as part of the curriculum and are required to be attended.** Students will receive hands-on experience using music software and recording technology in the music lab.

All instrumental students will be assigned to a small group for lessons. These required lessons are organized and function according to the needs of the student. Each group will meet once per cycle and will be scheduled on a rotating schedule from other regularly scheduled classes. Select ensembles are scheduled by audition from the larger performing groups. Select groups may include: Jazz Band, Wind Ensemble, Brass Ensemble, Percussion Ensemble, Vocal Ensemble, and String Ensemble. In order to audition for a Select Ensemble, students must be enrolled in a performing ensemble class (Band, Orchestra, Chorus).

PHYSICAL EDUCATION

Physical education is required for all seventh and eighth grade students. The physical activities will help to improve each student's basic skill level as he/she is motivated to attain physical fitness levels. The student must meet uniform and participation requirements.

PE 7

7070

Adapted Physical Education

(IEP required for enrollment)

7020A

The Adapted Physical Education course is offered for those students who, for medical reasons, need modified physical activities.

READING

Literacy Explorations 7

4075

This course will provide strategic literacy instruction for students. Comprehension strategies, skills and critical

analysis will be refined through targeted systematic instruction to promote independence in literacy. A variety of challenging text sets will provide the opportunity for close reading, critical analysis and response.

Literacy Exploration & Reading 4075R

The course will provide targeted, systematic instruction of comprehension strategies and skills for developing reading independence. The course is designed to strengthen students' reading skills through interacting with a variety of authentic literature, focusing on comprehension skills, word analysis, vocabulary, and strategies aligned with the ELA 7 Curriculum. Instruction will be designed to teach students the skills required to communicate effectively and craft responses both orally and in writing.

**This course will not count as an English credit and students will need to also be enrolled in an English 7 course.*

Strategic Literacy Explorations

Level 1

4075A

This course will provide targeted, systematic instruction of comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. A variety of complex texts will provide the opportunity for close reading, critical analysis, and constructed response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

Level 2

4075B

This course will provide targeted, systematic instruction for comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. Instruction will focus on the foundational skills for reading (phonemic awareness, phonics, decoding/encoding) in addition to comprehension, vocabulary and writing. A variety of

challenging texts will provide the opportunity to apply these skills to critical analysis and response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

Supplemental Literacy Support 7404SL 8404SL

This supplemental literacy course utilizes highly-structured research-based instruction to directly teach the structure of the language using systematic, multisensory instruction in both decoding and encoding.

SCIENCE

Integrated Science 7 3076 3076P

The seventh grade course will focus on the transfer of energy through living and nonliving systems on Earth. Students will learn about the different sources of energy, the processes that change energy from one form to another, and how gene mutations can result in changes that can improve a species survivability over time. Students will explore these concepts through hands-on laboratory experiences and real world case studies. Students enrolled in 3076P will be required to conduct an independent science research project that will allow students the opportunity to explore a specific topic of interest at a greater depth.

SOCIAL STUDIES

World Cultures & Geography 1076 1076P

The World Cultures and Geography course reflects PA standards in civics and government, economics, history and geography. This course will include the study of people, places and cultures within the Eastern and Western hemispheres. Students enrolled in 1076P will be required to complete an additional project that will allow students the opportunity to explore a specific topic of interest within each curricular unit at a greater depth.

TECHNOLOGY & ENGINEERING EDUCATION

Courses in technology and engineering education reflect innovations, technological systems, resources and products related to technology. Technology & Engineering education explores the social, cultural and environmental impacts of technology. Opportunity is provided in classroom and laboratory settings for students to develop knowledge, skills and attitudes regarding technology. This course integrates science, technology, engineering and math (STEM) into a program that is designed to insure that citizens are prepared to live in and contribute to a competitive and complex technological society.

Technology & Engineering 7 8557

This is an introductory course which explores technology & engineering education. Students will investigate the key concepts of engineering through hands-on problem solving and critical thinking activities.

Grade 8

The following pages provide a description of each course offered so students and parents are able to make informed decisions when going through the course selection process.

REQUIRED & ELECTIVE COURSES

English
Social Studies
Mathematics
Science
World Languages or Business & Banking Concepts or Literacy Explorations/Strategic Literacy Explorations (if recommended)
Art Foundations*
Business Administration & Technology Financial Awareness*
Family and Consumer Sciences*
Health
Music Performance Band, Chorus, Orchestra or Exploring Music*
Physical Education
Technology and Engineering
Gifted Seminar*

*Elective Course

ART

Art Foundations 8 8608

The eighth grade Art Foundations 8 course expands the seventh grade Art Foundations 7 course to develop a sequential Art education program in preparing students for selection of Art electives in ninth grade. This curriculum will promote a deeper understanding of the elements and principles of Art, a better understanding of the creative process through Art production, and the continued development of aesthetic sensitivity.

BUSINESS ADMINISTRATION & TECHNOLOGY

Banking & Budgeting for Success 5585

Through the integration of technology, this course is designed to introduce students to the role of business in the American economic system. Topics covered will include banking, budgeting, insurance, credit, consumerism, careers and how they relate to business and you. Additional resources will be used to reinforce the concepts learned.

Financial Awareness 8558

The focus of this course is on financial literacy. Students will learn about business revenue, payroll, personal budgets, comparative shopping, credit and debit purchasing, career exploration, investing, and entrepreneurship. Additionally, students will learn the importance of maintaining a positive digital presence.

ENGLISH

English 0086 0086P

The English 8 course curriculum is created with a focus on reading, writing, communication and language. The majority of the course readings come from the resource, My Perspectives, which is a diverse collection that promotes higher achievement and college and career readiness. Students will also read novels during the course. The writing program includes text dependent analysis, narrative and argumentative writing. Students will learn group communication and presentation skills. Students enrolled in 0086P will be required to develop a project, facilitated by the teacher, that requires: reading, writing, and speaking skills based on a specific topic of interest. The 0086P course moves at a faster pace, requires more independent learning, and demands higher level thinking skills and academic rigor.

FAMILY & CONSUMER SCIENCE

FCS 8

8618

Eighth grade students are challenged to improve the quality of individual, family and community life through this activities-based course. Demonstrations, discussions and hands-on lab activities explore the areas of child development, consumerism/merchandising, careers, gerontology, food preparation, and textile sewing and construction.

HEALTH

Health education is required for all seventh and eighth grade students. Some units in the Health curriculum are: body systems, harmful substances (alcohol, tobacco and drugs), diseases, safety and AIDS education. Health instruction will emphasize awareness of healthful practices and decisions leading to a wholesome, productive life.

Health 8

7280

MATHEMATICS

The mathematics program offers a variety of courses designed to accommodate and appropriately develop mathematical proficiency. Courses within the middle school are part of the mathematical sequence in which students make the transition from arithmetic skills and concepts to the more abstract study of algebra and geometry. All courses taught within the mathematics program will include skills developed through a study of concepts, real-world applications and problem-solving experiences.

Algebra 1

2106AK

This accelerated mathematics course will be offered to selected seventh and eighth grade students who meet the established criteria for exceptional mathematical ability and interest and who demonstrated an understanding of pre-algebraic concepts. This course will develop basic algebraic concepts, principles and manipulations. The curriculum will be the same as that of all district Algebra 1 courses, although the depth of study and rate of progress is greater than courses offered at later grade levels. Major topics include functions, linear equations and inequalities, exponents, polynomials, factoring, graphing, quadratic equations,

proportions, radicals and applications. This is a Keystone Exam course. Students who do not achieve proficiency at the end of Algebra 1 may-retake Algebra 1 the following year or will receive intervention in their Geometry course.

PRE-REQUISITE FOR ALGEBRA 1: Qualifying score on placement rubric. Rubric components include but are not limited to common unit assessment scores, prognostic tests, and universal screening data.

Geometry

2206A

This course includes the study of plane and solid figures, similarity, congruence, postulates, theorems, use of mathematical proof, constructions, area and volume. The concepts of space geometry (solid) are introduced in the course and used thereafter. Students are also introduced to elementary ideas of plane analytical geometry. Algebra topics are included periodically throughout this course.

PRE-REQUISITE FOR GEOMETRY: Proficient on the Algebra 1 Keystone AND a grade of C or higher. Any student with a grade of D or lower will be recommended to retake the Algebra 1 course.

Algebraic Concepts

2085

This course will provide targeted, systematic instruction of Algebraic concepts that focuses on rebuilding the key progressions for students who continue to need additional support for success in Algebra 1, as defined by the PA Core standards. Major topics include rational numbers, exponents, functions, linear equations and systems of linear equations, scatterplots, angles, congruence and similarity. Gaps in students' skills will be addressed through the use of direct instruction, personalized learning and collaborative learning.

Algebra: Operations & Equations

2106AC

2106A

This course is specifically designed for students who will benefit from targeted instruction on algebraic concepts before focusing on the Algebra 1 standards. The first half of this course will address expressions and equations with radicals and integer exponents; mathematical problems leading to two linear equations in two variables; and dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. The second half of this course will address Algebra 1 topics such as equations and inequalities, polynomials and factoring. Students who

successfully complete this course will continue learning the remaining Algebra 1 concepts in Algebra-Functions and Data Representation in ninth grade. This course sequence will culminate with the Keystone Algebra Exam at the end of the second year.

MUSIC

Exploring Music 8628

Students will explore the historical aspects of early music through the 21st century.. Activities will include studying and evaluating music and will provide opportunities for creating and performing music in a classroom setting. Students will receive hands-on experience using music software in the music technology lab.

Music Performance

- Band 8681
- Chorus 8682
- Orchestra 8683

The music performance classes offered in eighth grade, include a choice of either the grade level Concert Band, Mixed Chorus or Orchestra. Appropriate music is chosen for its appeal as well as its educational and aesthetic value. In order to audition for a Select Ensemble, students must be enrolled in a performing ensemble class (Band, Orchestra, Chorus). **Some performances and rehearsals are scheduled outside of the school day as part of the curriculum and are required to be attended.** Students will receive hands-on experience using music software and recording technology in the music lab.

All instrumental students will be assigned to a small group for lessons. These required lessons are organized and function according to the needs of the student. Each group will meet once per cycle and will be scheduled on a rotating schedule from other regularly scheduled classesSelect ensembles are scheduled by audition from the larger performing groups. Select groups may include: Jazz Band, Wind Ensemble, Brass Ensemble, Percussion Ensemble, Vocal Ensemble, and String Ensemble. In order to audition for a Select Ensemble, students must be enrolled in a performing ensemble class (Band, Orchestra, Chorus).

PHYSICAL EDUCATION

Physical education is required for all seventh and eighth grade students. The physical activities will help to improve each student's basic skill level as he/she is motivated to attain physical fitness levels. The student must meet uniform and participation requirements.

PE 8 7080

Adapted Physical Education 7020A
(IEP required for enrollment)

The Adapted Physical Education course is offered for those students who, for medical reasons, need modified physical activities.

READING

Literacy Explorations 8 4085

This course will provide instruction for students who continue to develop competency in literacy and critical analysis of text. Strategies and skills will be targeted through systematic instruction of comprehension, vocabulary, word study, analysis and writing. A variety of complex texts will provide the opportunity for close reading, critical analysis, and constructed response. This course will be differentiated to meet the needs of all learners.

Strategic Literacy Explorations
Level 1 4085A

This course will provide targeted, systematic instruction of comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. A variety of complex texts will provide the opportunity for close reading, critical analysis, and constructed response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

Strategic Literacy Explorations

Level 2

4085B

This course will provide targeted, systematic instruction for comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. Instruction will focus on the foundational skills for reading (phonemic awareness, phonics, decoding/ encoding) in addition to comprehension, vocabulary and writing. A variety of challenging texts will provide the opportunity to apply these skills to critical analysis and response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

Supplemental Literacy Support

7404SL

8404SL

This supplemental literacy course utilizes highly-structured research-based instruction to directly teach the structure of the language using systematic, multisensory instruction in both decoding and encoding.

SCIENCE

Integrated Science 8

3086

3086P

The eighth grade course will focus on the processes that cause changes in living and nonliving systems on Earth. Students will learn how the Earth's systems can change through constructive and destructive processes, the effect energy has on our weather patterns and the processes that affect how energy is transferred through an ecosystem, and how all of these changes are governed by matter and its interactions. Students will explore these concepts through hands-on laboratory experiences and real world case studies. Students enrolled in 3086P will be required to conduct an independent science research project that will allow students the opportunity to explore a specific topic of interest at a greater depth.

SOCIAL STUDIES

America In History 1

1086

1086P

The course will include the study of early America through the Civil War. Students enrolled in 1086P will be required to complete an additional project, facilitated by the teacher, that will allow students the opportunity to explore a specific topic of interest within the curriculum at a greater depth.

TECHNOLOGY & ENGINEERING

Courses in technology and engineering education reflect innovations, technological systems, resources and products related to technology. Technology & Engineering education explores the social, cultural and environmental impacts of technology. Opportunity is provided in classroom and laboratory settings for students to develop knowledge, skills and attitudes regarding technology. This course integrates science, technology, engineering and math (STEM) into a program that is designed to insure that citizens are prepared to live in and contribute to a competitive and complex technological society.

Technology & Engineering 8

8556

This is a project-based course exploring disciplines in technology & engineering. Students will investigate how humans design, create and use technology by developing their own solutions to technological problems. Projects are based on real world technological problems/ solutions and how these solutions impact individuals, society and the environment.

WORLD LANGUAGE

Latin 1

4115A

Spanish 1

4215A

French 1

4315A

Arabic 1

4415A

Important: When students are selecting their World Language course, they are required to designate their first choice as well as an alternate choice.

SPECIAL EDUCATION

Special education services may be provided through various programs including, but not limited to, Learning Support, Emotional Support, Autistic Support, Multiple Disabilities Support, Life Skills Support, and/or Gifted Support depending on the student's individual needs. Eligibility for special education is determined through a comprehensive evaluation. If it is determined that a student requires special education services, the Individualized Education Program (IEP) team provides the exceptional student with an appropriate educational program and placement. Procedures for such programming are established by the Individuals with Disabilities Education Act and the Commonwealth of Pennsylvania. Depending on the student's disability category, students are re-evaluated every two or three years to determine continued eligibility and appropriateness of their special education program. Eligible students may receive services until they are 21.

Learning Support

The main focus of this program is the General Education Curriculum with modifications and accommodations as determined by the student's IEP. If determined by the IEP team, a student may participate in a supplemental curriculum. Students who are eligible for behavioral/emotional support will be provided support as outlined in the student's IEP. This program supports the student's transition to post-secondary outcomes as determined in the student's IEP.

Emotional Support

The main focus of this program is the General Education Curriculum with modifications and accommodations as determined by the student's IEP. If determined by the IEP team, a student may participate in a supplemental curriculum. This program provides support for students with social, behavioral, emotional, academic and transition needs. This program will support a student's transition to post-secondary outcomes as determined in the student's IEP.

Autistic Support

The program focuses on the General Education Curriculum when appropriate and determined by the IEP team. This program provides support for students with social, communication, academic, behavioral and transition needs. This program will support the student's transition to post-secondary outcomes as determined in the student's IEP.

Life Skills Support

This program focuses on the development of vocational skills. When appropriate as determined by the IEP team, students may participate in Regular Education classes with support from the Life Skills Support Program. This program provides support for students with social, communication, academic and transition needs. This program will support student's transition needs to post-secondary outcomes as determined in the student's IEP.

Multiple Disabilities Support

This program focuses on the development of daily life skills. When appropriate as determined by the IEP team, students may participate in Regular Education classes with support from the Multiple Disabilities Support Program. This program provides support for students with social, communication, academic and transition needs. This program will support the student's transition to post-secondary outcomes as determined in the student's IEP.

Other Provided Programs

Hearing Support, Vision Support, Speech and Language Support, and Physical Support.

English Language Development

NPSD recognizes its responsibility to offer programs for the diverse population it serves. English Language Development (ELD) is provided for those students whose native language is not English. Students are tested for their English proficiency levels, then, receive ELD instruction matched to their needs. According to the individual's needs, ELD courses and/or support are offered. The primary goal of the ELD program is to provide students with the English language skills needed to function in the classes offered in the school's curriculum. A parent or guardian may opt their child out of ELD programming.

English ELD

- English 1 ELD - 0018A (English & Reading Credits)
- English 2 ELD - 0028A (English & Reading Credits)
- English 3 ELD - 0038A (English Credit)
- English 4 ELD - 0048A (English Credit)

Resource

ELD Resource - 8428A

Gifted

In addition to the high potential and accelerated programming offered to all students, students identified as gifted with a Gifted Individualized Education Program (GIEP) will have elective choices in both seventh and eighth grade to extend their experience and meet their individualized needs.

Gifted Seminar 7

4075G

This year-long course is an option for students identified as Gifted (with a GIEP) in seventh grade. The course would replace the Literacy Explorations course on the student's schedule. Gifted Seminar 7 provides the students with learning experiences that will enhance their reading skills. This course utilizes instructional strategies that are both individualized and academically challenging through activities such as inquiry-based research and close reading, critical thinking, discussions and dialectical journaling. This course will employ a variety of methods that will support students while fostering an environment where students can build on their individual capabilities, talents and creativity.

Gifted Seminar 8

4085G

This two period per cycle Gifted Seminar 8 course is available to students who currently have a GIEP in 8th grade. Gifted seminar is an interdisciplinary elective course whose skill-based curriculum is process-rather than content-focused. The framework of this process centered curriculum is constructed around the exploration of leadership. The course provides the students with opportunities to develop their own definition and philosophy of leadership. It will employ a variety of instructional strategies that will support students in the development of their own knowledge and creativity. The course will be scheduled during a normally scheduled special area class.